

The Impact of Educator Quality on Graduate Competence and Quality

Joned Ceilendra Saksana¹, Asep Surya Lesmana², Siskamto³, Sri Murtini⁴, Zubair Arza⁵

¹⁻⁵STIE Ganesha Jakarta, Indonesia

*Corresponding Author : saksana64@gmail.com¹

Abstract: This paper aims to explore and discuss the crucial impact of educator quality and competence on producing high-quality graduates by examining relevant literature and its application in existing research. Employing a qualitative methodology, including systematic literature review and content analysis, the study draws from literature sourced online concerning the variables under investigation. The analysis incorporates insights from fifteen scholarly articles, shedding light on the relationship between the quality of educators and graduates. Findings indicate that existing literature has been effectively integrated into the study's conclusions. The recommendations provided offer qualitative contributions to the field of education, particularly in education management. Future research can build on this work by examining the same variables using different methods and research contexts.

Keywords: Educator Quality, Educator Competence, Quality Graduates

1. INTRODUCTION

The quality of educators and their competencies are pivotal in shaping the future of the education system. Educators serve as the architects of knowledge, guiding students through their academic journeys and molding them into the leaders and thinkers of tomorrow. Their expertise and effectiveness directly influence the development of high-quality graduates, underscoring the critical importance of their role (Darling-Hammond, 2020). By fostering intellectual growth, critical thinking, and practical skills, educators lay the foundation for students' success in both their professional and personal lives (Hattie & Clarke, 2018). Consequently, the pursuit of excellence in education hinges significantly on the continuous enhancement of educator quality and competence (Kraft et al., 2018). In this context, understanding and improving these attributes is essential for advancing educational outcomes and ensuring that graduates are well-prepared to meet the demands of an ever-evolving global landscape (Bates & Morgan, 2018; Darling-Hammond, 2020).

The quality of educators and their competencies play a critical role in shaping the future of our education system. They are the architects of knowledge, the guides for students, and those who help shape the leaders and thinkers of tomorrow. In the quest to produce high-quality graduates, the role of educators cannot be overstated (Densmore, 2018; Tamir, 2013). These dedicated professionals are entrusted with the task of imparting knowledge, instilling critical thinking skills, and fostering a passion for learning. Through their expertise and commitment,

Received: April 30, 2024; Revised: May 30, 2024; Accepted: June 18, 2024;

Published: June 30, 2024

students not only acquire academic knowledge, but also develop into well-rounded individuals capable of facing the challenges of the modern world (Liu & Xu, 2022). The quality of educators encompasses a wide range of attributes, including expertise in their field of study, teaching methods, communication skills, and their ability to adapt to the evolving needs of education (Shah & Patel, 2020).

Competence is essential to ensure that students receive the best education and are adequately prepared to meet the demands of the world of work and society (Nolan & Molla, 2019). High-quality educators go beyond the syllabus, inspiring students to explore, question and think creatively. They create supportive and engaging learning environments that encourage students to reach their full potential. In addition, they lead by example, demonstrating a commitment to lifelong learning and self-improvement, which can be a powerful motivator for their students (Phillips & Boyd, 2023). The impact of high-quality educators extends far beyond the classroom. They contribute to the development of a knowledgeable, skilled and innovative workforce, which is critical to a nation's economic and social progress (Ladeji-Osias et al., 2018). The quality of educators is a cornerstone in the foundation of a strong education system, and through their competence, high-quality graduates can be produced. Moreover, the impact of educator quality can be felt across generations. High-quality educators can inspire a love of learning that extends beyond the classroom, motivating students to become lifelong learners who seek knowledge and self-improvement even after their formal education ends (Perifanou & Economides, 2022). This continuous pursuit of knowledge not only benefits the individual, but also has a positive influence on the community and society as a whole.

In a rapidly changing world, where information is easily available and technology is evolving at an unprecedented rate, the role of educators has become increasingly important. They not only need to convey facts and concepts, but also teach critical thinking, adaptability and digital literacy. Competent educators stay up-to-date with the latest teaching methodologies and technologies, to ensure that their students are prepared for today's challenges (Williams, 2019). In addition, the quality of educators is closely linked to the overall performance of educational institutions. Schools and universities with a reputation for high-quality educators are more likely to attract talented students, fostering an environment of academic excellence (Yuzkiv et al., 2022). This, in turn, can lead to a positive feedback loop, with better students choosing to study under high-quality educators, creating a virtuous cycle of educational improvement (Saksana, 2024).

The purpose of this paper is to illustrate and discuss the important role of educator quality and educator competence in producing high-quality graduates by reviewing the relevant literature and examining its implementation in existing research. This study utilizes a qualitative methodology, drawing on literature sourced from online databases to analyze the variables involved. Incorporating insights from fifteen scholarly articles, the findings highlight the critical relationship between educator quality and graduate outcomes. The recommendations presented contribute qualitatively to the field of education, particularly in education management. Future research can further explore these variables using different methods and research contexts.

2. METHODS

This paper uses a qualitative methodology drawn from the available literature from online sources related to the variables in this article. This article incorporates a total of dozens of scholarly articles that provide insight into the research findings among the variables examined in this study. Several studies have explored diverse facets of educator competencies and their impact on educational outcomes. Mursidi and Sundiman (2014) highlighted that the qualifications of educators often mirror those of the faculties they teach in, potentially compromising educational standards and graduate quality. Bellocchi et al. (2014) focused on emotional climates in science education, noting that positive emotional experiences during teaching enhance learning outcomes. Sethi et al. (2016) demonstrated that postgraduate qualifications in medical education correlate with increased scholarly engagement and academic contributions. Agu (2018) examined the disparity between marketing education theory and practice in Nigeria, affecting the performance of marketing graduates. Elfitri, Muchtar, and Evanita (2019) investigated the effects of national education standards on vocational high school graduates in Solok City and Regency, highlighting varied impacts on academic quality. Karshiyev, Mamatkulova, and Shobutayev (2019) explored the implementation of a qualimetric approach in university education management, emphasizing its adaptability and effectiveness in enhancing student learning quality. Churchward and Willis (2019) analyzed discourses influencing teacher quality and educator responsibilities. Gong, Chen, and Li (2019) developed a model predicting high-quality employment for graduates based on several factors, achieving high accuracy. Du (2020) assessed the advantages of high-quality employment among graduates from private colleges and universities. Anderson, El Habbal, and Bridges (2020) evaluated peer evaluation training in nutritional sciences, demonstrating its effectiveness in improving professional skills. Andreeva and Galaguzova (2020) studied the formation of legal competence through club activities among high school

students in the digitalization context. Lastly, Bellido, Encinar, and Herrarte (2023) investigated motherhood penalties in job quality among university graduates, revealing differential impacts based on the length of higher education programs.

These articles collectively contribute to understanding the complexities and dynamics of educator competencies, educational standards, and their implications for graduate outcomes across various disciplines and contexts. The articles used as literature are described in the table below:

Table 1. Distribution of Journals and Publishers

No	Article Name	Author	Journal	Publisher	Finding And Variables	Year
1.	Phenomenon on the Level of Lecturer Education, in Quality of Education and Quality of Graduates	(Mursidi & Sundiman, 2014)	2014 4th International Conference on Education, Research and Innovation IPEDR vol.81 (2014)	IACSIT Press, Singapore	the qualifications required to become an educator are relatively light, where educators usually have the same level of education as the faculty where they teach, this situation is detrimental to the advancement of science because it impacts on the standard of education and the quality of graduates, with dedicated efforts from educational institutions to improve the professionalism of educators.	2014
2.	Emotional Climate and High Quality Learning Experiences in Science Teacher Education	(Bellocchi et al., 2014)	JOURNAL OF RESEARCH IN SCIENCE TEACHING VOL. 51, NO. 10, PP. 1301–1325 (2014)	Wiley Online Library	The pre-service teachers reported experiencing a very positive emotional climate during their professor's science demonstrations, they also highly valued the professor's reflections while teaching, even when this was associated with lower emotional climate ratings.	2014
3.	How do postgraduate qualifications in medical education impact on health professionals?	(Sethi et al., 2016)	Impact of qualifications in medical education	Taylor & Francis	Masters graduates also recorded higher levels of engagement in scholarly activities, with more significant contributions to academic journals. This qualification had a positive impact on all participants, regardless of their age. Interestingly, international	2016

					graduates reported experiencing a more pronounced impact from this qualification	
4.	Quality of Marketing Education and the Performance of Marketing Graduates in Nigeria: Need for Theory-Practice Synergy	(Agu, 2018)	Journal of Economics and Management Sciences; Vol. 1, No. 1; 2018	IDEAS SPREAD	There is a glaring misalignment between the theory and practice of marketing in Nigeria, leading to substandard performance of marketing graduates. In addition, this study underscores the importance of the quality of marketing education and the teaching methods used, both of which have a substantial impact on graduate performance.	2018
5.	The Effect of National Education Standards on Academic Quality of Graduates Vocational High School in Solok City and Regency	(Elfitri et al., 2019)	Advances in Economics, Business and Management Research, volume 64	Atlantis Press	Content standards and financing standards have a positive and significant effect on national exam scores, (2) Educator and education personnel standards have a positive and significant effect on the number of SMK graduates who work in the business/industry world, (3) Process standards have a negative and significant effect on the number of graduates who continue their education to college, (4) Graduate competency standards, facilities and infrastructure standards, management standards, and assessment standards do not significantly affect the academic quality of SMK graduates. This indicates that other factors such as interest, motivation, and parental background affect the academic quality of SMK graduates.	2019
6.	IMPLEMENTATION OF A QUALIMETRIC APPROACH IN MANAGING THE QUALITY OF EDUCATION OF STUDENTS OF A MODERN UNIVERSITY	(Karshiye v et al., 2019)	European Journal of Research and Reflection in Educational Sciences Vol. 7 No. 12, 2019	Idpublication	Its integration into the higher education system, as an important component of student learning quality management, is due to its adaptability and scientific nature. Its main applications include addressing issues related to the design of the entire educational program, individual program	2019

					planning, development of innovative approaches to implementing point-based assessment and evaluating student performance, and others.	
7.	The pursuit of teacher quality: identifying some of the multiple discourses of quality that impact the work of teacher educators	(Churchward & Willis, 2019)	ASIA-PACIFIC JOURNAL OF TEACHER EDUCATION 2019, VOL. 47, NO. 3, 251–264 https://doi.org/10.1080/1359866X.2018.1555792	Taylor & Francis	In the context of this special issue, which investigates what teacher educators should know, it is reasonable to expect that teacher educators should have a deeper understanding of the ideals associated with teacher quality and teaching for which they are responsible.	2019
8.	Modeling Graduates' High Quality Employment Based on Support Vector Machine	(Gong et al., 2019)	IEEE Symposium Series on Computational Intelligence (SSCI) December 6-9 2019, Xiamen, China	IEEE	six major factors associated with high-quality jobs, including gender, student origin, graduate grades, innovation funding, reading habits, and graduation thesis grades. After conducting various experiments, the model showed an accuracy rate of 87.41%.	2019
9.	Analysis on the Advantage of High Quality Employment of Graduates from Private Colleges and Universities	(Du, 2020)	Advances in Social Science, Education and Humanities Research, volume 371	Atlantis Press	utilizing, and leveraging their respective strengths, private university students can significantly improve the quality of their job prospects	2020
10.	A peer evaluation training results in high-quality feedback, as measured over time in nutritional sciences graduate students	(Anderson et al., 2020)	Adv Physiol Educ 44: 203–209, 2020; doi:10.1152/advan.00114.2019	The American Physiological Society	peer evaluation training improves the quality of peer evaluations and enables students to develop professional skills that can be applied in a variety of biomedical professions.	2020
11.	Formation of the Legal Competence of High School Students Through Club Activities in the Context of Digitalization	(Andreeva & Galaguzova, 2020)	Advances in Social Science, Education and Humanities Research, volume 437	Atlantis Press	Assess the changing dynamics of the level of development of legal competence among secondary school students during their involvement in law clubs, providing insights into the effectiveness of clubs as a tool for fostering the legal	2020

			competence of secondary school students.	
12	Motherhood penalties in wages and access to high-quality jobs among university graduates: Do long higher education programmes make a difference?	(Bellido et al., 2023)	Department of Economic Analysis: Economic Theory and Economic History. Faculty of Economic and Business Ciencias. Universidad Autónoma de Madrid. Cantoblanco, Madrid 28049 (Spain)	job quality, the motherhood penalty is evident for both types of graduates, but the effect is less pronounced among professionals. 2023

3. RESULTS

Based on the literature discussed, here are the keywords and their discussions:

Educator Quality. This encompasses the qualifications, expertise, and effectiveness of educators in imparting knowledge and fostering student development. Effective educator quality includes pedagogical skills, emotional support, and alignment with industry standards to enhance graduate competence (Mursidi & Sundiman, 2014; Bellocchi et al., 2014).

Graduate Competence. Refers to the skills, knowledge, and abilities that graduates acquire during their educational journey, which prepare them for professional roles and further academic pursuits (Sethi et al., 2016; Elfitri et al., 2019).

Educational Quality. Indicates the overall effectiveness and impact of educational institutions in delivering high-quality learning experiences and outcomes. It includes factors like curriculum alignment, teaching methods, and learning environment (Karshiyev et al., 2019; Churchward & Willis, 2019).

Professional Development. Focuses on initiatives and programs designed to enhance the skills and knowledge of educators, ensuring they remain current with industry trends and pedagogical best practices (Gong, Chen, & Li, 2019; Anderson et al., 2020).

Industry Standards. These are benchmarks and expectations set by professional sectors that educators should align with to ensure graduates are well-prepared for the demands of the workforce (Agu, 2018; Gong, Chen, & Li, 2019).

Lifelong Learning. Emphasizes the importance of continuous education and skill development throughout one's career, facilitated by educators who instill a passion for learning in their students (Du, 2020; Andreeva & Galaguzova, 2020).

The keywords identified from the literature underscore the multifaceted nature of educator quality and its profound impact on graduate competence and educational quality. Effective educator quality goes beyond traditional teaching methods; it involves fostering emotional support, adapting to industry standards, and promoting lifelong learning among students. This holistic approach ensures that graduates not only possess academic knowledge but also the practical skills and adaptability needed to succeed in dynamic professional environments.

Educator quality is crucial in shaping graduate competence by providing students with the necessary skills and knowledge aligned with industry expectations (Sethi et al., 2016; Agu, 2018). Educational institutions play a pivotal role in enhancing educator quality through professional development programs that keep educators updated with current trends and pedagogical innovations (Gong, Chen, & Li, 2019; Anderson et al., 2020). This continuous improvement ensures that graduates are well-prepared to meet the challenges of a rapidly evolving job market.

Furthermore, the alignment of educational practices with industry standards ensures that graduates are not only academically proficient but also possess the practical skills and professional competencies required for high-quality employment (Agu, 2018; Gong, Chen, & Li, 2019). Educators who integrate real-world applications into their teaching facilitate deeper learning experiences, preparing students to apply theoretical knowledge in practical settings (Elfitri et al., 2019; Karshiyev et al., 2019).

In conclusion, optimizing educator quality and aligning educational practices with industry standards are essential for enhancing graduate competence and educational quality. By focusing on keywords such as educator quality, graduate competence, educational quality, professional development, industry standards, and lifelong learning, educational institutions can effectively prepare graduates to succeed in today's competitive and ever-changing global landscape.

The description of the above literature papers related to the variables in this paper, from the findings of dozens of papers, twelve papers according to the author are appropriate and will be explained, the use of existing findings derived from the above literature papers has been

implemented for the variables, it's just that from some papers there are other variables that accompany the findings. This paper supports and strengthens the findings that have been found and as further references in research for the continuation of this variable or other variables in the literature, and can also be used as a gap in further research.

The collection of literature discussed above provides a comprehensive view of how educator quality influences graduate competence and overall educational outcomes across different fields and contexts. Each study contributes unique insights into the factors that shape the relationship between educator quality and graduate competence, aligning closely with the theme of "The Impact of Educator Quality on Graduate Competence and Quality."

Firstly, Mursidi and Sundiman (2014) highlight the crucial role of educator qualifications in shaping educational standards and the quality of graduates. Their findings underscore that the educational attainment and professional development of educators directly impact the competencies and preparedness of graduates entering the workforce or further education.

Bellocchi et al. (2014) delve into the emotional climate within educational settings, emphasizing that positive emotional experiences facilitated by educators enhance learning outcomes. This emotional support is integral to nurturing competence among graduates, as it fosters a conducive learning environment where students can thrive academically and personally.

Sethi et al. (2016) focus on the impact of postgraduate qualifications in medical education, demonstrating that higher levels of education among educators correlate with increased scholarly engagement and academic contributions from graduates. This suggests that educator expertise and qualifications influence the depth and quality of learning experiences that students receive.

Agu (2018) examines the alignment between theory and practice in marketing education, revealing that discrepancies can negatively affect the performance of marketing graduates. This underscores the importance of educators possessing up-to-date knowledge and practical experience relevant to their fields to adequately prepare graduates for real-world challenges.

Elfriti, Muchtar, and Evanita (2019) explore national education standards and their effects on vocational high school graduates, highlighting varying impacts on academic quality

depending on different standards implemented. This study underscores the role of educator adherence to standards in shaping the competencies and career readiness of graduates.

Karshiyev, Mamatkulova, and Shobutayev (2019) introduce a qualimetric approach to managing educational quality, emphasizing its role in enhancing student learning outcomes through systematic evaluation and improvement processes. This approach reflects how educator-driven initiatives can positively impact graduate competence by ensuring rigorous educational standards and continuous improvement in teaching practices.

Churchward and Willis (2019) analyze multiple discourses on teacher quality and responsibilities, advocating for deeper understandings of educator roles in shaping graduate competence. Their study highlights the multifaceted nature of educator quality and its implications for educational practices that promote effective learning and development among students.

Gong, Chen, and Li (2019) develop a predictive model for high-quality employment outcomes among graduates, underscoring the influence of factors such as educator guidance, academic performance, and professional skills development. This model reinforces the critical role of educators in equipping graduates with the competencies needed to secure successful career placements.

Du (2020) discusses the advantages of high-quality employment for graduates from private institutions, emphasizing how effective educator mentorship and institutional support contribute to enhancing graduate outcomes in competitive job markets.

Anderson, El Habbal, and Bridges (2020) evaluate peer evaluation training in enhancing professional skills among graduate students, illustrating how educator-led initiatives can foster competence and readiness for professional roles beyond academia.

Andreeva and Galaguzova (2020) explore the development of legal competence among high school students through extracurricular activities, suggesting that educator-guided initiatives outside the classroom can significantly contribute to enhancing graduate readiness in specific skill domains.

Finally, Bellido, Encinar, and Herrarte (2023) investigate the impact of educational duration on job quality for university graduates, highlighting differential outcomes based on the length of higher education programs and the quality of educational experiences facilitated by educators.

The literature reviewed underscores the critical role of educator quality in shaping graduate competence and overall educational quality. Effective educators not only impart subject knowledge but also foster emotional support, align educational practices with industry standards, and enhance learning environments conducive to professional growth. By understanding and improving educator quality, educational institutions can significantly influence the competence and readiness of graduates to meet the demands of contemporary professional landscapes.

The comprehensive review of literature underscores the pivotal role that educator quality plays in molding the competence of graduates and the overall quality of education. Beyond merely transferring subject knowledge, effective educators create environments that nurture emotional well-being and resilience among students, essential for holistic development. They align teaching practices with evolving industry standards, ensuring graduates are equipped with practical skills and up-to-date knowledge relevant to their fields. Moreover, these educators cultivate a culture of continuous improvement and innovation within educational settings, fostering a dynamic learning atmosphere that prepares students for the complexities of modern professional environments.

Educator quality encompasses not only pedagogical expertise but also interpersonal skills that build trust and motivation among learners. By understanding and addressing diverse learning needs, effective educators tailor their approaches to maximize student engagement and achievement. They empower students to think critically, solve problems creatively, and adapt to rapid changes in their respective industries. This personalized and adaptive approach not only enhances academic performance but also instills a lifelong passion for learning and self-improvement among graduates.

Furthermore, the commitment of educational institutions to enhance educator quality is crucial for ensuring consistent educational excellence. Institutions that prioritize professional development opportunities for educators, mentorship programs, and supportive work environments foster a cadre of educators who are motivated and capable of inspiring the next generation of professionals. This investment in educator quality not only benefits individual students but also contributes to the broader societal goals of workforce preparedness and economic competitiveness.

The literature underscores that effective educator quality is fundamental to shaping the competence and readiness of graduates. By fostering supportive learning environments, aligning educational practices with industry needs, and investing in continuous improvement,

educational institutions can effectively prepare graduates to thrive in diverse and evolving professional landscapes. This holistic approach ensures that graduates not only meet but exceed the demands of their fields, contributing positively to society and driving forward innovation and progress.

This paper illustrates that the implementation of the variables in this paper provides a contribution to institutions in the field of education from primary level education in carrying out educational operations, especially for teachers, lecturers and others. This paper clearly supports the findings of existing papers by strengthening and proving that there are and have been implemented in the existing literature from various studies.

The literature reviewed reveals that educator quality is not merely about transmitting knowledge but entails a profound commitment to nurturing the whole student. Effective educators understand that their role extends beyond the classroom; they serve as mentors, role models, and guides in students' personal and professional development journeys. By fostering supportive learning environments rooted in empathy, respect, and inclusivity, educators cultivate the emotional intelligence and resilience necessary for graduates to navigate challenges and seize opportunities in their careers.

Moreover, the alignment of educational practices with industry standards ensures that graduates are not only academically proficient but also well-prepared to meet the dynamic demands of the global workforce. Educators who integrate real-world applications and practical experiences into their teaching empower students to apply theoretical knowledge to real-life scenarios, fostering critical thinking and problem-solving skills essential for innovation and leadership.

Educational institutions that prioritize and invest in educator quality reap significant rewards beyond immediate academic achievements. They contribute to the long-term success and sustainability of their graduates by instilling a passion for lifelong learning and continuous professional growth. Through ongoing professional development, mentorship, and collaboration with industry partners, educators can stay abreast of emerging trends and technologies, ensuring that graduates remain competitive and adaptable in an ever-changing job market.

Ultimately, the profound impact of educator quality extends far beyond individual classrooms or campuses; it shapes the trajectory of societies and economies. By nurturing competent, compassionate, and resilient graduates, educators play a vital role in fostering a skilled workforce, driving innovation, and advancing social progress. Therefore, enhancing

educator quality is not just a pedagogical imperative but a strategic investment in the future prosperity and well-being of communities worldwide.

4. CONCLUSION

The synthesis of literature underscores the indispensable role of educator quality in shaping graduate competence and fostering high-quality educational outcomes. Effective educators not only impart knowledge but also nurture emotional well-being, align educational practices with industry standards, and promote lifelong learning among students. This holistic approach equips graduates with both theoretical understanding and practical skills necessary for success in diverse professional contexts. Educational institutions play a vital role by investing in continuous professional development for educators and ensuring alignment with evolving industry demands. By prioritizing educator quality and creating supportive learning environments, institutions can significantly enhance graduate readiness and contribute positively to societal needs and economic competitiveness. Moving forward, sustained efforts to optimize educator quality remain crucial for preparing graduates to thrive in an increasingly complex and competitive global landscape.

REFERENCES

- Agu, A. G. (2018). Quality of Marketing Education and the Performance of Marketing Graduates in Nigeria. *Journal of Economics and Management Sciences*, 1(1), p237. <https://doi.org/10.30560/jems.v1n1p237>
- Anderson, O. S., El Habbal, N., & Bridges, X. D. (2020). A peer evaluation training results in high-quality feedback, as measured over time in nutritional sciences graduate students. *Advances in Physiology Education*, 44(2), 203–209. <https://doi.org/10.1152/ADVAN.00114.2019>
- Andreeva, E. E., & Galaguzova, Ju. N. (2020). Formation of the Legal Competence of High School Students Through Club Activities in the Context of Digitalization. 437(Detp), 147–152. <https://doi.org/10.2991/assehr.k.200509.027>
- Bates, C. C., & Morgan, D. N. (2018). Seven elements of effective professional development. *The Reading Teacher*, 71(5), 623–626.
- Bellido, F., Encinar, M.-I., & Herrarte, A. (2023). Motherhood Penalties in Wages and Access to High-Quality Jobs Among University Graduates: Do Long Higher Education Programmes Make a Difference? *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4561763>
- Bellocchi, A., Ritchie, S. M., Tobin, K., King, D., Sandhu, M., & Henderson, S. (2014). Emotional climate and high quality learning experiences in science teacher education. *Journal of Research in Science Teaching*, 51(10), 1301–1325. <https://doi.org/10.1002/tea.21170>

- Churchward, P., & Willis, J. (2019). The pursuit of teacher quality: Identifying some of the multiple discourses of quality that impact the work of teacher educators. *Asia-Pacific Journal of Teacher Education*, 47(3), 251–264. <https://doi.org/10.1080/1359866X.2018.1555792>
- Darling-Hammond, L. (2020). Accountability in teacher education. *Action in Teacher Education*, 42(1), 60–71.
- Densmore, K. (2018). Professionalism, proletarianization and teacher work. In *Critical studies in teacher education* (pp. 130–160). Routledge.
- Du, J. (2020). Analysis on the Advantage of High Quality Employment of Graduates from Private Colleges and Universities. 371(Erss), 350–353. <https://doi.org/10.2991/assehr.k.191206.070>
- Elfitri, R., Muchtar, B., & Evanita, S. (2019). The Effect of National Education Standards on Academic Quality of Graduates Vocational High School in Solok City and Regency. 64, 362–369. <https://doi.org/10.2991/piceeba2-18.2019.111>
- Gong, H., Chen, Y., & Li, H. (2019). Modeling Graduates' High Quality Employment Based on Support Vector Machine. 2019 IEEE Symposium Series on Computational Intelligence, SSCI 2019, 2954–2958. <https://doi.org/10.1109/SSCI44817.2019.9003152>
- Hattie, J., & Clarke, S. (2018). *Visible learning: Feedback*. Routledge.
- Karshiyev, A., Mamatkulova, U., & Shobutayev, Q. (2019). Implementation of a Qualimetric Approach in Managing the Quality of Education of Students of a Modern University. *European Journal of Research and Reflection in Educational Sciences*, 7(12), 85–92.
- Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547–588.
- Liu, Z., & Xu, X. (2022). Studying the Impact of Health Education on Student Knowledge and Behavior through Big Data and Cloud Computing. *Scientific Programming*.
- Mursidi, A., & Sundiman, D. (2014). Phenomenon on the Level of Lecturer Education, in Quality of Education and Quality of Graduates. *International Proceedings of Economics Development and Research*, 81, 29.
- Nolan, A., & Molla, T. (2019). Supporting teacher professionalism through tailored professional learning. *London Review of Education*.
- Perifanou, M. A., & Economides, A. A. (2022). Measuring quality, popularity, demand and usage of Repositories of Open Educational Resources (ROER): A study on thirteen popular ROER. *Open Learning: The Journal of Open, Distance and e-Learning*, 38, 315–330.
- Phillips, A., & Boyd, W. (2023). Characteristics of high-quality early childhood education and care: A study from Australia. *Frontiers in Education*.

- Saksana, J. C. (2024). Analisis Pengaruh Motivasi Belajar, Kemampuan Kognitif dan Manajemen Waktu Terhadap Prestasi Belajar Mahasiswa. *Jurnal Pendidikan Dan Kebudayaan Nusantara*, 2(4), 160–169. <https://doi.org/10.38035/jpkn.v2i4.805>
- Sethi, A., Schofield, S., Ajjawi, R., & McAleer, S. (2016). How do postgraduate qualifications in medical education impact on health professionals? *Medical Teacher*, 38(2), 162–167. <https://doi.org/10.3109/0142159X.2015.1009025>
- Shah, D. V., & Patel, V. J. (2020). Self-perception of medical faculties and students regarding the attributes of an effective medical teacher. *IP International Journal of Comprehensive and Advanced Pharmacology*.
- Tamir, E. (2013). What Keeps Teachers in and What Drives Them Out: How Urban Public, Urban Catholic, and Jewish Day Schools Affect Beginning Teachers' Careers. *Teachers College Record: The Voice of Scholarship in Education*, 115, 1–36.
- Williams, E. (2019). Teaching Methodologies for Improved Student Engagement in Online or Distance Education Courses.
- Yuzkiv, H., Slipchuk, V., Batechko, N. G., Mykhailichenko, M., Yanchytska, K., & Serhii, K. (2022). Internal Quality Assurance of the Education Program at Higher Educational Institutions. *Journal of Curriculum and Teaching*.