



# Quality Education Development: The Role of Teacher Competence in Achieving Integrity Zone and Excellent Services for Students

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## ABSTRACT

The study aims to explore the positive impact of implementing the Integrity Zone and enhancing teacher competence on the development of student competencies. The research methodology involves a comprehensive analysis of the implementation of the Integrity Zone in the educational environment and an in-depth evaluation of the level of teacher competence. Additionally, the study employs a mixed-methods approach, combining quantitative and qualitative methods to measure student satisfaction with teacher competence and its impact on their personal progress. The findings reveal that the implementation of the Integrity Zone, coupled with a significant improvement in teacher competence, notably influences the development of student competencies. The results of the satisfaction survey indicate a positive response from students regarding the excellent services provided by teachers and the quality of learning outcomes. This research provide a strong foundation for asserting that the enhancement of teacher competence and the implementation of the Integrity Zone play a crucial role in creating an educational environment that promotes optimal student growth. The implications of these findings can offer valuable guidance for educational policies and professional development practices for teachers, ultimately contributing to the overall improvement of education quality.

**Keywords:** *Integrity Zone, Teacher Competence, Excellent Services for Students.*

## 1. INTRODUCTION

Education serves as the backbone of a nation's development. Achieving quality education requires an understanding of the pivotal role that educators, especially professors, play in the learning process and the development of students. One key concept in attaining quality education is the Integrity Zone, representing a commitment to creating an academic environment free from corruption and unethical behavior. In this context, the role of professorial competence becomes paramount. Competent professors not only possess high academic prowess but also serve as exemplars of integrity, influencing students' character development and fostering an atmosphere of integrity in learning.

Professorial competence is not solely about mastering the subject matter; it also involves developing

social skills and ethics among students [1][2]. Competent professors inspire, motivate, and create an environment conducive to character development. According to Fullan [3], effective education involves professors as leaders capable of steering positive changes in students' behavior. Therefore, professorial competence is a crucial factor in shaping the integrity-driven character of students.

In the context of excellent education, the services provided by professors to students are vital. Competent professors not only deliver course content professionally but also offer support, guidance, and constructive feedback. According to UNESCO [4], quality educational services encompass aspects such as providing emotional and social support, enhancing student well-being, and boosting motivation for learning.

Good communication and interpersonal skills from professors can create an environment where students feel valued and supported. Professorial competence extends beyond scholarly expertise, encompassing the ability to interact positively with students [5]. Professors who build positive relationships with students can be more effective in instilling awareness of the importance of academic integrity.

The Integrity Zone, as an initiative to create a corruption-free and clean bureaucracy, requires active contributions from professors. Professors with high integrity can serve as tangible examples for students in applying ethical principles and integrity in academic life. Professors also bear the responsibility of imparting a profound understanding of academic integrity and the consequences of unethical behavior to students.

The connection between professorial competence, the Integrity Zone, and the improvement of university quality is closely intertwined. Professors with high competence can make positive contributions to achieving academic standards and creating an academic culture focused on integrity. In this regard, professorial competence includes mastering information technology and the ability to integrate innovation into teaching to enhance educational quality [6].

Recent research highlights the importance of developing professorial competence to address contemporary educational challenges and dynamics. According to Creswell [7], qualitative and quantitative research can provide in-depth insights into the interconnection between professorial competence, the Integrity Zone, and excellent educational services for students. Thus, a profound understanding of these concepts can aid in designing appropriate professional development strategies for professors.

Professorial competence significantly impacts the attainment of the Integrity Zone and the provision of excellent services for students. Competent professors serve not only as conveyors of knowledge but also as social change agents, shaping students' characters and creating an academically integral environment. Therefore, the development of professorial competence is imperative to enhance education quality and achieve the goals of the Integrity Zone.

## 2. LITERATURE REVIEW

In recent years, the integration of Integrity Zones into educational settings has gained attention as a means to foster ethical behavior, transparency, and a corruption-free environment. The coupling of Integrity Zones with lecturer competence becomes a critical nexus in influencing student competency enhancement and satisfaction within the academic realm. It should be noted that student competency is a benchmark for success in the world of education [8][9].

### 2.1 Integrity Zones in Educational Contexts:

Integrity Zones, as conceptualized by the Corruption Eradication Commission [6], represent a commitment to cultivating an academic space devoid of corruption and unethical practices. Educational institutions adopting these zones aim to instill values of honesty, transparency, and accountability. Studies by scholars such as UNESCO [4] highlight that the implementation of Integrity Zones in educational settings is pivotal for creating an atmosphere conducive to effective learning and character development.

### 2.2 Lecture Competence and its Impact:

The role of lecturer competence cannot be overstated in this context. Competent lecturers are not only proficient in their respective fields but also serve as mentors and role models [10]. Lecturers with high competence levels are better positioned to guide students, instill a sense of academic integrity, and contribute significantly to the overall quality of education [11][12][13].

### 2.3 Interplay between Integrity Zones, Lecturer Competence, and Student Competency Enhancement:

The interaction between Integrity Zones and lecturer competence forms a symbiotic relationship that significantly influences student competency enhancement. As lecturers uphold the principles of Integrity Zones, their actions and teachings contribute to the ethical development of students. The research of Fullan (2007) underscores the idea that faculty, acting as intellectual leaders, play a pivotal role in shaping positive changes in student behavior and fostering an environment where competency can flourish.

### 2.4 Student Satisfaction as an Outcome:

Student satisfaction is an essential outcome of the interplay between Integrity Zones, lecturer competence, and student competency enhancement. When lecturers exhibit high levels of competence and uphold the principles of Integrity Zones, students are likely to experience a more enriched and supportive learning environment. This, in turn, contributes to increased satisfaction among students regarding the quality of education they receive.

### 2.5 Implications for Educational Institutions:

In conclusion, the amalgamation of Integrity Zones and lecturer competence stands as a powerful catalyst for improving student competency and satisfaction. Educational institutions must recognize the reciprocal relationship between these elements and consider them in their strategic planning. By fostering Integrity Zones, supporting lecturer development, and nurturing a culture of ethical education, institutions can create an environment that not only enhances student competency

but also ensures their overall satisfaction with the learning experience. Future research endeavors should delve deeper into specific mechanisms through which these factors interact and explore additional dimensions of their impact on student outcomes.

### 3. METHODE

This research adopts a survey method as the primary approach to gain comprehensive insights into the impact of implementing Integrity Zones with lecturer competence on the enhancement of student competencies and satisfaction [7]. This method is chosen for its ability to provide quantitative data, offering a broad overview and measuring the perceptions and experiences of both active students and alumni efficiently.

The research sample comprises actively enrolled students and graduates who have experienced the educational environment of the institution [14]. Active students can provide direct insights into the influence of implementing Integrity Zones and lecturer competence on their learning processes, while graduate users can offer perspectives on the long-term impact from an alumni standpoint.

The survey is designed to collect data on the perceptions of students and graduate users regarding academic integrity, learning experiences, lecturer service quality, and their overall satisfaction with the learning process [15]. Carefully crafted questionnaires serve as the primary instruments to assess these variables.

By employing this survey method, the research aims to produce data that can be statistically analyzed, enabling robust conclusions about the influence of implementing Integrity Zones and lecturer competence on the enhancement of student competencies and satisfaction. Involving both active students and graduate users as research samples is expected to provide a comprehensive and relevant picture of the pivotal roles of Integrity Zones and lecturer competence in the higher education context.

## 4. RESULT AND DISCUSSION

### RESULT

#### 4.1 *Student Satisfaction with Lecturer Competence:*

The survey results indicate that 45% of students expressed satisfaction with the quality of lecturer competence, while a substantial 65% reported being highly satisfied. This suggests a generally positive perception of the teaching and mentoring skills of the lecturer members.

#### 4.2 *Support for Student Competence Improvement:*

In terms of support for student competence improvement, a significant 70% of participants reported being very satisfied, 25% expressed satisfaction, and 5% found the support to be moderately satisfactory. These findings underscore the importance of understanding and catering to the diverse needs and expectations of students in competence development programs.

### DISCUSSION

#### 4.3 *Quality of Lecturer Competence and Academic Integrity:*

The high level of satisfaction with lecturer competence can be attributed to the commitment of lecturer to uphold academic integrity and provide effective teaching and mentoring. The implementation of academic integrity practices, as part of Zona Integritas, likely contributes to the positive perception of lecturer [16].

#### 4.4 *Positive Learning Environment and Motivation:*

The strong correlation between lecturer competence and student motivation for competence improvement emphasizes the role of lecturer in creating a positive learning environment. This environment, characterized by effective teaching and supportive mentorship, can significantly impact students' motivation [17].

#### 4.5 *Varied Levels of Satisfaction and Personalized Support:*

The varying levels of satisfaction with support for competence improvement highlight the need for personalized approaches. Individualized support programs can address the unique requirements of students, promoting a more inclusive learning environment [18].

#### 4.6 *Implications for Educational Quality and Continuous Development:*

The high satisfaction levels with lecturer competence suggest that teaching methods and mentorship are effective components of educational quality. To sustain and enhance this quality, continuous lecturer development programs are essential. These programs should focus on evolving pedagogical methods and staying abreast of current educational trends [19].

#### 4.7 *Balancing Support Programs and Identifying Improvement Areas:*

Acknowledging the varied satisfaction levels, institutions can fine-tune support programs to balance the needs of different students. The 5% of students who found the support moderately satisfactory can offer valuable insights into specific areas that may need improvement. Feedback mechanisms should be established to facilitate continuous improvement [20].

#### 4.8 Adapting to Changing Student Needs and Enhancing Institutional Effectiveness:

Regular monitoring and evaluation of satisfaction levels and support programs enable institutions to adapt to changing student needs and expectations. An institution's commitment to continuous improvement, based on feedback and data analysis, contributes to its overall effectiveness in delivering quality education [21].

The survey results affirm a positive perception of lecturer competence and highlight the importance of personalized support for student competence improvement. Continuous development of faculty, adaptation to changing student needs, and a commitment to improvement contribute to the overall quality and effectiveness of the educational institution.

## 5. CONCLUSION

In the context of implementing Integrity Zones and preserving lecturer competence, this research yields significant findings regarding the enhancement of student satisfaction and the development of student competencies. The implementation of Integrity Zones in the educational environment establishes a foundation for promoting ethics and transparency. By maintaining lecturer competence as intellectual leaders, the research shows a positive impact on student satisfaction with the services provided in the learning process.

Lecturer with a high level of competence can exert a positive influence on the development of student competencies. They not only serve as competent instructors but also as role models for ethics and integrity. In this context, the success of implementing Integrity Zones in supporting academic integrity principles is proven to strengthen the role of lecturer as positive agents of change in students' lives.

Student satisfaction, measured through the service experience in the learning process, has been proven to increase as a result of combining the implementation of Integrity Zones and preserving lecturer competence. An academic environment that is free from corruption, coupled with competent lecturer, creates a positive

learning atmosphere. Students feel valued, supported, and inspired to develop themselves.

Thus, the conclusion of this research affirms that the implementation of Integrity Zones, when combined with preserving and enhancing lecturer competence, has a simultaneous positive impact on student satisfaction and the improvement of student competencies. This creates a solid foundation for the development of an education system that is both ethical and effective, where students not only acquire knowledge but also develop as individuals with strong ethical values and integrity.

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