IMPACT OF CURRICULUM MANAGEMENT ON SCIENCE ACHIEVEMENT IN INCLUSIVE PRIMARY SCHOOLS IN EAST JAVA: LEARNING MOTIVATION AS MEDIATOR

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ABSTRACT

Phenomenon/Issue: The study explores the effectiveness of culture management curriculum grading in improving student performance in inclusive elementary schools, particularly in science classes.

Purpose: This study examines the impact of a multilevel culture management curriculum on student performance, with learning motivation as a mediating factor.

Novelty: The study uniquely incorporates learning motivation as a mediator within the curriculum culture management framework, offering new insights for inclusive elementary education.

Research Methods: Data is collected from 314 inclusive elementary school students in East Java through quantitative questionnaires. Structural Equation Modeling (SEM) and mediation analysis examine the relationships among curriculum management, motivation, and academic achievement.

Results: Expected findings should highlight the importance of a structured, multilevel curriculum in fostering academic success in inclusive settings, especially by boosting student motivation. SEM analysis will reveal the strength and nature of these relationships, with motivation likely playing a significant role in performance improvement.

Research Contributions: This research advances the theoretical understanding of curriculum culture management in inclusive education and provides a practical framework for motivation-centered strategies to enhance student performance. The findings may guide policymakers and educators in designing curricula that address academic and motivational needs in inclusive settings.

INTRODUCTION

Inclusive education is a trying approach to ensure that all students, regardless of abilities and needs, get equal opportunities to learn and develop. In context education inclusive, cultural management curriculum graded own role important in determining performance student. Culture management curriculum grade refers to the actions and procedures used by the school in creating and implementing a curriculum that focuses on learning students' individual needs. Motivation learning is also becoming a variable mediation in the study because motivation study can influence the method students use to learn and interpret material lessons. Therefore, motivation and study become essential factors in determining students' performance. Students' Performance in Context This can be measured through various methods, including academics, extracurricular activities, and involvement in a community

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school. Performance good student No only useful For development self individual, but also important For success school in a way whole.

Study This is motivated by the importance of understanding the factors influencing students' performance at Inclusive Elementary Schools (SD)—East Java SCIENCE in Situbondo. A culture management curriculum has been recognized as crucial in context education (Asmuji, S., 2018). However, there is a need to understand the standing of How the culture management curriculum is graded in a way that explicitly influences students' performance in eye lesson science in environment education. The study also identifies motivation Study as a variable potential mediation moderate connection between culture management curriculum levels and students' achievements. Research shows that motivation Studies can become important in determining the extent of influence culture management curriculum graded on academic achievement (Ibrahim, A., 2019). Therefore, the research aims To fill in the gap in knowledge by investigating How culture management curriculum grades can influence students' performance in Inclusive Elementary Schools (SD). East Java Science in Situbondo, Indonesia, considers role motivation study as variable mediation. Expected results study This can significantly contribute to developing a more inclusive, effective, and holistic education strategy.

Thus, the research aims to understand the influence of culture management curriculum levels and motivation and to study students' performance in inclusive elementary schools (SD). East Java Science in Situbondo, Indonesia. The research result can give valuable insight into the development of curriculum and strategy to be more effective in teaching.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT
Culture Management Curriculum Graded
The theoretical review of the culture management curriculum grade becomes based mainly on understanding the concept management curriculum at the level of education. According to Asmuji (2018), culture management curriculum grade refers to patterns of thinking and practice management implemented curriculum in a way layers according to the level of education. Draft This strengthens aspect coherence and harmony between components curriculum on various levels, starting from national until school. Culture management curriculum emphasizes synergistic coordination in planning, implementing, and evaluating curriculum To reach objective optimal education.

The importance of implementing a culture management curriculum lies in his ability To accommodate individual differences in students, including in environmental education. Draft This, in line with Ibrahim's thoughts (2019), stated that a management curriculum focusing on graded aspects could create flexibility in presentation material learning. In context, inclusion education becomes crucial in ensuring that the curriculum can customized to the needs and potential of every student, including those who have special.

Performance Student
Performance students play a central role in understanding influencing factors of academic achievement. According to Wigfield and Eccles (2002), students' performance results from the interaction between various factors, including motivation, perception of self, and environment Study. Theory performance Bandura (1997) emphasizes the role of self-efficacy, which gives confidence to the individual to reach objective academic goals. Understanding This details How the perception of a student related to his academics can influence the level of his efforts and, ultimately, his achievements.

Temporarily, the theory of motivation Study states that motivated students play a crucial role in determining to what extent the students are involved in the process of learning and achieving performance-optimal academics (Pintrich, 2003). Theory This identifies factors like objective learning hope results, and values as pusher motivation students. Understanding motivation factors allows us to explore how motivated study students can become liaisons between culture management curriculum levels and achievement students.

Motivation Study

Motivation Study is a field area that involves various frameworks. Work conceptually To explain dynamics and driving factors for students to study effectively. One of the significant theories is the Theory of Hope (Expectancy Theory), which emphasizes that the level of motivation students have is influenced by expectations of desired results and beliefs that businesses will produce the desired achievement. Next, the objective Achievement Goal Theory differentiates between objective learning focusing on achievement (performance goals) and goals focusing on improving skills (mastery goals). Theory This highlights that motivation students can be influenced by orientation objectives, which influence how they respond to challenges and failures. The theory of Control Self (Self-Determination Theory) focuses on the needs of man For autonomy, competence, and social relationships. Theory This submits that originating motivation from in (intrinsic) tends to be more sustainable and positive than motivation provided from outside (extrinsic). Theory Expectancy - Value (Expectancy-Value Theory) states that motivation in students results from the perception of the extent of effort they can produce desired outcomes (expectations) and their values placed on the results. Lastly, Flow Theory highlights the experience of optimal learning when students are fully involved in challenging tasks, where skills align with the task's level of difficulty. Theory This shows that the level of motivation peaks the moment students are in condition flow (flow), where they feel fully engaged and focused on activities.

METHOD

This study uses a quantitative approach with PLS-SEM to investigate the impact of missed studies on results in learning and the role of environment study in involvement mediation (see Figure 1). Benefits The main benefit of PLS-SEM is its ability to maximize variance in dependent variables and estimate data based on dimensions of the measurement model. Students at inclusive elementary schools (SD) in East Java participated in the study. We offer 314 respondents with 20 Google Forms questions submitted via WhatsApp. Research was done on the moon from January to March 2024—variable study, i.e., readiness learning, learning environment, and results study.
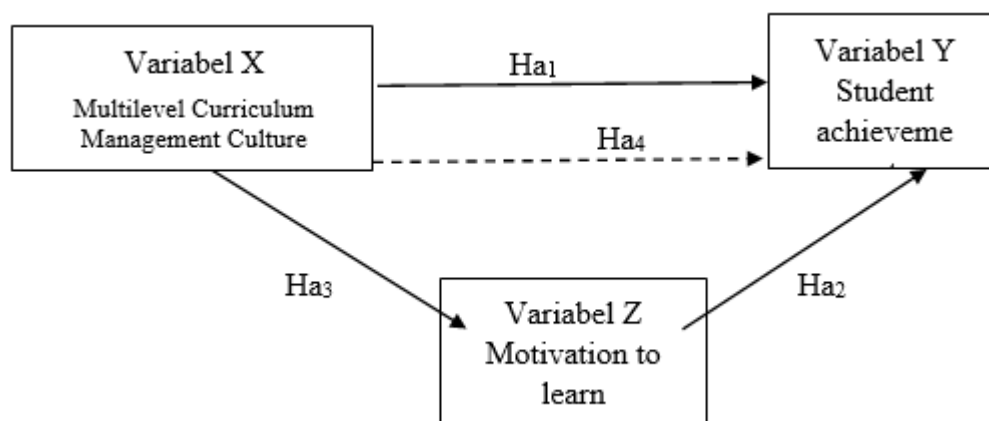

Figure 1 Conceptual framework
Source: Conceptual framework (2024)

A survey was used to learn results from inclusive elementary schools (SD) in East Java. This study instrument was adapted from previous studies and literature reviews (Table 1). The questionnaire was modified For the Indonesian context. The questionnaire was translated from Language English to Indonesian and modified by local context. Multilevel Curriculum Management Culture can be measured with seven items—environment Motivation to learn can be measured with seven items. Student achievement with 6 items was adapted from. Poll opinion of the requested participants: Evaluate each statement from 1 (very No agree) to 5 (very much agree). Study This uses Smart PLS 3.0 for partial partial least squares structural equality modeling (PLS-SEM).

RESULTS AND DISCUSSIONS
Results

Table 1
OUTER LOADING

	Motivation to learn	Multilevel Curriculum Management Culture	Student achievement
X1.2		0.848	
X1.3		0.823	
X1.4		0.749	
X1.5		0.725	
X1.6		0.796	
X1.7		0.854	
Y1			0.749
Y2			0.774
Y3			0.743
Y4			0.807
Y5			0.799
Y6			0.749
Z1	0.718		
Z2	0.751		
Z3	0.750		
Z4	0.748		
Z5	0.757		
Z6	0.748		
Z7	0.807		
X1.1		0.785	

Source: Researchers, 2024

A PLS external model is specified to ensure the instrument's presence is reliable. Outer loading shows a strong correlation between every indicator and latent constructs. In the outer loading results, every indicator has a value above 0.7, which means that all indicators have fulfilled the criteria validity well and can converge in models.

Table 2
R SQUARE

R Square	Adjusted R Square
0.487	0.486
0.773	0.771

Source: Researchers, 2024

The R Square value for the construct Motivation Study is 0.487, which accounts for 48.7% of the variance. Motivation study can be explained by the Multilevel Curriculum Management Culture construct. Temporary for the construct Performance Students, the R Square value is 0.773, which accounts for 77.3% of the variance Performance Student can be explained by the construct Motivation Learning and Multilevel Curriculum Management Culture.

Table 3
RELIABILITY TEST

	Cronbach's Alpha	rho_A	Reliability Composite	Mean-Variance Extracted (AVE)
Motivation to learn	0.874	0.879	0.903	0.570
Multilevel Curriculum Management Culture	0.905	0.908	0.925	0.637
Student achievement	0.863	0.865	0.898	0.594

Source: Researchers, 2024

Reliability test results show that all constructs own Cronbach's Alpha, rho_A, and Reliability values. The composite is above 0.7, which is meaningful and constructs the reliability. Besides that, the Average Variance Extracted (AVE) value for all constructs is also above 0.5, which indicates validity and good convergence.

Table 4
CRITERIA FORNELL-LARCKER

	Motivation to learn	Multilevel Curriculum Management Culture	Student achievement
Motivation to learn	0.755		
Multilevel Curriculum Management Culture	0.698	0.798	
Student achievement	0.854	0.746	0.771

Source: Researchers, 2024

Criteria Fornell-Larcker shows that the root AVE squared for each construct is bigger than the correlation between constructs, so we can conclude that the model is valid and has good discrimination. Testing hypotheses

That model tests hypotheses using structural equation models. The researchers used 314 bootstrap samples to display all statistics—t. As seen in Table 4, four hypotheses in the investigation fulfill the criteria, with t-values ranging between 7.207 and 18.929 (> 1.96).
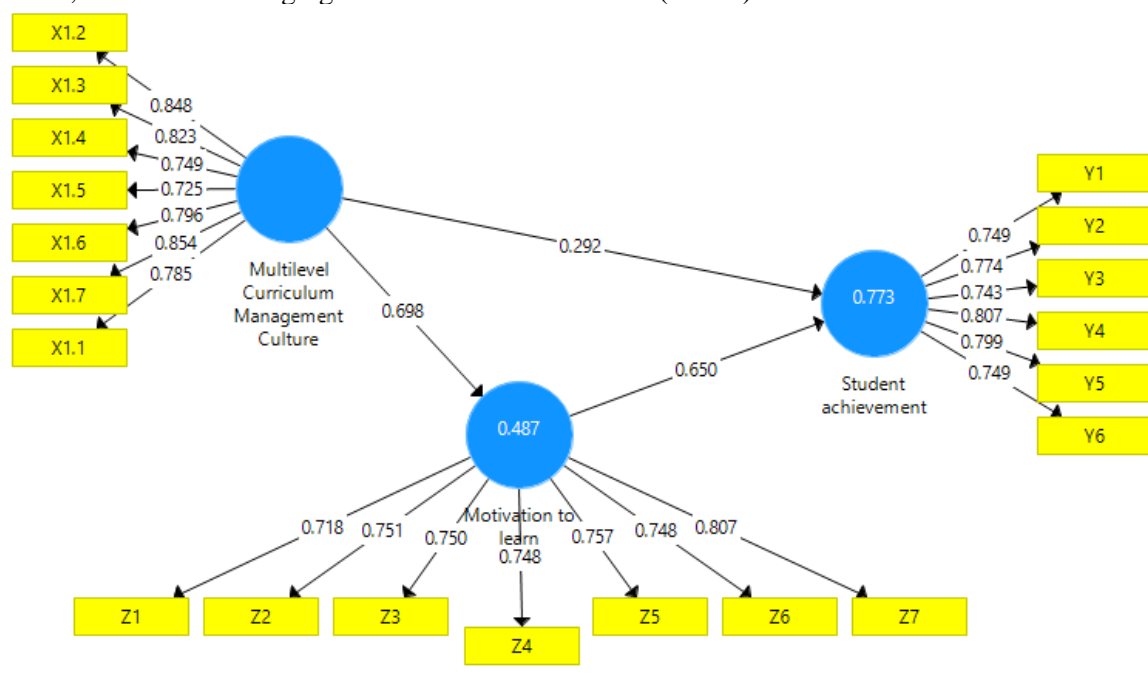

Figure 2. Calculation Modeling Structural Equality
Source: Author alone (2024)

Table 5
COEFFICIENT TRACK

	Sample Original (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics (| /STDEV |)	P Values
Motivation to learn -> Student achievement	0.650	0.651	0.035	18,777	0,000
Multilevel Curriculum Management Culture -> Motivation to learn	0.698	0.703	0.037	18,929	0,000
Multilevel Curriculum Management Culture -> Student achievement	0.292	0.292	0.040	7,207	0,000

Source: Researchers, 2024

The coefficient test results track shows that the Multilevel Curriculum Management Culture has a positive and significant impact on Motivation Study (0.698) as well as an influential positive and significant impact on Performance Students (0.292). Temporary Motivation Learning also positively and significantly impacts the Performance of Students (0.650).

	Sample Original (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (| O/STDEV |)	P Values
Multilevel Curriculum Management Culture -> Motivation to learn -> Student achievement	0.454	0.457	0.033	13,768	0,000

Source: Researchers, 2024

Effect test results: No direct Specifics show that the Multilevel Curriculum Management Culture has a positive and significant influence on student Performance through the Motivation Study (0.454). This means the Motivation Study mediates the influence of the Multilevel Curriculum Management Culture on student Performance.

Discussion

The first Hypothesis is that the relationship between Multilevel Curriculum Management Culture and Learning Motivation is complex and influenced by various factors. Digital literacy, a key component of modern education, has positively impacted learning motivation (Anggeraini, 2019; Astawa, 2021; Ramadhan, 2022; Tarigan, 2022). It is particularly evident in the context of language learning, where digital literacy can enhance the learning process, help differentiate between credible and non-credible sources, and facilitate the creation of digital teaching materials (Anggeraini, 2019). In the current remote learning environment, parents play a crucial role in supporting their children's digital literacy, and their positive response to digital literacy training indicates its potential to enhance learning motivation (Astawa, 2021). Similarly, implementing digital literacy workshops for educators has been found to improve their competence in creating effective and efficient learning experiences, which can positively influence student motivation (Ramadhan, 2022). Furthermore, the correlation between students' digital literacy and the school curriculum has been shown to increase student autonomy and motivation (Tarigan, 2022). These findings collectively suggest that a robust Multilevel Curriculum Management Culture focusing on digital literacy can significantly and positively impact learning motivation.

Furthermore, Hypothesis Second is known that Several studies support the relationship between Multilevel Curriculum Management Culture and student achievement. Hamzah (2018) emphasizes the role of teachers in using interactive multimedia and e-learning to enhance student learning outcomes. Hasan (2018) underscores the importance of education management based on multiculturalism in promoting student tolerance. Nadiya (2023) highlights the positive impact of project-based learning on students' critical thinking skills. Fadillah (2018) further supports this by demonstrating the effectiveness

of curriculum management in improving the quality of teaching and learning. These studies collectively suggest that a robust Multilevel Curriculum Management Culture can positively and significantly influence student achievement.

For Hypothesis Third, Several studies have found a positive and significant relationship between students' learning motivation and academic achievement. Pratutik (2013) and Sailau (2021) found a strong correlation between these two factors in their studies on junior high school students. This relationship was further supported by Fitrah (2021), who emphasized the influence of learning motivation on students' academic performance. However, Prasetyo (2019) highlighted the importance of physical activity and nutritional status in students' physical fitness, suggesting that a holistic approach to student success is necessary.

Then, the fourth Hypothesis shows that the implementation of a driving school curriculum has been found to positively impact student learning motivation (Aswinda, 2022). It is further supported by the use of multiliteracy-based engaged learning, which has been shown to enhance students' cognitive, emotional, and intrinsic motivation (Prihatini, 2021). Similarly, the application of the Contextual Teaching and Learning (CTL) method has been found to increase significantly both student motivation and learning outcomes (Endrawati, 2017). CTL, which connects learning material to real-world situations, is particularly effective in enhancing student motivation (Hasnawati, 2012). These findings collectively suggest that a multilevel curriculum management culture incorporating these effective teaching methods can significantly and positively influence student achievement through enhanced learning motivation.

CONCLUSION

Based on the hypothesis description and research findings presented it can be concluded that:

There is a complex relationship between Multilevel Curriculum Management Culture and Learning Motivation, influenced by various factors. One crucial factor is digital literacy, which has been shown to enhance learning motivation, particularly in the context of language learning.

Several studies support the relationship between Multilevel Curriculum Management Culture and Student Achievement. Interactive multimedia, multicultural-based management, and project-based learning have been proven to improve student learning outcomes.

Several studies indicate a positive and significant relationship between students' Learning Motivation and their Academic Achievement. However, other factors, such as physical activity and nutritional status, must also be considered for students' holistic success.

Implementing effective curriculum and teaching methods, such as driving school curriculum, engaged multiliteracy-based learning, and Contextual Teaching and Learning can significantly enhance students' Learning Motivation, which positively impacts Student Achievement.

Overall, this study's findings suggest that a well-managed Multilevel Curriculum Management Culture, encompassing elements such as digital literacy, multicultural-based management, and the application of effective teaching methods, can contribute positively and significantly to the enhancement of Learning Motivation and Student Achievement.

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