

Curriculum Planning and Teacher Organizational Commitment as Predictors of Education Quality in Indonesian Public Elementary Schools

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Abstract: Education quality in elementary schools depends on multiple factors, including managerial planning and teacher commitment. This study examined the effects of school curriculum planning and teachers' organizational commitment on education quality in public elementary schools in Cempaka District, Ogan Komering Ulu Timur Regency, Indonesia. A quantitative correlational design was employed with a sample of 20 teachers selected from ten public elementary schools (two teachers per school). Data were collected through Likert-scale questionnaires, observation, and documentation. Instrument validity was tested using Pearson product-moment correlation, while reliability was assessed using Cronbach's alpha ($\alpha = 0.953$ for curriculum planning, $\alpha = 0.930$ for teacher commitment, $\alpha = 0.969$ for education quality). Data were analyzed using descriptive statistics, normality and linearity tests, simple regression, and multiple regression. Results indicated that curriculum planning positively and significantly affected education quality ($B = 0.350$; $\beta = 0.402$; $t = 3.724$; $p < 0.001$; $R^2 = 0.262$). Teachers' organizational commitment also had a positive and significant effect ($B = 0.382$; $t = 5.174$; $R^2 = 0.369$). Simultaneously, both variables explained 59.6% of the variance in education quality ($R^2 = 0.596$; $F = 14.903$; $p < 0.001$). These findings highlight the necessity of integrating systematic curriculum planning with strengthened teacher commitment to improve education quality. The study contributes to educational management literature by demonstrating that quality improvement requires both structural planning and human resource commitment.

Keywords: Curriculum Planning, Education Quality, Elementary School, Organizational Commitment, Teacher Commitment

A. Introduction

Education quality remains a central concern in elementary education because it determines the extent to which schools are able to develop students' academic competence, character, and readiness to continue to higher levels of education (Aziz et al., 2023; Yang & Kaiser, 2023). In Indonesia, public elementary schools are expected to provide learning services that are aligned with national education standards while also being responsive to local needs. This expectation is particularly important in rural

and semi-rural districts, where educational outcomes may be affected by differences in school management capacity, teacher professionalism, access to learning resources, and the ability of schools to develop contextual curriculum plans.

Education quality is not limited to student examination results (Dembereldorj et al., 2023; Xiong, 2025). It includes input quality, learning processes, graduate competence, stakeholder satisfaction, and continuous school improvement (Cao, 2025; Garira, 2020). From the perspective of Total Quality Management, quality education requires systematic planning, stakeholder involvement, data-based evaluation, and continuous improvement (Elhakim, 2025; Mufidah et al., 2025). In the context of elementary schools, quality is reflected in effective learning processes, teacher readiness, curriculum relevance, student achievement, character development, and the extent to which schools can meet the expectations of parents, communities, and educational authorities.

One important factor related to education quality is school curriculum planning (Fadhli et al., 2024). Curriculum planning refers to a systematic process of determining learning objectives, selecting content, designing learning strategies, organizing assessment systems, and adapting the curriculum to student characteristics and the local context (Tao et al., 2022). A curriculum that is planned carefully provides teachers with a clear instructional direction, supports the selection of appropriate learning methods, and helps schools ensure continuity between learning objectives, learning activities, and evaluation practices (Redmond et al., 2024). In the Indonesian context, curriculum planning at the school level is increasingly expected to be flexible, contextual, and responsive to student diversity and local potential (Harjanti et al., 2026). However, curriculum planning should not be understood merely as an administrative document. In practice, schools may prepare curriculum documents to fulfill formal requirements, while the implementation and evaluation of the curriculum may not always be carried out consistently. When curriculum planning is not based on student needs, local potential, teacher involvement, and regular evaluation, the curriculum may not be able to improve the quality of learning effectively. Therefore, curriculum planning needs to be positioned as a strategic component of school management and continuous quality improvement.

A second factor that is closely related to education quality is teachers' organizational commitment (Antonio et al., 2025). Teachers are not merely classroom instructors; they are also members of school organizations who contribute to curriculum development, school culture, learning innovation, and quality assurance (Silva et al., 2026). Organizational commitment refers to the psychological attachment of employees to their organization, which includes affective commitment, continuance commitment, and normative commitment. In schools, committed teachers tend to accept school goals, demonstrate loyalty, participate in school development activities, and show willingness to contribute beyond formal teaching duties (Kandemir, 2025; Rashid & Alshuhumi, 2025).

Teachers' organizational commitment is important because curriculum planning cannot improve education quality without consistent implementation by teachers. A well-designed curriculum requires teachers who are willing to translate school plans into meaningful classroom practices, collaborate with colleagues, evaluate learning processes, and support school improvement programs. Therefore, education quality should be understood as the result of both managerial planning and teacher commitment. Curriculum planning provides direction for school improvement, while teachers' organizational commitment strengthens the implementation of planned programs in daily school practices.

Preliminary observations in public elementary schools in Cempaka District indicate that schools face challenges related to education quality, curriculum planning, and teacher commitment (Chinhara & Kuyayama, 2024; Owojori et al., 2021). Several issues were identified, including the use of similar curriculum documents across schools without sufficient local adaptation, limited evaluation and revision of curriculum plans, and relatively weak teacher participation in school development activities (Andre et al., 2020). These conditions indicate that improving education quality requires not only stronger curriculum documents but also teacher commitment to implement and evaluate the curriculum consistently.

Previous studies have shown that curriculum planning and teacher commitment are associated with school quality, teacher performance, and learning outcomes. However, many studies examine these variables separately or focus on broader school management contexts. Fewer studies have investigated the simultaneous influence of school curriculum planning and teachers' organizational commitment on education quality, particularly in rural public elementary schools (Ji & Li, 2025). This study therefore contributes to educational management literature by examining these two factors together as predictors of education quality in public elementary schools.

Based on this background, the study addressed three research questions. First, does school curriculum planning significantly influence education quality in public elementary schools? does teachers' organizational commitment significantly influence education quality in public elementary schools? d school curriculum planning and teachers' organizational commitment simultaneously influence education quality in public elementary schools? The findings are expected to provide practical input for school principals, teachers, supervisors, and local education authorities in designing quality improvement programs based on curriculum planning and teacher commitment.

B. Methods

This study used a quantitative approach with a correlational ex post facto design. The design was selected because the study aimed to examine the statistical influence of two independent variables, namely school curriculum planning (X1) and teachers'

organizational commitment (X2), on the dependent variable, education quality (Y). The variables had already occurred naturally in the school context, and the researcher did not manipulate the conditions of the respondents (Anglin et al., 2024).

The research was conducted in ten public elementary schools in Cempaka District, Ogan Komering Ulu Timur Regency, Indonesia, from January to May 2026. The population of this study comprised 217 teachers from ten public elementary schools in Cempaka District. The final empirical sample consisted of 20 teachers, with two teachers selected from each school. This sampling strategy was used to ensure that all schools in the research setting were represented in the analysis. The respondents were teachers who were directly involved in teaching activities and school curriculum implementation. Therefore, they were considered relevant sources of information for assessing school curriculum planning, teachers' organizational commitment, and education quality. Although the sample size was limited, the inclusion of teachers from all ten schools provided contextual representation of the public elementary school setting examined in this study. The schools included SD Negeri 01 Harisan Jaya, SD Negeri 01 Cempaka, SD Negeri 01 Gunung Batu, SD Negeri 01 Gunung Jati, SD Negeri 01 Meluai, SD Negeri 01 Suka Bumi, SD Negeri 01 Tinggal Jaya, SD Negeri 02 Campang Tiga Ilir, SD Negeri 02 Gunung Batu, and SD Negeri 02 Gunung Jati.

Data were collected through questionnaires, observation, and documentation. The questionnaire used a five-point Likert scale ranging from very low to very high frequency or agreement (Taufique, 2026). The instrument consisted of three sections: school curriculum planning, teachers' organizational commitment, and education quality (Dembereldorj et al., 2023). Each variable was measured through 30 statement items. The questionnaire items were developed based on the indicators of each research variable. School curriculum planning was measured through items related to needs analysis, formulation of learning outcomes, teacher and stakeholder involvement, and evaluation mechanisms. Teachers' organizational commitment was measured through items reflecting affective commitment, continuance commitment, normative commitment, extra-role involvement, and behavioral loyalty. Education quality was measured through items related to input quality, process quality, output quality, and outcome quality. These indicators were used to ensure that each construct was measured in accordance with the theoretical focus of the study. The data collection procedure was carried out systematically to ensure that the information obtained from respondents was relevant to the research objectives. Before distributing the questionnaire, the researcher first coordinated with school principals to explain the purpose of the study, the type of data required, and the role of teachers as respondents. The selected teachers were then informed that their responses would be used only for academic purposes and would be reported in aggregate form. After obtaining their willingness to participate, the questionnaires were distributed to the respondents. The respondents completed the questionnaire based on their perceptions and experiences related to curriculum planning, organizational commitment, and education quality in their respective schools.

Observation and documentation were used to support the questionnaire data by providing contextual information about school conditions, curriculum documents, and school management practices. This procedure helped the researcher obtain a more complete understanding of the school context and reduce dependence on questionnaire data alone. Before being used in the main analysis, the instruments were tested for validity and reliability (Kruse et al., 2024). Item validity was examined using Pearson product-moment correlation. The validity test indicated that all items were valid because the item correlation values exceeded the required threshold. Reliability was examined using Cronbach's alpha. The reliability coefficients were 0.953 for school curriculum planning, 0.930 for teachers' organizational commitment, and 0.969 for education quality. These coefficients indicate that the instruments had very high internal consistency and were appropriate for data collection (Husain et al., 2025).

Data analysis was conducted in several stages using SPSS. First, descriptive analysis was used to summarize the characteristics of the variables. Second, assumption testing was conducted through normality and linearity tests. Third, simple regression analysis was used to test the partial influence of each independent variable on education quality. Fourth, multiple regression analysis was used to test the simultaneous influence of school curriculum planning and teachers' organizational commitment on education quality. The multiple regression equation was expressed as $Y = a + b_1X_1 + b_2X_2 + e$.

The regression analysis was used to examine the direction and strength of the influence of school curriculum planning and teachers' organizational commitment on education quality. Simple regression was applied to test the partial influence of each independent variable, while multiple regression was used to test the simultaneous influence of both independent variables. Considering the limited sample size, the results were interpreted cautiously and were positioned as empirical findings within the specific context of public elementary schools involved in this study. Ethically, respondents were treated as voluntary participants. The data were reported in aggregate form, and individual teacher identities were not disclosed. The study used questionnaire responses only for academic analysis and school improvement purposes.

Table 1. Population and Sample of the Study

Category	Description	Number
Population	Teachers from ten public elementary schools in Cempaka District	217 teachers
Research setting	Public elementary schools in Cempaka District	10 schools
Final empirical sample	Two teachers from each school	20 teachers
Data collection	Questionnaire, observation, and documentation	-

Table 2. Research Variables and Indicators

Variable	Main indicators
School curriculum planning (X1)	Context and student needs analysis; formulation of learning outcomes; teacher and stakeholder involvement; evaluation and revision mechanisms
Teachers' organizational commitment (X2)	Affective commitment; continuance commitment; normative commitment; extra-role involvement; behavioral loyalty
Education quality (Y)	Process quality; input quality; output quality; outcome quality

Table 3. Instrument Reliability

Variable	Number of Items	Cronbach's Alpha	Interpretation
School curriculum planning (X1)	30	0.953	Very reliable
Teachers' organizational commitment (X2)	30	0.930	Very reliable
Education quality (Y)	30	0.969	Very reliable

C. Results and Discussion

Descriptive and Assumption Testing Results

The descriptive and preliminary analysis showed that the data were appropriate for regression testing. All questionnaire items for the three research variables were declared valid, and the reliability coefficients showed very strong internal consistency. This indicates that the instruments were sufficiently stable to measure the constructs of curriculum planning, teachers' organizational commitment, and education quality. The normality test indicated that the data met the normality assumption. The Asymp. Sig. values were 0.718 for the relationship between curriculum planning and education quality, 0.693 for the relationship between teachers' organizational commitment and education quality, and 0.643 for the combined relationship between curriculum planning, teachers' organizational commitment, and education quality. Since all values were greater than 0.05, the data were considered normally distributed. The linearity test also indicated that the relationships among the variables were linear, supporting the use of regression analysis.

Table 4. Summary of Assumption Testing

Assumption	Reported result	Interpretation
Normality: X1 and Y	Asymp. Sig. = 0.718	Normality assumption met
Normality: X2 and Y	Asymp. Sig. = 0.693	Normality assumption met
Normality: X1, X2 and Y	Asymp. Sig. = 0.643	Normality assumption met
Linearity: X1 and Y	Deviation from linearity value exceeded 0.05 criterion	Linear relationship supported
Linearity: X2 and Y	Deviation from linearity value exceeded 0.05 criterion	Linear relationship supported

The assumption testing results indicate that the statistical procedures used in this study were appropriate for examining the relationships among the variables. The normality test results showed that the data distribution met the required criterion, as

all significance values were above 0.05. This means that the respondents' scores on school curriculum planning, teachers' organizational commitment, and education quality were sufficiently distributed for regression analysis. The linearity test also confirmed that the relationships between the independent variables and the dependent variable followed a linear pattern. This finding is important because regression analysis requires a linear relationship between predictor variables and the outcome variable. In practical terms, the results suggest that changes in curriculum planning and teacher commitment are associated with changes in education quality in a measurable direction. Therefore, the use of simple and multiple regression analysis was considered suitable for answering the research questions. These preliminary findings also strengthen the reliability of the subsequent hypothesis testing because the data had met the basic assumptions required for regression analysis.

The Effect of School Curriculum Planning on Education Quality

The first hypothesis tested whether school curriculum planning influenced education quality in public elementary schools in Cempaka District. The regression result indicated that curriculum planning had a positive and significant effect on education quality (Osman et al., 2026). The simple regression coefficient was $B = 0.350$, with a standardized coefficient of $\beta = 0.402$ and a significance value below 0.001. The coefficient of determination showed that curriculum planning explained 26.2% of the variance in education quality. This result means that schools with better curriculum planning tend to have higher education quality (Fadhli et al., 2024). Curriculum planning provides a structured direction for teachers in translating curriculum standards into classroom practices (Pak et al., 2020). When schools conduct context analysis, formulate learning objectives clearly, involve teachers and stakeholders, and revise curriculum plans regularly, the learning process becomes more coherent and responsive to student needs (Munangatire & Mcinerney, 2022). These conditions can strengthen the quality of learning processes, assessment practices, and student outcomes. The finding supports the view that curriculum planning is a strategic component of educational management (Tao et al., 2022). A school curriculum is not merely an administrative document; it is a managerial instrument that links national education standards with local school needs. In rural schools, contextual curriculum planning is especially important because students' learning experiences are shaped by local social, economic, and cultural realities. Therefore, curriculum planning should be treated as a continuous quality improvement process rather than as a one-time document preparation task (Jamieson, 2023).

The Effect of Teachers' Organizational Commitment on Education Quality

The second hypothesis tested whether teachers' organizational commitment influenced education quality (Antonio et al., 2025). The regression result showed that teachers' organizational commitment had a positive and significant effect on

education quality. The simple regression coefficient was $B = 0.382$, and the t-test value was 5.174. The coefficient of determination showed that teachers' organizational commitment explained 36.9% of the variance in education quality. This finding confirms that teacher commitment is an important organizational resource for school quality improvement (Abdallah et al., 2025). Teachers with strong commitment tend to demonstrate loyalty, responsibility, emotional attachment, and willingness to contribute beyond formal teaching duties. They are more likely to participate in school programs, support curriculum implementation, collaborate with colleagues, and maintain professional consistency in providing learning services to students (Hu et al., 2026).

In the context of public elementary schools, organizational commitment helps ensure that curriculum plans are implemented effectively. A well-designed curriculum will not improve education quality if teachers lack commitment to carry it out. Conversely, committed teachers can transform curriculum documents into meaningful classroom activities, student-centered learning, and continuous evaluation. This finding is consistent with organizational behavior theory, which emphasizes that employee commitment strengthens organizational effectiveness and performance (Hemsworth et al., 2026).

Simultaneous Influence of Curriculum Planning and Teacher Commitment

The third hypothesis tested the simultaneous influence of school curriculum planning and teachers' organizational commitment on education quality. The multiple regression equation was $Y = 0.873 + 0.313X_1 + 0.343X_2$. Both regression coefficients were positive, indicating that increases in curriculum planning and teacher commitment were associated with increases in education quality. The simultaneous model explained 59.6% of the variance in education quality, while the remaining 40.4% may be explained by other factors such as principal leadership, school culture, facilities, parental support, teacher competence, and student characteristics.

The F-test result also supported the significance of the simultaneous regression model. The reported F value was 14.903, indicating that school curriculum planning and teachers' organizational commitment jointly contributed to education quality. This result suggests that education quality improvement should not be approached from a single dimension. Instead, it requires the integration of the technical dimension of curriculum planning and the human-resource dimension of teacher commitment (Bernotaite & Ottesen, 2025).

The slightly higher coefficient of teachers' organizational commitment in the multiple regression model suggests that teacher commitment may serve as a stronger practical driver of education quality than curriculum planning alone. This does not reduce the importance of curriculum planning; rather, it shows that curriculum planning needs committed teachers to become effective. A curriculum can provide direction, but

teacher commitment determines whether the direction is implemented consistently, creatively, and responsibly (Wang et al., 2022).

The findings contribute to educational management by positioning education quality as an outcome of both managerial planning and human commitment. Schools can improve quality by ensuring that curriculum planning is based on needs analysis, stakeholder involvement, measurable learning outcomes, and regular evaluation. At the same time, school leaders need to strengthen teachers' affective, normative, and behavioral commitment through supportive leadership, professional development, recognition, collegial collaboration, and a positive school culture (Kandemir, 2025).

Practically, the findings imply that principals should not separate curriculum planning from teacher development. Curriculum workshops should be designed not only to produce documents but also to increase teacher ownership of the school curriculum. Local education authorities should support schools through curriculum supervision, technical assistance, and teacher professional learning communities. Teachers should be encouraged to participate actively in curriculum planning, implementation, evaluation, and school quality improvement programs (Shanko, 2024).

Table 5. Summary of Regression Results

Relationship	B	Beta / R2	Test statistic	Interpretation
Curriculum planning -> education quality	0.350	Beta = 0.402; R2 = 0.262	t = 3.724; p < 0.001	Positive and significant
Teachers' organizational commitment -> education quality	0.382	R2 = 0.369	t = 5.174	Positive and significant
Curriculum planning and teacher commitment -> education quality	0.313; 0.343	R2 = 0.596	F = 14.903	Positive and significant simultaneously

Different Findings and Contextual Explanation

Although this study found that school curriculum planning and teachers' organizational commitment significantly influenced education quality, several previous studies indicated that education quality may also be strongly influenced by other factors. Principal leadership may function as a major factor in improving school quality because school leaders play an important role in supervision, decision-making, teacher coordination, collaboration, and the development of a supportive school culture (Lushaj & Shatri, 2026). Equitable quality education may also be affected by the availability of learning opportunities, inclusive practices, institutional support, and the ability of schools to respond to diverse student needs (Chinhara & Kuyayama, 2024). In addition, government commitment and teaching strategies may contribute to the effectiveness of quality education, especially in ensuring that school programs are supported by appropriate policies, resources, and instructional practices (Owojori et al., 2021).

These different findings do not contradict the results of the present study. Instead, they indicate that education quality is a multidimensional construct that cannot be explained only by curriculum planning and teacher commitment. In this study, school curriculum planning and teachers' organizational commitment explained 59.6% of the variance in education quality, while the remaining 40.4% may be influenced by other factors such as principal leadership, school facilities, parental involvement, teacher competence, organizational culture, government support, and student characteristics. Therefore, curriculum planning and teacher commitment should be understood as two important components within a broader school quality improvement system.

D. Conclusions

This study examined the influence of school curriculum planning and teachers' organizational commitment on education quality in Indonesian public elementary schools. The findings demonstrate that both variables significantly and positively affect education quality, both individually and simultaneously. School curriculum planning contributes to education quality by providing clear instructional direction, aligning learning objectives with student needs, organizing coherent learning activities, and strengthening evaluation practices. A systematic and contextual curriculum plan enables schools to connect national education standards with local conditions, making teaching and assessment processes more relevant and responsive. Teachers' organizational commitment also emerges as a critical determinant of education quality. Committed teachers demonstrate responsibility, loyalty, active participation, and willingness to support school programs beyond routine duties. This commitment strengthens curriculum implementation, professional collaboration, and sustained attention to student learning progress. Importantly, teacher commitment is not merely an individual attitude but an organizational resource that enhances school effectiveness. Simultaneously, curriculum planning and teacher commitment explain 59.6% of the variance in education quality, indicating that quality improvement requires integration of managerial and human-resource dimensions. Curriculum planning provides structural direction, while teacher commitment ensures consistent implementation. Therefore, principals should strengthen curriculum planning through collaborative needs analysis, teacher involvement, regular evaluation, and continuous revision. School leaders should also develop teacher commitment through supportive leadership, professional development, recognition, and collaborative work culture. The study has several limitations. The small sample size ($N = 20$) limits generalizability and statistical power. Future research should employ larger samples and more rigorous sampling strategies, preferably probability sampling from multiple districts. Longitudinal studies could examine causal relationships, and qualitative research could explore how teachers perceive the interaction between curriculum planning and commitment. Despite these limitations, the findings contribute to educational management literature by demonstrating that sustainable quality improvement requires attention to both planning structures and human commitment. Local education authorities should provide supervision and technical assistance to

ensure curriculum planning and teacher commitment become integrated strategies for improving education quality.

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