

<https://review.e-siber.org/SIJSE>siberpublisher.info@gmail.com[+62 812-1046-7572](tel:+6281210467572)DOI: <https://doi.org/10.38035/sijse.v1i2>
<https://creativecommons.org/licenses/by/4.0/>

The Role of Teacher Competency, Independent Curriculum, and Management Information Systems, to improve the Quality of Education

Reni Silviah¹

¹Student of the Faculty of Economics & Business, Bhayangkara Jakarta Raya University, Indonesia, renisilviah5@gmail.com

Corresponding Author: renisilviah5@gmail.com¹

Abstract: The Role of Teacher Competence, Independent Curriculum, and Management Information Systems on the Quality of Education. The aim is to analyze the role of teacher competence, independent curriculum, and management information systems on the quality of education. The method of writing this scientific article is by using the library research method, which is sourced from online media such as Google Scholar, Mendeley, and other online media. The results of this study are: 1) Teacher Competence plays a role in the Quality of Education, 2) Independent Curriculum plays a role in the Quality of Education, 2) Management Information Systems plays a role in the Quality of Education. Apart from these 2 exogenous variables that influence the endogenous variable of the Quality of Education, there are still many other factors including the environment, principal, organizational culture.

Keyword: Teacher Competency, Management Information System, Independent Curriculum, Quality of Education.

INTRODUCTION

Competence plays a crucial role in increasing learning achievement because it is the ability and skills that students have to understand, process and apply the knowledge learned. When students have good competencies, they can more easily absorb material, solve problems, and innovate in the way they learn. Competency is not only limited to academic aspects, but also includes critical thinking abilities, social skills, and self-management, all of which support learning performance. With strong competencies, students become more confident, able to adapt to various academic challenges, and ultimately achieve more optimal learning achievements.

Teacher competence in delivering lesson material must be in accordance with the curriculum. Students are able to answer evaluations according to the lesson material that has been delivered by the teacher and students understand the lesson material. If it turns out that students are not yet able to understand, own, master and apply the lesson material, then the teacher should seek feedback. Thus, if it turns out that students do not understand the material that has been taught, then the teacher should repeat the main material again, before continuing

on to the next material. And so on until all the material that has been written earlier has been discussed.

Indonesia always strives to improve the quality of its education, one of which is by making changes to the curriculum. It can be seen that in Indonesia there have been frequent changes to the curriculum. Where previously using the 2006 KTSP curriculum (education unit level curriculum) is now replaced with the 2013 curriculum. The reason for the change in curriculum is one way to overcome educational problems (Fatmawati & Yusrizal, 2021).

For this reason, as a way or effort to overcome educational problems, the curriculum must also have management which is called curriculum administration. Many people are not aware that the success of an education only depends on the teacher or the facilities and infrastructure. However, apart from that, to coordinate everything so that it can run according to the objectives, there is a curriculum administration that regulates the implementation of these activities. And in managing the curriculum, people are also needed who are experts in their field, otherwise all activities that take place in the educational unit will not run well and be directed according to educational goals (Yusrizal & Pulungan, 2021).

The Merdeka Curriculum has good characteristics and is very supportive of efforts to restore the quality of education (Riyan Rizaldi & Fatimah, 2022). However, the implementation of the Independent Curriculum still faces many obstacles, especially from the teacher's side. Most teachers experience difficulties in adapting to changes in the Independent Curriculum. This is due to the lack of socialization and training regarding the Independent Curriculum, significant curriculum changes, and limited learning resources (Wantiana & Mellisa, 2023).

This obstacle was then strengthened by several studies which showed that there was still a gap between curriculum objectives and reality in the field. For example, teachers who act as facilitators in teaching and learning activities are still not skilled enough in utilizing technological developments that can be used to improve the quality of learning. According to (Maulida et al., 2023) obstacles to implementing the Independent Curriculum are also influenced by limited school infrastructure. In line with this (Fifani et al., 2023) stated that apart from a lack of understanding, teachers also experience difficulties in mapping students' abilities. Another obstacle experienced by teachers is in strengthening the student profile of Pancasila to students, where in its implementation there are still many misconceptions between the P5 concept and teachers' perceptions.

In today's era of development, demands on the world of education are increasingly visible. It cannot be denied that the quality of education is currently increasingly being tested for its reliability by various phenomena that occur in society. One of the demands and hopes of society that has been heard for a long time is that the quality of education be taken seriously (quality education).

The systems approach is one of the interesting issues when studying the development of information technology. The increasing complexity of systems and their role in various aspects of human life means that an approach to systems must be able to include various points of view. The system is no longer seen as just a set of technologies that are interconnected with each other, but is more than that. A system is something complex and includes the human dimension as a user and includes various scientific disciplines.

Management is needed so that the management of education in schools is directed through the development of a clear vision, mission and goals. It could be that schools that have quality teachers, adequate facilities and infrastructure, students whose quality is above average but fail to produce quality graduates. This could be due to the lack of a clear vision, mission and goals, as well as a lack of coordination between the work team and the school management.

This research aims to find out whether the management information system and independent curriculum play a role in the quality of education. Based on references to the problems previously explained, the questions for this scientific article are as follows:

1. Does Teacher Competency play a role in Quality of Education?

2. Does Management Information Systems play a role in Quality of Education?
3. Does the Independent Curriculum play a role in the Quality of Education?

METHOD

The research method used is descriptive research. The research method uses literature study or library research. Literature study is looking for research data or information through reading scientific journals. The steps taken to obtain information or data are carrying out library data collection methods, reading and taking notes, and managing research materials. After getting information or data from several journals. This research uses a qualitative approach which produces descriptive data in the form of written sentences.

Examining theories and relationships or influences between variables from books and journals both offline in the library and online sourced from Mendeley, Google Scholar and other online media. In qualitative research, literature reviews must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions asked by the researcher. (Ali, H., & Limakrisna, 2013).

RESULTS AND DISCUSSION

Results

The results of this article based on the problem background, objectives, and methods are as follows:

Quality of Education

The quality of education is a consequence of changes and developments in various aspects of life, the demand for quality education is an important requirement to answer the challenges of these changes and developments. Factors that influence the quality of education include curriculum, teaching methods, teacher quality, educational facilities and infrastructure, as well as support from the government and society.

The quality of education is still low which requires regular evaluation and revision of the curriculum with the aim of achieving educational goals or improving the quality of education (Mubarak, 2004). Quality of education is the school's ability to manage operations and components related to the school that can add added value to applicable norms or regulations. To adapt the concept of establishing educational quality to the needs of students in realizing educational goals, this can be done by developing a curriculum, in accordance with the results of the evaluation and revision of the education curriculum (Fajri, 2019).

In research (Ketut Bali, S., 2019) there are steps to improve quality in education, namely: a) Strengthening the Curriculum, b) Strengthening School Management Capacity, c) Strengthening Educational Resources, d) Continuous Improvement, e) Based Management Facts, f) Improving the Quality of Educators.

The quality of education has been widely studied by previous researchers, including: (Ali, H., & Fardinal., 2022), (Anwar., 2018), (Juliantoro, M., 2017), (Maulansyah, R., 2023), (Suparliadi, S., 2021).

Teacher Competency

Competency is ability or skill. What is meant by teacher competency is a teacher's ability to carry out obligations responsibly and appropriately (Perta, 2002: 14). Rusvitawati, Sugiati, & Dewi (2019) explained that competence consists of a number of key behaviors needed to carry out certain roles to produce satisfactory achievements or performance.

Basic abilities (competencies) of teachers. Cooper's opinion quoted by Muhibuddin Syah (1999: 229) states that the basic abilities of teachers are: 1) Having knowledge about learning and human behavior, 2) Having knowledge and mastering the field of study they are coaching,

- 3) Having the right attitude about oneself, peer school and the field of study they are coaching,
- 4) Have technical teaching skills.

An almost similar opinion was expressed by Glasser, quoted by Nana Sudjana (2000: 17), stating that: 1) Mastering the learning material, 2) Able to diagnose student behavior, 3) Ability to carry out the learning process and 4) Ability to measure student learning outcomes.

Competencies have been researched by specialist researchers, including: (Ali, H., Susanto, et al., 2024), (Yani, A., Ali, H., et al., 2024), (Firmansyah & Ali, H., 2024), Muhajirin & Ali, H., et al., 2024).

Independent Curriculum

Independent Curriculum, an innovation in the Indonesian education system which is designed as a new paradigm in order to improve the quality of education. The Independent Curriculum is a curriculum that provides a variety of intracurricular learning options which are arranged based on competency levels, student characteristics, local environment, culture and surrounding habits with the aim of making the content prepared more optimally so that students can master concepts and increase their potential more effectively.

The Independent Curriculum is designed to give schools the authority to adapt learning to the needs and culture of each school. According to (Eka Retnaningsih & Patilima, 2022) the Independent Curriculum is more flexible and provides flexibility for teachers in implementing learning, where teachers can freely use various models, media and teaching tools according to students' needs.

This is in line with the opinion of (Khoirurrijal et al., 2022) which states that teachers have more freedom in choosing learning strategies that are suitable to be implemented in the classroom while still referring to students' learning needs, characteristics and interests.

The Independent Curriculum has good characteristics and is very supportive of efforts to restore the quality of education (Riyan Rizaldi & Fatimah, 2022).

This curriculum has been widely studied by previous researchers, including: (Ali, H., & Safri., 2022), (Mulyasa, H. E., 2023), (Vhalery et al., 2022), (Gusteti et al., 2022), (Pebriyanti., 2023), (Mulia et al., 2023).

Management Information Systems

Management information systems are part of management science. All management functions, including planning, organizing, leading/actuating, and controlling, are needed for the success of activities in an organization, including educational institutions. Success in carrying out the management function is supported by an information system that is able to provide the information needed by the managers (leaders of the educational institution. SIM is a computer-based system that provides information for users who have similar needs. The SIM aims to enable educational administrators to can carry out tasks well and correctly and leaders can make quick and correct decisions. One of the important tasks of school principals is making decisions regarding educational institutions. As a basis for decision making for school principals, there is a management information system for decision making at certain stages, but it can also be raw material for the next stage of decision making (Rahmi, 2019).

According to Susanto (2009), an information system is defined as a collection of any subsystems, both physical and non-physical, that are interconnected with each other and work together harmoniously to achieve one goal, namely processing data into meaningful and useful information.

According to Mulyanto (2009), an information system is a component consisting of humans, information technology, and work procedures that process, store, analyze, and disseminate information to achieve company goals.

Management information systems have been widely studied by previous researchers, including: (Ali, H., & Julian., 2020), (Zahran, R., & Ali, H., 2020), (Sonia, N. R., 2020), (Pramungkas, P. R., 2021), (Supriatna et al., 2024).

Discussion

a) The role of teacher competency in education quality

Based on research conducted by (Khoirul Anwar et al., 2022) it can be concluded that this can be proven by the variable teacher competence in the indicators of pedagogical competence, personality competence and social competence which have high scores as reflected in the results of the many achievements obtained by the participants students through ability and understanding in mastering the material that will be conveyed by the teacher, personality attitude and being able to communicate well is very important for a teacher to be able to interact with the community, parents, work partners and students. The figures mentioned above show that teacher competency has a significant effect on the quality of education.

A teacher competency theory put forward by Danim, competency is a set of knowledge, skills and basic values that are reflected in the thinking and acting habits of a professional educator. Related to this, teacher competence has indicators that researchers take and use, namely: Pedagogical, Personality, Social and Professional Competence. A teacher must have extensive knowledge and skills in order to create established students. The role of a teacher in a school institution is not only to provide learning material to students, but a teacher must also be able to provide a good example for his students.

b) The role of the Independent Curriculum on the Quality of Education

Based on research conducted by (Erna Zumrotun et al., 2024) it can be concluded that the Independent Curriculum has a significant role in improving the quality of education in elementary schools. The Merdeka Curriculum provides space for schools to develop learning that suits students' needs and potential and accommodates current developments and global challenges. The Merdeka Curriculum also provides benefits for students, teachers and society, including: increasing student learning motivation, developing creativity and 21st century skills, strengthening national character and values, and increasing teacher independence and professionalism. Therefore, the Independent Curriculum needs to continue to be supported and facilitated by the government and all parties related to education in Indonesia.

In order to create the desired future for Indonesian people and society, it is necessary to develop a national education system that is based on a curriculum that is appropriate to the needs that refers to the flow of progressivism. Teachers and the curriculum are elements involved and have a direct influence on the learning process, which in the learning process itself is integrated with each other in a comprehensive and directed manner.

c) The role of Management Information Systems on Education Quality

Based on research conducted by (Nur Rahmi, 2020), it shows that in implementing the use of the Education Management Information System (SIMDIK) there are encouraging and inhibiting factors. The driving factor includes the existence of the SIMPATIKA information system which collects data on both students and educators, education staff (PTK).

Apart from that, there is cooperation from various parties both in terms of infrastructure and human resources. The obstacles that cause less than optimal implementation of SIM include older teachers having difficulty following or carrying out the implementation of SIM, apart from that, errors frequently occur in SIM technology, and in learning students experience difficulty in following the deadlines that have been determined in the documentation. coverage of school activities.

Conceptual Framework

Based on the problem formulation, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for this article is as follows.

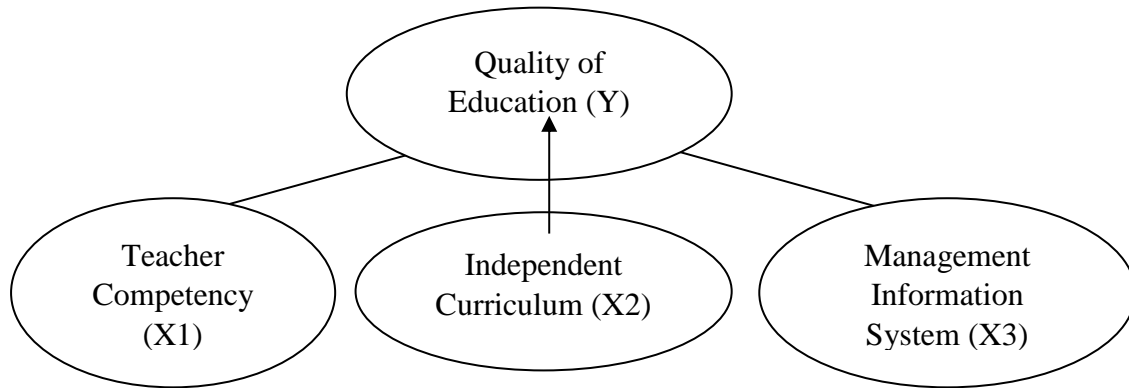


Figure 1. Conceptual Framework

And there are many other factors that influence the Quality of Education (Y), including:

- a) Environment: (Juanda, J., & Ali, H., 2022), (Wicaksono, R. M., Ali, H., & Syarief, F., 2022), (Alqawi, D., Ali, H., & Fauzi, A., 2024), (Ali, H, Salam., et al., 2020).
- b) Principal: (Mailina & Ali, H., 2024), (Sutikno, Y., 2022), (Muflihah et al., 2019), (Sutisna et al., 2023), (Kurniawati et al., 2020), (Kharismawati, D. E., 2019).
- c) Organizational Culture: (Prasetyo & Ali, H., 2023), (Yahya & Ali, H., 2024), (Ali, M & Ali, H., 2023), (Mulyanagara, G., & Ali, H ., 2023).

CONCLUSION

This research aims to determine the role of management information systems and independent curriculum on the quality of education. Based on the article questions, conclusions can be drawn from this research, namely as follows: 1) Teacher Competency plays a role in Education Quality, 2) Independent Curriculum plays a role in Education Quality, 3) Management Information Systems plays a role in Education Quality.

REFERENCE

Ali, H., Limakrisna, N., & Jamaluddin, S. (2016). Model of customer satisfaction: The empirical study at Bri in Jambi. *International Journal of Applied Business and Economic Research*.

Anwar, K., Hendrik, M., Waruwu, Y., Suyitno, S., & Dewi, C. (2022). Pengaruh Sarana Prasarana Pendidikan Dan Kompetensi Guru Terhadap Mutu Pendidikan Di Sekolah Menengah Kejuruan. *Al-Mada: Jurnal Agama, Sosial, dan Budaya*, 5(3), 413-426.

Eka Retnaningsih, L., & Patilima, S. (2022). Kurikulum Merdeka pada Pendidikan Anak Usia Dini. *Jurnal Program Studi PGRA*, 8(1), 143–158.

Fifani, N. A., Safrizal, & Fadriati. (2023). Analisis Kesulitan Guru dalam Penerapan Kurikulum Merdeka di SD Kota Batusangkar. 8(1), 19 27.

Fajri. K. N. (2019). Proses Pengembangan Kurikulum. *Islamika*, 1(2), 35–48. <https://doi.org/10.36088/islamika.v1i2.193>.

Fatmawati, F., & Yusrizal, Y. (2021). Analysis of the Utilization of Nature as a Learning Media in the Covid-19 Pandemic Era. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 4(4), 8150–8154.

I Ketut Sudarsana. “Pemikiran Tokoh Pendidikan dalam Buku Lifelong Learning: Policies, Practices, and Programs (Perspektif Peningkatan Mutu Pendidikan di Indonesia).” *J. Penjaminan Mutu* 1, 1–14 (2016).

Ketut, S. I. “Peningkatan Mutu Pendidikan Luar Sekolah Dalam Upaya Pembangunan Sumber Daya Manusia.” *J. Penjaminan Mutu*. (2016).

- Khoirurrijal, Fadriati, Sofia, Makrufi, A. D., Gandi, S., Muin, A., Tajeri, & Ali Fakhrudin, Hamdani, S. (2022). Pengembangan Kurikulum Merdeka. CV. Literasi Nusantara Abadi.
- Maulida, N., Ghasya, D. A. V., & Pranata, R. (2023). Deskripsi Kendala Guru dalam Penerapan Kurikulum Merdeka di Sekolah Dasar Negeri 74 Pontianak Barat. 06(01), 6414–6420.
- Mubarak, F. (2004). Faktor dan Indikator Mutu Pendidikan Islam. *Management of Education*, 1(1), 10–18. <https://jurnal.uin-antasari.ac.id/index.php/moe/article/view/342/258>
- Perta. 2002. Seminar Reformasi Politik Pendidikan Nasional dan Kebijakan Pendidikan Agama. Jakarta: Ditbinperta Islam.
- Riyan Rizaldi, D., & Fatimah, Z. (2022). Merdeka Curriculum: Characteristics and Potential in Education Recovery after the COVID-19 Pandemic. *International Journal of Curriculum and Instruction*, 15(1), 260–271.
- Sudjana, Nana. 2000. *Dasar-dasar Proses Belajar Mengajar*. Bandung: Sinar Baru, Algensindo.
- Syah, Muhibuddin. 1999. *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: Remaja Rosdakarya.
- Wantiana, I., & Mellisa. (2023). Kendala Guru dalam Penerapan Kurikulum Merdeka. *Jurnal Basicedu*, 7(3), 1461–1465.
- Yusrizal, Y., & Pulungan, S. A. (2021). The Effect of Project Based Learning Model on Student Mathematics Learning Outcomes in the Covid-19 Pandemic Era. *Budapest International Research and Critics Institute-Journal (BIRCI Journal)*, 4(4), 7810–7816.