JURNAL UPI

JPPD: Jurnal Pedagogik Pendidikan Dasar

Journal homepage: *https://ejournal.upi.edu/index.php/ppd/index*

Education Between Foreseeing The Future and Requesting Quality and Accreditation

Mohammad Omar Al-Momani

Al-Balqa Applied University, Jordan
Correspondence: *m.o.e..m@bau.edo.jo*

ABSTRACT

The study aimed to identify the current education system between looking forward to the future and asking for quality and reliability, as the issue of quality and accreditation occupied many educators and specialists in this field from the principle of providing a high degree of reliability for all educational and educational programs and the youth represented in the teacher, the curriculum and the educational environment, whether in the school stage University mother, in addition to the importance of the presence of modern technology in education and its impact on future generations in the future; Where this study came to shed light on the importance of education and its impact on individuals and societies through the introduction of all kinds of educational and technological innovations; The study followed the qualitative analytical approach, which is based on the theoretical research study. This study concluded that it is necessary to work on strengthening education, whether it is school or university, with all that is new in terms of knowledge and modern technologies, whose impact is reflected on students and society as a whole and contributes to the continuity of progress, growth and prosperity of societies.

ARTICLE INFO

Article History:
Submitted/Received 08 Feb 2023
First Revised 02 Mar 2023
Accepted 18 Apr 2023
First Available online 26 May 2023
Publication Date 21 Jun 2023

Keyword:
education,
future,
quality,
reliability.

1. INTRODUCTION

Interest in the future has preoccupied people since ancient times, such as fortune-telling, divination, palm reading, fortune-telling, and predicting the unknown. However, this remained within the framework of metaphysical and mythical awareness of the world, and it did not turn into a field with its own knowledge and laws until a relatively short period of time. We hear about "Future sciences" or "futurists" that work to anticipate the future through organized scientific diligence, aiming to formulate a set of conditional predictions, which stem from some special assumptions about the past and present; To explore the entry of future elements into the society or the phenomenon in question (Eilks, & Hofstein, 2017; Al-Momani & Rababa, 2022). In conclusion, the evolution of interest in the future, from ancient practices rooted in metaphysical beliefs to the emergence of "Future sciences" and futurists working with organized scientific methods, highlights the transition from speculative divination to a more structured and assumption-based approach to anticipating future developments.

Thinking about the future today takes on a new image that bears more fear and hesitation than it carries tidings and hopes. The past century still casts a shadow of its problems in front of the new century, thus forming an obstacle in the face of humanity that rises day after day, through what is left behind by the problems surrounding man. Therefore, interest in the future of humanity is very popular among scholars, researchers, and politicians. There is no doubt that such a goal can only be addressed through a clear vision of what man wants from his future, the extent of his influence on this future, the tools of this change, and the expected expectations from that, just as the developed world He would never have been able to achieve his advanced revolution, had it not been for his awareness of the sciences of the future, his impetus in the path of modern science and his achievements in call domains (Al-Momani &Rababa , 2022; Alrabadi & Al-Momani, 2022).

Education, whether as a variable that follows societal transformation or as a primary driver for this transformation, is by virtue of its role and nature the most subjective aspect of society to change. Accordingly, the sharp changes involved in the future and the challenges it imposes will necessarily cause violent shocks in the education system: its philosophy, politics, role, institutions, curricula and methods, which imposes on education and educators the need to reconsider their responsibilities and methods of preparing generations and looking forward to future prospects to prepare for them. Finding an acceptable, balanced formula for the educational system, given that proper educational planning requires balanced and interactive development for all elements of the educational process (Ally, 2019).

There is no future without education, and there is no education without education awe have been taught the norms of life, and the nations that are aware of this fact and acknowledge it are working to prepare for this future, and education becomes their primary concern and main goal. And her way Which you turn to whenever it hurts Made an order or encountered a problem, and become anxious about quality education that its children receive, and it seeks for them the present progress in the field of knowledge, and strives to raise the level of knowledge education to whom they are attached; Because man is the most precious thing we have and he is the tool of change in the present and in the future (Al-Momani & Rababa, 2022).

Given the reality of educational systems in the world in general and in The Arab world In particular And its future precursors, we find that despite its achievements, the quantitative

nature prevailed in most of them, and whether those achievements were at the level the locale level Globalist still falls short of achieving ambitions at times, and disappoints expectations at other times, and almost all of this predicts the depth of the crisis facing these systems and justifies the urgent need for comprehensive development of all its elements, starting with its inputs and passing through its operations. And over its educational outcomes (Nussbaum, 2006).

We do not need to repeat the problems and issues of the educational systems, as many studies and research related to the current situation or visions forward-looking I have elaborated on this matter, whether at the level of educational organizations, bodies, or institutions, or at the level of individual initiatives by many specialists and university professors in the fields of education in other countries (Al-Momani & Rababa, 2022; Oudeyer, et all., 2016).

2. METHODS

The study followed the qualitative analytical approach, which is based on the theoretical research study. This research method includes literature study which involves acknowledging the latest scientific literature and publications on current and future education, curricula and accreditation (Al-Momani & Rababa, 2022). The resulting data is then analyzed and evaluated to find out everything that can strengthen education in the future.

3. RESULTS AND DISCUSSION

3.1 Contemporary educational challenges

In view of the economic, social and demographic developments that the world is witnessing today, the next stage must witness clarity in the future outlook for education, in a manner consistent with the size of the population and its actual needs in order for society to move from the stage of consumption to the stage of production, and from the stage of dependence to the stage of leadership, and from the stage of weakness to The stage of power, and this entails developing an integrated map of reality education And its future, containing the improvement of its curricula and the development of its quality in its institutions to achieve results that help meet the requirements of development communities Today's world is heading towards the information age, and with the existence of communication networks on Yet with its potential to change the nature of both education And learning and in all aspects of education, and the possibility of benefiting from the use of communication on Yet in all fields, education in our contemporary world has become facing many challenges that require sincere efforts to confront them in a sound scientific manner that determines the quality of these challenges, and how to deal with them, and among these challenges (Al-Momani & Rababa, 2022; Hassan, et all., 2022; Al-Momani & Alrabadi, 2022).

3.1.1 Identified Explosion

It seems clear today that we are facing a new form of societal development, in which its control and influence depend on knowledge in general and scientific ones in particular, in which the role of the information industry is growing as the main pillar in building modern economies, and in it the position of knowledge activities is strengthened to occupy the most sensitive and influential places in the production system. Today's world is experiencing an unprecedented knowledge explosion, so not a day goes by without specialized magazines and

press bringing us news of discoveries and inventions. It is enough to know that in the year 1500 when it was invented (Gutenberg Press) The production of Europe did not exceed a thousand titles annually, while now it exceeds a thousand titles daily. And that 90% of the scientists whom humanity produced during its entire history live now among us, and the data indicate that humanity has accumulated in the last two decades of knowledge the amount of knowledge that it has accumulated over the previous thousands of years that formed the civilizational history of humanity. It was focused education In the past, the ability to collect, absorb and memorize information, and this was possible a few decades ago. The growth in the amount of knowledge in the past was relatively slow, and therefore the increase in the amount of knowledge was proceeding at a slow rate. Means of information dissemination and transmission with the advent of electronic technology, there have become many means that broadcast information in the atmosphere surrounding the globe, such as radio, television, satellite stations, and the international information network (the Internet), all of which led to the rapid increase in the spread of information.

The era in which we live now is witnessing an increase in the creation of knowledge at unprecedented rates, which made awareness of new information in the fields of specialization almost excluded, except by following up on what is new in the field of specialization through continuous training, which is one of the most important Ways to follow up on these developments, and the knowledge explosion has the most important manifestations**:** (1) the exponential growth of knowledge and the increase in the volume of knowledge, (2) introducing new branches and classifications of knowledge, (3) the emergence of new technological fields such as computers and the Internet, and (4) doubling the efforts of scientific research and increasing the demand for it.

The cognitive explosion also has educational implications (Al-Momani & Rababa, 2022; AL-Momani, 2022) including,

a. The subject and content of education is rapidly changing, and the curricula cannot remain stable and stable, and the speed of knowledge change makes it difficult for the individual has to pursue it and control it, and therefore he tries to adapt to it.
b. The individual's adaptation to explosive knowledge will not come from his memorization and memorization of information, but rather his mastery of the method of accessing knowledge; Because how to learn is more important than its material, and the storage and recall of information has become electronic containers like a computer.
c. Methods and technology education It must have been affected by the technological developments that accompanied the knowledge explosion, and no It is necessary to develop educational technology that raises the productive efficiency of the teacher and enables him to achieve more educational goals in less time.
d. The knowledge explosion that is taking place in our time, especially in the fields of science and technology, requires the teacher to remain in constant contact with developments in his field of specialization, and therefore the teacher's failure to keep up with these developments makes him unable to face the challenges because in this case he will provide students with information and knowledge. They become obsolete and acquire skills that are not transferable and applicable to the unknown future they face.

The present era is marked by a profound transformation in societal development, where the control and influence over society are intrinsically tied to knowledge, particularly scientific knowledge. The information industry has risen as a central pillar in shaping modern economies, while knowledge activities have gained prominence within the production

system. This period witnesses an unprecedented explosion of knowledge unlike any other in history. The rapid proliferation of information dissemination tools, such as radio, television, satellites, and the internet, has accelerated the spread of information globally. Consequently, we find ourselves in a time where knowledge creation is growing at an exponential pace, necessitating continuous education to stay updated in specialized fields. This cognitive explosion not only reshapes the content of education but also underscores the importance of adapting to new learning methods, accessing knowledge efficiently, and incorporating technology into education. Educators must remain closely connected to advancements in their respective fields to equip students with relevant skills and adaptable knowledge to face future uncertainties. As we navigate this knowledge explosion, the dynamic nature of education and technology will play pivotal roles in preparing individuals for challenges and opportunities.

3.1.2 Population explosion

The challenge of population explosion is one of the most serious challenges facing the world, as the world population is expected to rise from 5.5 billion people to 8.5 billion people by 2025, and 95% of this increase will be in developing countries, of which the Arab world represents a large part.

Therefore, you face education in different ways Countries of the world numbers problems that Science and culture demands are increasing at unprecedented rates at every stage education, from the primary stage and before it until the university stage and beyond, and so the population explosion caused an educational explosion, and this population increase has a tangible impact on education The educational system and its educational implications (Al-Momani, 2022) including,

a. Increased demand for education in general and university education in particular; democratic result education Higher education and providing opportunities for the broad base of the masses, universities are no longer institutes for the economically capable minority but have become universities for large numbers.
b. The university faced the problem of adapting to the large numbers, which are increasing at rates much greater than the rate of increase in university faculty members.
c. The inability of educational institutions to keep up with the increasing demand for education In terms of providing school buildings, equipment and qualified manpower.
d. The multiple periods of the school day led to a short period of study that did not meet the educational needs.
e. Lack of comprehension among students and lack of interest in the teacher By his request To increase their number beyond reasonable rates.

3.1.3 Changing the role of the teacher

When it was education, It aims among other things to provide the learner with experiences and attitudes that help him succeed in life and face future problems (Setiyani & Harmianto, 2022). Among the most important of these new roles are the following (Algraini, & McIntyre-Mills, 2018; Al-Asmari & Rabb Khan, 2014).

a. That the teacher is no longer the person who pours knowledge into the minds of his students, and that he is the sender of this knowledge, but he has become the person who uses himself efficiently and effectively in order to help his students to help themselves. Directs and guides Teach Weir save.

b. The teacher is no longer limited to using technology education On the book or the printed word, it has to deal with technology education The many modern, which has become an essential part of the modern educational institutions laboratories Languages, display devices, television, video, computer and the Internet.
c. The influence of the teacher on the student is not limited to the cognitive aspect only, but it also means in the emotional and motor aspects, that is, in the formation of directions and the development of skills; To achieve the comprehensive integrated growth of the student.
d. The teacher has become seen as the designer of the educational system within the educational institution, in terms of defining and organizing educational goals, experiences and attitudes, choosing the most appropriate educational media to achieve these goals, and developing a strategy that can be used within the limits of the capabilities available to him within the school environment, and this is what achieves the desired growth for him.

The different roles imposed by the use of modern technology on the teacher can be summarized, the most important of which is being a facilitator of the educational process, a thought guide, and an academic supervisor, a social pioneer, the owner of a scientific school with a distinguished orientation on the theoretical and applied levels, and a researcher. All these roles and others made the training of in-service teachers an urgent necessity to keep abreast of these developments in all areas of the educational process, in order to enable them to master the new roles that they should play (Nailah & Afifa, 2022).

3.1.4 Scientific and technological revolution

The world is sweeping - today - a new revolution dubbed the "third wave", which is a mixture of amazing technological progress and the superior information revolution, which led to a new revolution in a phase following the agricultural revolution and the industrial revolution, and this revolution is characterized by its intrusive and transformative nature, that is, it breaks into Communities, whether they need it or not, through what it offers again. Newer technology often performs bitterroot is cheaper, smaller, lighter, and more advanced and complex than its predecessor. In addition, the knowledge and information needed to produce them are more intensive and require an ever-increasing increase in human capacities, including scientists, developers and technicians. At a time when we are facing a population crisis and an information crisis, we are also facing tremendous scientific and technological progress that has led to the emergence of a revolution in scientific research, its tools and fields. education Learning has its educational implications including,

a. the development of education in terms of its concept, content, methods, methods and tools, Which made it a self-contained science, adopting scientific research as a method and a main tool for its development, which made the educational work not only limited to the transfer of information - which is outdated with time - from one generation to the next but rather included the task of education while it included the methods and methods that enable the individual to acquire knowledge relying on his activity.
b. the development of innovations in the field of educational technology has become increasingly important in education, especially the recent ones in my operation education learning that includes devices and equipment that can be benefited from after their benefit has been demonstrated in the industrial and commercial institutions of society, etc., and after these devices entered homes and became an effective part in people’s lives,

and the accompanying benefit from this development in the educational process - Such as the use of computers and the international information network, the Internet, and what is distinguished by its speed and ease of access and exchange of information, ensuring its dissemination and achieving the objectives of education, as it is a tool for society to achieve development.

c. the emergence of new patterns and policies for education So he appeared education Open, distance education and lifelong learning.
d. this great technological progress has led to doubling the responsibilities of educators who have become obligated to deal with all this tremendous scientific and technological development, and to achieve this the educator has become in a race against time, and from here stems his strong need to use technology education Modern, which he will employ within the comprehensive educational system to achieve the educational goals that he aims to achieve in the shortest time, in the best ways, and with the least effort.
e. the emergence of new, advanced theories and ideas, including ideas that took shape education In the future, the possibility of changing the role of the school and its disappearance as a house building Students.
f. that the third revolution brought about serious changes in the world Where old professions and specializations disappear, and new professions and specializations emerge daily, hence the development of education Is an inevitable necessity because it is the tool capable of developing the potential of the individual in order to enable him to interact with the technology of the age.

3.1.5. The trend towards globalization education

The most important thing that distinguishes globalization is its characteristics and phenomena expressed by the massive revolutions that we are witnessing, such as the technological revolution in the field of communications and the digital revolution **(**Al-Momani & Rababa, 2022; Hassan, et al, 2022; Al-Momani & Al rabadi, 2022**).** It also appears clearly in the emergence of a knowledge society and non-material economies. There is no doubt that globalization with these representations has decisive consequences for human society in general (Cornali & Tirocchi, 2012). These results are the most prominent in the field education Many characteristics can be noted, the most prominent of which are (1) the growing global trend towards education Continuous and trend towards focus on education Free and open, (2) increased interest in specialized education based on accuracy and knowledge, (3) in addition to reformulating the concept of the school, the role of the teacher or teacher, and the intertwining between education and education and if the trend towards globalization education- As in the case of the globalization of trade and the economy. It makes foreign institutions welcome to join them through education direct or through education remotely via the Internet, as these institutions work to study the needs of Arab societies at a time when institutions are immersed in them education Arab in attempts to solve its problems and conduct its daily business. If educational institutions in the Arab world do not move to develop their educational systems, they are likely to lose their importance and be replaced by international institutions.

3.1.6. The development of educational theory and research in the field of psychology education and teaching

Led the development of educational theory and research in the field of psychology education Teaching points to the need to search for a model that matches the two, and to discover more facts about students - their motives and problems, their learning methods, and the various factors affecting their learning and what leads to a change in the learner's developmental needs - and about society and how education contributes to its development, and its access to more methods and methods. efficacy in education It is clear that this requires the teacher to be acquainted with the results of educational studies and research and to be trained on how to take them (Al-Momani & Rababa, 2022; Al-Momani, 2022). Such challenges require a new type of education, a comprehensive and complete education capable of preparing individuals for intellectual participation in a world where the influence of science and technology is increasing. It is also imperative for future education to contribute to the establishment of scientific and technological bases and the preparation of sufficient scientific and technical competencies for social development. Also, the rapid cognitive and technological development requires reliance on the principle of self-learning as a primary goal in the learning process, reliance on teamwork, exchange of ideas, joint planning and democracy in decision-making and orientation to encourage students to be creative and excel.

Considering these challenges and these variables, we need to improve our educational institutions and achieve quality standards within them, as the concept of quality in the educational field means judging the level of achieving goals. The value of this achievement and this judgment is related to activities or outputs characterized by some features and characteristics in the light of some standards and agreed goals.

The following are some of the proposed plans that can be transformed into executive plans and programs to be addressed by leaders in education in countries: the future vision of public education (Al-Momani & Rababa, 2022; Hassan, et all., 2022; Al-Momani & Alrabadi, 2022; Albiladi, 2022).

a. Developing curricula and teaching methods in order to achieve the correct scientific structure for the student to meet the challenges of the future while finding mechanisms for continuity of development. It may be appropriate to achieve a higher degree of communication with faculties of education and educational research centres and to benefit from international expertise effectively.
b. Continuous communication with institutions of education on-Arab in the east and west; To benefit from experiences and achievements, humanitarian giving is not restricted to a group or entity.
c. Employment of technology in general and technology education especially ; to raise the effectiveness and efficiency of Arab educational institutions, and seeking to use them widely; to overcome the problems of large numbers, lack of capabilities, distances and other obstacles.
d. Adhering to achieving more democratic administration and democratic education in institutions education with an emphasis on the need to deepen the concepts and principles of freedom, participation, dialogue, accountability and transparency within the educational process itself.

-

3.2 The future vision of higher education

The future vision of higher education holds a captivating promise of transformation and evolution. As societies advance and technology reshapes every facet of our lives, the landscape of higher education is set to undergo substantial changes (Muyassaroh, & Heriyaningtyas, 2023). This dynamic shift is fueled by the fusion of innovative teaching methods, the integration of cutting-edge technologies, and the growing emphasis on adaptable skills. As we stand on the cusp of this educational revolution, it is imperative to explore the various dimensions of this future vision, envisioning how it will shape the way knowledge is imparted, acquired, and applied in the coming years. In this exploration, we will delve into the potential impacts of digitalization, global interconnectedness, and the demand for lifelong learning, all of which will collectively mold the higher education of tomorrow (AL-Momani & Rababa, 2022; Hassan, et all., 2022; Al-Momani & Al rabadi, 2022).

a. Attention to strategic planning in universities, through the formation of a permanent office for strategic planning in each of them, which is responsible for future planning, and provides support to the university administration and its leaders.
b. Inviting investors to contribute to the establishment of private universities in countries, with the need to pay attention to providing the requirements for their success and creating opportunities for them to contribute to the scientific and educational renaissance.
c. The increasing search for excellence, and spreading concepts comprehensive and continuous improvement, with an emphasis on:
d. Work to develop a flexible and developed vision for universities, capable of responding to regional and international transformations.
e. Re-arranging priorities in the university's strategy.
f. Vertical and horizontal expansion in the use of communication and information technology.
g. Encouraging, supporting and adopting accreditation and evaluation systems, and quality assurance, and issuing legislation for the development of accreditation standards appropriate to the university environment, and cooperation to establish centers for quality assurance, performance evaluation, and capacity development of faculty members and university leaders.
h. Emphasis on principle education Lifelong, striving to develop admission and registration systems, and develop study programmers, methods and techniques.
i. Careful analysis to warn future scholars of developing countries against imitating or adopting the path taken by developed countries his ideologies And what it entails in keeping developing countries backward and poor, so work should be done to formulate a model that is in harmony with their heritage, which depends on civilization, thought and sublime values, and is open to science with its multiplicity of sources, and is based on the scientific method in thinking and orientations.

3.3 Quality in education and foreseeing the future

Quality in education and foreseeing the future are two interconnected pillars that shape the trajectory of learning in an ever-evolving world. As education transcends traditional boundaries and adapts to new paradigms, the concept of quality takes on a multifaceted dimension, encompassing not only the mastery of subject matter but also the development of critical thinking, adaptability, and holistic growth (Al-Momani & Rababa, 2022; Hassan, et all., 2022; Al-Momani & Alrabadi, 2022; Al-Momani & Rababa, 2022; Oudeyer, et all., 2016).

Concurrently, the ability to foresee the future becomes an essential skill in an era of rapid change, enabling individuals and institutions to anticipate trends, adapt curricula, and equip learners with the tools they need to excel in an unpredictable tomorrow. This synergy between educational quality and future anticipation underscores the pivotal role education plays in preparing society for the challenges and opportunities that lie ahead. In this exploration, we will explore how ensuring quality education aligns with the endeavour to anticipate and shape the future, leading us to a more informed and empowered society. Many private educational institutions advocate the concept of quality and compete to achieve it, while many official educational institutions find themselves far from this concept, which has become an urgent necessity required by the public interest and required by the civilizational shift that the world is witnessing today. Hence, an institutional work must be done that guarantees us codified standards for quality assurance in our educational and educational institutions, emanating from the frame of reference that we believe in, and keeping pace with the lived reality and anticipating the future horizons that those who foresee. a Hassoun their reality and make their future.

The path to a thriving society and a growing economy passes through a gate education, which must be intonation, and this intonation must have requirements, the most important of which are: clarity of vision, and its compatibility with a comprehensive vision for the state, and that commitment be achieved, and reliance on evaluation and continuity of development, and so on. Recently, there has been an increasing emphasis on the need to improve quality education, which is targeted excellence in education and reduce the prevalence of intermediate levels.

3.4 Advantages Approval of the quality of education

The approval of the quality of education brings forth many advantages that resonate across educational systems and society. In an era characterized by rapid advancements, complex challenges, and global interconnectivity, ensuring the quality of education has become paramount. This process involves rigorous evaluation, benchmarking, and adherence to established standards that validate the effectiveness and relevance of educational programs. As we delve into the advantages of quality approval in education, we uncover a tapestry of benefits that encompass improved learning outcomes, enhanced institutional credibility, workforce preparedness, and the cultivation of a knowledgeable and adaptable citizenry. This exploration will illuminate how investing in quality assurance measures not only elevates educational institutions but also contributes to the growth and prosperity of individuals and nations in an ever-evolving world (Al-Momani & Rababa, 2022; Rababa & Al-Momani, 2022; Ally, 2019). Quality is an appropriate framework for coordinating and standardizing all development efforts, because it offers the following benefits.

a. Bringing about an integrated change that contributes to raising efficiency in general; This is because the development of a specific part or service and the remaining of other parts and services as they are hinders or may prevent the implementation of any change, in whole or in part.
b. Creating a structure for all development activities, thus providing an integrated and consistent structure that unifies all these efforts towards one goal, and without this structure these efforts may conflict.
c. Advocacy for continuous development and improvement, which is the main objective of the development operations to be conducted.

d. Focus on measuring and evaluating performance, which is one of the goals of the current development procedures.

Principles upon which quality is based education (Al rabadi & Al-Momani, 2022; Al-Momani & Rababa, 2022; Hassan, et all., 2022; Al-Momani & Al rabadi, 2022). Quality is grounded in education Like any qualitative work, it is based on several principles, the most important of which are (1) work to agreed standards, (2) focus on the customer (which is the student here), (3) reliance on the calendar of all kinds, (4) continuity in development, (5) commitment of stakeholders to quality and its requirements, (6) permanent review, and (7) accounting. Quality is the essence of education. So it must be accompanied by efforts that are designed to enhance the quality of education and achieve meaningful results in learning and achievement.

3.5 Intonation requirements education

Preparing future generations for quality requires defining the requirements of the improvement processes, as qualitative and costly processes, and defining the characteristics of the educational system that is qualified to lead and implement the improvement processes (Al-Momani, 2022; Al-Momani & Rababa, 2022). It is a mistake to exhaust the available resources in expanding systems. Education, without making efforts to improve the quality education and improve it in several areas, such as improving educational policies, providing supplies, training teachers, providing educational materials and the like; Therefore, achieving quality in programs education It depends on several things, the most important of which are (1) healthy students who are motivated to learn, (2) well trained teachers, (3) appropriate educational facilities and materials, (4) effective learning techniques, (5) appropriate curriculum, (6) a safe learning environment and encouraging to learn, (7) accurate assessment of learning outcomes, (8) managing and organizing on a participatory basis, (9) development in policies and systems, (10) appropriate input, (11) appropriate educational practice, (12) normative and accounting systems, (13) link to the needs of the labor market, and (14) link to life locally and internationally.

3.6 Define quality indicators.

Quality indicators have a great impact on limiting, collecting and directing energies towards one side, and the quality indicators (Al rabadi & Al-Momani, 2022; Al-Momani & Rababa, 2022; Hassan, et all., 2022; Al-Momani & Alrabadi, 2022) such as (1) **c**reating a national development plan education, (2) providing an environment characterized by working according to an institutional organization, a strategic planning system, adaptation to educational goals, and the effective use of technology, (3) **s**tudent achievement levels, (4) teacher performance levels, (5) **s**chool performance level, and its relationship to the surrounding environment, (6) **i**nput levels for the educational process, (7) **l**evels of policies, regulations and regulations, (8) levels of educational administration, (9) **t**he overall performance levels of the educational system and its general outcomes.

3.7 Features of future education

The education of the future that we aspire to achieve must have a number of features, the most important of which are the following (Al-Momani & Rababa, 2022; Hassan, et all., 2022): (1) **h**igh quality and aiming for excellence, (2) knowledgeable, (3) **t**hinking skills training, (4)

very fast and changeable, (4) **f**lexible to be designed to meet changing needs, (5) **v**arious alternatives in the curricula and their different containers, (6) **c**omprehensiveness of knowledge, rather than limited specialization.

However, achieving the features of future education requires providing the following requirements (Al rabadi & Al-Momani, 2022; Oudeyer, et all., 2016: Hassan,et all., 2022; Al-Momani & Alrabadi, 2022): (1) focus on the acquisition of ICT learners and contribute to its development, (2) employment of e-learning in education school from a holistic perspective, (3) building integrated strategies for knowledge management, and contributing to the development of the knowledge economy, (4) belief in the inevitability of change as a basis for development, and to respond effectively and interact with it, and (5) individual and institutional capacity building; To adapt to the accelerating changes and contribute to their creation. Bring about change according to an integrated institutional strategy aimed at continuous development.

4. CONCLUSION

This study concluded that it is necessary to work on strengthening education, whether it is school or university, with all that is new in terms of knowledge and modern technologies, whose impact is reflected on students and society as a whole and contributes to the continuity of progress, growth and prosperity of societies. But the goal of education remains the development of the individual and preparing him for the future, and preparation for the future can only be done properly by defining the needs of society and understanding the changes that are expected to occur. And find out The factors influencing it, and understanding its possible dimensions and effects, in a way that helps to draw options and alternatives suitable for circumstances and situations in the next stage, within the framework of society's values, principles and capabilities, and in a way that provides sufficient flexibility in freedom for policy planners and decision-makers, and provides an opportunity to adapt to future variables for implementers and practitioners in the field.

5. REFERENCES

Al-Asmari, A. M., & Rabb Khan, M. S. (2014). E-learning in Saudi Arabia: Past, present and future. *Near and Middle Eastern Journal of Research in Education*, 1(2). 1-11.

Albiladi, W. S. (2022). English teaching and learning in Saudi Arabia: emerging practices and strategies for achieving the educational objectives of the Saudi vision 2030. *Journal of Language Teaching and Research*, *13*(4), 781-789.

Algraini, S., & McIntyre-Mills, J. (2018). Human development in Saudi education: A critical systemic approach. *Systemic Practice and Action Research*, *31*, 121-157.

Ally, M. (2019). Competency profile of the digital and online teacher in future education. *International Review of Research in Open and Distributed Learning*, *20*(2), 302-318.

AL-Momani, M. (2022). Methods of quality assurance in the performance of higher education institutions Jordanian "Theoretical Study". *Journal Pendidikan Sosiologi dan Humaniora*, 13(2), 467-477.

AL-Momani, M.O (2022). Educational and psychological counseling and its role in achieving the aims of the educational process - an analytical study. *Journal Penelitian Humaniora*, 23(2), 115-128.

Al-Momani, M.O, & Alrabadi, I.G (2022). Requirements for the application of total quality in the university educational system in the light of the information and technological revolution. *Entramado*, 19(1), e–9393.

AL-Momani, M., & Rababa, EM (2022). The Reality of the role of guidance and educational media in jordanian educational institutions. *Orientación Y Sociedad*, 22(2), e052.

AL-Momani, M., & Rababa, E. (2022). Mixed education and quality standard in the university teaching: A theoretical study. *Indonesian Journal of Educational Research and Technology*, 2(3), 155-174.

AL-Momani, MO, & Rababa, EM (2022). Requirements for the use of e-learning in university education. Global Journal of Information Technology: Emerging Technologies, 12(2), 89–109.

Al-Momani, M. O., & Rababa, E. M. (2022). Training courses and its role on the professional development of teachers in Jordan from the point of view of school principals and its relationship to some variables. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, *12*(1), 121–137.

AL-Momani, M. O., & Rababa, E. M. (2022). Elements of the effective educational process from the perspective of university students. *Contemporary Educational Researches Journal*, *12*(3), 153–166.

Alrabadi, I. G., & Al-Momani, M. O. (2022). Blended learning in the educational process of the university stage during the corona pandemic.International Journal of Global Education (IJGE), 7(1), 10-19.

Cornali, F., & Tirocchi, S. (2012). Globalization, education, information and communication technologies: what relationships and reciprocal influences?. *Procedia-Social and Behavioral Sciences*, *47*, 2060-2069..

Eilks, I., & Hofstein, A. (2017). Curriculum development in science education. *In Science Education* (pp. 167-181).

Hassan, S. T., Batool, B., Zhu, B., & Khan, I. (2022). Environmental complexity of globalization, education, and income inequalities: New insights of energy poverty. *Journal of Cleaner Production*, *340*, 130735.

Muyassaroh, I., & Herianingtyas, N. L. R. (2023). Enhancing Elementary Preservice Teachers' Scientific Literacy by Using Flipped Problem-Based Learning Integrated with E-campus. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, *8*(2). 75-85

Nailah, C., & Afifa, M. (2022). Memahami komitmen guru profesional. *Jurnal Pedagogik Pendidikan Dasar*, *9*(1), 1-7.

Nussbaum, M. C. (2006). Education and democratic citizenship: Capabilities and quality education. *Journal of Human Development*, *7*(3), 385-395.

Oudeyer, P. Y., Gottlieb, J., & Lopes, M. (2016). Intrinsic motivation, curiosity, and learning: Theory and applications in educational technologies. *Progress in Brain Research*, *229*, 257-284.

Rababa, EM, & AL-Momani, MO (2022). The reasons for secondary school students dropping out: the teachers' point of view. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 7(2), 349-358.

Setiyani, V. D., & Harmianto, S. (2022). Kemampuan guru dalam membuat dan memanfaatkan media video pembelajaran di SD Muhammadiyah Cipete Kabupaten Banyumas. *Jurnal Pedagogik Pendidikan Dasar*, *9*(2), 74-79.

Schrum, L. (1995). Educators and the internet: A case study of professional development. C*omputers Education, 24(3), 221-228*.