The Role of Teacher Involvement in Mediating the Influence of Curriculum Innovation on Teacher Performance at SMA Negeri 1 Bukit Bener Meriah Regency

Aladin, Muhammad Toyib Daulay, Sri Rahayu

Abstract

This study aims to analyze the role of teacher engagement in mediating the influence of curriculum innovation on teacher performance at SMA Negeri 1 Bukit Bener Meriah Regency. This study employs a quantitative approach with an explanatory research design. The population of this study consists of all 71 teachers at SMA Negeri 1 Bukit, and the entire population was selected as the sample using a saturated sampling technique. Research data were obtained through the distribution of a questionnaire using a Likert scale, then analyzed using the Partial Least Squares-Structural Equation Modeling (PLS-SEM) method with the assistance of SmartPLS. The results of the outer model test indicate that all research indicators meet the criteria for validity and reliability, as evidenced by outer loading values above 0.60, Cronbach's Alpha and Composite Reliability values above 0.70, and AVE values above 0.50. The results of the inner model test showed that curriculum innovation had a positive and significant effect on teacher performance with a coefficient value of 0.192, a t-statistic of 2.100, and a p-value of 0.036. Curriculum innovation also has a positive and significant effect on teacher engagement, with a coefficient of 0.361, a t-statistic of 3.454, and a p-value of 0.001. Furthermore, teacher engagement has a positive and significant effect on teacher performance with a coefficient of 0.567, a t-statistic of 7.425, and a p-value of 0.000. The results of the indirect effect test indicate that teacher engagement mediates the effect of curriculum innovation on teacher performance, with a coefficient of 0.205, a t-statistic of 3.166, and a p-value of 0.002. Thus, it can be concluded that curriculum innovation plays a crucial role in improving teacher performance, both directly and through increased teacher engagement.

Keywords: Curriculum Innovation, Teacher Engagement, Teacher Performance

Aladin[1]
[1]Management, Universitas Pembangunan Panca Budi, Indonesia
e-mail: encuadien81@gmail.com[1]

Muhammad Toyib Daulay[2], Sri Rahayu[3]
[2,3]Management, Universitas Pembangunan Panca Budi, Indonesia
e-mail: toyibdaulay@dosen.pancabudi.ac.id[2], srirahayu@dosen.pancabudi.ac.id[3]
2nd International Conference on Islamic Community Studies (ICICS)
Theme: History of Malay Civilisation and Islamic Human Capacity and Halal Hub in the Globalization Era
https://proceeding.pancabudi.ac.id/index.php/ICIE/index

Introduction

Secondary education plays a strategic role in preparing students to continue their education to higher levels, enter the workforce, and adapt to social, technological, and economic developments. Changing educational needs in the current era require schools to focus not only on delivering subject matter but also on strengthening competencies in critical thinking, creativity, collaboration, communication, character, and digital literacy. In this context, the curriculum serves as a crucial instrument in the delivery of education, as it dictates the direction of learning, learning objectives, content, instructional strategies, assessment, and students' learning experiences. UNESCO (2023) explains that a curriculum is not merely a list of subjects but a comprehensive educational design encompassing objectives, content, methods, assessment, instructional materials, and the organizational framework of learning employed by teachers in the educational process.

Curriculum changes in Indonesia over the past few years demonstrate the government's efforts to improve the quality of learning to make it more flexible, contextual, and learner-centered. One form of such curriculum innovation is the implementation of the Merdeka Curriculum. The Merdeka Curriculum is designed to provide educational institutions and teachers with the flexibility to adapt the learning process to the needs, interests, talents, and characteristics of students. The Ministry of Education, Culture, Research, and Technology (2024) explains that the Merdeka Curriculum provides space for teachers to conduct learning that is more in-depth, meaningful, and relevant to students' needs. Thus, curriculum innovation is not only related to changes in curriculum documents but also involves shifts in mindset, teaching strategies, assessment methods, and how teachers manage learning in the classroom.

Curriculum innovation is crucial because the new curriculum requires teachers to adapt their planning, implementation, and evaluation of learning. Under the Merdeka Curriculum, teachers are expected to develop instructional materials, implement differentiated instruction, use diagnostic and formative assessments, develop projects to strengthen the Pancasila Student Profile, and tailor learning strategies to students' needs. This situation indicates that the success of curriculum innovation heavily depends on the readiness and competence of teachers as the primary implementers of learning. A well-designed curriculum will not yield optimal results if teachers do not understand the curriculum's substance or are unable to translate it into instructional practice. Syukri, Ismail, and Sofyan (2025) state that the implementation of the Merdeka Curriculum has a positive impact on teacher performance because the curriculum encourages teachers to conduct instruction that is more adaptive, flexible, and student-centered.

Teacher performance is one of the primary factors determining educational success in schools. Teacher performance can be assessed through their ability to plan instruction, deliver instruction, conduct assessments, guide students, utilize teaching methods and media, and reflect on the learning process. In the context of curriculum innovation, teacher performance is not only measured by the completeness of instructional documentation but also by the teacher's ability to deliver active, meaningful, and student-centered learning. Teachers with high performance will be able to manage instruction effectively, create a conducive learning environment, and help students achieve learning objectives optimally.

However, the impact of curriculum innovation on teacher performance is not always immediate. In practice, curriculum innovation requires teacher involvement for policy changes to be implemented effectively. Teachers who are actively involved tend to be willing to understand curriculum changes, participate in training, discuss with colleagues, seek learning resources, try new teaching strategies, and reflect on the learning that has taken place. Conversely, teachers with low engagement may view curriculum innovation as merely an administrative burden, so that curriculum changes do not significantly impact performance improvement. Therefore, teacher engagement is a critical factor that bridges the relationship between curriculum innovation and teacher performance.

Teacher engagement describes a state in which teachers demonstrate participation, commitment, energy, attention, and professional responsibility in carrying out their teaching

duties. Albert and Csizér (2025) explain that teacher engagement cannot be separated from the social context and work environment in which teachers perform their duties. This means that teacher engagement is influenced by school support, work climate, collaboration among teachers, school leadership, and opportunities for teachers to develop professionally. In the context of curriculum innovation, teacher engagement is crucial because curriculum changes require active teacher participation—whether in understanding policies, developing instructional materials, implementing learning strategies, or evaluating learning outcomes.

Teacher engagement is also closely linked to teacher performance. Teachers with high engagement tend to be more responsible toward their duties, more open to change, more active in participating in professional development activities, and better prepared to implement innovative teaching methods. Roesminingsih and Windasari (2025) explain that professional collaboration and teacher learning communities can strengthen teacher performance because teachers gain opportunities to share experiences, discuss, and improve the quality of their teaching practices. Thus, teacher engagement can be positioned as a mediating variable that explains how curriculum innovation influences teacher performance.

State Senior High School 1 Bukit in Bener Meriah Regency is one of the public senior high schools that forms part of the formal education system in Bener Meriah Regency. This school plays a crucial role in providing educational services to students at the senior high school level. As an educational institution, State Senior High School 1 Bukit is also required to adapt to changes in educational policy, including the implementation of curriculum innovations. The implementation of curriculum innovations at this school requires teachers to understand curriculum concepts, develop instructional materials, implement learning that aligns with students' needs, use appropriate assessments, and develop more creative and contextual teaching practices.

To obtain an initial overview of the research variables, the researcher conducted a pre-survey of 30 teachers at State Senior High School 1, Bukit in Bener Meriah Regency. This pre-survey was conducted to assess the initial conditions regarding curriculum innovation, teacher engagement, and teacher performance. The pre-survey results indicated that the implementation of curriculum innovation has not yet been fully optimized. Some teachers still face challenges in understanding curriculum concepts, developing teaching materials, implementing differentiated instruction, using diagnostic and formative assessments, and integrating project-based learning. These conditions are summarized in the following table.

Table 1. Pre-Survey Results for Curriculum Innovation Variables

No.	Pre-Survey Statement	Agree	Disagree
1	I understand the direction and main concepts of the Merdeka Curriculum.	13 teachers / 43.3%	17 teachers / 56.7%
2	I am able to develop teaching modules in accordance with the principles of the Merdeka Curriculum.	12 teachers / 40.0%	18 teachers / 60.0%
3	I implement learning based on the needs and characteristics of the students.	11 teachers / 36.7%	19 teachers / 63.3%
4	I use diagnostic and formative assessments in the learning process.	14 teachers / 46.7%	16 teachers / 53.3%
5	I integrate projects or contextual activities into my teaching.	10 teachers / 33.3%	20 teachers / 66.7%

Source: Pre-survey results, 2026

Based on Table 1, it can be seen that curriculum innovation has not yet been fully understood and optimally implemented by teachers. The indicator with the highest percentage of suboptimal implementation is project-based learning, with 20 teachers (66.7%) stating that they have not fully integrated projects or contextual activities into their teaching. Additionally, 19 teachers (63.3%) have not fully implemented instruction tailored to students' needs and characteristics. These findings indicate that curriculum innovation at State High School 1 Bukit,

still faces challenges, particularly in the implementation of differentiated instruction and project-based learning.

Beyond curriculum innovation, teacher engagement is also a critical factor in the success of curriculum reform. Teachers with high engagement are more active in participating in curriculum development activities, training, peer discussions, and professional development initiatives. However, the pre-survey results indicate that teacher engagement at SMA Negeri 1 Bukit is not yet fully optimized. Some teachers have not actively participated in training, have not consistently collaborated, and do not yet have a strong initiative for independent learning. The pre-survey results regarding teacher engagement can be seen in the following table.

Table 2. Pre-Survey Results for the Teacher Engagement Variable

No.	Pre-Survey Statement	Agree	Disagree
1	I am actively involved in curriculum development activities at school.	14 teachers / 46.7%	16 teachers / 53.3%
2	I actively participate in training or activities to improve my curriculum-related skills.	13 teachers / 43.3%	17 teachers / 56.7%
3	I often discuss and share best practices with other teachers.	15 teachers / 50.0%	15 teachers / 50.0%
4	I independently seek out references or learning resources related to the Merdeka Curriculum.	12 teachers / 40.0%	18 teachers / 60.0%
5	I feel a sense of responsibility to support the success of curriculum innovation.	16 teachers / 53.3%	14 teachers / 46.7%

Source: Pre-survey results, 2026

Based on Table 2, it can be seen that teacher engagement still needs to be improved. A total of 18 teachers, or 60.0%, stated that they have not yet fully taken the initiative to engage in self-directed learning when seeking references or learning resources related to the Merdeka Curriculum. Additionally, 17 teachers (56.7%) have not actively participated in training or curriculum competency-enhancement activities. This situation indicates that teacher engagement in supporting curriculum innovation is not yet uniform. However, teacher engagement is crucial because teachers are the primary agents who translate curriculum policies into classroom learning practices.

Furthermore, teacher performance is also a key focus of this study. Teacher performance is reflected in their ability to develop lesson plans, implement active learning, conduct assessments, use varied methods and media, and engage in learning reflection. The pre-survey results indicate that teacher performance at SMA Negeri 1 Bukit still faces several challenges. Some teachers have not fully designed lessons based on students' needs, have not consistently implemented active learning, have not optimally used varied teaching methods and media, and have not made learning reflection a professional habit. The pre-survey results regarding teacher performance are shown in the following table.

Table 3. Pre-Survey Results on Teacher Performance Variables

No.	Pre-Survey Statement	Agree	Disagree
1	I design lesson plans according to the students' needs.	14 teachers / 46.7%	16 teachers / 53.3%
2	I implement active, student-centered learning.	13 teachers / 43.3%	17 teachers / 56.7%
3	I conduct assessments and follow up on learning outcomes in a planned manner.	12 teachers / 40.0%	18 teachers / 60.0%
4	I use a variety of teaching methods and media.	11 teachers / 36.7%	19 teachers / 63.3%
5	I reflect on my teaching to improve future lessons.	13 teachers / 43.3%	17 teachers / 56.7%

Source: Pre-survey results, 2026

Based on Table 3, it can be seen that teacher performance is not yet fully optimal. The indicator with the highest percentage that is not yet optimal is the use of varied teaching methods and media, involving 19 teachers or 63.3%. Additionally, 18 teachers (60.0%) have not yet fully implemented planned assessment and follow-up of learning outcomes. These findings indicate that teacher performance still needs to be strengthened, particularly in the areas of innovative teaching methods, media use, assessment, and learning reflection.

Based on the results of this pre-survey, it can be concluded that there are initial issues with all three research variables. Regarding the curriculum innovation variable, some teachers have not fully understood and implemented the principles of the Merdeka Curriculum. Regarding the teacher engagement variable, some teachers have not actively participated in training, lack strong self-directed learning initiative, and have not been fully involved in curriculum development activities. Regarding the teacher performance variable, challenges were still found in lesson planning, the implementation of active learning, the use of teaching methods and media, assessment, and learning reflection. This situation indicates that curriculum innovation does not necessarily directly improve teacher performance if it is not supported by adequate teacher engagement.

These issues demonstrate that teacher engagement plays a crucial role as a mediating variable. Curriculum innovation can impact teacher performance if teachers are strongly engaged in the change process. Teachers who are actively involved in training, discussions, learning communities, and instructional development will find it easier to understand the curriculum and apply it in instructional activities. Conversely, if teacher engagement is low, curriculum innovation risks becoming merely an administrative policy with little impact on improving teacher performance. Therefore, this study is important to analyze whether teacher engagement can mediate the influence of curriculum innovation on teacher performance.

Based on the above discussion, there is a research gap that requires further examination. Previous studies have largely addressed the influence of curriculum innovation on teacher performance or the relationship between teacher engagement and teacher performance separately. However, research that specifically positions teacher engagement as a mediating variable between curriculum innovation and teacher performance within the context of State High School 1 Bukit, Bener Meriah Regency, still needs to be developed. In fact, mediation studies are important to explain the mechanisms of relationships between variables, not merely to determine the presence or absence of a direct effect.

Thus, the study titled “The Role of Teacher Engagement in Mediating the Influence of Curriculum Innovation on Teacher Performance at SMA Negeri 1 Bukit, Bener Meriah Regency” holds both academic and practical significance. Academically, this study is expected to enrich research in educational management, particularly regarding curriculum innovation, teacher engagement, and teacher performance. Practically, the results of this study are expected to provide insights for school principals, teachers, and education policymakers in enhancing the effectiveness of curriculum implementation through strengthened teacher engagement. If teacher engagement is found to mediate the influence of curriculum innovation on teacher performance, then schools need to strengthen strategies for training, learning communities, professional collaboration, academic supervision, and organizational support so that curriculum innovation can have a tangible impact on improving teacher performance.

Literature Review

Theoretical Framework

Teacher Performance

Definition of Teacher Performance

Putra et al. (2022): Teacher performance is a teacher’s ability to apply knowledge, skills, and pedagogical strategies in the classroom to improve student learning outcomes, adapt teaching methods to students’ needs, and demonstrate creativity and innovation in teaching.

Indicators of Teacher Performance

Indicators of Teacher Performance according to Putra et al. (2022):

1) Instructional Planning
   Teachers are able to develop systematic lesson plans, including setting objectives, materials, methods, and media appropriate to student characteristics.
2) Instructional Delivery
   Teachers conduct instruction effectively according to the plan, using appropriate strategies and methods, and adapting to students' needs.
3) Classroom Management
   Teachers manage the classroom to create a conducive learning environment, maintain discipline, foster positive interactions, and optimize classroom facilities.
4) Learning Assessment
   Teachers accurately assess student learning outcomes, provide feedback, and adjust teaching methods based on evaluations.
5) Continuous Professional Development
   Teachers participate in training, workshops, or professional development activities, thereby improving their competencies and the quality of their teaching.

Teacher Engagement

Definition of Teacher Engagement

According to Sari & Hidayat (2021), teacher engagement is the level of energy, commitment, and active participation of teachers in teaching and learning activities as well as other school activities, which can mediate the relationship between organizational factors (such as the work environment and self-efficacy) and teaching performance.

Indicators of Teacher Engagement

Indicators of teacher engagement according to Sari & Hidayat (2021):

1) Energy
   Teachers demonstrate high levels of energy and enthusiasm in carrying out their teaching duties, including readiness to face learning challenges.
2) Dedication
   Teachers feel emotionally committed to their work, demonstrating pride, enthusiasm, and a sense of purpose in teaching.
3) Concentration
   Teachers are fully focused on teaching activities, feel that time flies when teaching, and find it difficult to divert their attention from their tasks.

Curriculum Innovation

Definition of Curriculum Innovation

Shengnan Liu et al. (2024): Curriculum innovation is the process of developing and implementing a new curriculum or modifying an existing one, aimed at improving the quality of learning, the relevance of education, and student learning outcomes. This innovation involves adapting content, methods, strategies, and learning technologies to meet the demands of contemporary education.

Indicators of Curriculum Innovation

Indicators of Curriculum Innovation (Liu, Yin, & Lu, 2024)

1) Development of Learning Materials
   Teachers or schools develop new materials or update existing materials to align with students' needs and advancements in scientific knowledge.
2) Application of Teaching Methods and Strategies
   Teachers implement more effective, creative, and innovative teaching methods and strategies to improve student learning outcomes.
3) Integration of Educational Technology

An innovative curriculum integrates digital technology and learning media to facilitate students' understanding and increase their engagement.

4) Adapting the Curriculum to Contemporary Needs
   The curriculum is modified or adapted to remain relevant to the demands of 21st-century education, including the development of students' critical thinking, collaboration, and creativity skills.

Conceptual Framework

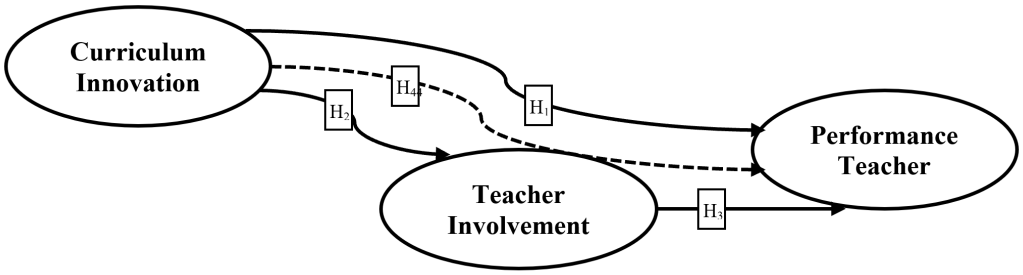

Figure 1. Conceptual Framework

Research Hypotheses

H_1: Curriculum innovation has a positive and significant effect on teacher performance at Bukit 1 Public High School.

H_2: Curriculum innovation has a positive and significant effect on teacher engagement at SMA Negeri 1 Bukit.

H_3: Teacher engagement has a positive and significant effect on teacher performance at SMA Negeri 1 Bukit.

H_4: Teacher engagement mediates the effect of curriculum innovation on teacher performance in a positive and significant way at SMA Negeri 1 Bukit.

Research Methodology

Type of Research

The type of research used is quantitative research. According to Sugiyono (2022), quantitative research is defined as a method based on the philosophy of positivism, used to study a specific population or sample; sampling techniques are generally conducted randomly; data collection uses research instruments; and data analysis is quantitative/statistical in nature, intending to test established hypotheses. This type of quantitative research was conducted to create a study aimed at adapting a research framework and analyzing the role of teacher involvement in mediating the influence of curriculum innovation on teacher performance at State High School 1, Bukit, Bener Meriah Regency.

Research Location and Time

The research was conducted at State Senior High School 1, Bukit, located on Jl. Bale Atu - Simpang Tiga Redelong, Hakim Tunggul Naru Village, Bukit Subdistrict, Bener Meriah Regency, Aceh Province. The research was conducted over a period of 3 months, from April to July 2026.

Population and Sample

Arikunto (2025): If the population is less than 100, it is better to include all members so that the study constitutes a population study. In this study, the population consists of all teachers at Bukit State High School 1, totaling 71 teachers, and the entire population was used as the sample.

Research Data Sources

The data source used in this study is primary data.

Data Collection Techniques

Data collection was conducted by distributing questionnaires to respondents using a Likert scale as the primary data source.

Results

Outer Model Analysis

The *Outer Model* analysis using *the PLS Algorithm* yielded the following:

Validity Test

Table 4. Outer Loadings Values

	Curriculum Innovation	Teacher Involvement	Teacher Performance
X1.1	0.852		
X1.2	0.850		
X1.3	0.882		
X1.4	0.785		
Y.1			0.733
Y.2			0.902
Y.3			0.763
Y.4			0.848
Y.5			0.850
Z.1		0.899	
Z.2		0.830	
Z.3		0.853	

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, the results of the outer model testing through factor loadings/outer loadings indicate that all indicators for each variable have loadings ≥ 0.60. This indicates that each indicator is measured validly and strongly. Therefore, it can be concluded that all items in the questionnaire have met the validity criteria, as shown in the following figure.

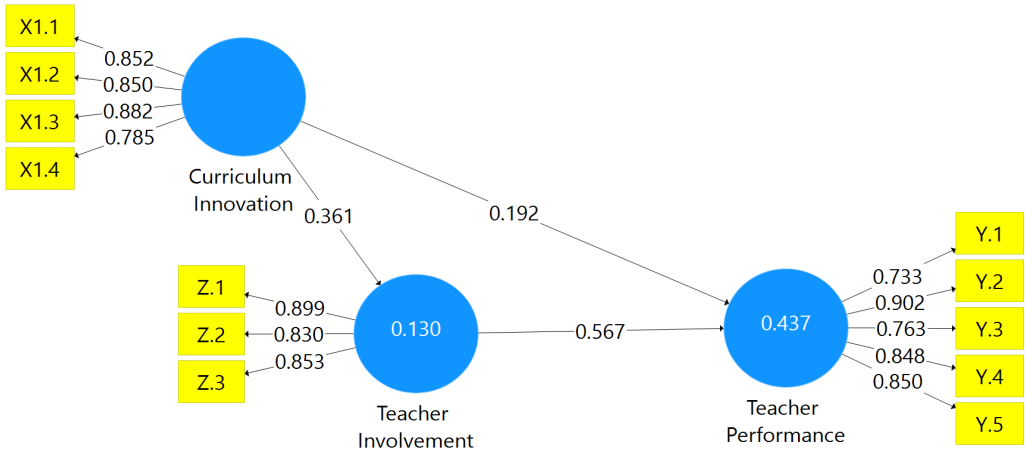

Figure 2. Outer Loadings

Reliability Test

Table 5. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Curriculum Innovation	0.865	0.879	0.907	0.711
Teacher Involvement	0.825	0.836	0.896	0.741

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Teacher Performance	0.879	0.894	0.912	0.675

Source: Smart PLS Output, 2025

From Table 2 above, the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and are reliable in measuring their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in structural equation modeling.

Coefficient of Determination (R^2)

When evaluating a model using PLS, the process begins by examining the R-squared for each latent dependent variable. The table below presents the estimated R-square values obtained using SmartPLS.

Table 6. R-Square Results

	R-Square	Adjusted R-Square
Teacher Involvement	0.130	0.118
Teacher Performance	0.437	0.421

Source: Smart PLS, 2025

Table 3 shows the R-squared values for both dependent variables. For the teacher engagement variable, the R-squared value is 0.130; this means that the influence of curriculum innovation is 0.130, or 13%. The remainder is attributed to other variables outside the model. The R-squared value for teacher performance is 0.437, meaning that curriculum innovation and teacher engagement account for 0.437 or 43.7%; the remainder is attributed to other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Effects Between Variables

Direct effects between variables are reflected in the *path coefficient* values. The data analysis results show that the direct effect values can be seen in the following table.

Table 7. *Path Coefficients* (Direct Effects)

	Original Sample	T Statistics	P Values	Conclusion
Curriculum Innovation -> Teacher Performance	0.192	2.100	0.036	Accepted
Curriculum Innovation -> Teacher Involvement	0.361	3.454	0.001	Accepted
Teacher Involvement -> Teacher Performance	0.567	7.425	0.000	Accepted

Source: Smart PLS Output, 2025

Table 4 shows the following direct effect values:

1. Curriculum innovation has a positive and significant effect on teacher performance, with a t-statistic value of 2.100 above 1.96 and a significance level of 0.036 below 0.05, meaning that curriculum innovation has a real effect on teacher performance because the significance value is below 0.05.
   These findings align with previous research, which also found that curriculum innovation has a positive and significant effect on teacher performance (Hanum, 2024).
2. Curriculum innovation has a positive and significant effect on teacher engagement, with a t-statistic of 3.454 (above 1.96) and a significance level of 0.001 (below 0.05), meaning that curriculum innovation has a significant effect on teacher engagement because the significance level is below 0.05. These findings do not align with previous research, which

indicated that curriculum innovation has a positive and significant effect on teacher engagement (Roblin & McKenney, 2019).

3. Teacher engagement has a positive and significant effect on teacher performance, with a t-statistic of 7.425 (significantly above 1.96) and a p-value of 0.000 (significantly below 0.05). This indicates that the school environment has a significant effect on teacher performance because the p-value is below 0.05. These findings align with previous research, which indicates that teacher commitment has a positive and significant effect on teacher performance (Lubis et al., 2025).

Indirect Effects Between Variables

The indirect effects between variables can be seen in the *specific indirect effects* values. The data analysis results show that the indirect effect values are presented in Table 5 below.

Table 8. *Specific Indirect Effects*

	Original Sample	T Statistics	P Values	Conclusion
Curriculum Innovation -> Teacher Involvement -> Teacher Performance	0.205	3.166	0.002	Accepted

Source: Smart PLS, 2025

Table 5 shows an indirect effect between variables, namely that curriculum innovation has a positive and significant effect on teacher performance through teacher engagement, with a t-statistic value of 3.166 below 1.96 and a significance value of 0.002 above 0.05, meaning that teacher engagement acts as an intervening variable between curriculum innovation and teacher performance. These findings are also consistent with those of a previous study (Hanum, 2024).

Conclusion

1. Curriculum innovation has a positive and significant effect on teacher performance at SMA Negeri 1 Bukit.
2. Curriculum innovation has a positive and significant effect on teacher engagement at SMA Negeri 1 Bukit.
3. Teacher engagement has a positive and significant effect on teacher performance at SMA Negeri 1 Bukit.
4. Teacher engagement mediates the effect of curriculum innovation on teacher performance in a positive and significant way at SMA Negeri 1 Bukit.

Recommendations

1. Teacher performance needs to be the primary focus in efforts to improve the quality of education at SMA Negeri 1 Bukit in Bener Meriah Regency. The school is advised to conduct regular teacher performance coaching and evaluations, particularly regarding lesson planning, lesson delivery, assessment of learning outcomes, and the completion of instructional administrative tasks. Additionally, teachers should be encouraged to improve work discipline, creativity in teaching, and professional responsibility so that the quality of instruction can improve continuously. Awarding recognition to teachers who demonstrate good performance can also serve as a positive stimulus to motivate other teachers.
2. Teacher involvement needs to be strengthened because this factor plays a crucial role in bridging the impact of curriculum innovation and the school environment on teacher performance. Schools are advised to involve teachers more in school development activities, evaluation meetings, program planning, and decision-making. Teachers also need to be given space to share ideas, suggestions, and learning innovations to foster a sense of ownership toward the school. The higher the level of teacher involvement, the greater the teachers' commitment, enthusiasm, and sense of responsibility in carrying out their professional duties.

3. Curriculum innovation must be continuously strengthened so that it does not remain merely at the administrative level but is truly implemented in the learning process. Schools are advised to provide ongoing training to teachers on the development of teaching materials, differentiated instruction, the use of innovative learning media, and the implementation of formative and summative assessments. Additionally, a collaborative forum among teachers should be established to share best practices in curriculum implementation. In this way, curriculum innovation can proceed more effectively and ultimately support increased teacher engagement and performance.

References

[1] Almunawaroh, N., Hidayat, R., & Putra, S. (2023). Organizational commitment as a mediator between teacher professional development and teaching innovation. Journal of Educational Research, 14(2), 33–48. Arikunto, S. (2025). *Research procedures: A practical approach* (Revised edition). PT Rineka Cipta.

[2] Alshuhumi, S. et al. (2025). Examining the impact of Omani primary school climate and teacher self-efficacy on innovative teaching practices: a structural equation modeling approach. Frontiers in Education.

[3] Arikunto, S. (2025). *Research procedures: A practical approach* (Revised edition). PT Rineka Cipta

[4] Bandura, A. (2020). Self-efficacy: The exercise of control (2nd ed.). New York: Freeman.

[5] Damanik, A., Rahayu, S., & Ferine, K. F. (October 2025). Understanding the Meaning of Competence and Work Environment in Shaping Civil Servants' Motivation and Performance: A Phenomenological Study at the Regional Secretariat of Tebing Tinggi City. In *Proceedings of the International Conference on Islamic Community Studies* (pp. 2946–2954).

[6] Darmilisani, D., Wulandari, D. Y., & Tamba, Y. P. (April 2024). Improving Community Performance Through Salary, Work Environment, and Workforce Training in Sunggal District, Deli Serdang. In *Proceedings of the International Conference on Business and Economics* (Vol. 2, No. 1, pp. 1–12).

[7] Dilekçi, Ü. et al. (2025). The association between teachers' positive instructional emotions and job performance: Work engagement as a mediator. Acta Psychologica.

[8] Dutta, V., & Sahney, S. (2022). The relationship between principal instructional leadership, school climate, teacher job performance, and student achievement. *Journal of Educational Administration*, *60*(2), 148–166.

[9] Hanum, G. K. (2024). The impact of teacher training, school leadership, and curriculum innovation on student performance and teacher job satisfaction in secondary schools. *The Eastasouth Journal of Learning and Education*, *2*(03), 161–172.

[10] Hastuti, M., Lian, B., & Fahmi, M. (2026). *The Influence of Teachers' Performance and School Environment on the Implementation of the Merdeka Curriculum*. PPSDP International Journal of Education.

[11] Isroyati, I. et al. (2025). *Encouraging Teacher Engagement Through Innovative Teaching Methods*. Jurnal Pengabdian Harapan Bangsa.

[12] Ministry of Education, Culture, Research, and Technology. (2024). Jendela Magazine Issue LXVII - Merdeka Curriculum / Information on the Implementation of the Merdeka Curriculum and Ministry of Education, Culture, Research, and Technology Regulation No. 12 of 2024.

[13] Khoirotunnisa, A. U. et al. (2025). *Literature Review on the Impact of the Implementation of the Merdeka Curriculum on Teacher Performance*. National Seminar and Exhibition of Learning Outcomes.

[14] Kuswahyuni, S. R., and Tejawiani, I. (2026). Systematic Curriculum Management and Teacher Performance Development: A Comparative Case Study in Rural Schools. Journal of Innovation and Research in Primary Education.

[15] Liu, S., Yin, H., & Lu, J. (2024). Teacher innovation: Conceptual review and implications for practice. Teaching and Teacher Education, 123, 102–134.
[16] Lubis, M. K., Ferine, K. F., & Anwar, Y. (October 2025). The Role of Work Motivation in Mediating the Influence of Work Ethic on Teacher Performance at State Vocational School 1 Stabat. In *Proceedings of the International Conference on Islamic Community Studies* (pp. 4259–4269).
[17] Meditamar, M. O. (2024). Does School Climate Matter for Job Satisfaction? The Mediating Role of Teachers' Self-Efficacy and Work Engagement. Journal of Pedagogy and Learning.
[18] Noor, Z., Harahap, A. K., & Dewi, U. (2023). The problem of teaching English in elementary schools: A study of teacher involvement. *LLT Journal: A Journal on Language and Language Teaching*, *26*(1), 379-386.
[19] Okrianti, R., and Aufa. (2024). Analysis of Teacher Readiness and Performance in the Implementation of the Independent Curriculum. JP (Journal of Education): Theory and Practice.
[20] Pareja Roblin, N., & McKenney, S. (2019). Classic design of curriculum innovations: Investigation of teacher involvement in research, development, and diffusion. In *Collaborative curriculum design for sustainable innovation and teacher learning* (pp. 19–34). Cham: Springer International Publishing.
[21] Pristyowati, D., Rahayu, S., Wahidmurni, W., & Supriyanto, A. S. (2021). The impact of educational effectiveness on leadership behavior, school climate, and teacher performance. MANAGERIA: Journal of Islamic Education Management, 6(1), 37–48.
[22] Putra, D., Rahmawati, D., & Al-Rashid, M. (2022). Professional development and teacher efficacy: Impact on instructional performance. Indonesian Journal of Learning and Education Studies, 11(4), 102–115.
[23] Putri, M. N., & Wahyuni, V. Z. (2025). *Innovations in the teacher's role in implementing the Merdeka Curriculum in elementary schools*. Journal of Social and Science Dynamics.
[24] Rahman, A., & Sulistiyo, E. (2023). The impact of school work environment on teacher innovation in secondary education: Evidence from Indonesia. Frontiers in Education, 8, 1610749.
[25] Robbins, S. P., & Judge, T. A. (2021). Organizational behavior (18th ed.). Pearson Education.
[26] Rukaiyah, Ferine, K. F., & Surya, E. D. (June 2025). The Role of Motivation in Mediating the Influence of the Work Environment on Teacher Performance at State Senior High School 1, Bandar Bener Meriah Regency. In *International Conference Epicentrum of Economic Global Framework* (pp. 448–445).
[27] Sari, A., & Hidayat, F. (2021). Work engagement and teacher performance in secondary schools: Evidence from Indonesia. Journal of Education and Policy, 9(1), 14–27. Sugiyono. (2022). *Quantitative, Qualitative, and R&D Research Methods* (30th ed.). Bandung: Alfabeta.
[28] Shao, Y. et al. (2025). The impact of authentic leadership on the work engagement of primary and secondary school teachers: The serial mediation role of school climate and teacher efficacy. PLOS One.
[29] Sugiyono. (2022). *Quantitative, Qualitative, and R&D Research Methods* (30th ed.). Bandung: Alfabeta.