

Maintaining Quality in the Digital Era: Reorientation of Education Quality Control Management on Information Technology-Based School Components in the Era of Independent Learning

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Abstract

Educational quality must be managed systematically to ensure compliance with established standards and promote the continuous improvement of educational provision. This article aims to analyze the concepts and strategies of quality control management across school components and examine their reorientation through the use of information technology in the era of Merdeka Belajar. This study employs a library research method by examining relevant scholarly literature, regulations, and policy documents. The findings indicate that effective educational quality control depends on the integration of educational standards, school leadership, continuous evaluation, and management information systems. The integration of data dashboards, the Education Report (Rapor Pendidikan), and school information systems can strengthen monitoring and evaluation, facilitate the identification of quality gaps, and support systematic follow-up actions for improvement. However, optimizing the implementation of these technologies requires adequate infrastructure, digital competencies among educational personnel, and effective data governance. Therefore, fostering a participatory, data-driven, and sustainable quality culture is essential to ensure that digitalization serves not merely as an administrative tool but also as a strategic instrument for enhancing the effectiveness of educational management and improving educational quality.

Keywords

Educational Quality Control Management; Management Reorientation; Information Technology; School Components; Merdeka Belajar



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INTRODUCTION

Education is one of the strategic instruments in improving the quality of human resources and realizing national development goals. The quality of education is not only determined by the learning process, but also by the effectiveness of the management of all school components, including curriculum, educators and education personnel, students,

facilities and infrastructure, financing, and school governance. Each of these components needs to be managed in a planned and integrated manner so that the implementation of education is able to meet the set standards. In this context, quality control management has an important role to ensure that the implementation of education takes place effectively, measurably, and oriented towards continuous improvement (Nanang, 2021).

The development of information technology has brought changes to education governance. The use of technology allows the collection, processing, and analysis of educational data to be carried out more systematically to support the monitoring, evaluation, and decision-making process. Digital transformation also opens up opportunities for schools to identify problems and formulate improvement steps based on actual conditions. However, the application of information technology needs to be supported by adequate infrastructure, digital competence of human resources, data quality, and the commitment of school leadership so that quality control can run effectively (A. Rusdiana, 2021). These changes are increasingly relevant in the context of Freedom of Learning which encourages educational units to develop learning according to the needs of students, strengthen school autonomy, and improve the quality of educational governance. This orientation requires a quality control system that not only functions to assess the achievement of standards, but is also able to identify gaps, analyze the root of problems, and formulate improvement steps based on the real needs of the school. Thus, quality control needs to be placed as an integral part of the decision-making process and school development, not just an administrative activity to fulfill reporting obligations (Ridwan, 2021).

The reorientation of education quality control management is the main aspect that needs to be studied. Reorientation does not only refer to the use of digital devices or systems, but also to changes in the way of view, work processes, and decision-making patterns in controlling the quality of education. These changes include a shift from administrative compliance-oriented control to data-based quality improvement; from periodic evaluation to continuous monitoring; and from the management of school components separately to an integrated approach. Through this reorientation, information technology can be used as a strategic instrument to strengthen transparency, accountability, evaluation effectiveness, and accuracy in determining improvement priorities in each school component (Teguh, 2025).

The reorientation also requires an integration between planning, implementation,

monitoring, evaluation, and quality control follow-up. The data generated through the education information system needs to be processed and interpreted into meaningful information for school managers, so that it can be used to determine policies and improvement programs that suit needs. In this case, the success of quality control is not only measured based on the availability of digital systems or data completeness, but also based on the school's ability to utilize this information to improve the learning process, improve the competence of educators and education staff, optimize the use of resources, and strengthen overall school governance (Ainuria, 2025).

In the framework of the Merdeka Learning policy, the use of data is one of the important foundations in evaluating and planning to improve the quality of education. The Education Report Card is an instrument that provides information on the conditions and indicators of education quality to support evaluation and data-based planning at the education unit level. The use of these instruments needs to be integrated into the school management system so that the results of the evaluation can be followed up through a quality improvement program in accordance with the needs of the education unit. The problem that arises is how to ensure that the use of information technology is integrated with quality control in each school component (Nur Efendi, 2023).

The use of digital systems without the support of a consistent evaluation mechanism has the potential to reduce the effectiveness of data utilization in decision-making. In addition, differences in human resource capacity and infrastructure availability between schools can affect the success of the implementation of information technology-based quality control systems. This condition shows the need for a reorientation of quality control management that not only emphasizes meeting standards, but also prioritizes data utilization, stakeholder involvement, and continuous improvement follow-up (Haeruddin, 2026). *Total Quality Management (TQM)*, as stated by Tatang Ibrahim and Muhammad Jafar, is a management philosophy that places *continuous improvement* as the main principle in every organizational process, including the implementation of education. This principle views quality not as a static final achievement, but as a dynamic process that requires systematic and continuous management. In the context of schools, the application of this principle requires the involvement of all elements of education, ranging from school principals, teachers, education staff, students, to parents, to build a quality culture that is

oriented towards improving the quality of educational services (Tatang, 2021).

Studies on information technology-based education quality management have been conducted by a number of researchers with diverse focuses and approaches. Relevant previous research was used as a comparison to identify the position and novelty of this study. The two studies that were used as a comparison are as follows. Kamaludin et al. through the research "Reconstruction of the Quality Assurance System of State Elementary Schools in the Digital Era" highlights the need to update the school quality assurance system by utilizing technological developments. Meanwhile, this research is directed at rearranging quality control based on the relationship between school components and the Independent Learning policy.

Meanwhile, Pradikta, Widodo, and Hasanah (2025) through the article "Digital-Based Quality Management Information System to Achieve Excellent School" examined the use of digital information systems in school quality management. This study takes a different perspective by placing information technology as a support for the overall quality control process, from planning to evaluation and follow-up of continuous improvement. In this case, the effectiveness of quality control management at the education unit level is one of the important factors in translating national education policies into concrete improvement steps. The relevance of these issues also includes the role of local governments and legislative oversight functions in evaluating program implementation, budget use, and achievement of education quality improvement targets at the district/city level (Musakirawati, 2023).

Based on these conditions, the study on *"Maintaining Quality in the Digital Era: Reorientation of Education Quality Control Management in Information Technology-Based School Components in the Era of Independent Learning"* is relevant to analyze the concept and strategy of quality control of education in school components, the integration of information technology in its implementation, the reorientation of quality control management in the era of Independent Learning, as well as the challenges and efforts to optimize its application in supporting the improvement of the quality of education in a sustainable manner. This study focuses on four main problems, namely the concept and strategy of education quality control management in school components in supporting quality improvement in the era of Independent Learning; the integration of information technology in the implementation of education quality control; the reorientation of information technology-based education

quality control management; as well as challenges and efforts to optimize its implementation to realize sustainable improvement of the quality of education.

This research focuses on four problem formulations; How to analyze the concept and strategy of education quality control management in school components in supporting the improvement of the quality of education in the era of Independent Learning, How to utilize information technology in the implementation of quality control, and reorientation of information technology-based education quality control management. In addition, this study examines various challenges and efforts to optimize their implementation in order to realize effective, accountable, and sustainable improvement of the quality of education. The results of this study are expected to provide a conceptual basis for the development of educational quality control management that is adaptive to the development of information technology and the need to improve the quality of educational services in the era of Independent Learning.

METHODS

This research uses a library *research method* with a descriptive qualitative approach. Research data was obtained through the review of scientific literature, books, journal articles, laws and regulations, and policy documents relevant to the management of education quality control, components of school management, and the use of information technology in the era of Independent Learning. Data collection was carried out through searching, selection, and classification of sources based on their relevance to the focus of the study. The collected data was analyzed descriptively-qualitatively through the stages of data reduction, thematic grouping, interpretation, and conclusion drawn. The analysis focused on the concept and strategy of quality control of education, the application of information technology in supporting quality monitoring and evaluation, as well as challenges and efforts to optimize its implementation. To maintain the accuracy of the analysis, the sources used are considered based on their relevance, credibility, and relevance to the research problem.

RESULTS AND DISCUSSION

Concept and Strategy of Education Quality Control Management in School Components in the Era of Independent Learning

Education quality control management is a series of systematic processes carried out to ensure that all education implementation runs in accordance with established standards, goals, and quality indicators. The process includes planning, implementation, monitoring, evaluation, and follow-up on various aspects of education implementation. Quality control is not only oriented towards achieving student learning outcomes, but also includes the quality of the learning process, the competence of educators and education personnel, the effectiveness of school principal leadership, curriculum management, the availability of facilities and infrastructure, and school administrative governance. Thus, the quality of education is understood as the result of the integration of all school components that influence each other in realizing an effective, efficient, and student-oriented educational process (Dyah, 2021).

From a management perspective, education quality control has an important position as a mechanism to ensure conformity between the planning and implementation of educational programs. This control is carried out through the establishment of quality standards, the collection of information on the implementation of activities, analysis of the achievement of indicators, and the formulation of corrective actions if gaps are found between the targets and the results obtained. Therefore, quality control should not be interpreted as limited to administrative inspection or assessment activities at the end of the learning process, but as an integrated continuous process in each stage of school management. This approach allows education units to identify problems early, determine improvement priorities, and allocate resources based on the needs and urgency of the problems faced (Ridwan, 2015).

The implementation of education quality control management is also closely related to the principle of internal quality assurance which places schools as the party responsible for improving the quality of education delivery. Principals, teachers, education staff, students, parents, and other stakeholders have complementary roles in supporting quality achievement. School principals play a role in setting policy directions and coordinating the implementation of quality improvement programs, while teachers are responsible for the quality of planning, implementation, and evaluation of learning. Education personnel support the smooth administration and management of resources, while the involvement of

parents and the community can strengthen supervision and support for school programs. The integration of these roles shows that education quality control requires participatory, transparent, and accountable governance so that each component of the school can contribute to the achievement of educational goals.

Improving the quality of education is an advanced stage of quality control that requires schools not only to be oriented towards fulfilling minimum standards, but also to continue to innovate in the learning process, leadership, and educational governance. In the context of digital transformation, these efforts need to be supported by the readiness of digital literacy of school principals and teachers, strengthening the competence of human resources, and the use of information technology to support data-based planning, monitoring, evaluation, and decision-making. This perspective can be the basis for understanding that improving the quality of education in the digital era requires integration between effective leadership, a sustainable quality culture, human resource readiness, and the strategic use of information technology.

In the context of Merdeka Belajar, the concept of quality control of education needs to be directed at strengthening the quality of the student-centered learning process, developing competencies, and fulfilling diverse learning needs. Quality orientation is not enough to be measured based on the achievement of academic grades or the completeness of administrative documents, but also needs to pay attention to the development of character, critical thinking skills, creativity, independence, and skills of students in dealing with social changes and technological developments. Therefore, schools need to develop an evaluation mechanism that is able to identify learning needs, assess the effectiveness of learning methods, and measure the achievement of educational goals as a whole. Quality control in this context serves as an instrument of reflection to ensure that policies, programs, and learning practices really have an impact on improving the quality of students' learning experiences (Jamila K, 2020).

The development of information technology encourages a change in the approach to quality control of education from a mechanism that tends to be manual and administrative to a more integrated, data-based, and responsive management. The use of information systems allows schools to collect, process, store, and analyze data related to student attendance,

assessment results, learning performance, condition of facilities and infrastructure, and the implementation of school programs. This information can be used as a basis for identifying quality gaps, determining policy priorities, and evaluating the effectiveness of improvement actions. However, the use of information technology does not automatically guarantee an improvement in the quality of education. Its effectiveness still depends on data validity, digital competence of human resources, infrastructure readiness, and the ability of school leaders to translate information into appropriate decisions (Yakub, 2014). The basic concept of education quality control management in the era of Merdeka Learning needs to be understood as a systematic, collaborative, evidence-based, and continuous improvement oriented management process. In the end, the success of quality control is determined by the school's ability to integrate standards, human resources, learning processes, governance, and the use of technology into a targeted and sustainable education quality improvement system (Edward, 2014).

Reorientation of Education Quality Control Management in Information Technology-Based School Components

The reorientation of information technology-based education quality control management is an effort to change the approach to school quality management from a system that tends to be conventional, administrative, and oriented towards final evaluation to an integrated, data-based, and continuous improvement-oriented system. This change is needed in line with the increasing complexity of education implementation and the demands for effectiveness, transparency, and accountability in school management. Information technology no longer only functions as a means of administrative support, but also becomes a strategic instrument in program planning, monitoring the implementation of activities, evaluating the achievement of educational standards, and decision-making. Thus, the reorientation of quality control places the use of technology as an integral part of the school management system to ensure that every educational policy and program is implemented based on real needs and supported by relevant information (Sudiyono, 2025.)

In practice, this reorientation requires a paradigm change in quality control from a reactive approach to a more proactive and preventive approach. In conventional systems, quality evaluation is often carried out after a program has been implemented, so that

problems that arise cannot always be identified and handled quickly. On the other hand, information technology support allows schools to periodically monitor program implementation and the achievement of quality indicators. Data on student assessment results, attendance, learning implementation, educator performance, and the use of facilities and infrastructure can be collected and analyzed to determine the suitability between targets and realization. This information is the basis for schools to detect obstacles early, formulate corrective actions, and adjust management strategies before problems develop into broader obstacles.

The reorientation of quality control management also includes the integration of information technology in the management of various school components. In the aspect of curriculum and learning, technology can be used to support the preparation of teaching tools, the implementation of assessments, documentation of learning outcomes, and the evaluation of the effectiveness of learning methods. In the aspect of human resources, digital systems can help manage data of educators and education personnel, map competency needs, and plan professional development. Meanwhile, in the aspect of administration and infrastructure, the use of information systems can improve the order of documentation, accelerate access to information, and support the supervision of the use of school resources. This integration allows quality control to be carried out more comprehensively because information from each component can be used to understand the relationship between the school management process and the achievement of educational outcomes (Mohamad Mustari, 2023).

However, the reorientation of information technology-based education quality control management is not enough to be realized through the procurement of digital devices or the implementation of applications alone. Its success depends on the readiness of infrastructure, the digital competence of educators and education personnel, the quality and security of data, and the commitment of school leadership in building an evaluation-based work culture. Schools also need to ensure that the use of technology does not add to the administrative burden excessively or widen the gap between educational units that have adequate facilities and schools that face limited access (Rika, 2021).

The reorientation of information technology-based education quality control management can be understood as a transformation of a quality management system that integrates managerial processes, data utilization, stakeholder participation, and continuous evaluation. Information technology is a means to strengthen the accuracy of planning, monitoring effectiveness, evaluation objectivity, and speed of follow-up to education quality problems. However, the main orientation of the transformation still lies in improving the quality of educational processes and outcomes, not in the sophistication of the technology used. By placing technology as a policy support instrument that is oriented to the needs of students, schools can develop a quality control system that is more responsive, accountable, and sustainable in facing the dynamics of education in the digital era (Kamaludin, 2026).

The Utilization of Information Technology in Education Quality Control in School Components.

The use of information technology in quality control of education in school components needs to be directed at strengthening *data-driven decision-making*. Decisions related to learning improvement, teacher competency development, provision of facilities, and prioritization of school programs should ideally be based on the results of an analysis of actual conditions and needs, rather than solely on assumptions or administrative habits. In this case, data serves as an objective foundation for identifying quality gaps, determining necessary interventions, and assessing the effectiveness of policies that have been implemented. However, digital data cannot be treated as the sole basis for decision-making. Interpretation of data still requires professional consideration, understanding of the school context, and qualitative evaluation so that the resulting policies not only meet numerical indicators, but also pay attention to the pedagogical needs and development of students (Anis Farida, 2021).

In the context of Freedom of Learning, the reorientation of information technology-based quality control has relevance to efforts to encourage more flexible, adaptive, and student-centered learning. The use of technology allows schools to obtain a more structured picture of learning development, individual needs, and the effectiveness of the learning approaches used by teachers. The results of this monitoring can be a reflection material for educators in adjusting learning strategies and designing follow-ups based on student needs.

At the institutional level, the information collected can be used by school principals to evaluate educational programs, direct teacher competency development, and develop quality improvement plans in a more measurable manner (Eli Sutrisnaniati, 2024).

Challenges and Optimization of the Implementation of Information Technology-Based Education Quality Control Management in a Sustainable manner

The implementation of information technology-based education quality control management is one of the strategic efforts to improve the effectiveness of school management in the digital era. However, its implementation still faces various challenges related to infrastructure readiness, human resource competence, data governance, and the school's ability to integrate technology into managerial and learning processes. The application of information technology does not automatically result in quality improvement if it is not accompanied by systematic planning, clear control standards, and continuous evaluation. Optimizing education quality control needs to be directed at strengthening the integration between the use of technology, increasing the capacity of school organizations, and achieving educational goals (Atikah, 2021). One of the main challenges in implementing information technology-based education quality control is the disparity in the availability of digital infrastructure between education units. Limited internet networks, technological devices, supporting facilities, and maintenance financing can hinder the optimal use of information systems. This condition has the potential to create gaps in schools' ability to access, manage, and utilize data for quality evaluation purposes. Schools with adequate infrastructure tend to be more likely to develop digital-based monitoring systems, while schools with limited facilities are at risk of being left behind in the transformation process (Faisal, 2026).

In addition to limited infrastructure, the digital competence of educators and education personnel is an important factor that determines the success of education quality control. The use of information technology requires the ability to operate digital devices, manage information, read data analysis results, and translate the information into appropriate improvement steps. If these competencies are inadequate, technology has the potential to only be used to meet administrative needs without making an optimal contribution to quality improvement. Schools need to provide training and mentoring on an

ongoing basis that not only focuses on technical skills, but also on the ability to utilize data to evaluate learning and develop quality improvement programs (Tri Wahyuni, 2024).

The next challenge is related to the governance, validity, and security of educational data. Information technology-based quality control is highly dependent on the accuracy of the information collected and processed. Incomplete, inaccurate, or not updated data can result in incorrect analysis that affects the determination of policies and school improvement priorities. On the other hand, the increasing use of digital systems also demands the protection of the personal data of students, educators, and education personnel (Ridwan, 2014). Optimizing the quality control of information technology-based education also requires the integration of information systems with internal school quality assurance mechanisms. The use of various applications that are not interconnected can cause duplication of work, data inconsistency, and additional administrative burden for education personnel. To overcome these problems, schools need to develop targeted digital governance through determining system needs, simplifying data collection procedures, and utilizing information relevant to education quality indicators (Dimas 2018).

The success of optimizing education quality control requires the involvement of all stakeholders in building a culture of quality in the school environment. School principals need to play a role as policy directors and drivers of innovation, while teachers and education staff are the main implementers in integrating quality evaluation into daily activities. The participation of students, parents, school committees, and the community is also important to provide input on the quality of education services and the need for improvement. This involvement can be strengthened through digital communication, the delivery of easily accessible information, and structured feedback mechanisms (Raden, 2018).

In addition to infrastructure aspects and human resource readiness, the optimization of information technology-based education quality control also needs to pay attention to the suitability between the use of technology and the real needs of the educational unit. The selection of digital systems should be based on the ability of the technology to help schools solve quality problems, not solely follow the development of popular technology. Schools need to identify management aspects that require digital support, such as monitoring learning outcomes, evaluating learning performance, managing administration, and

reporting program implementation. Identifying these needs is the basis for determining the most relevant types of applications, information systems, and data management mechanisms (A. Rusdiana, 2019).

Optimizing quality control also needs to be supported by the development of an organizational culture that is open to evaluation and change. In the school environment, the implementation of digital systems can face obstacles if seen as an additional workload, a form of mere supervision, or a threat to long-standing work habits. This condition can reduce the participation of educators and education personnel in making optimal use of technology. To overcome this, school principals need to build effective communication about the goals, benefits, and mechanisms for implementing an information technology-based quality control system. The involvement of teachers and education personnel from the planning stage, providing mentoring, and providing space to convey obstacles can increase a sense of ownership of the program being run. With the formation of a collaborative organizational culture, information technology can be accepted as a means of organizational learning and improvement of professionalism, not just an instrument of administrative supervision (María, 2022).

CONCLUSION

Education quality control management in the era of Independent Learning is a systematic process that includes planning, implementing, monitoring, evaluating, and following up on all school components. Quality control strategies need to be oriented towards improving the quality of learning, strengthening the competence of educators and education personnel, and optimizing overall school governance. Thus, quality control not only focuses on fulfilling administrative standards, but also on improving the quality of educational processes and outcomes in a sustainable manner. The use of information technology encourages the reorientation of quality control towards an integrated, data-based, and responsive system to school needs. Digitization of administration, monitoring of quality indicators, and data-based evaluation can support the effectiveness of management and the accuracy of decision-making. However, the effectiveness of its implementation depends on the readiness of infrastructure, digital competence of human resources, data

validity, and the ability of schools to integrate technology into the quality improvement process.

The challenges of implementing information technology-based quality control include infrastructure gaps, limited digital competencies, data security, and sustainability of implementation. Therefore, it is necessary to strengthen human resource capacity, digital governance, financing support, and consistent evaluation and follow-up. The success of the reorientation of education quality control is not only determined by the availability of technology, but also by the commitment of all stakeholders in building an adaptive, accountable, and sustainable quality culture.

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