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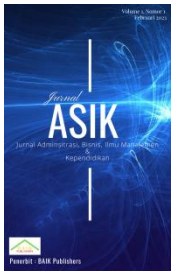

THE INFLUENCE OF CURRICULUM RELEVANCE AND TEACHER COMPETENCE ON STUDENT SATISFACTION AT PKBM ANANDA BAIK ISLAMIC SCHOOL CIANJUR

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ABSTRACT

This study aims to analyse the influence of curriculum relevance and teacher competence on student satisfaction at PKBM Ananda Baik Islamic School in Cianjur, Indonesia. Using a quantitative explanatory design, the research involved 50 students from Paket A (elementary equivalency), Paket B (junior high equivalency), and Paket C (senior high equivalency) in the 2025/2026 academic year, selected through accidental sampling. Data were collected using questionnaires measuring curriculum relevance, teacher competence, and student satisfaction, and were analysed through correlation tests, coefficients of determination, t-tests, and F-tests. The findings show that curriculum relevance has a significant effect on student satisfaction, with a correlation coefficient of $R = 0.563$ *and* $R^2 = 0.317$*, while teacher competence also has a significant effect, with* $R = 0.621$ *and* $R^2 = 0.385$*. Simultaneously, curriculum relevance and teacher competence significantly influence student satisfaction, indicated by* $R = 0.656$*,* $R^2 = 0.431$*, and an F-value of 17.781 with a significance level of 0.000, suggesting that improvements in both variables jointly enhance student satisfaction at PKBM Ananda Baik Islamic School Cianjur.*

Keyword: Curriculum Relevance, Teacher Competence, and Student Satisfaction

I. INTRODUCTION

A. Research Background

Non-formal education plays a crucial role in Indonesia's education ecosystem, particularly through institutions such as Pusat Kegiatan Belajar Masyarakat (PKBM), which provide equivalency programs (Paket A, B, C) and learning opportunities for individuals who cannot or do not follow formal schooling. In Cianjur, where geographical challenges, economic disparities, and cultural factors contribute to discontinuities in formal education, PKBMs fill a vital gap by offering access, flexibility, and alternative pathways for learners. The local government has increasingly recognized PKBM's importance: by 2024–2025, Cianjur had around 369 registered PKBMs spread over 32 sub-districts. Meanwhile, the number of communities who never attended or dropped out of school (known locally as ATS (Anak Tidak Sekolah)) remains high: as of September 2025 there were 53,094 children and youth in Cianjur classified as not going to school, comprising those who never enrolled, drop-outs, and those who did not continue to higher levels after completing previous ones.

These figures correspond with persistent challenges in student retention

at the SMP (junior high) level: in 2023, of 32,120 SMP/MTs graduates, 1,580 students in Cianjur did not continue into SMA/SMK or equivalent forms of education, with economic factors being the most frequently cited barrier. In response, local authorities have set targets to eliminate drop-outs at the junior high level by 2025, deploying measures such as scholarships, "orphan parent" programs, and strengthening non-formal equivalency programs via PKBM.

Despite the expansion of PKBMs and their role in absorbing many out-of-school youths (in 2023, more than 51,812 people in Cianjur participated in PKBM equivalency programs), there remain concerns about the *quality* of learning experiences in PKBM. Two critical dimensions frequently raised by stakeholders are: (1) curriculum relevance, whether the curriculum aligns with learners' real needs, local socio-economic conditions, and future employment or life skills, and (2) teacher competence, the ability of teachers or tutors in PKBM to deliver material effectively, adapt pedagogical methods, and connect with learners' contexts. When these dimensions fall short, student satisfaction tends to suffer, which in turn may reduce motivation, attendance, and completion rates.

Yet, while there is some research on drop-out rates, education access, and non-formal schooling in Cianjur, there is a gap in empirical studies that examine *how much* curriculum relevance and teacher competence influence *student satisfaction* within a PKBM setting. In particular, little is known about the simultaneous effects of both factors among learners in non-formal equivalency programs in Islamic-based PKBM institutions like PKBM Ananda Baik. Moreover, while statistics show that many out-of-school youths re-enroll via PKBM, the literature does not sufficiently address whether those re-enrollments translate into *satisfactory learning experiences* that will encourage continued engagement or progression.

Therefore, this study aims to fill that gap by investigating the influence of curriculum relevance and teacher competence on student satisfaction at PKBM Ananda Baik Islamic School, located in Cianjur. By doing so, the study seeks not only to contribute to the academic understanding of non-formal education quality, but also to provide evidence for PKBM policymakers and practitioners to improve curriculum design and teacher development, thereby enhancing student satisfaction, retention, and ultimately contributing to improved educational outcomes in Cianjur.

B. Research Formulation

Based on the background and the existing research gap, the problems of this study can be formulated as follows:

1. To what extent does curriculum relevance influence student satisfaction at PKBM Ananda Baik Islamic School in Cianjur?
2. To what extent does teacher competence influence student satisfaction at PKBM Ananda Baik Islamic School in Cianjur?
3. Do curriculum relevance and teacher competence simultaneously influence student satisfaction at PKBM Ananda Baik Islamic School in Cianjur?

C. Research Objectives

In line with the problem formulation above, the objectives of this study

are:

1. To analyze the influence of curriculum relevance on student satisfaction at PKBM Ananda Baik Islamic School in Cianjur.
2. To analyze the influence of teacher competence on student satisfaction at PKBM Ananda Baik Islamic School in Cianjur.
3. To analyze the simultaneous influence of curriculum relevance and teacher competence on student satisfaction at PKBM Ananda Baik Islamic School in Cianjur

II. LITERATURE REVIEW

A. Non-formal Education and the Role of PKBM

Non-formal education in Indonesia serves as an alternative pathway to accommodate those who cannot access or continue in formal schooling. Community Learning Centers, known as *Pusat Kegiatan Belajar Masyarakat* (PKBM), are central to this mission, providing equivalency programs (Paket A, B, C) as well as life skills training. Recent studies have shown that PKBMs are increasingly recognized as important contributors to reducing school dropouts, although the quality of services varies significantly across institutions (Putera, 2022). Document-based evaluations of PKBM empowerment modules also highlight their role in promoting lifelong learning, yet point out the uneven implementation of quality indicators (Alam Jingga PKBM, 2024).

B. Curriculum Relevance

Curriculum relevance is defined as the extent to which the content, methods, and objectives of learning are aligned with learners' needs, local socio-economic realities, and 21st-century skills. The Indonesian "Merdeka Belajar" (Freedom to Learn) reform emphasizes curriculum flexibility and contextualization. Evaluations show positive outcomes in student engagement and autonomy, but also underline challenges such as teacher preparedness and the availability of resources (Hunaepi et al., 2024; Haq et al., 2024). In Islamic education settings, the Merdeka Curriculum has been found relevant in improving student-centered learning but still requires further adjustment for practical life skills integration (Astuti, 2024). For PKBM, the challenge lies in making the curriculum adaptable to learners with diverse backgrounds, such as school dropouts, workers, or adults seeking vocational competencies.

C. Teacher Competence

Teacher competence encompasses pedagogical, professional, personal, and social dimensions. Empirical studies demonstrate a significant positive relationship between teacher competence and student satisfaction, particularly in areas such as lesson planning, innovative teaching methods, and the integration of technology (Pratiwi, 2024). In addition, professional competency, especially continuous teacher training and reflective practice has been emphasized as a key determinant of learning quality (Maydiantoro, 2024). In PKBM settings, where many tutors have limited formal teacher training, strengthening pedagogical and digital competencies is crucial to enhance the learning experience.

D. Student Satisfaction

Student satisfaction is conceptualized as learners' subjective evaluation

of the quality of educational services, including teaching quality, curriculum relevance, facilities, and outcomes. Systematic reviews confirm that satisfaction is shaped by both academic (teaching and curriculum) and non-academic factors (support services and learning environment) (De-Juan-Vigaray, 2024). In non-formal education, satisfaction is linked not only to academic achievement but also to practical benefits such as employability and life skills. Therefore, measuring satisfaction in PKBM requires considering learners' heterogeneity in age, motivation, and career needs.

E. Linking Curriculum Relevance, Teacher Competence, and Student Satisfaction

Both curriculum relevance and teacher competence are critical predictors of student satisfaction. A relevant curriculum enhances learner motivation and perceived usefulness, while competent teachers ensure effective delivery and engagement. Studies in formal education contexts confirm their separate and combined effects on satisfaction (Pratiwi, 2024; Maydiantoro, 2024). However, there remains a significant research gap: most prior studies focus on schools and higher education, with limited exploration in non-formal institutions such as PKBM. Furthermore, few studies analyze these two variables simultaneously in the context of PKBM, particularly faith-based institutions such as PKBM Ananda Baik Islamic School. Thus, this study aims to fill this gap by empirically investigating the influence of curriculum relevance and teacher competence on student satisfaction in the non-formal education sector in Cianjur.

III. RESEARCH METHODOLOGY

A. Research Types

This study employs a quantitative research approach with an explanatory design. The aim is to investigate the causal relationship between curriculum relevance and teacher competence (independent variables) and student satisfaction (dependent variable). This method is considered appropriate because it allows statistical testing of hypotheses and provides objective and generalizable findings (Sugiyono, 2021).

B. Population and Sample

The population in this research consists of all students enrolled at PKBM Ananda Baik Islamic School, Cianjur, during the academic year 2025/2026. The sampling technique applied is accidental sampling, in which respondents are chosen based on their availability and willingness to participate at the time of data collection. This technique is commonly used in non-formal education research where access to respondents may be limited.

A total of 50 students from Paket A (elementary equivalency), Paket B (junior high equivalency), and Paket C (senior high equivalency) were selected as the research sample. The number is considered sufficient to represent the population and to conduct statistical analysis within the scope of this study.

C. Location and Subject

The research was carried out at PKBM Ananda Baik Islamic School, located in Cianjur, West Java, Indonesia. This institution was chosen because it is one of the active non-formal education providers in Cianjur, serving students

who previously dropped out of formal school and offering an equivalency education program with a religious-based approach.

The research subjects are 50 students registered in Paket A, Paket B, and Paket C programs. They were selected as respondents because they directly experience the teaching-learning process at PKBM, making them suitable sources for measuring curriculum relevance, teacher competence, and student satisfaction.

IV. RESEARCH RESULT

A. Correlation Coefficient Test

1. Correlation Test of Curriculum Relevance and Student Satisfaction

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,563[a]	,317	,303	2,199

a. Predictors: (Constant), CURRICULUM
b. Dependent Variable: SATISFACTION

Based on the Model Summary output, An R value of 0.563 indicates a strong and positive relationship between Curriculum Relevance and Student Satisfaction. This means that when Curriculum Relevance increases (within motivating and manageable limits), Student Satisfaction tends to improve. Based on R value interpretation guidelines, a correlation between 0.500–0.699 is considered strong, thus concluding that the relationship between curriculum relevance and student satisfaction is strong.

2. Correlation Test of Teacher Competence and Student Satisfaction

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,621[a]	,385	,373	2,086

a. Predictors: (Constant), COMPETENCE
b. Dependent Variable: SATISFACTION

An R value of 0.621 indicates a strong and positive relationship between teacher competence and Student Satisfaction. This means that when teacher competence increases (within motivating and manageable limits), Student Satisfaction tends to improve. Based on R value interpretation guidelines, a correlation between 0.500–0.699 is considered strong, thus concluding that the relationship between teacher competence and Student Satisfaction is strong.

3. Correlation Test of Curriculum Relevance and Teacher Competence on Student Satisfaction

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,656[a]	,431	,407	2,029

a. Predictors: (Constant), COMPETENCE, CURRICULUM
b. Dependent Variable: SATISFACTION

The R value of 0.764 indicates a very strong and positive relationship between Curriculum Relevance and Teacher Competence on Student Satisfaction. Statistically, an R value between 0.70 and 0.90 is considered strong, thus concluding that the combination of these two independent variables has a strong relationship with the dependent variable (Student Satisfaction).

B. Determination Coefficients Test

1. Curriculum Relevance Determination Test Against Student Satisfaction

The table shows an R-square value of 0.317. This figure indicates that Curriculum Relevance influences Student Satisfaction by 31.7%. The remaining 68.3% is influenced by other factors not included in this model. This indicates that Curriculum Relevance is a significant factor influencing Student Satisfaction, although not the only one.

2. Teacher Competence Determination Test Against Student Satisfaction

Based on Table, the R Square value of 0.385 indicates that Teacher Competence has a 38.5% effect on Student Satisfaction. The remaining 61.5% is explained by factors outside this model.

3. Curriculum Relevance and Teacher Competence Determination Test Against Student Satisfaction

Based on Table, the R-square value of 0.431 indicates that Curriculum Relevance and Teacher Competence contribute 43.1% to Student Satisfaction. Meanwhile, the remaining 56.9% is influenced by other variables not included in this model. This indicates that this model is quite effective in explaining changes in Student Satisfaction.

C. Partial Significance Test

1. The Influence of Curriculum Relevance on Student Satisfaction

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	17,669	3,599		4,909	,000
CURRICULUM	,476	,101	,563	4,722	,000

a. Dependent Variable: SATISFACTION

Based on Table, the calculated t-value is 4.722 for the Curriculum Relevance variable, while the calculated t-value is 2.012. Since the calculated t-value (4.722) is greater than the calculated t-value (2.012), it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Furthermore, the significance value (Sig.) is 0.000 <0.05, which also indicates that the results of this t-test are statistically significant.

Therefore, it can be concluded that there is a significant influence between Curriculum Relevance and Student Satisfaction. This means that Curriculum Relevance significantly influences changes in Student Satisfaction, and the higher the Curriculum Relevance (within reasonable limits), the higher the Student Satisfaction tends to be.

2. The Influence of Teacher Competence on Student Satisfaction

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	14,362	3,700		3,882	,000
	COMPETENCE	,584	,106	,621	5,487	,000

a. Dependent Variable: SATISFACTION

Based on Table, the calculated t-value is 5.487, while the calculated t-value is 2.102. Since the calculated t-value 5.487 is greater than the calculated t-value 2.012, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This means that the Teacher Competence variable has a statistically significant effect on Student Satisfaction. Furthermore, the significance value (Sig.) of 0.000, which is less than 0.05, further confirms this result's significance.

Therefore, it can be concluded that there is a significant influence between Teacher Competence and Student Satisfaction. The higher the Teacher Competence (within controlled and motivating limits), the higher the Student Satisfaction tends to be. This indicates that Teacher Competence can be a positive driver for Student Satisfaction if managed properly.

D. Simultaneous Significance Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	146,449	2	73,224	17,781	,000[b]
	Residual	193,551	47	4,118		
	Total	340,000	49			

a. Dependent Variable: SATISFACTION

b. Predictors: (Constant), COMPETENCE, CURRICULUM

Based on the F-test results in table, the calculated F-value was 17,781, while the F-table value was 3.20. Since the calculated F-value 17.781 is greater than the F-table value 3.20, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This means that the regression model consisting of teacher competence and Curriculum Relevance variables simultaneously has a significant effect on Student Satisfaction. Furthermore, the significance value (Sig.) of 0.000 is also less than 0.05, further confirming the statistical significance of this F-test result.

Therefore, it can be concluded that there is a significant simultaneous effect between teacher competence and Curriculum Relevance on Student Satisfaction. In other words, the two independent variables in this model are jointly able to explain the variation that occurs in Student Satisfaction. This regression model is suitable for predicting Student Satisfaction based on the combination of teacher competence and Curriculum Relevance.

E. Discussion

1. The Effect of Curriculum Relevance on Student Satisfaction

The regression analysis results indicate that Curriculum Relevance has a significant influence on Student Satisfaction. The calculated *t-value* for the Curriculum Relevance variable is 4.722, which is higher than the critical

t-table value of 2.012. This means that H_0 is rejected and H_1 is accepted, confirming that Curriculum Relevance significantly affects Student Satisfaction. The significance value (Sig. = 0.000) is far below the threshold of 0.05, further reinforcing that this influence is statistically significant. Thus, the more relevant the curriculum is (within reasonable and appropriate limits), the higher the level of student satisfaction tends to be.

Additionally, the correlation and model summary results show an R value of 0.563, indicating a positive and strong relationship between Curriculum Relevance and Student Satisfaction. Based on the correlation interpretation guidelines (0.500–0.699 = strong), this value clearly reflects a strong relationship. This means that as Curriculum Relevance improves, Student Satisfaction also tends to increase.

The R Square value of 0.317 suggests that 31.7% of the variation in Student Satisfaction can be explained by Curriculum Relevance. The remaining 68.3% is influenced by other factors not included in the model, such as teaching quality, learning facilities, lecturer–student interaction, and the broader academic environment. The Adjusted R Square of 0.303 also indicates that the regression model remains stable even after adjusting for the number of predictors.

Overall, these findings emphasize that Curriculum Relevance plays an important role in shaping student satisfaction. A curriculum that aligns with students' needs, interests, and competency development contributes to more meaningful learning experiences and increases their positive perceptions of the educational process. This result is consistent with theoretical perspectives stating that a relevant and well-designed curriculum can enhance learning motivation, strengthen engagement, and improve perceived educational quality. Therefore, educational institutions need to continuously update and refine their curriculum to match evolving knowledge, industry demands, and student expectations in order to sustain and improve student satisfaction.

2. The Effect of Job Stress on Student Satisfaction

The results of the regression analysis show that Teacher Competence has a significant influence on Student Satisfaction. The *t-value* for the Teacher Competence variable is 5.487, which is substantially higher than the critical *t-table* value of 2.012. This indicates that H_0 is rejected and H_1 is accepted, meaning that Teacher Competence has a statistically significant effect on Student Satisfaction. The significance value (Sig. = 0.000) is well below the 0.05 threshold, confirming that this influence is highly significant. Thus, the higher the level of teacher competence when applied in an effective, professional, and motivating way the higher the students' satisfaction tends to be.

Furthermore, the correlation and model summary analysis reveal an R value of 0.621, indicating a strong and positive relationship between Teacher Competence and Student Satisfaction. According to the correlation interpretation guidelines (0.500–0.699 = strong), this R value clearly demonstrates that the connection between these two variables is strong. This means that improvements in teacher competence are associated with increased student satisfaction.

The R Square value of 0.385 shows that 38.5% of the variation in Student Satisfaction can be explained by Teacher Competence. Meanwhile, the remaining 61.5% is influenced by other factors not included in the model, such as teaching methods, learning facilities, student motivation, classroom environment, and academic support systems. The Adjusted R Square value of 0.373 further suggests that the regression model is reliable and stable even when adjusted for the number of predictors.

Overall, these findings emphasize that Teacher Competence plays a crucial role in enhancing student satisfaction. Competent teachers are better able to deliver clear explanations, manage the classroom effectively, apply appropriate instructional strategies, and create a supportive learning environment. This leads to a more positive student learning experience and increases overall satisfaction with the educational process. The results align with educational theories that highlight the importance of teacher knowledge, pedagogical skill, and professional behavior as key determinants of student outcomes. Therefore, schools and educational institutions should prioritize the improvement of teacher competence through continuous professional development, training, and evaluation to maximize student satisfaction.

3. The Effect of Curriculum Relevance and Job Stress on Student Satisfaction

The ANOVA results demonstrate that Teacher Competence and Curriculum Relevance, when tested simultaneously, have a significant effect on Student Satisfaction. The calculated *F-value* of 17.781 is notably higher than the *F-table* value of 3.20, indicating that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This confirms that the regression model, which includes both independent variables, significantly predicts Student Satisfaction. Additionally, the significance value (Sig. = 0.000) is far below the 0.05 threshold, reinforcing the conclusion that the model is statistically significant.

These results indicate that Teacher Competence and Curriculum Relevance together contribute meaningfully to explaining changes in Student Satisfaction. In other words, improvements in both variables—teachers' professional abilities and the relevance of the curriculum—jointly influence how satisfied students feel with their learning experience. The significant F-value suggests that the combination of these factors provides a stronger explanatory power compared to examining each variable in isolation.

This finding supports the idea that student satisfaction is shaped not only by the quality and skills of the teacher but also by how relevant, meaningful, and well-designed the curriculum is. When both elements are strengthened simultaneously, students tend to perceive higher value in the educational process, resulting in greater satisfaction. This aligns with educational models emphasizing that student outcomes are influenced by a combination of teacher quality and curriculum design.

Overall, the simultaneous test confirms that the regression model used in this study is appropriate for predicting Student Satisfaction based on both

Teacher Competence and Curriculum Relevance. The strong statistical significance highlights the importance of integrating competent teaching practices with a relevant and well-structured curriculum to optimize student satisfaction.

V. CLOSURE

A. Conclution

Based on the results of the statistical analyses conducted, several conclusions can be drawn:

1. Curriculum Relevance has a significant effect on Student Satisfaction.

   The t-test results show that Curriculum Relevance positively and significantly influences Student Satisfaction. This indicates that a curriculum that is relevant, structured, and aligned with students' needs contributes to higher levels of satisfaction among students.
2. Teacher Competence has a significant effect on Student Satisfaction.

   The t-test results further reveal that Teacher Competence significantly affects Student Satisfaction. Competent teachers—who demonstrate strong pedagogical skills, professional knowledge, and effective teaching methods—create a more positive learning environment that enhances student satisfaction.
3. Teacher Competence and Curriculum Relevance simultaneously have a significant effect on Student Satisfaction.

   The F-test (ANOVA) results confirm that both variables jointly and significantly influence Student Satisfaction. This means that student satisfaction is best achieved when competent teaching is supported by a relevant and well-designed curriculum. Together, these two factors provide a strong predictive model for understanding and improving student satisfaction.

Overall, the study concludes that Student Satisfaction is determined by the combined contribution of teacher competence and curriculum relevance, highlighting the importance of both instructional quality and curriculum content in creating effective learning experiences.

B. Suggestion

Based on the findings, the following recommendations are proposed:

1. Enhance Curriculum Relevance Continuously.

   Educational institutions should regularly review and update the curriculum to ensure alignment with students' needs, current educational standards, and industry developments. Incorporating practical, engaging, and real-world learning materials will help maintain high levels of student satisfaction.
2. Improve Teacher Competence through Professional Development.

   Schools should provide ongoing training programs, workshops, and mentoring opportunities for teachers. Enhancing pedagogical skills, subject mastery, classroom management, and the use of innovative teaching strategies will further improve the learning experience and student satisfaction.
3. Integrate Curriculum and Teaching Quality Improvement Efforts.

Since both variables jointly affect student satisfaction, curriculum development and teacher development initiatives should be aligned. Collaborative planning between curriculum designers, school leaders, and teachers will help ensure consistency and coherence in teaching and learning.

4. Strengthen Feedback Mechanisms from Students.

   Institutions should implement regular student satisfaction surveys and feedback systems to monitor teaching effectiveness and curriculum relevance. This information can be used to make data-driven improvements.

5. Support a Positive and Engaging Learning Environment.

   Beyond curriculum and teacher competence, schools should also pay attention to supporting factors such as learning facilities, digital resources, classroom atmosphere, and student support services, as these also contribute to student satisfaction.

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