

The Dynamics of International Education Quality in a Global Perspective: A Literature Analysis of Variations in Standards and Learning Approaches

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Abstract

The development of globalization has had a significant impact on education systems in various countries, including the emergence of various international education models with diverse learning standards and approaches. Differences in educational standards and learning strategies implemented in various countries have created dynamics in the quality of international education. This study aims to analyze the dynamics of international education quality from a global perspective through a study of variations in educational standards and learning approaches used. The method used in this study is a literature study by analyzing various scientific journal articles relevant to the research topic. The results of the study indicate that the quality of international education is influenced by several main factors, including curriculum standards, educational quality assurance systems, and the implementation of innovative and learner-centered learning approaches. Therefore, the integration of global educational standards with the development of adaptive learning strategies is a crucial factor in efforts to improve the quality of international education.

Keywords : international education, education quality, education standards, learning approaches

INTRODUCTION

Globalization has brought significant changes in various aspects of life, including educational systems in many countries. Globalization encourages the exchange of knowledge, technology, and educational practices among nations, leading to the growing concept of international education. International education is not only related to student mobility and cooperation among educational institutions, but also to the implementation of globally recognized educational standards and the use of more innovative learning approaches. In this context, the quality of education becomes one of the important indicators in assessing the success of an educational system in responding to global development demands (Sukjairungwattana et al., 2025).

The quality of international education is influenced by various factors, such as curriculum standards, educational quality assurance systems, and learning approaches applied in the teaching and learning process. Each country has different educational policies and standards according to its social, cultural, and national development needs. These differences result in variations in the implementation of educational standards across countries, which ultimately affect the quality of education produced. In addition, technological developments and changes in global societal needs have encouraged the

emergence of various new learning approaches that are more student-centered and emphasize the development of critical thinking, collaboration, and problem-solving skills (Sanchez-Pastor et al., 2025; Zhang et al., 2024).

Several studies show that the dynamics of international education quality cannot be separated from the role of global educational standards and innovations in the learning process. Educational quality assurance systems and the implementation of international educational standards are among the efforts made by many countries to continuously improve educational quality (Kayyali, 2024). Furthermore, the implementation of curricula relevant to global needs also plays an important role in improving educational quality and enhancing students' competitiveness at the international level (Hakim et al., 2025). Other studies also indicate that improving educational quality can be achieved through the development of innovative learning strategies and the use of educational technology that supports more effective learning processes (Kerimbayev et al., 2025).

On the other hand, educational quality is also influenced by teacher competence, educational management, and the quality management systems implemented in educational institutions. Teacher professional development and effective educational quality management can significantly contribute to improving the quality of the learning process in schools (Nasution et al., 2025). In addition, various challenges in improving educational quality, such as disparities in educational standards and differences in learning approaches among countries, are also important issues that need attention in the development of international education (Hidayat et al., 2024).

Therefore, studies on the quality of international education are important to understand how educational standards and learning approaches implemented in different countries can influence educational quality globally. Through a literature review, findings from previous studies can be systematically analyzed to provide a clearer understanding of the dynamics of international education quality and the factors influencing it (Rizki et al., 2025).

Based on the explanation above, this study aims to analyze the dynamics of international education quality from a global perspective through a literature review of various studies discussing educational standards, quality assurance systems, and learning approaches implemented in different countries. The results of this study are expected to provide a more comprehensive understanding of the factors influencing the quality of international education and contribute to the development of higher-quality educational systems in the future.

METHOD

This study employed a literature review method with a qualitative descriptive approach. This approach was chosen because the study did not aim to directly test hypotheses through experiments, but rather to analyze and synthesize various previous research findings related to the dynamics of international education quality, particularly concerning variations in educational standards and learning approaches in a global context. Through the literature review, the researcher was able to obtain a more comprehensive understanding of the development of the concept of international education quality as well as the factors influencing its implementation in various countries. The analysis of previous studies enabled the researcher to identify patterns of findings, similarities, and differences in the approaches used to improve educational quality at the international level.

RESULTS AND DISCUSSION

The literature review in this study was conducted by analyzing twelve scientific articles related to the quality of international education, global educational standards, and learning strategies implemented in various educational systems. All analyzed articles were published between 2023 and 2025, providing relatively up-to-date insights into the development of research on educational quality from a global perspective.

The analyzed articles originated from various national and international journals discussing different aspects of education, such as international curriculum standards, educational quality assurance systems, innovative learning strategies, the integration of technology in learning, and educational quality management in different countries. Several studies also examined the relationship between educational quality and global development agendas, particularly the Sustainable Development Goals (SDGs), which emphasize the importance of providing quality education for all members of society.

The findings of the review indicate that most studies emphasize the importance of integrating international educational standards with innovative and adaptive learning strategies in response to technological developments. For example, research conducted by Hakim et al. (2025) emphasized that aligning curricula with international frameworks such as the Programme for International Student Assessment (PISA) can improve the quality of science learning in various countries. The study demonstrated that international standards can serve as important references in improving global educational quality.

Furthermore, research conducted by Hidayat et al. (2024) showed that improving educational quality does not solely depend on curriculum standards, but is also influenced by educational management strategies and the ability of educational institutions to address various challenges arising in the learning process. The study emphasized that educational quality is the result of the interaction of multiple factors, including educational policies, teacher competencies, and support from conducive learning environments.

Other studies also demonstrated that the development of educational technology plays an important role in improving learning quality. Kerimbayev et al. (2025) explained that artificial intelligence-based educational technology can support more personalized and adaptive learning according to students' needs. Meanwhile, Zhang et al. (2024) found that the implementation of innovative learning strategies can improve the effectiveness of the learning process, particularly in professional education such as medical education.

Overall, the various studies analyzed indicate that the quality of international education is influenced by multiple interconnected factors, ranging from curriculum standards, teaching quality, learning strategies, to educational quality assurance systems. Therefore, understanding the findings of previous studies is essential to gain a more comprehensive picture of the dynamics of educational quality from a global perspective.

Based on the results of the literature search and selection process, twelve scientific journal articles relevant to the research focus were obtained. These articles were then analyzed to identify research objectives, methods used, and major findings related to the dynamics of international educational quality. To provide a more systematic overview of the analyzed studies, the results of the literature review are summarized in the following synthesis table.

No	Author(s) & Year	Research Title / Focus	Research Method	Main Findings
1	Hakim et al. (2025)	Comparison of science curricula in Indonesia, Singapore, Australia, and Canada based on the PISA 2025 framework	Comparative curriculum study	Curricula aligned with the PISA framework can improve the quality of science learning and develop students' critical thinking skills.
2	Hidayat et al. (2024)	Challenges and strategies in improving educational quality	Integrative literature review	Improving educational quality requires effective educational management strategies and collaboration between educational policies and learning practices.
3	Kayyali (2024)	Global benchmarking for higher education quality assurance	Conceptual analysis	Quality assurance systems and international accreditation play an important role in maintaining global higher education quality standards.
4	Kerimbayev et al. (2025)	Smart educational technology in individualized learning	Systematic literature review	Artificial intelligence-based technology can improve learning effectiveness through personalized learning systems.
5	Larkin & Lowrie (2023)	STEM learning approaches in elementary education	Systematic qualitative literature review	The integration of STEM in learning can improve students' critical thinking, creativity, and problem-solving skills.
6	Nasution et al. (2025)	School quality management through teacher professional development	Educational research	Teacher professional development programs significantly contribute to improving learning quality and school performance.
7	Quach & Nguyen (2024)	The use of accreditation standards for quality assurance in English education programs	Evaluative study	Accreditation standards can help educational institutions improve the quality of learning programs and academic evaluation systems.

8	Rizki et al. (2025)	Integrative framework of learning strategies and instructional design	Systematic conceptual literature review	Learning designs integrated with various instructional strategies can improve the effectiveness of the learning process.
9	Sackdanouvon g (2023)	Teaching quality in higher education	Systematic literature review	Teaching quality is strongly influenced by lecturers' pedagogical competence and the learning methods used.
10	Sanchez-Pastor et al. (2025)	Factors influencing educational quality within the SDG 4 framework	Educational research	Educational quality is influenced by educational policies, teacher competence, and support from sustainable educational systems.
11	Sukjairungwatana et al. (2025)	Internationalization of higher education in Asia	Systematic literature review	The internationalization of education increases academic collaboration, student mobility, and global educational quality.
12	Zhang et al. (2024)	Innovative learning strategies in medical education	Systematic review and meta-analysis	Innovative learning methods have been proven to improve learning effectiveness and conceptual understanding in professional education.

Based on the synthesis table of the literature review results above, it can be understood that studies on the quality of international education demonstrate a wide range of research focuses, including global educational standards, educational quality assurance systems, and innovative learning approaches within the context of international education. Each study employed different methods, such as qualitative approaches, quantitative approaches, and literature reviews; however, they generally shared the same objective, namely improving educational quality in response to the demands of global development.

In addition, the findings from these studies indicate that the quality of international education is influenced not only by the implementation of globally recognized educational standards, but also by the effectiveness of educational quality assurance systems and the application of student-centered learning strategies. This demonstrates that improving the quality of international education requires integration among educational policies, institutional quality management, and innovation in the learning process.

These findings were further analyzed in greater depth to identify patterns, similarities, and differences in the approaches used to improve international educational quality. This analysis serves as the foundation for discussing the dynamics of international education quality from a global perspective.

The results of the literature review indicate that the quality of international education is influenced by various interconnected factors originating from educational policies, learning practices, and institutional management systems. One of the most frequently discussed factors is international curriculum standards. Research by Hakim et al. (2025) showed that aligning curricula with international frameworks such as PISA can improve learning quality because such frameworks are designed to develop students' critical thinking, problem-solving, and scientific literacy skills. In addition, educational quality assurance systems also play an important role. Kayyali (2024) explained that quality assurance includes program evaluation, accreditation, and policy development to ensure that educational institutions are able to maintain high academic standards.

Teacher professional development is another important factor in improving educational quality. Nasution et al. (2025) emphasized that teacher training and professional development programs can improve pedagogical competence and teachers' ability to implement effective learning methods. Teachers with strong professional competence are capable of creating interactive learning environments and encouraging active student participation, making the learning process more meaningful.

Various studies also highlight the importance of implementing innovative learning strategies. Larkin and Lowrie (2023) explained that STEM-integrated learning approaches help students develop critical thinking and problem-solving skills while connecting learned concepts to real-life situations. Furthermore, the development of educational technology has made significant contributions to improving learning quality. Kerimbayev et al. (2025) demonstrated that artificial intelligence-based technology can support more personalized and adaptive learning by adjusting materials and methods according to each student's abilities and needs.

The process of internationalizing higher education also plays an important role in improving global educational quality. Sukjairungwattana et al. (2025) explained that internationalization enables knowledge exchange, research collaboration, and curriculum development that is relevant to global needs. This shows that improving the quality of international education is not influenced by a single factor alone, but rather by the interaction of multiple components within the educational system.

Therefore, the integration of global curriculum standards, quality assurance systems, teacher professional development, innovative learning strategies, the utilization of educational technology, as well as internationalization and policy development oriented toward international standards, becomes a strategic step in creating educational systems capable of producing globally competitive human resources. These findings confirm that a comprehensive approach is required to address the challenges of international educational quality in a holistic manner.

CONCLUSION

Based on the review of the twelve scientific articles analyzed, it can be concluded that the quality of international education is influenced by various interconnected factors. Curriculum standards that refer to global educational frameworks, such as PISA, are among the important aspects in improving learning quality because they encourage the development of students' critical thinking and problem-solving skills. In addition, educational quality assurance systems and supportive educational policies also play a role in ensuring that the learning process is carried out according to the expected quality standards.

In addition to policy and curriculum factors, educational quality is also greatly influenced by classroom learning practices. Teacher professional development, the

implementation of innovative learning strategies, and the utilization of educational technology are factors that contribute to improving the effectiveness of the learning process. Therefore, efforts to improve educational quality need to be carried out continuously through the integration of global educational standards, strengthening teacher competencies, and developing learning strategies that are able to adapt to students' needs in the era of globalization. Thus, improving the quality of international education requires integrated efforts involving curriculum development, enhancement of teacher competencies, and the implementation of innovative and adaptive learning strategies in response to global developments.

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