

The Influence of Understanding Curriculum and Motivation on the Teacher's Performance

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Abstract: The purpose of this study is to find out and describe the influence of curriculum understanding and motivation on the performance of SMPN teachers in the Madang Suku III District. State Junior High School of Madang Suku III District, which consists of 3 (three) schools, including SMP Negeri 1 Madang Suku III, SMP Negeri 2 Madang Suku III, and SMP Negeri 3 Madang Suku III. The research method used in this study is a quantitative descriptive method. The population and sample in this study amounted to 59 teachers. Data collection techniques use questionnaires, and documentation. The data analysis technique used a normality test, linearity test, multicollinearity test, simple correlation analysis, multiple correlation analysis, simple regression analysis, t-test, and F test. The results of this study were that there was a significant influence of curriculum understanding and work motivation on the performance of State Junior High School teachers in Madang Suku III District with an influence contribution of 59.6%.

Keywords: Curriculum, Motivation, Teacher's Performance

A. Introduction

Education is one of the substantial problems for Indonesia in the current era of globalization. Educational institutions in Indonesia must be able to produce quality human resources and be able to compete competitively to face increasingly tight competition between countries in various life activities. Teachers are a key element in the education system to create quality human resources (Alam, 2022). All other components, ranging from curriculum, infrastructure, costs, and so on, will not mean much if they are not accompanied by adequate teacher quality (Subijanto, 2021).

Discussing education, the main thing discussed is the factors that influence teacher performance, which greatly influence educational outcomes. A person's performance in carrying out their roles and functions is influenced by three groups of variables, namely individual variables, organizational variables, and

psychological variables (Widarko & Anwarodin, 2022). The opinion above illustrates that the factors that influence a person's performance are individual factors with their distinctive psychological characteristics, and organizational factors interact in a process that can realize a quality of work in a person's work environment. The education system consists of three important elements, namely 1) input, 2) process, and 3) output. Input in the education system consists of students, staff (including teachers), facilities, finances, school relations with the community, and school climate. The learning and management processes in schools will manage these inputs into the expected output, namely students who are qualified and highly competitive (Rahayuningsih, 2017). Junior High School is a formal education subsystem in Indonesia after graduating from Elementary School or equivalent. Junior High School is completed in 3 years. In detail, the objectives of organizing SMP are in line with the objectives of the 2013 curriculum, namely to produce graduates who have strong character and skills and skills in life that are used in interacting with the social, cultural, and natural environment, as well as to develop abilities in the world of work or in further education (Directorate General of Improving the Quality of Education and Education Personnel, 2019). To achieve these goals, curriculum development and having teachers who are motivated and have high performance are required.

SMP is a formal education subsystem in Indonesia after graduating from Elementary School (SD or equivalent). SMP is completed in 3 years. In detail, the objectives of organizing SMP are in line with the objectives of the 2013 curriculum, namely to produce graduates who have strong character, skills, and life skills that are used in interacting with the social, cultural, and natural environment, as well as to develop abilities in the world of work or in further education (Directorate General of Improving the Quality of Education and Education Personnel, 2019). To achieve these goals, curriculum development is needed, and having teachers who are motivated and have high performance is necessary. In reality, there are still many teachers whose performance is less than optimal. This shows that teacher performance is still relatively low. Therefore, to improve the performance of a teacher, it is necessary to be supported by encouragement/motivation from the teacher himself or from outside. However, it also comes from work motivation. This means that the success of a leader is not only based on leadership skills but is also influenced by how much work motivation his subordinates have to support the work and success of the leader (Sukanti, 2015).

In addition to motivation, factors that influence teacher performance are teacher ability and teaching skills (Baier et al., 2019). In this study, teacher ability and skills are manifested in the form of teacher understanding of the curriculum. Teachers are required to have an understanding and ability to describe, develop, and implement the curriculum (van de Oudeweetering & Voogt, 2018). Curriculum understanding is the ability to distinguish, expand, explain, conclude, give examples, and classify

operational curriculum concepts that are prepared and implemented by each educational unit (Vinnervik, 2023). If teachers understand the curriculum well, then teacher performance should also be good (Kulgemeyer & Riese, 2018). Current conditions and trends that will occur in the future require a young generation and students who have competence, and curriculum development must be able to anticipate all problems that occur now and in the future. Basically, the curriculum contains a composition of teaching materials and learning experiences, learning objectives, methods, media, and evaluation of learning outcomes. The curriculum compiled at the center contains several main subjects with the hope that students throughout Indonesia have the same standard of competence. In this case, the curriculum has a concept that can provide a picture of learning to students, which is implemented and developed by the school as the organizer of the teaching and learning process (Fadhli, 2017).

In order to implement the curriculum, instructions or guidelines are needed, including special guidelines for each teaching field and lesson unit models. These special guidelines provide an overview of the teaching program outlines, understanding of the subject matter, available time allocation, approaches used, delivery methods, teaching media, main sources of literature and assessment (evaluation). The curriculum consisting of components that are interrelated with each other is a system, this means that each interrelated component only has one educational goal which is also the goal of the curriculum (Muhaimin, 2019). Every activity that is carried out well and perfectly must have obstacles, such as the implementation of the curriculum in schools. These activities do not always run according to the desired expectations, there are always a handful of obstacles faced in the field when implementing this curriculum implementation program, for example the lack of ability of a teacher to participate in training activities on education so that the teacher does not have the skills to develop learning in students at school (Astianto & Rustiana, 2018).

The readiness of field teachers will be a determining factor in the implementation of the new curriculum and other curricula (Manasia et al., 2019). How comprehensive the government's curriculum planning is will ultimately depend on the quality of educators in the field. Teachers must be able to teach students in a challenging, fun, motivating, and inspiring way and provide space for students to apply process skills according to the demands of their own curriculum. Therefore, the qualifications and willingness of teachers to implement the instructions and guidelines for updating the curriculum above must be considered (Supangat, 2021).

The profile of the Madang Suku III sub-district area is a transmigration area approximately 30 km from the city of Ogan Komering Ulu Timur district, which borders OKU district and was previously part of OKU district in connection with the increasing population growth. East OKU was expanded with the capital of

Martapura district. The expansion occurred around 2005. In Madang Suku III sub-district there are three public junior high schools, namely:

1. SMP Negeri 1, which is located on Jalan Raya Batumarta VI, has a total of 37 educators and education personnel, of which 1 person has a master's degree and 36 people have a bachelor's degree. This school is the oldest school in the Madang Suku III sub-district, established on July 1, 1981, and is located in a transmigration area with the majority of its population being a rubber-producing area. SMPN 1 is a school located in the capital of the Madang Suku III sub-district.
2. SMP Negeri 2 is located at Jalan Trans Batumarta IX SP2, Surabaya Village, Madang Suku III District. This junior high school was founded in 1990 with a total of 18 people, consisting of 14 teaching staff, 3 educational staff, and 1 school guard. With the number of educational staff, 13 people have a bachelor's degree, and 1 person has a diploma III education, and the details of the educational staff are 1 person with a bachelor's degree, 1 person with a diploma III degree, and 1 person with a high school education. SMPN 2 Madang Tribe III is approximately 20 km from the sub-district capital.
3. SMP Negeri 3 consists of 16 teaching staff with an average education of bachelor degree.

Based on the supervision results of several teachers of SMPN 2 Madang Suku III, many of the notes were related to the lack of teacher understanding of the curriculum. Based on interviews conducted by researchers on October 21, 2023, with the vice principal, supervisor, and teachers of SMP Negeri, Madang Suku III District, information was obtained, including: 1) there are still many teachers who do not understand how to learn the independent curriculum so that they have not optimally implemented conceptualized learning according to the current curriculum, 2) the ability of teachers in planning and developing learning based on the current curriculum is still relatively low, and teachers also do not understand how to fill in P5 learning, and teachers are reluctant to find out about independent curriculum learning. 3) There are still many teachers who have not developed learning models and development of learning media that are based on the environment and technology, and 4) there are still many teachers who have not mastered how to make independent curriculum learning devices. 5) Many teachers do their work conventionally.

Based on the results of observations at the beginning of the issuance of the Independent Curriculum in 2022, the principal of SMP Negeri Kecamatan Madang Suku III stated that he was ready to implement the Independent Curriculum and filled out the registration form and a short survey to record the school's readiness to implement the Independent Curriculum. Not every teacher is necessarily willing to optimally mobilize their work performance, so curriculum development activities and motivational encouragement are still needed so that someone will use their full

potential to work. This research was conducted at SMP Negeri Kecamatan Suku Madang III. Based on this thinking, the researcher is interested in conducting a study entitled "The Influence of Curriculum Understanding and Motivation on the Teacher's Performance" of SMP Negeri Kecamatan Suku Madang III.

B. Methods

This research was conducted at SMP Negeri, Madang Suku III District, East Ogan Komering Ulu Regency, South Sumatra Province, from October to January 2024. This research is a type of quantitative research. According to Sugiyono (2022), quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples, data collection using research instruments, and statistical data analysis with the aim of testing predetermined hypotheses. Meanwhile, according to Arikunto (2019), variables are objects of research, or what is the focus of a study. The data collection process is carried out quantitatively. The method used in this study is the partial correlation method. The research design used in this study is a correlational research design, namely a research design that aims to determine the level of relationship between two or more variables without making changes, additions, or manipulation of existing data (Suharsimi, 2018).

The variables in quantitative research here consist of Curriculum Understanding (X1), Motivation (X2), and Teacher Performance (Y), while the hypothesis testing together is Curriculum Understanding (X1), Motivation (X2), and Teacher Performance (Y). Then, to test the hypothesis that has been formulated, all the data obtained will be processed with quantitative analysis. The population in this study were teachers of state middle schools in the Madang Suku III District, with a total of 59 teachers. The sampling technique in this study used saturated sampling, namely all members of the population were used as samples. Data collection techniques in research can be done by using questionnaires, interviews, observations, tests, documentation, and so on. In this study, the data collection techniques used by researchers were questionnaires and documentation.

C. Results and Discussion

The distribution of questionnaires in this study was used to obtain data on the influence of curriculum understanding and work motivation on the performance of junior high school teachers in Madang Suku III District. In this study, a data collection tool was used, namely a questionnaire as the main instrument. The questionnaires were presented in various ways with alternative answers, namely: 1) Always, 2) Often, 3) Sometimes, 4) Almost Never, and 5) Never. The results of the validity test were analyzed using the SPSS For Windows Version 26 software application program, with the following questionnaire instruments being tested: 1)

curriculum understanding with a total of 30 questionnaire statements; 2) work motivation with a total of 30 questionnaire statements; 3) teacher performance with a total of 30 questionnaire statements. The instrument trial in this study was conducted on teachers of State Junior High Schools in Madang Suku III District, with the number of teachers tested as many as 20 teachers in order to determine the validity of the questionnaire instrument used for the study. This trial was conducted outside the research sample, so that what was obtained was data that was not known by the sample teachers used for the study.

Based on the results obtained through the trial of the work motivation questionnaire instrument with 30 statements, all results were valid and had a significant value of $r\text{-count} > 0.444$ for the $r\text{-table}$ value with a significance level of 5%, so that it can be included in further research (the trial results data can be seen in the attachment). Based on the results obtained through the trial of the teacher performance questionnaire instrument with 30 statements, all results were valid and had a significant value of $r\text{-count} > 0.444$ for the $r\text{-table}$ value with a significance level of 5%, so that it can be included in further research (the trial results data can be seen in the attachment).

Reliability calculation to determine whether the dependent variable is reliable with the independent variable. The reliability test aims to measure the effect of curriculum understanding and teacher work motivation on the performance of SMP Negeri teachers in the Madang Suku III District, which is declared reliable. According to Taber (2018), reliability is used to determine the consistency of the measuring instrument, whether the measuring instrument used can be relied on, and whether it remains consistent if the measurement is repeated. The reliability test used in this study is the Cronbach's Alpha method. Decision-making on the reliability of a variable is determined by comparing the Cronbach's Alpha value with a value of 0.6. If Cronbach's $\alpha > 0.6$, then the variable being studied is reliable.

Based on the description of the linearity test of the influence of curriculum understanding on teacher performance, it shows that $F\text{-count} > F\text{-table}$, namely the value in the deviation from linearity column is $1.112 > 0.05$. Thus, it can be said that there is a significant influence of curriculum understanding on the performance of junior high school teachers in Madang Suku III District, and it meets the linearity requirements test. Based on the description of the linearity test of the influence of work motivation on teacher performance, it shows that $F\text{-count} > F\text{-table}$, namely the value in the deviation from linearity column is $0.688 > 0.05$. Thus, it can be said that there is a significant influence of work motivation on the performance of junior high school teachers in the Madang Suku III District, and it meets the linearity requirements test. Based on simultaneous, it shows that $F\text{-count} > F\text{-table}$, namely the value in the deviation from linearity column is $0.783 > 0.05$. Thus, it can be said that the influence of curriculum understanding and work motivation together on the

performance of junior high school teachers in Madang Suku III District can be said to be linear and meets the analysis requirements test.

Hypothesis testing is carried out in three stages in order to find the truth of the assumed research hypothesis. A statistical hypothesis is defined as a mathematical statement about parametrics that will be tested to what extent sample data supports the truth of the hypothesis. A hypothesis is a temporary conclusion that must still be tested for its truth. Through inferential statistical analysis, which is a simple linear regression analysis and multiple linear regression analysis, we explain the results obtained through analysis using the SPSS version 26 software application program used in testing existing hypotheses. This partial or simultaneous linear regression analysis consists of an analysis of the coefficient of determination, the partial linear regression coefficient (t-test), and the simultaneous regression coefficient (f-test). Linear regression coefficient is often known as partial hypothesis testing or testing the influence of each independent variable to the dependent variable or the influence of curriculum understanding on variable (X1) on the performance of junior high school teachers in Madang Suku III District on variable (Y), and the influence of work motivation on variable (X2) performance of junior high school teachers in Madang Suku III District on variable (Y), as well as simultaneous testing to see the influence of curriculum understanding (X1) and work motivation (X2) together on the performance of junior high school teachers in Madang Suku III District (Y), each by looking at the t-value obtained.

Based on the first hypothesis proposed in this study, namely, there is a significant influence of curriculum understanding on the performance of junior high school teachers in Madang Suku III District. Based on the results of the study through simple linear regression analysis, the output value of the summary model obtained an R value of 0.406, meaning that the influence between the two variables, X1 and Y, indicates a category of influence that is quite strong. Because the correlation value in the correlation coefficient interpretation table is between 0.400 and 0.599, it can be said that curriculum understanding has a fairly strong influence on the performance of junior high school teachers in Madang Suku III District. The results obtained from this analysis are in line with the results of the study by Sobon et al., (2020), where the results of relevant research state that there is an influence both partially and simultaneously. Based on the analysis of the coefficient of determination used to determine the percentage of the contribution of the influence of the independent variable to the dependent variable, the coefficient of determination R-Square (R²) value was obtained of 0.262, which means that curriculum understanding (X1) is able to contribute to the influence on the performance of junior high school teachers in Madang Suku III District with an influence contribution of 26.2%.

Based on the analysis of the coefficient of determination used to determine the percentage of the contribution of the influence of the independent variable on the

dependent variable, the coefficient of determination R-Square (R²) value was obtained at 0.262, which means that curriculum understanding (X1) is able to contribute to the influence of the performance of junior high school teachers in Madang Suku III District with a contribution of 26.2%. The results obtained from this analysis are in line with the results of Widayati et al. (2020) research, where the results of relevant research state that there is an influence both partially and simultaneously and provide a contribution of influence on each variable.

Based on the constant coefficient value (constant) = 1.892 and the coefficient number X1 = 0.350, a simple linear regression equation is obtained: $\hat{Y} = 1.892 + 0.350$, or a partial regression equation between variables X1 and Y is $1.892 + 0.350$. Furthermore, this equation is used to explain the effect of curriculum understanding (X1) on the performance of junior high school teachers in Madang Suku III District (Y). The results obtained from this analysis are in line with the results of Sobon et al. (2020), where the results of relevant research state that there is a good influence partially, where the value obtained is $t\text{-count} > t\text{-table}$. The results of the coefficient analysis obtained a $t\text{-count}$ of 6.452. Hypothesis test criteria: if $t\text{-count} > t\text{-table}$, then H_a is accepted, while if $t\text{-count} < t\text{-table}$, then H_a is rejected, and to determine $t\text{-table}$ is sought at $\alpha = 5\%: 2 = 2.5\%$ (2-sided test) with degrees of freedom (df) = $n - k$ or $df = 59 - 2 = 59$ (n is the number of samples and k is the number of independent variables). With a two-sided test (significant = 0.025), the results obtained for $t\text{-table}$ are 1.892. Based on the explanation above, namely $t\text{-count} = 6.452$ and $t\text{-table} = 1.892$, then $t\text{-count} > t\text{-table}$, which means H_0 is rejected and H_a is accepted. Thus, it can be said that, partially, there is a significant influence of curriculum understanding on the performance of junior high school teachers in the Madang Suku III District. The results obtained from this analysis are in line with the results of Titin's research (2017), where the results of relevant research state that there is a good influence partially, where the value obtained is $t\text{-count} > t\text{-table}$.

Based on the submission of the second hypothesis of the study, it is assumed that there is a significant influence of teacher work motivation on the quality of education in junior high schools in the Madang Suku III District. Based on a simple linear regression analysis, the output value of the Summary R Model of 0.411 is obtained, meaning that the influence of teacher work motivation on the performance of junior high school teachers in Madang Suku III District shows a fairly strong influence category. Because the correlation value of the correlation coefficient interpretation is between 0.400 and 0.599. Thus, it can be said that teacher work motivation has a fairly strong influence on the performance of junior high school teachers in Madang Suku III District.

Standard Error of Estimate (Standard Deviation) means measuring the variation of the predicted value. In this study, the standard deviation is 2.0592. The smaller the standard deviation, the better the model. Based on the determination coefficient

analysis used to determine the percentage of the contribution of the influence of the independent variable on the dependent variable, the determination coefficient value of R Square (R^2) was obtained at 0.369, which means that work motivation (X_2) is able to contribute to the influence on the performance of junior high school teachers in the Madang Suku III District with a contribution of 36.9%. The results obtained from this analysis are in line with the results of Hapizoh et al. (2020), where the results of relevant research state that each variable contributes to the influence both partially and simultaneously.

Based on the results of the partial linear regression analysis (t-test), the effect of teacher work motivation (X_2) on the performance of junior high school teachers in Madang Suku III District (Y) using the SPSS For Windows version 22 software application program is shown. Based on the constant coefficient number (Constant) = 1.716 and the coefficient number $X_2 = 0.382$, a simple linear regression equation is obtained: $\hat{Y} = 1.716 + 0.382 X_2$, or a partial regression equation between variables X_2 and Y is $1.716 + 0.3825$. Furthermore, this equation is used to explain the effect of work motivation (X_2) on the performance of junior high school teachers in Madang Suku III District (Y). The results obtained from this analysis are in line with the results of the study by Yulizar et al. (2020), where the results of relevant research state that there is a good influence partially, where the value obtained is $t\text{-count} > t\text{-table}$.

The results of the coefficient analysis obtained a t count of 5.174. The hypothesis test criteria are if $t\text{-count} > t\text{-table}$, then H_a is accepted, while if $t\text{-count} < t\text{-table}$, then H_a is rejected, and to determine t-table is sought at $\alpha = 5\%$: $2 = 2.5\%$ (2-sided test) with degrees of freedom (df) = $n-k$ or $df = 59 - 2 = 57$ (n is the number of samples and k is the number of independent variables). With a two-sided test (significant = 0.025), the results obtained for the t table are 1.716. Based on the explanation above, namely $t\text{-count} = 5.174$ and $t\text{-table} = 1.716$, then $t\text{-count} > t\text{-table}$, which means H_0 is rejected and H_a is accepted. Thus, it can be said that, in part, the monkey motivation has a significant influence on the performance of junior high school teachers in the Madang Suku III District. The results obtained from this analysis are in line with the research results of Yulizar et al. (2020), where the relevant research results state that there is a partial good influence, where the value obtained is $t\text{-count} > t\text{-table}$.

Based on the submission of the third hypothesis in this study, it is assumed that there is a significant influence of curriculum understanding and work motivation together on the performance of junior high school teachers in Madang Suku III District (X_1 and X_2 against Y). Based on the constant coefficient number (Constant) = 4.253 and the coefficient number $X_1 = 3.580$ and the coefficient number $X_2 = 3.677$, the multiple linear regression equation $Y = 4.253 + 3.589 X_1 + 3.677 X_2$ is obtained. Furthermore, the equation is used to explain the effect of curriculum understanding (X_1) and work motivation (X_2) together on the performance of junior high school

teachers in Madang Suku III District (Y). The results obtained from this analysis are in line with the results of Titin's research (2017), where the results of relevant research state that each variable, both partially and simultaneously, has linearity.

The coefficient value of variable X1 obtained a value of 3.580, and the coefficient value of variable X2 obtained a value of 3.677 with a positive value; then the value of variable Y always increases, meaning that the higher the level of influence of curriculum understanding (X1) and the influence of work motivation (X2), the higher the level of influence on the performance of junior high school teachers in Madang Suku III District (Y). The results of multiple linear regression analysis based on the Model Summary output obtained an R number of 0.996, meaning the influence between variables X1 and X2 (independent) on Y (dependent) indicates a very strong influence category. Because the correlation value of the correlation coefficient interpretation is between 0.800 and 1,000. Thus, it can be said that curriculum understanding and work motivation have a very strong influence on the performance of junior high school teachers in Madang Suku III District.

Standard Error of Estimate means measuring the variation of the predicted value. In this study, the standard deviation is 1.396; the smaller the standard deviation, the better the model. The coefficient of determination analysis is used to determine the presentation of the contribution of the relationship between independent variables and dependent variables. Based on table 4.12, it can be explained that the number obtained is the coefficient of determination R-Square (R²) of 0.596, which means that the influence of curriculum understanding and work motivation can contribute to the influence of the performance of junior high school teachers in Madang Suku III District by 59.6%, while the remaining 40.4% is influenced by other factors not mentioned in this study. The results obtained from this analysis are in line with the results of the study by Sobon et al. (2020), where the results of relevant research state that there is a good influence partially, where the value obtained is R-square, providing a range that is interrelated.

Based on the F-count in table 4.13 above, it is known that the value obtained is 14.904. The hypothesis test criteria are that if F-count > F-table, then H_a is accepted, and if otherwise F-count < F-table, then H_a is rejected. Based on F-table at the real level of α (0.05) with numerator db 2 (determined from the number of independent variables) and denominator db 59 (determined from the number of samples minus the independent variables minus one), or it can be determined through the Excel program application in an empty cell, type the formula = FINV(0.05,14,903); the number obtained is 1.086. Based on the explanation above, it is known that F-count = 14.903 and F-table = 1.086, where F-count > F-table, which means H_a is accepted, or it can be said that there is a significant influence of curriculum understanding and work motivation together on the performance of junior high school teachers in Madang Suku III District. The results obtained from this analysis are in line with the

results of Widayati et al. (2020), where the results of relevant research state that there is a good influence partially, where the value obtained is $t\text{-count} > t\text{-table}$. Based on theoretical studies, the basis for this research study, as stated by Sudarwati (2021), is that education is the basic capital to create superior human resources. The main world of education is school. School is one of the alternative institutions of educational services. School as an institution certainly has a vision, mission, goals, and functions. To carry out the mission, realize the vision, achieve goals, and carry out its functions, schools require professional staff, organizational work procedures, and supporting sources, both financially and non-financially.

Schools as a system have components that are related to each other and contribute to achieving goals. These components are students, curriculum, teaching materials, teachers, principals, other education personnel, environment, facilities, learning processes, and results (Mulyasa, 2017). To develop, of course, there must be a process of change. In the concept of institutional development, it is reflected that there are efforts to introduce changes in the way an institution is organized, the structure, processes, and systems of the institution concerned so that it can better fulfill its mission. Therefore, changes that occur in school institutions must include all components in them. Schools as a system have components that are related to each other and contribute to achieving goals. In the concept of institutional development, it is reflected that there are efforts to introduce changes in the way an institution is organized, the structure, processes, and systems of the institution concerned so that it can better fulfill its mission. Therefore, changes that occur in school institutions must include all components in it.

Brito et al. (2018) explained that teachers are one of the human resources in schools. The performance of school teachers plays an important role in achieving school goals. Performance issues are in the spotlight of various parties; government performance will be felt by the community, and teacher performance will be felt by students or parents of students. Various efforts are made to achieve good performance. So teacher performance will certainly be a concern for all parties. Teachers must be truly competent in their fields, and teachers must also be able to serve optimally. Optimal teacher performance is influenced by various factors, both internal and external. Gunn (2018) explained that teachers play a very important role in determining the quality of school graduates. This means that to produce quality graduates, teachers with maximum quality and achievement are needed. Meanwhile, teachers with maximum quality and achievement can be obtained if supported by a good understanding of the curriculum.

Teachers are one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development. Tatto (2021) stated that teachers are one of the elements in the field of education who must play an active role and position themselves as professionals, in

accordance with the demands of an increasingly developing society. Mulyasa (2017) stated that performance is the work results that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in order to achieve the goals of the organization concerned legally, without violating the law, and in accordance with morals or ethics.

Another factor that can improve teacher performance is work motivation. A teacher can work professionally if he/she has high motivation. Employees/teachers who have high motivation will usually carry out their duties with enthusiasm and energy, because there are certain motives or goals behind these actions (Sanjaya, 2015). Mulyasa (2017) stated that this phenomenon is caused by factors in the screening process that do not meet competencies, are less procedural, less transparent, have many nuances/contents, are not competitive, and internal and external factors of the principal can be obstacles to their growth and development into professional principals. Low professionalism has an impact on the low productivity of the principal in improving the quality of education.

A quality school is an educational institution that builds public trust to choose the educational institution as a place to study for their children. Therefore, every educational institution is required to always improve teacher performance (Torlak & Kuzey, 2019). Based on the study of relevant studies that also strengthen the study in this study, such as the study conducted by Sobon et al. (2020) entitled "The Influence of Curriculum Understanding and Motivation on the Performance of Catholic Elementary School Teachers in Manado." The results of the study showed that (1) there is a positive influence of the 2013 curriculum understanding factor on the performance of Catholic elementary school teachers in Manado City. The influence of understanding the 2013 curriculum on teacher performance is still relatively low, namely 39.1%, with a significance level of $0.000 \leq$ from $\alpha = 0.05$. Meanwhile, the results of testing the hypothesis of the knowledge variable with the t test showed that it turned out that $t\text{-count} = 6.889 \geq (t\text{-table}) = 1.992$; (2)

There is an influence of integrity on the performance of Catholic elementary school teachers in Manado City with a determination percentage of 8.2% and a significance level of $0.012 \leq$ of $\alpha = 0.05$; (3) There is also an influence of understanding the 2013 curriculum and integrity together on the performance of Catholic elementary school teachers in Manado City, which is 37.5% with a significance level of $0.000 \leq$ of $\alpha = 0.05$. The results of the data collection were then analyzed using simple regression analysis techniques and multiple regression with the help of SPSS Version 20. The results of the study showed that work motivation had a positive effect on the performance of accounting teachers with a contribution of 80.6%; the remaining 19.4% of accounting teacher performance was determined by other factors outside the study.

This study was conducted by Fitria (2018): *The Influence of Organizational Culture and Trust Through Teacher Performance in Private Secondary Schools in Palembang*. This study aims to analyze the influence of organizational culture and trust on the performance of private junior high school teachers in Palembang. This research method uses a quantitative method with path analysis techniques. The sample in this study was 326 teachers from 1,773 private junior high school teachers in Palembang. The findings of the study indicate that (1) there is a direct positive influence of organizational culture on teacher performance and (2) there is a direct positive influence of trust on teacher performance. It is recommended for private junior high school teachers in Palembang who want to improve their performance in teaching to pay attention to the variables of both organizational culture and trust, because it is believed that good organizational culture and trust are factors that can encourage the creation of good teacher performance. In this study, researchers can conclude that there are similarities and differences between previous researchers and current research, namely both studying organizational culture and teacher performance. While the difference between previous research and current research lies in the objects used as sources of research data and the place of research.

D. Conclusion

Based on the research results, it can be concluded as follows:

1. There is a significant influence of curriculum understanding on the performance of junior high school teachers in Madang Suku III District with an influence contribution of 26.2%.
2. There is a significant influence of work motivation on the performance of junior high school teachers in Madang Suku III District with an influence contribution of 36.9%.
3. There is a significant influence of curriculum understanding and work motivation on the performance of junior high school teachers in Madang Suku III District with an influence contribution of 59.6%.

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