



## 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:** It aims to examine 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 :** Using a quantitative approach, data is collected from 314 inclusive elementary school students in East Java through 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 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 serve as a guide for policymakers and educators in designing curricula that address both academic and motivational needs in inclusive settings.

## INTRODUCTION

Inclusive education is something 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 the individual needs of students. Motivation learning is also becoming a variable mediation in study Because motivation Study can influence the method students learn and interpret material lessons. Therefore motivation Study becomes a factor important in determining the performance of students. Performance student in context This be measured through various methods, including academics, participation in activity extracurriculars, and

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involvement in a community 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 to influencing factors of the performance of students at Inclusive Elementary Schools (SD). East Java SCIENCE in Situbondo. A culture management curriculum has been recognized as an element crucial in context education ( Asmuji, S., 2018). However, still little understanding deep about How the culture management curriculum is graded in a way that specifically influences the performance of students 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 the achievements of students. Research shows that motivation Study can become a factor important in determining the extent of influence culture management curriculum graded to achievement academic (Ibrahim, A., 2019). Therefore, the research aims To fill in the gap in knowledge by investigating How culture management curriculum grades can influence the performance of students in Inclusive Elementary Schools (SD). East Java SCIENCE in Situbondo, with considering role motivation Study as variable mediation. Expected results study This can make a significant contribution to the development strategy education more inclusive effective and holistic.

Thus, the research aims To understand the influence of culture management curriculum levels and motivation Study on the performance of students in Inclusive Elementary Schools (SD). East Java SCIENCE in Situbondo. Research result This can give valuable insight Into the development of curriculum and strategy more teaching effective.

## **LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT**

### **Culture Management Curriculum Graded**

Theoretical review of culture management curriculum graded become based mainly on understanding encompassing concept management curriculum at the level of education. According to Asmuji (2018), culture management curriculum grade refers to patterns think 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, implementation, and evaluation of 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 that focuses on aspects graded can create flexibility in presentation material learning. In context inclusion education, aspect 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 role central in understanding influencing factors of achievement academic. According to Wigfield and Eccles (2002), the performance of students results from interaction between various factors, including motivation, perception of self, and environment Study. Theory performance Bandura (1997) emphasizes self -efficacy role confidence individual to his abilities Alone in reaching objective academic. Understanding This details How the perception self a student related with ability his academics can influence the level of his efforts and, ultimately, his achievements.

Temporary that's theory of motivation Study states that motivated students play a role key in determining to what extent are the students 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. With understanding factors of motivation it is we can explore How motivated Study students can become liaisons between culture management curriculum levels and achievements students.

## Motivation Study

Motivation Study is a field area that involves various frameworks Work conceptual For explain dynamics and driving factors student For Study with effective. One of the significant theories is the Theory of Hope (Expectancy Theory), which emphasizes that the level of motivation students are influenced by expectations of desired results and beliefs that business will produce desired achievement. Next, the objective Achievement Goal Theory differentiates between objective learning that focuses on achievement (performance goals) and goals that focus on improvement skills (mastery goals). Theory This highlights that motivation students can influenced by orientation objectives, which in turn influence the method they respond to challenges and failures. The theory of Control Self (Self-Determination Theory) focuses on the needs base man For autonomy, competence, and relationships social. Theory This submits that originating motivation from in ( intrinsic ) tends 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 place on the results Lastly, Flow Theory highlights experience optimal learning when student involved fully in challenging tasks, where skills they in line with level difficulty task. Theory This shows that level motivation peak happens the moment students are in condition flow (flow), where they feel fully engaged and focused on activities Study.

## METHOD

This study uses a quantitative approach with PLS-SEM to investigate the impact of missed studies on results in learning and role environment Study in involvement mediation (see Figure 1). Benefit The main 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. On the moon from January to March 2024, research was done. Variable study ie readiness learning, learning environment, and results study.

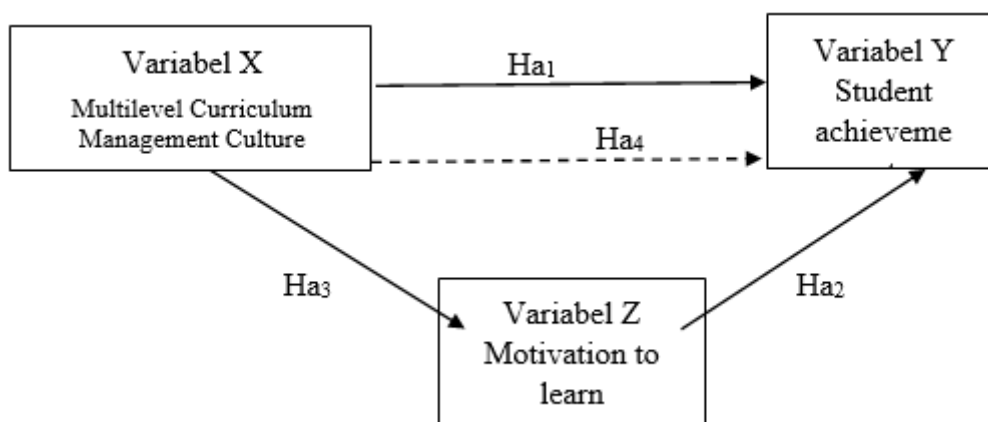


Figure 1 Conceptual framework  
 Source: Conceptual framework (2024)

Survey used To learn results in 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 be measured with 7 items. Environment Motivation to learn to be measured with 7 items from. Student achievement with 6 items was adapted from. Poll opinion of the requested participants For evaluating 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

PLS external model is specified To ensure the presence of the instrument can be reliable. Outer loading shows a big correlation between every indicator with construct latent. In the outer loading results, every indicator owns a value above 0.7, which is meaningful that all indicators have fulfilled criteria validity well and can converge used in models.

Table 2 R Square

R Square	Adjusted R Square
0.487	0.486
0.773	0.771

Source: Researchers, 2024

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 construct Performance Students, the R Square value is 0.773, which accounts for 77.3% of the variance Performance Student can 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 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 root AVE squared each construct bigger than the correlation between constructs, so can conclude that the model has validity and good discriminant.

### Testing hypotheses

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

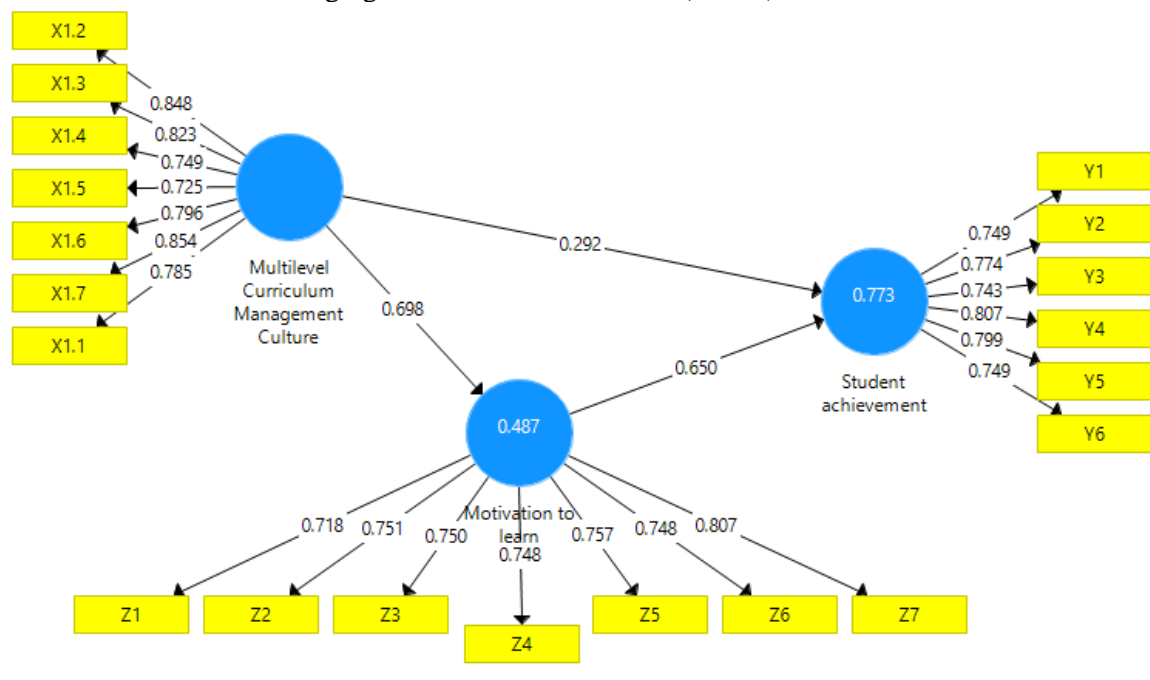


Figure 2. Calculation Modeling Structural Equality  
 Source: Author alone (2024)

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 an influence positive and significant to Motivation Study (0.698) as well influential positive and significant to Performance Students (0.292). Temporary Motivation Learning also has an effect positive and significant to the Performance of Students (0.650).

		Sample Original (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV V )	P Values
Multilevel Management Motivation to learn achievement	Curriculum Culture -> Student achievement	0.45	0.457	0.033	13,768	0,000

Source: Researchers, 2024

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

### Discussion

The first hypothesis is The relationship between Multilevel Curriculum Management Culture and Learning Motivation is a complex one, influenced by various factors. Digital literacy, a key component of modern education, has been shown to have a positive impact on learning motivation ( Anggeraini, 2019; Astawa, 2021; Ramadhan, 2022; Tarigan, 2022). This 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, the implementation of digital literacy workshops for educators has been found to improve their competence in creating effective and efficient learning experiences, which can in turn 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 strong Multilevel Curriculum Management Culture, which includes a focus on digital literacy, can significantly and positively impact learning motivation.

Furthermore, Hypothesis Second is known that The relationship between Multilevel Curriculum Management Culture and student achievement is supported by several studies. 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 strong Multilevel Curriculum Management Culture can indeed have a positive and significant influence on student achievement.

For Hypothesis Third Several studies have found a positive and significant relationship between students' learning motivation and their academic achievement. Pratutik (2013) and Sailau (2021) both found a strong correlation between these two factors in their respective 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) also 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). This 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). The use of 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, which incorporates 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 important factor is digital literacy, which has been shown to enhance learning motivation, particularly in the context of language learning.

The relationship between Multilevel Curriculum Management Culture and Student Achievement is supported by several studies. The use of interactive multimedia, multicultural-based management, and the implementation of 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 also need to be considered for students' holistic success.

The implementation of 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 in turn positively impacts Student Achievement.

Overall, the findings of this study 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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