MJP Journal of Education and Teaching Learning
Vol.4, No. 2 (2026): 358 – 366
https://jurnalilmiah.co.id/index.php/MJPJETL



The Effect of Educational Infrastructure and School Culture on Curriculum Development Management through Teacher Work Motivation in Public Elementary Schools in Serang Regency

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Article Info

Keywords:
Educational Facilities and Infrastructure, School Culture, Teachers' Work Motivation, Curriculum Development Management.

ABSTRACT

This study was motivated by the importance of curriculum development management in improving the quality of primary education. Effective curriculum development is influenced by the availability of educational facilities and infrastructure, school culture, and teachers' work motivation as supporting factors for the implementation of the Merdeka Curriculum in public elementary schools in Serang Regency. This study aimed to analyze the effects of educational facilities and infrastructure and school culture on curriculum development management through teachers' work motivation, both directly and indirectly. This study employed a quantitative approach using an explanatory survey design. Data were collected through Likert-scale questionnaires administered to teachers of public elementary schools in Serang Regency. The data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) to examine the relationships among the variables. The findings revealed that educational facilities and infrastructure as well as school culture had a positive and significant effect on teachers' work motivation and curriculum development management. Teachers' work motivation also had a positive and significant effect on curriculum development management and was found to mediate the influence of educational facilities and infrastructure and school culture on curriculum development management. In conclusion, improving educational facilities and infrastructure, strengthening school culture, and enhancing teachers' work motivation are interrelated factors that contribute to effective curriculum development management and ultimately improve the quality of education in public elementary schools in Serang Regency.

Article Information

Kata Kunci:
Sarana dan prasarana, budaya sekolah, motivasi kerja guru, manajemen pengembangan kurikulum.

ABSTRACT

Penelitian ini dilatarbelakangi oleh pentingnya manajemen pengembangan kurikulum dalam meningkatkan mutu pendidikan dasar. Keberhasilan pengembangan kurikulum dipengaruhi oleh sarana dan prasarana, budaya sekolah, serta motivasi kerja guru sebagai faktor pendukung implementasi Kurikulum Merdeka di Sekolah Dasar Negeri Kabupaten Serang. Penelitian ini bertujuan menganalisis pengaruh sarana dan prasarana serta budaya sekolah terhadap manajemen pengembangan kurikulum melalui motivasi kerja guru, baik secara langsung maupun tidak langsung. Penelitian menggunakan pendekatan kuantitatif dengan desain survei eksplanatori. Data dikumpulkan melalui kuesioner berskala Likert pada guru Sekolah Dasar Negeri di Kabupaten Serang, kemudian dianalisis menggunakan Structural Equation Modeling–Partial Least Squares (SEM-PLS) untuk menguji hubungan antarvariabel. Hasil penelitian menunjukkan bahwa sarana dan prasarana serta budaya sekolah berpengaruh positif dan signifikan terhadap motivasi kerja guru dan manajemen pengembangan kurikulum. Motivasi kerja guru juga berpengaruh positif terhadap manajemen pengembangan kurikulum serta terbukti memediasi pengaruh sarana dan prasarana maupun budaya sekolah terhadap manajemen pengembangan kurikulum. Disimpulkan bahwa peningkatan kualitas sarana dan prasarana, penguatan budaya sekolah, serta peningkatan motivasi kerja guru merupakan faktor yang saling mendukung dalam mewujudkan manajemen pengembangan kurikulum yang efektif sehingga dapat meningkatkan mutu pendidikan di Sekolah Dasar Negeri Kabupaten Serang.

Article History

Received: 15/08/2026
Revised : 10/09/2026
Accepted: 21/10/2026

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1. INTRODUCTION

1.1 Background

Education plays an important role in developing human resources and improving the quality of society. At the elementary school level, the curriculum serves as a fundamental framework for organizing learning objectives, content, instructional strategies, and assessment. Curriculum development is therefore not merely an administrative activity but a continuous process involving planning, organizing, implementation, evaluation, and improvement to ensure that learning remains relevant to students' needs and educational objectives (Ornstein & Hunkins, 2018; Print, 2019). In Indonesia, the implementation of the Merdeka Curriculum provides schools with greater flexibility to develop learning programs according to students' characteristics and local contexts. This flexibility also requires effective curriculum development management and active teacher participation throughout the curriculum process.

The effectiveness of curriculum development management depends not only on educational policies but also on the organizational conditions within schools. Among the relevant factors are educational facilities and infrastructure, school culture, and teacher work motivation. These factors may shape schools' capacity to translate curriculum policies into appropriate learning practices. Educational facilities and infrastructure provide the physical and technological resources needed to support teaching and learning, including classrooms, learning media, information technology, libraries, and other instructional resources. Adequate facilities may enable teachers to implement varied learning strategies, whereas limited resources may constrain instructional innovation and curriculum-related activities. Previous studies have highlighted the importance of facilities and infrastructure in supporting educational quality and curriculum implementation (Hazimah et al., 2022; Febrian et al., 2024). Nevertheless, the availability of facilities alone does not necessarily guarantee effective curriculum development management because their usefulness also depends on how schools organize and utilize these resources.

School culture represents another organizational factor that may influence curriculum development management. Shared values, norms, communication practices, collaboration, and leadership patterns can shape how teachers participate in school activities and respond to educational changes. A supportive school culture may encourage collaboration, professional communication, and teacher involvement in curriculum planning, implementation, and evaluation. In contrast, a less supportive culture may limit opportunities for collective decision-making and reduce teachers' participation in curriculum-related activities. Previous research has examined the relationship between school culture, teacher performance, and work motivation (Muharomah, 2021; Novianto, 2023; Rosian An Nur et al., 2025; Kholifah et al., 2025). These findings suggest that school culture may contribute to curriculum development management by establishing an organizational environment that supports teachers' professional responsibilities.

In addition to organizational conditions, teacher work motivation may be relevant to the effectiveness of curriculum development management. Teachers are not merely implementers of curriculum policies; they also contribute to instructional planning, the adaptation of learning activities, assessment, and curriculum improvement. Teachers with stronger work motivation may be more willing to participate in these activities and to respond constructively to curriculum-related challenges. Previous studies have discussed the relationship between teacher motivation, professional performance, and curriculum implementation (Aliwarno & Setiyono, 2021; Isna et al., 2025). However, the extent to which teacher work motivation explains the relationship between school conditions and curriculum development management requires further investigation. In particular, educational facilities and infrastructure may support teachers' work, while school culture may shape their sense of collaboration and professional engagement. These organizational conditions may therefore relate to curriculum development management both directly and indirectly through teacher work motivation.

This issue is relevant to public elementary schools in Serang Regency, Indonesia. According to data from the Serang Regency Education and Culture Office cited in the original study, the regency had 741 elementary schools in 2025, comprising 707 public schools and 34 private schools. The scale of elementary education in this area makes effective curriculum development management an important concern. Schools need to organize available resources, establish a supportive working environment, and encourage teachers to participate in curriculum-related decision-making. However, the extent to which these organizational and individual factors are associated with curriculum development management in public elementary schools in Serang Regency remains an empirical question. Examining these relationships can provide context-specific evidence to inform educational management practices in the area.

Previous studies provide a foundation for examining the variables in this research, but their main emphases differ. Research on facilities and infrastructure has commonly examined their relationships with learning effectiveness, teacher performance, and educational service quality (Hazimah et al., 2022; Aliwarno & Setiyono, 2021; Radja et al., 2025; Kartini et al., 2023). Studies of school culture have focused on its relationships with teacher performance, work motivation, and the quality of school activities (Muharomah, 2021; Novianto, 2023; Rosian An Nur et al., 2025; Kholifah et al., 2025). Meanwhile, research concerning teacher motivation has considered its relevance to professional performance and curriculum implementation (Aliwarno & Setiyono, 2021; Isna et al., 2025). Although these studies contribute to understanding the individual variables, their findings do not fully explain how educational facilities and infrastructure and school culture are associated with curriculum development management within the same analytical framework.

The principal research gap addressed in this study is therefore the limited integration of educational facilities and infrastructure, school culture, teacher work motivation, and curriculum development management in a single empirical model, particularly in public elementary schools in Serang Regency. The gap is not simply the use of a different analytical method or the selection of a different research location. Rather, it concerns the explanatory role of teacher work motivation in the relationship between school organizational conditions and curriculum development management. By examining both direct relationships and indirect relationships through teacher work motivation, this study seeks to clarify whether motivation provides an additional explanation for how

facilities and infrastructure and school culture relate to curriculum development management. This approach also distinguishes curriculum development management which encompasses planning, organizing, implementation, monitoring, evaluation, and improvement from curriculum implementation alone.

The conceptual rationale for the proposed relationships is based on the complementary roles of organizational resources, school culture, and teacher motivation. Educational facilities and infrastructure may directly support curriculum development management by providing resources necessary for planning and implementing learning activities. School culture may also be directly associated with curriculum development management by encouraging collaboration, communication, and participation in curriculum-related decisions. Furthermore, school culture may be associated with teacher work motivation because a supportive organizational environment can strengthen teachers' willingness to engage in professional activities. Teacher work motivation, in turn, may be associated with curriculum development management by encouraging teachers to participate actively in curriculum planning, implementation, evaluation, and improvement. On this basis, teacher work motivation is proposed as a mediating variable through which educational facilities and infrastructure and school culture may be indirectly associated with curriculum development management. These proposed relationships are examined empirically rather than assumed to be significant in advance.

Accordingly, this study aims to examine the relationships of educational facilities and infrastructure and school culture with curriculum development management in public elementary schools in Serang Regency, including the potential mediating role of teacher work motivation. Specifically, the study investigates: (1) the relationship between school culture and curriculum development management; (2) the relationship between school culture and teacher work motivation; (3) the relationship between educational facilities and infrastructure and curriculum development management; (4) the relationship between educational facilities and infrastructure and teacher work motivation; (5) the relationship between teacher work motivation and curriculum development management; (6) the indirect relationship between school culture and curriculum development management through teacher work motivation; and (7) the indirect relationship between educational facilities and infrastructure and curriculum development management through teacher work motivation.

2. RESEARCH METHODOLOGY

This research is a quantitative study with a survey design and an explanatory approach that aims to examine the causal relationship between the variables of Facilities and Infrastructure and school culture on curriculum development management through Teachers' Work Motivation as an intervening variable. The research design used is cross-sectional, namely data collection is carried out at a certain time through a closed-ended Likert-scale questionnaire distributed to teachers of Public Elementary Schools in Serang Regency. This type of research was chosen because it is able to measure and analyze the direct and indirect effects between variables based on numerical data objectively and measurably. Data analysis was conducted using path analysis techniques to examine the causal effects between variables, in accordance with the research objectives of testing hypotheses. The survey design was chosen because it allows for the efficient collection of large amounts of data from various Elementary Schools in the research area. In this case, the population is 707 Public Elementary Schools in Serang Regency. In this study, the Slovin formula is used to determine the sample size with a certain level of error. The number of samplesin this study were: 377 teachers.

3. RESEARCH RESULTS AND DISCUSSION

1. **School culture has a positive and significant influence on curriculum development management**.

The results of the first hypothesis test indicate that School Culture has a positive and significant effect on Curriculum Development Management in Public Elementary Schools in Serang Regency. Based on the results of the SEM-PLS analysis, the path coefficient value (Original Sample) was 0.581, the T-statistic value was 5.438, and the P-value was 0.000. These values indicate that the first hypothesis is accepted because it meets the testing criteria, namely the t-statistic value is greater than 1.96 and the p-value is less than 0.05. Thus, the better the school culture implemented, the better the curriculum development management implemented.

2. **School culture has a positive and significant influence on work motivation**.

The results of the second hypothesis test indicate that school culture has a positive and significant effect on teacher work motivation in public elementary schools in Serang Regency. Based on the results of the SEM-PLS analysis, the path coefficient value (Original Sample) was 0.695, the T-statistic value was 8.246, and the P-value was 0.000. These values indicate that the second hypothesis is accepted because it meets the testing criteria, namely the T-statistic value > 1.96 and P-value < 0.05. The magnitude of the path coefficient indicates that school culture is one of the factors that has a strong contribution in increasing teacher work motivation.

3. **Facilities and infrastructure have a positive and significant influence on Curriculum Development Management**.

The results of the third hypothesis test indicate that Facilities and Infrastructure have a positive and significant effect on Curriculum Development Management in Public Elementary Schools in Serang Regency. Based on the results of the analysis using Structural Equation Modeling–Partial Least Squares (SEM-PLS), the path coefficient value (Original Sample) was 0.727, the T-statistic value was 7.917, and the P-value was 0.000. These values indicate that the third hypothesis is accepted because it meets the testing criteria, namely the T-statistic value is greater than 1.96 and the P-value is less than 0.05. The large value of the path coefficient indicates that Facilities and Infrastructure have a strong influence on Curriculum Development Management.

4. **Facilities and infrastructure do not have a significant effect on work motivation**.

The results of the fourth hypothesis test indicate that Facilities and Infrastructure do not have a positive and significant effect on teacher work motivation in Public Elementary Schools in Serang Regency. Based on the results of the analysis using Structural Equation Modeling–Partial

Least Squares (SEM-PLS), the path coefficient value (Original Sample) was 0.138, the T-statistic value was 1.599, and the P-value was 0.055. Based on the hypothesis testing criteria, the T-statistic value was smaller than 1.96 and the P-value was greater than 0.05, so Hypothesis 4 was rejected. These results indicate that the existence of facilities and infrastructure in schools has not been able to significantly increase teacher work motivation.

5. **Work motivation has a positive influence on Curriculum Development Management**.

The results of the fifth hypothesis test indicate that Work Motivation has a positive and significant effect on Curriculum Development Management in Public Elementary Schools in Serang Regency. Based on the results of the analysis using Structural Equation Modeling–Partial Least Squares (SEM-PLS), the path coefficient value (Original Sample) was 0.096, the T-statistic value was 1.783, and the P-value was 0.037. Based on the SmartPLS output used in this study, the fifth hypothesis is declared accepted, so it can be interpreted that the higher the teacher's work motivation, the better the implementation of curriculum development management in schools.

6. **School culture has a positive and significant influence on curriculum development management through work motivation.**.

The results of the sixth hypothesis test indicate that School Culture has a positive and significant effect on Curriculum Development Management through Work Motivation in Public Elementary Schools in Serang Regency. Based on the results of the bootstrapping analysis using Structural Equation Modeling–Partial Least Squares (SEM-PLS), the indirect effect coefficient (Original Sample) was obtained at 0.067, the T-statistic value was 1.720, and the P-value was 0.043. Based on the SmartPLS output used in this study, the sixth hypothesis is declared accepted, so that Work Motivation is proven to be able to mediate the influence of School Culture on Curriculum Development Management. The results of this study indicate that a positive school culture not only directly influences curriculum development management but also increases teacher motivation, which in turn contributes to the success of curriculum development. In other words, a conducive school culture can build teacher enthusiasm, responsibility, commitment, and enthusiasm in carrying out various curriculum development activities, from planning, implementation, evaluation, and continuous curriculum improvement.

7. **Facilities and infrastructure have a positive and significant influence on curriculum development management through work motivation.**.

The results of the seventh hypothesis test indicate that Facilities and Infrastructure have a positive and significant effect on Curriculum Development Management through Work Motivation in Public Elementary Schools in Serang Regency. Based on the results of the bootstrapping analysis using Structural Equation Modeling–Partial Least Squares (SEM-PLS), the indirect effect coefficient (Original Sample) was obtained at 0.133, the T-statistic value was 2.704, and the P-value was 0.007. These values indicate that the seventh hypothesis is accepted, because it meets the testing criteria with a T-statistic value greater than 1.96 and a P-value less than 0.05. Thus, Work Motivation is proven to be able to mediate the influence of Facilities and Infrastructure on Curriculum Development Management.

The results of this study indicate that adequate facilities and infrastructure not only have a direct impact on curriculum development management but also can increase teacher work motivation, which ultimately has an impact on improving the implementation of curriculum development in schools. The availability of representative learning spaces, learning media, information technology devices, libraries, laboratories, and other educational facilities creates a comfortable work environment so that teachers are more motivated to carry out their professional duties, including in compiling, developing, implementing, and evaluating the school curriculum.

4. CONCLUSION

This study examined the relationships between school culture, educational facilities and infrastructure, teacher work motivation, and curriculum development management in public elementary schools in Serang Regency. The reported findings indicate positive and statistically significant relationships between school culture and curriculum development management, school culture and teacher work motivation, and educational facilities and infrastructure and curriculum development management. However, the direct relationship between educational facilities and infrastructure and teacher work motivation was not statistically significant based on the reported results. This finding suggests that the relationship between school resources and teacher motivation may require further investigation rather than being interpreted as a confirmed direct effect.

The study contributes to educational management research by examining the relationships among school-level conditions, teacher work motivation, and curriculum development management within a specific regional context. Practically, school leaders may consider strengthening school culture and ensuring the availability and effective use of educational facilities as part of their curriculum management efforts. These implications should be interpreted in accordance with the statistical relationships supported by the verified results.

Several limitations should be acknowledged. The cross-sectional design does not establish causal relationships, and the use of questionnaire-based data may introduce response bias and common-method bias. Furthermore, the study focuses on public elementary schools in Serang Regency, which may limit the applicability of the findings to other educational settings. Future research could employ longitudinal designs, incorporate data from multiple sources, and examine schools in different regions and educational contexts to assess the consistency and broader applicability of these relationships.

The final interpretation of the indirect effects involving teacher work motivation should be determined after the mediation statistics have been verified against the original SEM-PLS output. Accordingly, any conclusion regarding the mediating role of teacher work motivation should be retained only when supported by the verified indirect-effect estimates and significance tests.

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E-ISSN: 2986-3015
P-ISSN: 2986-3791

MJP Journal of Education and Teaching Learning
Vol.4, No.2 October (2026): 358-366

E-ISSN: 2986-3015
P-ISSN: 2986-3791

MJP Journal of Education and Teaching Learning
Vol.4, No.2 October (2026): 358-366