

Literature Review Perspective of Factors Affecting the Quality of Primary School Education in Developing Countries

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Abstract - The influence of education quality on various aspects of life is very significant and closely related, especially in the context of human resource progress, technology, economy, and the sustainability of a country. For this reason, this study was conducted qualitatively using an in-depth literature review of various sources of relevant previous research journals. This study is also useful as a basis for thinking to be developed and continued empirically in the field. The results of the research that was built were obtained through a literature review, three variables have a significant effect on the quality of elementary school education, including strategic planning, quality of facilities and infrastructure, and quality of school accreditation. The results of the initial hypothesis development obtained strategic planning influences the quality of school accreditation, as well as the quality of facilities and infrastructure that affect the quality of school accreditation. Strategic planning also has a direct effect on the quality of education, as well as the quality of facilities and infrastructure that directly affect the quality of education. The next hypothesis is that the quality of school accreditation affects the quality of education. This study also builds an indirect hypothesis where the quality of accreditation becomes a mediating variable so that two indirect hypotheses are obtained, including strategic planning having an indirect effect on the quality of education through the quality of accreditation. The quality of facilities and infrastructure has an indirect effect on the quality of education in elementary schools. Based on these results, this study is worthy of being used as a reference for further research that can be tested empirically on populations at various school levels.

Keywords – Strategic Planning, Quality of Facilities and Infrastructure, Quality of School Accreditation, Quality of Education.

INTRODUCTION

Education is a central focus for many countries, especially developing countries, considering that education is the main investment for the advancement of human resources, economic development, and the advancement of the wider community [1]. The quality of education also has a significant impact on improving the macro economy, increasing productivity and innovation, reducing poverty, and encouraging the promotion of social values

such as empowerment and equality [2]. This has encouraged many researchers to conduct in-depth and comprehensive research, especially in poor and developing countries to find out how much impact the improvement in the quality of education has [3]. However, many research results are controversial and contradictory, many research results in these countries encourage easy access to education for the wider community but ignore improving the quality of education, and the level of education of its workforce so that they

¹ This article was presented at **The 1st BB International Conference, Research and Innovation (The 1st BBIC 2024)** on November 26, 2024, in Banten Province, Indonesia. This is the first conference organized by Universitas Bina Bangsa in collaboration with the College of Business and Public Administration, Pangasinan State University Philippines, <https://pbic-uniba.com/>

do not get maximum results for economic growth [1]. These results also make education not an indicator that is successful in achieving sustainable development goals [2]. Meanwhile, other research results positively and significantly obtained results where a high level of education accompanied by an increase in the quality of education can be a catalyst for productivity and technological progress that can open the economic sector as widely as possible and contribute to increasing a country's gross domestic product [4].

For many countries, especially developing countries, education is one aspect that cannot be underestimated as a determinant of the success of the nation. Where in its journey the quality of education becomes an important factor that cannot be compromised (Sriyakul et al, 2020)). One of the factors that influences and plays an important role in the quality of education is strategic planning, which establishes a framework to improve the sustainability and accountability of educational institutions. Strategic planning helps schools formulate annual work plans that are in line with the vision and mission of educational institutions so that they can ensure that all school activities contribute to the quality of education [6]. The implementation of strategic planning can also increase the involvement of all stakeholders including teachers and school committees who can foster a collaborative environment so that they can support strategic initiatives in improving the quality of school education [7]). Strategic planning can significantly improve the quality of school education by improving the quality of school accreditation by improving coordination between stakeholders and ensuring effective and efficient use of resources [8]. With effective strategic planning, it can improve the quality of teachers, improve the quality of graduates, and school programs to increase school competitiveness [9].

Another factor that supports the quality of education and is considered to still need to be improved in developing countries is related to the quality of educational facilities and infrastructure considering that facilities and infrastructure are

an important factor in creating an effective learning environment and supporting the development of graduate quality [10]. The quality of complete and well-maintained facilities and infrastructure will significantly support the learning process, so that it can achieve quality education goals and ultimately will positively affect school accreditation [11]. The quality of education will be significantly impacted by the facilities and infrastructure available at school considering that the learning process requires quality infrastructure, this illustrates that the availability of school facilities and infrastructure plays a very important role [12]. With adequate, efficient, and sustainable facilities and infrastructure, it will be very important to create a conducive learning environment, which directly affects the effectiveness of the teaching and learning process so that it has an impact on school accreditation and the quality of education [13]. In another study, it was found that the quality of educational facilities and infrastructure has a very significant influence on the quality of education by 84.3% ([14].

The quality of education also cannot be separated from other very essential factors, namely the quality of school accreditation, which has a significant influence and has been proven by various previous studies. Accreditation serves as a benchmark for evaluating educational standards and performance that have an impact on the quality of graduates and institutional practices, even empirically it can be proven that higher school accreditation and performance ratings indicate superior education quality compared to schools with lower rankings [15]. The results of other studies prove that superior school accreditation can improve the quality of services and educational outcomes, so improvements are needed in terms of meeting national education standards that can directly support improving the quality of school education [16]. The negative impact of the low quality of school accreditation will have an impact on the quality of human resources, poor financial management, and low implementation of education standards that can contribute to the decline in the quality of education in developing

countries [17]. Other studies have even specifically emphasized good governance to improve the quality of school accreditation to improve the quality of education, such as by implementing nine school quality assurance steps that have a significant positive impact on accreditation to produce superior rankings and increased quality of education as evidenced by national exam results that exceed the provincial average [18].

Quality of Education

Quality education is education that produces graduates who have academic and non-academic achievements and can be pioneers of change and renewal to answer the challenges and problems currently being faced by the nation [19]; [20]. For this reason, national education must be able to guarantee equal educational opportunities and improve the quality relevance, and efficiency of education management in a directed and sustainable manner [21]-[22]. The quality of education refers to the level of effectiveness of the education system in producing competent graduates with integrity, and able to contribute positively to society [23]-[24]. This includes aspects such as a relevant curriculum, an effective learning process, quality education, and adequate supporting facilities. The quality of education also reflects the extent to which the education system can meet the needs of individuals and society in facing global challenges.

Quality education does not only rely on academic achievement but also on character building, critical thinking skills, and creativity of students. This involves a holistic approach, where students are not only prepared for the world of work, but also to become quality, responsible, and sporty citizens [25]-[26]-[27]. In addition, the quality of education can be measured through various indicators including literacy skills, numeracy, ability to use and develop technology, and the level of education participation [28]. Ultimately, the quality of education will be the main foundation for the development and progress of the nation. A quality education system will be able to create a

generation that is resilient, highly competitive, and adaptive to change [29]. Therefore, investment in improving the quality of education needs to be a priority for every country, especially for developing countries, to achieve sustainability and community welfare.

To improve the quality of education in the country, the government has prepared a strong legal basis contained in the Republic of Indonesia Law Number 20 of 2003 concerning the national education system which is defined as all components of education that are interrelated in an integrated manner to achieve national education goals, namely being able to guarantee equal education opportunities, improving the quality of education, which is relevant and increasing the efficiency of education management to face challenges by the demands of changes in local, national and global life so that renewal must always be carried out in a directed, planned and sustainable manner.

School Accreditation Quality

School accreditation is a systematic and comprehensive assessment process of the quality of education delivery in a school based on certain standards that have been set by an official accreditation institution. This process aims to ensure that schools meet quality criteria that support the achievement of optimal learning outcomes and professional education management [30]-[31]-[32]. Accreditation covers various aspects such as curriculum, school management, teacher competence, facilities and infrastructure, and student performance.

Through accreditation, schools will receive official recognition as an indicator of the credibility and quality of educational services provided [33]. The results of accreditation in the form of certain rankings and values will be a benchmark for schools to carry out continuous evaluation and improvement [34]-[32]. In addition, accreditation can also provide trust to the community, especially parents of students, that the school is worthy of being a place of learning that supports holistic child development [35].

At a broader level, school accreditation plays a role in improving the quality of national education [36]-[30]. With accreditation, the government and related institutions can map the quality of education as a whole and design more effective policies to support equity and improve the quality of education at all levels of education [37]. Accreditation is not just a formality, but also a strategic step in building a superior and competitive education system [38]-[39].

Strategic Planning

School strategic planning is the process of formulating long-term goals and strategic steps designed to direct the development of the school towards the vision and mission that have been set [40]-[41]-[42]. This process involves an in-depth analysis of the internal and external conditions of the school, including opportunities and challenges, to determine priorities that will support the continuous improvement of the quality of education [43]-[44].

In strategic planning, schools must set specific, measurable, achievable, relevant, and time-bound goals, better known as SMART [41]-[42]. In addition, strategic planning includes main programs, resource allocation, and success indicators that form the basis for performance evaluation. This planning is designed collaboratively by involving various stakeholders such as principals, teachers, parents, and the surrounding community to ensure relevance and full support [43]-[44].

Effective strategic planning enables schools to face the dynamics of change adaptively and innovatively [45]-[46]. With this approach, schools can strengthen competitiveness, improve the quality of educational services, and meet the needs of students and the community [42]- [47]. Strategic planning is not just an administrative document but an operational guide to achieve sustainability and educational excellence [9].

Quality of Facilities and Infrastructure

The quality of school facilities and infrastructure refers to the condition, availability, and suitability of physical and non-physical

facilities that support the learning process and effective school management [48]- [49]-[50]. Facilities include learning tools and equipment such as books, computers, and learning media [51]-[52]. Meanwhile, infrastructure includes supporting facilities such as classrooms, laboratories, libraries, and school environments. Adequate facilities also contribute to the creation of a conducive learning environment that encourages optimal student and teacher engagement [53].

Improving the quality of school facilities and infrastructure is a strategic investment to improve the quality of education [50]; [54]. Good facilities not only support the achievement of better learning outcomes, but also increase the motivation and satisfaction of students, teachers, and parents of students [55]- [56]-[57]-[53]. Therefore, planned management and maintenance of facilities and infrastructure are important elements in school management [58]-[56]- [59]- [60]- [61].

OBJECTIVES OF THE STUDY

Based on the results of the initial literature review that discussed the factors that influence the quality of education in schools, including strategic planning, quality of facilities and infrastructure, and quality of school accreditation. However, at this time a deep question arises whether these three factors can significantly influence if implemented in developing countries. Given that there is a contrasting empirical gap in developing countries where increasing access to education is not accompanied by an increase in the quality of facilities and infrastructure and the implementation of comprehensive national education standards. On the other hand, there is also an evidence gap where strategic planning has an indirect effect on improving the quality of school education. For this reason, this study was built from a deep and comprehensive literature review perspective to be developed for further research, especially in developing countries so that it can bridge the gap that has been explained previously).

MATERIALS AND METHOD

This study uses a qualitative approach with an in-depth literature review method on the results of previous studies that are relevant to the topic being studied, namely on factors that influence the quality of school education such as strategic planning, the quality of school facilities, and infrastructure and the quality of school accreditation. This approach provides a broad picture of the predictors of the variables of education quality and is expected to be an initial study and foundation for future research.

Previous research articles were collected based on relevance to the research topic through several steps. The first step is to formulate the problem of whether there is a direct influence of each predictor variable of education quality, namely the strategic planning variable on accreditation quality, strategic planning for the quality of facilities and infrastructure, the quality of facilities and infrastructure for the quality of accreditation, strategic planning for the quality of education, the quality of facilities and infrastructure for the quality of education and the quality of accreditation for the quality of education.

Literature reviews contain descriptions of theories, findings and other research materials obtained from reference materials to be used as a basis for research activities [62]. A literature review does not only mean reading literature but more towards an in-depth and critical evaluation of previous research on a topic [63]. The purpose of a literature review is for researchers or writers to know how their research will contribute scientifically to the topic or issue being researched [13].

RESULTS AND DISCUSSION

The importance of strategic planning using the SMART approach and SWOT analysis in the world of education greatly guides schools to improve the quality of school accreditation, by aligning the school's vision and mission with educational goals to ensure accountability and encourage sustainable education quality [64]. Strategic planning improves elementary school accreditation by setting clear goals, improving

resource allocation, and encouraging collaboration among stakeholders, this has school compliance with national education standards which has an impact on improving the quality of education [65]. The results of other studies conducted by [66] highlighted that strategic planning through alignment of leadership and accreditation standards as well as improving the curriculum and community involvement has significantly impacted elementary school accreditation and has an impact on sustainable educational excellence which is ultimately able to prepare graduates who are ready to face future demands [66]. The research results of [67] specifically discuss the effects of strategic planning on elementary school accreditation which emphasizes improving the quality of education by aligning institutional objectives with accreditation standards set in national education standards.

Strategic planning in elementary schools has also significantly influenced the quality of accreditation by increasing the perspective on the effectiveness of total quality management practices in elementary schools [68]. The results of a study conducted by [69] show that comprehensive strategic planning has been able to improve the quality of effective elementary school accreditation in line with legal mandates and can improve the quality of students by increasing accountability and involvement of stakeholders. Meanwhile, the results of other studies conducted by [70] showed that strategic planning has been able to have a positive and significant impact on improving elementary school accreditation by improving the performance of school principals. Other studies emphasize the importance of assessing school reality, vision, mission, and community readiness in strategic planning to support the success of school accreditation has been able to improve the quality of sustainable education [71]. In-depth strategic planning for environmental analysis stakeholder involvement and effective program resource management has been able to increase the success of school accreditation and improve the quality of education [72]. Based on the results of the relevant literature review examining the

impact of strategic planning on the quality of school accreditation, the researcher formulated a first hypothesis as follows:

H1: Strategic planning has a positive and significant effect on the quality of primary school accreditation.

The infrastructure component is an important component that affects the quality of school accreditation, considering its importance in supporting effective and efficient learning in elementary schools, so it requires a procedure for maintaining and caring for it so that it can function when needed [73]. Effective infrastructure facilities significantly affect elementary school accreditation by creating a conducive learning environment, increasing student motivation, and improving learning outcomes. Adequate resources, including technology and safe physical spaces, are essential to meeting accreditation standards and promoting the quality of education [10]. Meanwhile, [74] highlighted the importance of educational facilities for school accreditation, where an adequate instructional environment can have a positive effect on accreditation assessments, so it is important to design good learning spaces by accreditation standards. While, [75] emphasized that adequate infrastructure facilities significantly improve the quality of learning, which is very important for improving school accreditation. Proper management and maintenance of these facilities directly affect the effectiveness of the teaching and learning process in schools. This is also reinforced by [76] where he specifically discusses the influence of infrastructure facilities on elementary school accreditation which focuses on the impact of school infrastructure and work environment on teacher performance in public elementary schools.

Adequate infrastructure facilities significantly affect the learning process and effective implementation of education, which is very important for elementary school accreditation. Policymakers must analyze and prepare these facilities to ensure successful educational outcomes and compliance with accreditation standards [77]. Meanwhile, the

results of the [78] study emphasized the influence of the school committee on the quality of educational infrastructure, significantly supporting educational activities, which indirectly contributed to better accreditation results, although they did not specifically discuss elementary school accreditation. [79] concluded that the management of facilities and infrastructure significantly affected the quality of education and elementary school accreditation, so he emphasized the importance of effective infrastructure management. [80] and [81] focused on the impact of school facilities and infrastructure on student learning motivation, concluding that adequate facilities significantly increased motivation, which could support the quality of elementary school accreditation by fostering a conducive learning environment. Based on the literature review above which is relevant to the correlation between the quality of infrastructure and the quality of accreditation, the researcher formulates the second hypothesis as follows.

H2: The quality of facilities and infrastructure has a positive and significant effect on the quality of primary school accreditation.

Strategic planning significantly impacts elementary school accreditation by aligning mission and vision statements with educational goals, ensuring accountability, and encouraging continuous improvement. An effective strategic plan can improve accreditation outcomes through shared values and goals [64]. Strategic planning in elementary schools using total quality management can also significantly improve the quality of elementary school education [68]. Strategic planning can set clear goals, improve resource allocation, and encourage stakeholder collaboration. This ensures compliance with national education standards, which ultimately leads to better quality education and increased opportunities for achieving successful accreditation (Yapandi, 2018). Strategic planning significantly affects the quality of elementary school education by conducting internal and external analysis, addressing factors that affect

the quality of graduates, and optimizing resources and infrastructure, which ultimately leads to improved academic and non-academic outcomes for students [72]. Meanwhile, specifically (Castañeda et al., 2024) concluded that strategic planning on the quality of education influenced 41.8%.

[83] highlighted that strategic education management significantly affects the quality of education services in elementary schools, emphasizing the need for effective planning and implementation of action plans to improve educational outcomes and address stakeholder needs. Strategic management significantly affects the quality of elementary school education by improving curriculum development, human resource development, infrastructure adequacy, and student achievement, which ultimately fosters a positive learning environment and an effective school culture [84]. [9] research that focuses on strategic planning has significantly affected the quality of elementary school education by establishing effective strategies that improve student achievement, teacher quality, and overall school programs, thereby improving the quality of education and competitiveness. [85] found that strategic planning through a SWOT analysis approach has been able to improve the quality of education positively and significantly. This is in line with [46] where strategic planning serves as a foundation for developing institutional programs, increasing clarity of goals and policies, which ultimately contributes to improving the quality of education and implementing effective programs in elementary education. Based on the literature review above which is relevant to the correlation between strategic planning and the quality of primary school education, the researcher formulates the third hypothesis as follows.

H3: Strategic planning has a positive and significant effect on the quality of primary school education.

Effective facilities and infrastructure significantly improve the quality of primary school education by creating comfortable classrooms, ensuring safety, and providing

sufficient learning opportunities. In addition, access to information and communication technologies, such as high-speed internet, expands learning resources and improves student motivation and outcomes [10]. Adequate infrastructure significantly improves the quality of primary school education by creating a conducive learning environment. It supports effective teaching and learning processes and ensures that facilities and equipment are well maintained, thereby facilitating better educational outcomes for students and teachers, which in turn improves the quality of education [13]. On the other hand, inadequate infrastructure, such as a lack of ICT facilities and functional libraries, significantly hinders the effective implementation of the Competency-Based Curriculum, which ultimately affects the quality of primary school education (Kibet, 2023). Other studies have shown that school infrastructure significantly affects the quality of primary education by creating a conducive learning environment, which is essential for improving student performance and overall educational outcomes [87]. Another study showed that the management of facilities and infrastructure significantly affects the quality of education, with a positive effect measured at 79.5%. So, the role of effective infrastructure management in improving educational outcomes in primary schools is very important [79].

Infrastructure significantly affects the quality of primary school education by providing essential facilities that support the teaching and learning process. Well-managed and maintained infrastructure ensures a conducive learning environment, and enhances student engagement and overall educational outcomes [88]. [89] highlighted that related infrastructure significantly affects the continuity of education in primary schools, enhancing teaching effectiveness and student engagement in related subjects. School infrastructure significantly affects the quality of education, as inadequate facilities such as inadequate classrooms, poor lighting, and ventilation hinder learning. Improving infrastructure improves safety and functional conditions, which ultimately benefits

students' educational performance and overall experience [90]; [91]; [92]. Based on the literature review above that is relevant to the correlation between the quality of facilities and infrastructure and the quality of primary school education, the researcher formulates the fourth hypothesis as follows.

H4: The quality of infrastructure has a positive and significant effect on the quality of primary school education.

Accreditation has a positive impact on the quality of primary school education by improving system elements, fostering professional competence among staff, and improving communication and teamwork, despite differences in aligning the national curriculum with accreditation standards [71]. Meanwhile, research conducted by Rahminawati & Supriyadi (2023) showed that implementing nine action steps for internal quality assurance had a positive impact on school accreditation, resulting in superior rankings and improved quality of education, as evidenced by national exam results exceeding the average score at the provincial level. School accreditation has a significant impact on the quality of primary school education by mapping the quality of education based on the National Education Standards (SNP) and facilitating improvement plans, ensuring the unity and equality of education throughout Indonesia, which ultimately improves the overall educational experience [93]. Understanding the 2020 Education Unit Accreditation Instrument (IASP) by teachers improves the quality of primary school education, as it ensures the quality of competent teachers, which is important for the smooth running of the education process and improving student outcomes [94]. Other research shows that integrating the four Pillars of quality schools into the accreditation process can improve the quality of education, indicating that accreditation standards play an important role in fostering a culture of continuous quality improvement in schools [95].

The lack of fulfillment of national education standards due to suboptimal

implementation affects the quality of school accreditation by BAN-S/M, thus affecting the quality of education [96]. A study conducted by [15] found a significant relationship between school accreditation status and the quality of elementary schools. Schools with A accreditation showed much better performance than those with B or C accreditation, indicating that higher accreditation correlates with improved quality of education. Accreditation significantly improves the quality of elementary school education by setting standards in various aspects, including content, process, and graduate competencies. In Indonesia, the implementation of national education standards has a positive impact on the quality of education, with 65% of units achieving accreditation [36]. Improving education quality standards can improve school accreditation which has an impact on improving the quality of education [97]; [17]. Based on the literature review above which is relevant to the correlation between the quality of school accreditation and the quality of primary school education, the researcher formulates the fifth hypothesis as follows.

H5: The quality of school accreditation has a positive and significant effect on the quality of primary school education.

Based on the development of the hypothesis built on relevant theories from various previous studies, the researcher built a research concept based on predictor variables that can improve the quality of education in developing countries and are worthy of being tested empirically in further research as follows:

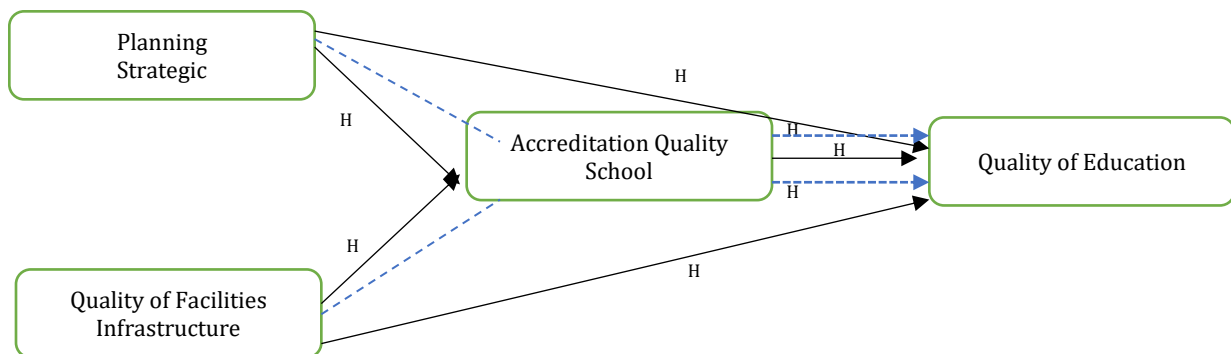


Figure 1. The Research Framework Constructed

The conceptual results of the model built using the path analysis above also develop two indirect hypotheses between exogenous variables and endogenous variables as follows:

H6: Strategic planning has an indirect effect on the quality of education through the quality of primary school accreditation.

H7: Strategic planning has an indirect effect on the quality of education through the quality of primary school accreditation.

CONCLUSION AND RECOMMENDATION

The results of the study using a literature review obtained a research framework that is worthy of being tested empirically using the structural equation model (SEM) method considering that the impact generated by exogenous variables on endogenous variables is very significant. This indicates the importance of high-quality education that can be supported by the implementation of mature strategic planning to align the school's vision and mission with all stakeholders, improving the quality of school facilities and infrastructure that have an impact on the quality of school accreditation and improving elementary schools. The results of the path analysis of the conceptual model produced five direct hypotheses and two indirect hypotheses that were built on a strong theoretical basis so they were very interesting to study in more depth.

This study is not without its shortcomings, considering that there are still many opportunities for improving the gap research from previous research results that can be developed in more depth, such as the possibility of a correlation between strategic planning and the quality of facilities and infrastructure that has not been explored in this study. As well as the existence of other exogenous variables that have great potential for improving the quality of elementary school accreditation and the quality of education, such as continuous evaluation and monitoring and the involvement of parents of students. For this reason, future model development can include these exogenous variables to enrich the scientific treasury and have a positive impact on improving the quality of elementary school education.

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