

## **The Influence of Curriculum and Teacher Motivation on Students' Learning Achievement**

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**Abstract:** This study aims to analyze the combined influence of curriculum implementation and teacher motivation on student learning achievement in State Junior High Schools within Sematang Borang District. Employing a quantitative descriptive method, data were collected via questionnaires, observation, and documentation from a sample of 70 principals and teachers across two schools: SMP Negeri 23 and SMP Negeri 60 Palembang. Analysis involved normality, linearity, and multicollinearity tests, followed by correlation, regression, t-tests, and an F-test. The results indicate a statistically significant joint influence, with curriculum and teacher motivation together explaining 59.6% of the variance in student achievement. The novelty lies in empirically examining the synergistic effect of these two factors within a specific Indonesian district context. Practically, the findings underscore the need for integrated school improvement policies that simultaneously enhance curricular delivery and teacher incentive structures. This research contributes to educational management theory by quantifying the collective impact of institutional and human resource variables on academic outcomes.

**Keywords:** Curriculum Influence, Learning Achievement, Teacher Motivation

### **A. Introduction**

Education is the main foundation in the development of quality human resources and is the key to the progress of a nation. In the context of Indonesia's national education, the achievement of optimal student learning achievement is one of the indicators of the success of the education system (Slameto, 2020). Student learning achievement not only reflects individual abilities, but also the effectiveness of the learning process involving various components of the education system, including the curriculum as a learning guide and teacher motivation as the main driver in the knowledge transfer process.

The curriculum as a design in the education system has a very important role in the implementation of learning, because it is the main reference for teachers in carrying out the teaching and learning process (Hamalik, 2019). The implementation of a

curriculum that is in accordance with the characteristics of students and relevant to the demands of the times will have a positive influence on improving student learning outcomes. Along with its development, the education system in Indonesia has undergone several curriculum changes, starting from the Education Unit Level Curriculum (KTSP), the 2013 Curriculum, to the Independent Curriculum which is currently being implemented gradually (Ministry of Education, Research, and Technology, 2022). Each change in the curriculum is intended to improve the education system to be more relevant to the times and the needs of students.

However, the implementation of the curriculum in the field often faces various obstacles and problems. The results of Wahyudin's (2020) research revealed that there is still a gap between curriculum design and its implementation in schools, especially in remote areas or areas with limited resources. This condition has an impact on the achievement of student learning outcomes is not optimal. Furthermore, Mulyasa (2023) emphasized that the success of curriculum implementation is highly determined by teachers' competence in understanding, interpreting, and implementing the curriculum in daily learning activities.

On the other hand, teacher motivation is a crucial factor that also determines the success of the learning process. Teacher motivation can be defined as internal and external motivation that moves teachers to carry out their duties and responsibilities in educating students with full dedication and professionalism (Sardiman, 2019). Teachers with high levels of motivation tend to show greater creativity in designing and developing learning activities, are more responsive to student needs, and are more consistent in implementing a quality learning process. Conversely, teachers with low motivation will have an impact on declining learning quality and ultimately affect student learning achievement.

The phenomenon that occurred in the field shows that teacher motivation is still a serious problem in the world of Indonesian education. Based on a survey conducted by the Federation of Indonesian Teachers' Unions (FSGI) in 2021, around 67% of teachers experienced a decrease in work motivation due to various factors, including excessive workload, unclarity in the implementation of the new curriculum, and lack of support from schools and the government. This condition certainly has an impact on the quality of learning and overall student learning achievement.

Sematang Borang District as one of the areas in Palembang Regency has interesting characteristics to be used as a research locus. Based on data from the Palembang Regency Education Office in 2023, the average score of the national junior high school exam in Sematang Borang District is still below the district average, which is 65.2 compared to the district average of 68.7. This phenomenon indicates that there are problems in the achievement of student learning achievement that need to be studied more deeply by considering the factors that affect it.

Furthermore, the results of initial observations made by researchers in several State Junior High Schools in Sematang Borang District show that there are variations in the implementation of the curriculum between schools. Some schools still use conventional learning approaches despite formally implementing the latest curriculum, while others have sought to implement more innovative learning according to the demands of the curriculum. This difference is allegedly related to the level of motivation of teachers in developing their competencies and adapting to curriculum changes.

From a theoretical perspective, the relationship between curriculum, teacher motivation, and student learning achievement can be explained through the theory of the education system put forward by Cunningham (2018), which states that student learning achievement is the result of a complex interaction between inputs (curriculum, teachers, students, facilities), processes (learning), and outputs (learning achievements). In this context, the curriculum functions as an input that provides direction and guidelines for learning, while teacher motivation plays a role in the process of transforming the curriculum into meaningful learning for students.

Previous research conducted by Suryadi & Berdiati (2018) in West Java showed that there was a significant positive correlation between curriculum implementation and student learning achievement with a correlation coefficient of 0.734. Meanwhile, Handayani's research (2020) in North Sumatra proves that teacher motivation has a significant effect on student learning achievement with a contribution of 42.6%. However, research that simultaneously examines the influence of these two variables, especially in the South Sumatra region, is still limited (Pratomo, & Kuswati, 2022; Megasari, et. al., 2021).

The urgency of this research is getting higher considering the need to optimize the achievement of student learning achievement is one of the important aspects in efforts to improve the quality of national education. In the era of globalization with an increasingly high level of competition, student learning achievement is an important indicator of the competitiveness of Indonesia's human resources. Therefore, the identification of various factors that can affect students' learning achievement, especially curriculum and teacher motivation, is very important to be used as a basis in the formulation of policies and strategies to improve the quality of education.

The novelty of this research lies in several aspects. First, this study examines simultaneously the influence of curriculum and teacher motivation on student learning achievement, which is still rarely done in the context of educational research in Indonesia. Second, the research locus in Sematang Borang District provides an overview of the conditions of education in the area that have specific geographical and socio-economic characteristics. Third, this study applies a quantitative approach using multiple regression analysis, which aims to find out the

extent to which each independent variable contributes to the dependent variable, either partially or simultaneously.

From the methodological aspect, this study will use standardized instruments to measure curriculum implementation, teacher motivation levels, and student learning achievement. This is expected to provide valid and reliable results so that they can be generalized for similar contexts. In addition, this research will also involve all State Junior High Schools in Sematang Borang District so that it can provide a comprehensive picture of the condition of education in the region.

The findings of this research are expected to make a theoretical contribution to the development of education, especially related to factors that affect student learning achievement. Practically, the results of this research can be used as a basis for policy makers at the school level, education offices, and local governments in formulating strategies to improve the quality of education. Furthermore, this research can also provide input for teachers and principals in optimizing curriculum implementation and increasing teacher motivation to achieve better student learning achievements.

Some of the problems that are the focus of this research are: 1) Is there an influence of the curriculum on the learning achievement of State Junior High School students in Sematang Borang District? 2) Is there an influence of teacher motivation on the learning achievement of State Junior High School students in Sematang Borang District? 3) Is there an influence of curriculum and teacher motivation together on the learning achievement of State Junior High School students in Sematang Borang District? Then the researcher developed a research hypothesis: 1) There is a significant influence of curriculum on the learning achievement of State Junior High School students in Sematang Borang District; 2) There is a significant influence of teacher motivation on the learning achievement of State Junior High School students in Sematang Borang District; and 3) There is a significant influence of curriculum and teacher motivation on the learning achievement of State Junior High School students in Sematang Borang District.

## **B. Methods**

This research was conducted at State Junior High School in Sematang Borang District with research locations in 2 (two) schools, namely SMP Negeri 23 Palembang and SMP Negeri 60 Palembang. This study is categorized as quantitative research. As described by Sugiyono (2020), the quantitative approach is a research method based on the philosophy of positivism, used to research a specific population or sample by collecting data using research instruments, then analyzing it statistically to test a predetermined hypothesis. Meanwhile, Arikunto (2020) stated that variables are elements that are the subject of research or the main focus of attention in a study. Data collection in this study was carried out through a quantitative approach. The technique applied in this study is the partial correlation method. The design applied

in this study is a correlational design, which is a type of design that aims to identify the degree of interconnectedness between two or more variables, without making changes, additions, or manipulations to existing data (Arikunto, 2020).

The population in this study is school principals and teachers at SMP Negeri 23 Palembang and SMP Negeri 60 Palembang, with a total of 70 people. According to Arikunto (2020), Population is all objects or subjects that are the focus of a research. If one intends to investigate all the components that are within the research area, then this includes population research. The sampling technique in this study applied saturated sampling, which implies that all members of the population were made as respondents as a whole. The sample obtained was 70 respondents at a State Junior High School in Sematang Borang District.

To obtain real data about the variables studied, the researcher used tools in the form of questionnaires and documentation in this study. The primary data collection instrument in this study is a questionnaire. The questionnaire was prepared with a variety of answer choices, namely: 1) Always (S), 2) Often (SR), 3) Sometimes (KD), 4) Almost Never (HTP), and 5) Never (TP). Arikunto (2020) stated that data in research can be collected through various means, such as questionnaires, interviews, observations, tests, or documentation. In this study, the researcher chose to use questionnaires as a method to collect data. The questionnaire was distributed during the research period, namely September 2025. The questionnaires were distributed to the schools where the research was located, namely SMP Negeri 23 Palembang and SMP Negeri 60 Palembang. The questionnaire was given to school principals and teachers at SMP Negeri 23 Palembang and SMP Negeri 60 Palembang. The technique of giving questionnaires is by giving them directly to the principal and teachers to then be filled out directly. The data obtained from the research conducted was analyzed through two stages. *First*, the analysis of the test is a prerequisite for requiring an accurate formula in testing the hypothesis. *Second*, test the research hypothesis as required from the results of the first test.

### **C. Results and Discussion**

The distribution of questionnaires in this study was used to collect data on the impact of curriculum and teacher motivation on student learning achievement at SMP Negeri Sematang Borang District. The results of the validity test were analyzed using the SPSS for Windows application version 26, with the questionnaire instruments tested: 1) a curriculum of 30 statements; 2) teacher motivation as many as 30 statements; 3) student learning achievement as many as 30 statements. Instrument tests were carried out on 20 teachers of State Junior High School in Sematang Borang District to determine the validity of the questionnaire. This trial was carried out outside the research sample, so the data obtained was unknown to the main sample teacher. Based on the results of the curriculum questionnaire instrument trial (30 statements), all items are valid with  $r\text{-count} > 0.444$  ( $r\text{-table}$  at a

significance level of 5%), so it is suitable for use in future research (data from the trial results see attachment). Based on the results of the trial of the teacher motivation questionnaire instrument (30 statements), all items are valid with  $r$ -count  $> 0.444$  ( $r$ -table at a significance level of 5%), so they are suitable for use in future research (data from the trial see appendix). Based on the results of the test of the student learning achievement questionnaire instrument (30 statements), all items are valid with  $r$ -count  $> 0.444$  ( $r$ -table at a significance level of 5%), so it is suitable for use in future research.

Reliability calculations aim to determine the consistency between dependent and independent variables. The reliability test measures the influence of curriculum and teacher motivation on the learning achievement of State Junior High School students in Sematang Borang District, which is declared reliable. According to Sari (2021), reliability is an indicator that measures the level of consistency of measuring instruments, so that the instrument is reliable and maintains stability when reapplied. In this study, reliability testing was carried out through Cronbach's Alpha approach. The reliability assessment criteria were established by comparing Cronbach's Alpha coefficient against a threshold of 0.6; If the value exceeds 0.6, then the variable is declared reliable.

The findings of the calculation indicate that the coefficient for the curriculum reached 0.953 (more than 0.6), teacher motivation was 0.929 (also above 0.6), and student learning achievement was 0.968 (more than 0.6). Therefore, all variables obtained a Cronbach's Alpha coefficient which was above 0.6, so that this questionnaire instrument was considered reliable and feasible to be forwarded to the next stage.

Based on the results of the normality test, the influence of the curriculum on student learning achievement at the State Junior High School in Sematang Borang District follows the normal distribution. This evidence is supported by the Asymp value. The sig. (2-tailed) of the SPSS analysis version 26 was 0.718, which exceeded the limit of 0.05. Furthermore, the impact of teacher motivation on student learning achievement was also declared normal, as seen from Asymp. Sig. (2-tailed) which reaches 0.693, greater than 0.05. Not only that, the combined influence of curriculum and teacher motivation on student learning achievement is also distributed normally, as evidenced by Asymp. Sig. (2-tailed) through SPSS version 26 of 0.643 which exceeded 0.05, so that the overall normality test requirements have been met.

Based on the findings of the homogeneity test, the influence of the curriculum on student learning achievement shows the Asymp value. Sig. of 0.211 which exceeds the threshold of 0.05; Likewise, teacher motivation with a score of 0.442 which is also above 0.05; and simultaneously reached 0.081 which was greater than 0.05. Thus, the impact of curriculum and teacher motivation on student learning achievement – both separately and combined – has met the homogeneity requirements because the

data is declared homogeneous. As described in the previous chapter, this analysis also involves a linearity test as one of the prerequisites for the analysis. This linearity test is intended to confirm the existence of a linear relationship between variables (between X1 and Y, X2 and Y, or X1 and X2 with Y). The implementation of the linearity test is carried out on independent and dependent variables, with the criterion that the F-calculated value on deviations from linearity must be greater than 0.05 (Wahyuni, 2024; Haidari, et. al., 2023; Roy, 2024).

Based on the evaluation of linearity related to the influence of curriculum on student learning achievement partially, the F-calculated value on the deviation from linearity was recorded at 1.112 which exceeded 0.05. This indicates that there is a substantial impact of the curriculum on student learning achievement at SMP Negeri Sematang Borang District, and has met the requirements for linearity. Meanwhile, by referring to the linearity test regarding the influence of teacher motivation on student learning achievement independently, the F-calculated value on the deviation from linearity reached 0.688 which was also higher than 0.05. These findings imply that there is a significant influence of teacher motivation on student learning achievement in SMP Negeri Kematan Borang District, and has met the criteria for linearity.

Based on the simultaneous evaluation of linearity, the F-calculated value on the deviation from linearity reached 0.783 which exceeded 0.05, so it can be summarized that the combined influence of curriculum and teacher motivation on student learning achievement at SMP Negeri Sematang Borang District is linear and has met the requirements of the analysis. The hypothesis test was carried out in three steps to prove the assumptions of the research. Statistical hypothesis refers to a mathematical proposition regarding the parameters tested based on data taken from the sample. This hypothesis is a provisional conclusion that is tested for correctness through inferential analysis, namely simple and multiple linear regression using SPSS version 26. Linear regression analysis performed both partially and simultaneously includes determination coefficients, partial regression (t-test), and simultaneous regression (F-test). The linear regression coefficient functions to test a partial hypothesis, namely the influence of curriculum (X1) on student learning achievement (Y), teacher motivation (X2) on Y, and the effect of X1 and X2 simultaneously on Y, by observing the value of t.

Based on the initial hypothesis, there is a significant impact of the curriculum on the academic performance of students at State Junior High School located in Sematang Borang District. Through simple linear regression analysis, the Summary Model revealed an R value of 0.406, which is included in the category of quite strong influence (0.400–0.599), which shows that the curriculum has a significant impact on students' academic performance.

These findings are consistent with Mustaqim's (2023) research which identified the influence of both partial and simultaneous effects of the curriculum on learning

performance. Based on the determination coefficient, the R Square ( $R^2$ ) value of 0.262 shows that the curriculum ( $X_1$ ) contributes 26.2% to student learning achievement, while the rest is influenced by other variables. These findings are also in line with the study of Suryani (2022) which reveals the contribution both partially and simultaneously from the curriculum to learning achievement. Based on the determination coefficient, R Square ( $R^2$ ) of 0.262 means that the curriculum ( $X_1$ ) contributes 26.2% to student learning achievement, the rest is influenced by other factors. These results are in line with Rustiana's (2021) research which found the partial and simultaneous influence of the curriculum on student learning achievement. Based on the coefficient of constant = 1.892 and  $X_1 = 0.350$ , the simple linear regression equation  $\hat{Y} = 1.892 + 0.350X_1$ , which explains the influence of the curriculum ( $X_1$ ) on student learning achievement ( $Y$ ). These results are in line with the research of Mustaqim (2023) who found a partial influence with t-calculation > t-table. The results of the coefficient analysis showed that t-count = 6.452. Criteria: if t-count > t-table,  $H_a$  is accepted; Instead,  $H_o$  accepted. The t-table at  $\alpha = 0.05$  (double-sided test,  $df = 70 - 2 = 68$ ) is 1.892. Because t-count (6,452) > t-table (1,892),  $H_o$  was rejected and  $H_a$  was accepted, so there was a significant partial influence of the curriculum on student learning achievement. These results are in line with the research of Suryani (2022) which found a partial influence with t-calculations > t-tables.

Based on the second hypothesis, there is a substantial influence of teacher motivation on student learning achievement in SMP Negeri Kecamatan Borang. Simple linear regression analysis through the Summary Model indicates an R value of 0.411, which is quite strong in the range of 0.400–0.599, so that teacher motivation has a moderate to strong impact on student learning achievement. These findings are consistent with the study of Badrus (2022), which identified a partial or simultaneous linearity relationship between teacher motivation and learning achievement. A standard *Error of Estimate* of 2.059 indicates a low prediction variation, so the model is good. The  $R^2$  determination coefficient of 0.369 means that teacher motivation ( $X_2$ ) contributes 36.9% to student learning achievement. These results are in line with the research of Badrus (2022) which found a partial and simultaneous contribution of teacher motivation to learning achievement.

Based on partial linear regression analysis (t-test) using SPSS version 26, the coefficient of constants = 1.716 and  $X_2 = 0.382$ , so that the equation  $\hat{Y} = 1.716 + 0.382X_2$ , which explains the influence of teacher motivation ( $X_2$ ) on student learning achievement ( $Y$ ). These results are in line with the research of Rustiana (2021), who found a partial effect with t-count > t-table. The results of the coefficient analysis showed that t-count = 5.174. Criterion: t-count > t-table means  $H_a$  is accepted ( $df = 68$ , t-table = 1.716). Because t-count (5.174) > t-table (1.716),  $H_o$  was rejected and  $H_a$  was accepted, so there was a significant partial influence of teacher motivation on student learning achievement. These results are in line with the research of Badrus (2022) who found a partial influence with t-calculations > t-tables.

Based on the third hypothesis, there is a significant influence of curriculum and teacher motivation together on the learning achievement of State Junior High School students in Sematang Borang District ( $X_1$  and  $X_2$  to  $Y$ ). The coefficient of the constant = 4.253,  $X_1 = 3.580$ ,  $X_2 = 3.677$ , so that the multiple linear regression equation  $\hat{Y} = 4.253 + 3.580X_1 + 3.677X_2$ , which explains the joint influence of  $X_1$  and  $X_2$  on  $Y$ . This result is in line with the research of Mustaqim (2023) who found partial and simultaneous linearity of curriculum and motivation on learning achievement. The coefficients for variables  $X_1$  (3,580) and  $X_2$  (3,677) were positive, implying that improvements in curriculum ( $X_1$ ) and teacher motivation ( $X_2$ ) would support an increase in student learning achievement ( $Y$ ). Through multiple linear regression analysis, the model summary revealed an R value of 0.996, which is classified as very strong (in the range of 0.800–1,000), indicating that the curriculum and teacher motivation have a very substantial impact on student learning achievement. The Standard Estimation Error value of 1.396 illustrates a relatively low variation in predictions, reflecting the reliability and effectiveness of the model. The  $R^2$  determination coefficient recorded at 0.596 indicates that the curriculum and teacher motivation contribute 59.6% to student learning achievement, while the remaining 40.4% comes from other external factors. This conclusion is in line with the findings of Mustaqim (2023), which confirms a significant relationship through  $R^2$  regarding the partial influence of curriculum and motivation.

Based on  $F\text{-count} = 14.904$ . Criteria:  $F\text{-count} > F\text{-table}$  means  $H_a$  is accepted ( $\alpha = 0.05$ , numerator  $db = 2$ , denominator  $db = 69$ ,  $F\text{-table} = 1.086$  from Excel formula = FINV (0.05; 2; 69)). Because  $F\text{-count} (14,904) > F\text{-table} (1,086)$ ,  $H_a$  is accepted, so there is a simultaneous significant influence of curriculum and teacher motivation on student learning achievement. These results are in line with the research of Suryani (2022), which found a partial effect with  $t\text{-calculations} > t\text{-tables}$ .

Based on a theoretical study, Nasrul (2021) stated that education is the basic capital of superior human resources, with schools as the main institution having a vision, mission, goals, and functions supported by professionals, organizations, and financial and non-financial resources. Schools as a system have interrelated components such as students, curriculum, teaching materials, teachers, principals, environment, facilities, learning processes, and outcomes (Mulyasa, 2023). Purwanto (2020) emphasized that all components must develop according to the demands of the times and changes in the environment through the process of organizational change to meet the school's mission.

Rusyan (2020) explained that teachers as school human resources play an important role in student learning achievement to achieve school goals. Teacher performance is in the spotlight, because student learning achievements affect the community and parents. Teachers must be competent and optimal, influenced by internal and external factors. Sanjaya (2021) stated that teachers determine the quality of school graduates, so quality teachers need a good curriculum. Teachers as a human

component play a role in the formation of potential human resources for development. Sukadi (2021) stated that teachers must be active and professional according to the demands of the community. Mulyasa (2023) defines performance as the result of work in accordance with authority and responsibility to achieve organizational goals legally and ethically. Student learning achievement is measured based on competency standards, such as Sagala (2021) who relates it to teacher quality: (1) individual work with students, (2) learning preparation, (3) media utilization, (4) student learning experience, (5) active teacher leadership.

Another factor is the teacher's motivation for work, which allows for high professionalism. Highly motivated teachers work energetically because of motives or goals (Sanjaya, 2021). Mulyasa (2023) said that the low professionalism of school principals hinders the quality of education due to filtering and internal-external factors. Quality schools build public trust for children's education, so educational institutions must improve student learning achievement (Rusyan, 2020). The influential factors of teachers' work motivation include: 1) Internal Factors: Including personal interest in work, attitude towards oneself and work situation, as well as individual needs and goals of teachers, which encourage motivation from within such as satisfaction with dedication and teaching quality; 2) External Factors: Including incentives such as salary, honorarium, health insurance, and promotions, which provide external encouragement to improve teacher performance; 3) Work and Organizational Environment: Interpersonal relationships with fellow teachers and principals, supportive school policies, and a positive organizational culture, which influences motivation through a sense of security and collaboration; 4) Leadership and Support: The school's inspiring leadership style and support from a non-physical environment, such as reduced work stress, which contributes to increased performance motivation; 5) Experience and Competence: Longer work experience as well as pedagogic competence of teachers, which dominantly influence motivation through confidence and better performance; 6) Communication and Interaction: Teachers' communication skills with students and peers, as well as effective interaction in learning, are key elements in maintaining performance motivation.

Based on relevant research, Sobon *et al.* (2020) found: (1) the positive influence of the 2013 curriculum on learning achievement (39.1%, sig.  $0.000 < 0.05$ , t-count =  $6.889 > 1.992$ ); (2) the influence of integrity (8.2%, sig.  $0.012 < 0.05$ ); (3) co-influence of 37.5% (sig.  $0.000 < 0.05$ ). Similarities with this study on the influence of curriculum and motivation; differences at the school level and location. Mustaqim's research (2023) found a positive influence of curriculum and motivation partially and simultaneously on learning achievement, with a significant contribution. Similarities in curriculum and motivation variables; differences in subject (student) and context. Badrus' research (2022) found that teacher motivation has a positive effect on student learning achievement (44.1% contribution). Similarities in teacher motivation and achievement; differences in subjects and school levels. Research by Suryani (2022)

found that curriculum development significantly increases learning achievement. Similarities in the influence of the curriculum; differences in development focus and samples. Research by Rustiana (2021) found that teacher competence (including motivation) has an effect on learning achievement. Similarities in teacher motivation; differences in additional variables and locations.

Based on the results of this study, the author can conclude that the curriculum (X1) and teacher motivation (X2) partially or simultaneously have a significant influence on the learning achievement of State Junior High School students in Sematang Borang District, with a positive regression coefficient (3.580 for X1 and 3.677 for X2) which shows a unidirectional linear relationship, where the increase of the two variables directly increases student achievement according to the equation  $\hat{Y} = 4.253 + 3.580X1 + 3.677X2$ ; The influence contribution reached 26.2% for the curriculum, 36.9% for teacher motivation, and 59.6% together, while the rest were influenced by other factors such as the learning environment or parental support. The questionnaire instruments used have been proven to be valid and reliable (Cronbach's Alpha > 0.9), and meet the assumptions of normality, homogeneity, and linearity, so these findings are in line with previous research such as Mustaqim (2023) and Suryani (2022), which affirm the crucial role of curriculum as a structural foundation and teacher motivation as a human driver in the education ecosystem. The implication is that education managers at the sub-district level are advised to optimize the implementation of the curriculum through adaptive training and teacher motivation improvement programs, in order to maximize student achievement in a sustainable manner.

#### **D. Conclusions**

Based on the analysis conducted, this study concludes that both curriculum and teacher motivation are significant, interdependent drivers of student learning achievement at State Junior High Schools in Sematang Borang District. The key finding is that while the implemented curriculum independently accounts for 26.2% of the variance in achievement, and teacher motivation accounts for 36.9%, their combined synergistic effect is substantially greater, explaining 59.6% of the variance. This underscores that the integrated application of a well-structured curriculum and a highly motivated teaching force creates a powerful multiplier effect on academic outcomes. The practical implications of these findings are multifaceted. For school administrators, it is recommended to undertake a localized curriculum revision that integrates regional cultural contexts to enhance relevance and student engagement. Concurrently, educational institutions must prioritize bolstering teacher motivation through comprehensive professional development programs and non-financial incentives, such as recognition schemes and opportunities for autonomous innovation. At the policy level, the District Education Office should formulate integrated strategies that allocate resources to support both curriculum contextualization and teacher incentive programs, thereby fostering a more cohesive

and effective educational ecosystem. Furthermore, encouraging structured community and parental involvement through school forums can strengthen the support network for these initiatives. For future research, it is recommended to expand the scope of inquiry. Subsequent studies should incorporate a larger and more diverse sample, including students and parents, to provide a multi-stakeholder perspective. Employing a mixed-methods approach that combines quantitative surveys with qualitative interviews could yield deeper insights into how curriculum and motivation interact in daily classroom practice. Longitudinal research is also needed to assess the sustained impact of integrated interventions on achievement over time. Finally, investigating specific incentive models and curriculum design frameworks that most effectively complement each other would provide valuable, actionable guidance for systemic educational improvement.

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