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Research Article

Analyzing the Impact of the 2013 Curriculum and Teacher Performance on Innovation and Achievement in Elementary Schools

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Abstract

This research analyzes the impact of implementing the 2013 curriculum and teachers' teaching performance on students' learning achievements at Elementary School Mamajang II in Makassar City. The study employs a quantitative approach with an explanatory research design to investigate the relationship between research variables. Data collection took place in August 2021, with a sample of 41 students from grades 4 to 6 selected through random sampling. Data was analyzed using the multiple linear regression formula and SPSS 21 statistical software. Additionally, research instrument testing was carried out to ensure the validity and reliability of the measurement tools. The study's findings reveal that implementing the 2013 curriculum and teachers' teaching performance individually positively and statistically significantly influence when considered simultaneously; both factors exhibit a positive and significant impact. The remaining 82.80% variance in students' learning achievements is attributed to unexamined variables. This research contributes significantly to understanding the factors that shape students' learning achievements within the context of Elementary School Mamajang II in Makassar City. The outcomes of this study can serve as a foundation for developing more effective educational policies and strategies to enhance students' learning outcomes. By recognizing the importance of curriculum implementation and teacher performance, educational stakeholders can make informed decisions to improve the quality of education in similar settings.

Keywords: learning achievements; educational policies; student outcomes; curriculum implementation; quality of education.

1. INTRODUCTION

Education plays a pivotal role in shaping individuals and propelling society forward. In the realm of education, two interconnected concepts, "learning" and "teaching," take center stage. Individuals, particularly students or learners, actively engage in the dynamic and ongoing process of learning to acquire new knowledge and enhance their behavior. This process is characterized by curiosity, self-improvement, and adaptability, extending beyond classrooms into self-directed exploration and lifelong growth (Darling-Hammond, 2000). Educators, primarily teachers, are responsible for teaching, which goes beyond mere information transmission (Suarlin & Ali, 2020). They create environments fostering curiosity, critical thinking, and creativity, adapting teaching methods to accommodate diverse learning styles and student abilities (Hattie, 2008). This synergy between teaching and learning forms the foundation upon which students develop

knowledge, skills, and character. Importantly, this partnership extends its influence beyond educational settings, profoundly impacting personal and societal growth.

The profound impact of teaching and learning activities becomes evident in developing students' knowledge, which, in turn, influences their learning achievements. Learning achievements are tangible representations of students' accomplishments throughout their educational journey (Marzano, 2003; Rachmaniar et al., 2021; Suarlin et al., 2021). These achievements manifest in various forms, including traditional grades and letters or observable actions demonstrating students' abilities within a specified timeframe. The assessment of learning achievements is a critical facet of education, providing insights into students' progress and offering a basis for further growth. Crucially, success in the teaching and learning process is a collaborative effort, not the sole responsibility of teachers. It hinges on the partnership between educators and students (Gunathilaka & Wijeratne, 2022; Idkhan & Idris, 2021). Teachers must effectively convey information and inspire students to engage actively in learning. Simultaneously, students must actively participate in the learning process, follow teachers' guidance, and participate fully in educational activities (Robinson & Aronica, 2016). This mutual commitment ensures that the educational journey is enriching, purposeful, and conducive to the holistic development of individuals and the advancement of society.

In education, a curriculum serves as a comprehensive plan for learning, delineating subject matter, teaching methodologies, learning objectives, and standards that students are expected to achieve throughout their educational journey. Effective curriculum implementation is fundamental to ensuring the efficacy and sustainability of students' learning experiences (Brown & Green, 2019). The initial stage of the curriculum development process involves selecting teaching materials, a critical step that requires materials aligned with learning objectives while accommodating diverse learning styles and students' backgrounds. For instance, research conducted by (Hattie, 2008) has demonstrated that a curriculum emphasizing core concepts at an appropriate difficulty level can significantly enhance student learning outcomes. Following the selection of teaching materials, the choice of teaching methods assumes paramount importance in curriculum implementation. Effective methods should be thoughtfully chosen based on students' characteristics and the content being imparted. Rogers (1983) underscored the significance of student-centered teaching approaches to motivate and engage them in the learning process (Rogers, 1983). Clearly defined learning objectives and established standards provide essential frameworks for curriculum implementation. According to (Wiggins & McTighe, 2005), setting Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) objectives helps teachers and students comprehend the expected outcomes of the learning process.

Continuous evaluation constitutes a vital step in ensuring curriculum effectiveness. (Scriven, 1991) noted that evaluation should measure student learning outcomes and assess the teaching process. Evaluation results serve as valuable feedback that can be used to enhance the curriculum and refine teaching methods. A well-integrated and effectively implemented curriculum forms the cornerstone of creating an efficient and sustainable learning experience for students (Tyler, 2013). By meticulously selecting appropriate teaching materials, developing suitable teaching methods, establishing clear learning objectives, and conducting ongoing evaluations, educators can ensure the seamless execution of a thoughtfully designed curriculum in the learning process.

In the world of education, the role of teachers is indispensable. They are a central element in delivering the curriculum to students, and their performance significantly impacts the quality of learning. This writing will develop this idea as a scientific narrative, referring to relevant research and literature. Effective teachers have an extraordinary ability to organize learning. They can meticulously plan each lesson, identify the necessary material, and design teaching strategies that meet student needs (Marzano, 2017). In his book "The Art and Science of Teaching," Marzano explains that good teachers design structured and engaging learning experiences for students, considering learning objectives, classroom management, and efficient timing.

Clear communication skills are another characteristic of effective teachers. They can explain complex concepts to students in simple, easily understandable language (Woolfolk, 2016). In her book "Educational Psychology," Woolfolk highlights the importance of effective communication in helping students understand lesson material and overcome learning barriers. Effective teachers also play a crucial role in motivating students. They can create a dynamic learning environment and motivate students to actively engage in learning (Ryan & Deci, 2000). Ryan and Deci's self-determination motivation

theory emphasizes giving students choice, support, and relevance in their learning. Effective teachers can systematically evaluate student progress. They use various evaluation tools, such as exams, assignments, classroom observations, and feedback, to measure students' understanding and abilities (Brookhart, 2010). In her book "How to Assess Higher-Order Thinking Skills in Your Classroom," Brookhart outlines the importance of assessments focused on concept understanding and high-level thinking skills. Teachers' teaching performance plays a vital role in determining the quality of learning. Effective teachers can organize learning well, communicate clearly, motivate students, and objectively evaluate student progress. Doing this can create a dynamic learning environment and motivate students to achieve their highest potential.

Student learning achievement is a crucial indicator in assessing the effectiveness of the educational process (Fitria et al., 2021). It reflects how students understand the subject matter and master relevant skills. In this narrative, we will develop this idea in a scientific format, referencing relevant research and literature. Student learning achievement is inseparable from the complex interaction between two vital educational factors: Curriculum Learning Implementation (CLI) and Teacher Teaching Performance (TTP). Effective curriculum implementation and teaching work together to shape optimal student learning outcomes.

Curriculum Learning Implementation (CLI) involves planning, delivering, and assessing the curriculum. Marzano (2009) explains that meticulous CLI ensures that relevant lesson material and effective teaching methods are used in the learning process (Marzano & Brown, 2009). This helps students better understand concepts. CLI's influence also includes setting clear and measurable learning objectives and standards students must achieve. These goals help students and teachers focus on the expected outcomes. Teacher Teaching Performance (TTP) is crucial in shaping student learning achievement. Effective teachers can explain material clearly, motivate students, and use teaching methods appropriate to student needs (Stronge et al., 2011). Research (Hattie, 2012) also highlights the significant role of teachers in influencing student learning outcomes. A teacher's ability to support students in overcoming learning difficulties, provide constructive feedback, and create a positive classroom environment significantly impacts student learning achievement.

Student learning achievement is the ultimate result reflecting the effectiveness of the educational process. It is formed through the complex interaction between Curriculum Learning Implementation and Teacher Teaching Performance. Proper CLI ensures that relevant lesson material is delivered effectively, while effective TTP creates a positive and motivating learning environment. Therefore, a harmonious collaboration between curriculum and teachers is critical to achieving optimal student learning outcomes. The importance of the interrelationship among curriculum implementation, teacher-teaching performance, and student learning achievement cannot be overstated in education. Effective curriculum implementation lays a strong foundation for teachers to teach effectively. Hattie's landmark study in 'Visible Learning' (2008) underscores this, noting that 'expert teachers are key to student success' (Hattie, 2008), highlighting teacher effectiveness's pivotal role in educational outcomes. High-quality teachers can help students better understand the material, increase learning motivation, and ultimately enhance student learning achievement. This is further supported by Darling-Hammond's research (2009), which found that 'teacher quality is the most significant predictor of student achievement' (Darling-Hammond & Richardson, 2009). Therefore, efforts to improve education quality must consider the complex relationship between Curriculum Learning Implementation, Teacher Teaching Performance, and Student Learning Achievement to achieve better outcomes in individual development and overall societal progress.

Research into the relationship among student learning achievement, resource efficiency, and teacher performance has profound implications for improving educational systems. Research into Action' provides evidence of how these elements interact, suggesting that 'targeted instructional strategies can significantly impact student learning' (Marzano, 2017). With a deep understanding of the interaction of these three factors, educational system improvements can be more targeted and effective. Without this understanding, improvement efforts may follow incorrect paths or be based solely on perception. Additionally, this research opens the door to developing more effective educational strategies. By understanding the relationship between these three factors, we can create more innovative teaching methods and design curricula more suited to student needs, leading to significant improvements in learning achievement (Robinson & Aronica, 2016).

Finally, this research provides a strong foundation for educational policymakers to make more informed and relevant decisions. With solid empirical evidence on the relationship among these three elements, educational policies can be

designed more carefully, focusing on improving student learning achievement and avoiding policies based solely on intuition or temporary trends. Fullan's 'The New Meaning of Educational Change' (2007) offers guidance on how evidence-based practices can shape policy (Fullan, 2015). The primary objective of this research is to deepen the understanding of the relationship between three key variables: Implementation of Curriculum Learning, Teacher Teaching Performance, and Student Learning Achievement. The research will follow appropriate methods and collect relevant data to achieve these objectives. The research will employ suitable methods to design the research framework, determine the required data type, and gather information from various sources, such as teachers, students, and learning achievement data. The research may include classroom observations, teacher interviews, and student grade analysis, among other methods. These steps will be meticulously carried out to ensure the data's validity and reliability.

2. METHODOLOGY

2.1. Research Approach

The research approach adopted by the author in this study is quantitative. This approach was chosen based on the research's objectives, which aim to explain the influence of implementing the 2013 curriculum and teachers' teaching performance on students' learning outcomes. This method is quantitative because the research data consists of numerical values, and the analysis involves statistics. The research falls into the category of explanatory research, which seeks to uncover the relationship between research variables through testing formulated hypotheses or research.

2.2. Location Study

The research project will be conducted at Elementary School II, Kota Makassar, situated within the urban area of Makassar City, a prominent educational setting in South Sulawesi, Indonesia. The study is meticulously planned and scheduled to commence in August 2021. This timeframe was chosen to align with the academic calendar, ensuring that the research can be carried out during a typical school term, thereby capturing authentic teaching and learning conditions.

2.3. Population & Sample

Every scientific research face challenge related to data sources, known as the population and research sample. The determination of this population is based on the research problem's focus and the hypotheses to be tested. Sometimes, the determination of the population may depend on the research questions posed (Silverman, 2016). The population under investigation in this study consists of students enrolled at Elementary School II, Kota Makassar. The population size can be observed in the following Table 1.

Table 1. Number of Students at Elementary School II Makassar City

No.	Class	Total Students		Total Students
		Boys	Girls	
1	Class 1	21	22	43
2	Class 2	27	14	41
3	Class 3	22	24	46
4	Class 4	23	20	43
5	Class 5	21	20	41
6	Class 6	25	25	50
	Total Population	**139**	**125**	**264**

The research was conducted on the population of students in grades 4 to 6 at Elementary School II Kota Makassar, totaling 40 students. The sampling method used was Proportionate Stratified Random Sampling, with three strata representing classes 4, 5, and 6, resulting in 10 students in class 4, 15 in class 5, and 15 in class 6. Subsequently, 15% of each stratum was selected as the sample. Random sampling was done by randomly selecting six students from each class, resulting in

a total sample size of 18 students. This method allows the sample to represent the heterogeneous student population fairly and representatively.

2.4. Data Collection

The research methodology involves various data collection methods. Observation, conducted initially by the researcher, aims to grasp the ongoing phenomena at the research site. Simultaneously, closed-ended questionnaires serve as the primary tool, prompting respondents to provide insights on the implementation of the 2013 curriculum and teachers' teaching performance in student learning. Additionally, the documentation method gathers crucial information on the profile of Elementary Schools in Makassar City, encompassing establishment history, regulations, and pertinent documents related to the variables under investigation. These diverse methods collectively contribute to a comprehensive understanding of the research context and aid in drawing insightful conclusions.

2.5. Data Analysis

In this research, we processed and analyzed the data using the multiple linear regression formula, as previously specified, with the statistical software SPSS 21 for Windows. The analysis aimed to comprehensively assess the influence of implementing the 2013 Curriculum and teacher teaching performance on student learning achievement at Elementary School II in Makassar City. We employed multiple linear regression as the statistical tool to identify how implementing the 2013 Curriculum and teacher teaching performance contributed to student learning achievement in the institution. SPSS 21 for Windows was a supportive tool for conducting more meticulous data analysis and yielding more accurate results. This analysis played a role in unveiling the magnitude of the influence of each factor on student learning achievement. Multiple linear regression is a powerful statistical tool used to identify and measure the relationship between two or more independent and dependent variables (Hair et al., 2019; Myers et al., 2010). Therefore, this analytical method enabled a more detailed examination of the distinct impacts of curriculum implementation and teacher teaching performance on student learning achievement.

3. RESULT AND DISCUSSION

3.1. Analysis Description

Descriptive analysis is utilized to depict the magnitude of the mean, maximum value, minimum value, and data variability reflected in the standard deviation of the variables Implementation of the 2013 Curriculum (X1), Teacher Teaching Performance (X2), and Student Learning Achievement (Y) as presented in the following Table 2:

Table 2. Research Data Description

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Implementation of Curriculum (X1)	41	58	78	68.63	5.795
Teacher Teaching Performance (X2)	41	47	60	55.34	3.732
Student Learning Achievement (Y)	41	78	91	85.12	4.279

In Table 2, 41 observations are delineated, delineating three principal variables: Implementation of the 2013 curriculum, teacher teaching performance, and student learning achievement. The implementation of the 2013 Curriculum variable demonstrates a range of values spanning from 58 to 78, with a minimum recorded value of 58 and a maximum of 78. The mean for this variable stands at 68.63, signifying considerable variability within the dataset, as denoted by a standard deviation of 5.795. Conversely, the Teacher Teaching Performance variable showcases a span from a minimum of 47 to a maximum of 60. The mean computed for this variable is 55.34, reflecting data variance apparent in the standard deviation of 3.732.

Regarding the Student Learning Achievement variable, values span from 78 to 91. The minimum value observed is 78, and the maximum stands at 91. The mean calculated for this variable is 85.12, with data variance reflected in the standard deviation of 4.279. The analysis reveals that the highest average is observed within the Student Learning Achievement variable, registering a mean value of 85.12.

Conversely, the Teacher Teaching Performance variable displays the lowest average, recording a mean value of 55.34. This discernible variance underlines distinct characteristics among the three variables observed in this study.

3.2. Coefficient of Determination

The coefficient of determination elucidates the extent to which the independent variables affect the variance in the dependent variable. It represents the proportion of influence exerted collectively by all independent variables on the dependent variable. This value is quantified either as R-Square or Adjusted R-Square. R-Square is employed in cases involving a single independent variable (Simple Linear Regression). In contrast, Adjusted R-Square is utilized when multiple independent variables are involved. The coefficient of determination, precisely measured through the Adjusted R-Square value in Table 3, provides insight into the regression model's capability to elucidate variations in the independent variables. It signifies how effectively the model explains the changes in the dependent variable based on the collective impact of the independent variables considered.

Table 3. Coefficient of Determination

Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	0.462	0.214	0.172	3.893

Based on Table 3 above, the observed Adjusted R-Square value of 0.172 indicates that the coefficient of determination, signifying the influence of the Implementation of the 2013 Curriculum (X1) and Teacher Teaching Performance (X2) on Student Learning Achievement (Y), falls within the low category at only 17.2%. The remaining 82.8% indicates the influence of other variables not included in the regression model. Following hypothesis testing, both simultaneous and partial, the next step involves determining the outcome of the multiple linear regression equation.

3.3. Simple Linear Regression

Table 4 illustrates the coefficients obtained from a Simple Linear Regression analysis concerning Student Learning Achievement. The table showcases the Unstandardized Coefficients for the model, including the constant term and the coefficients for the predictor variables (Implementation of Curriculum - X1 and Teacher Teaching Performance - X2):

Table 4. Simple Linear Regression Coefficients (Student Learning Achievement)

Model	Unstandardized Coefficients	
	B	Std. Error
(constant)	66.170	9.379
Implementation of Curriculum (X1)	0.298	0.315
Teacher Teaching Performance (X2)	0.674	0.210

The multiple linear regression analysis used in this research involves two independent variables, namely the Implementation of Curriculum 2013 (X1) and Teacher Teaching Performance (X2), and a dependent variable, namely Student Learning Achievement (Y). Several aspects inferred from this analysis include the regression model's ability to elucidate the influence of the Implementation of Curriculum 2013 and Teacher Teaching Performance on Student Learning Achievement. Additionally, simultaneous testing was conducted to ascertain whether these two independent variables collectively exhibit a significant influence on Student Learning Achievement. Partial testing was also performed to discern if each independent variable exerts a significant impact. The analysis includes simultaneous determination coefficients to gauge the collective contribution of the independent variables to the dependent variable, along with partial determination coefficients to assess each independent variable's contribution.

After conducting the multiple regression analysis, coefficients for the Implementation of Curriculum 2013 (b1) amounted to 0.298, coefficients for Teacher Teaching Performance (b2) were 0.674, and the constant value (β) was 66.170. This suggests that if the values for Implementation of Curriculum 2013 (X1) and Teacher Teaching Performance (X2) are both

zero, the Student Learning Achievement (Y) will be 66.170. Expressed in the regression equation model, this can be formulated as follows:

$$Y= 66.170 + 0.298X1 + 0.674X2 \quad \text{..... (1)}$$

Explanation:
Y = Student Learning Achievement
X1 = Implementation of Curriculum 2013
X2 = Teacher Teaching Performance

From the regression model, it is evident that the constant term is 66.170. This means that if both the Implementation of Curriculum 2013 (X1) and Teacher Teaching Performance (X2) variables are zero, the Student Learning Achievement (Y) would be 66.170. The regression coefficient for the Implementation of Curriculum 2013 (X1) variable is 0.298. This implies that if the other independent variables remain constant and the Implementation of Curriculum 2013 (X1) increases by one unit, the Student Learning Achievement (Y) would increase by 0.298. The positive coefficient indicates a positive influence between Implementation of Curriculum 2013 (X1) and Student Learning Achievement (Y).

Moreover, the regression coefficient for the Teacher Teaching Performance (X2) variable is 0.674. This signifies that if the other independent variables remain constant and the Teacher Teaching Performance (X2) increases by one unit, the Student Learning Achievement (Y) would increase by 0.674. The positive coefficient suggests a positive influence between Teacher Teaching Performance (X2) and Student Learning Achievement (Y) in Elementary School II, Makassar City. In general, the changes in the Implementation of Curriculum 2013 and Teacher Teaching Performance among all respondents showed a positive correlation with an increase in student learning achievement. Thus, the results indicate that positive changes in the Implementation of Curriculum 2013 and Teacher Teaching Performance among elementary students would enhance Student Learning Achievement.

3.4. Discussion

3.4.1. The Influence of Implementing Curriculum Learning (X1) on Student Learning Achievement (Y)

Based on the analysis, compelling evidence indicates a significant influence of implementing the 2013 Curriculum (X1) on Students' Academic Achievement (Y) at Elementary School II, Kota Makassar. This is evident from the t-test results for the 2013 curriculum implementation variable, yielding a calculated t-value of 2.187, with a significance level (sig) of 0.035 (0.035 < 0.05, indicating significance).

With a positive t-value, it can be concluded that implementing the 2013 Curriculum positively influences students' academic achievement. Furthermore, accepting or rejecting the null hypothesis is based on the significance value (sig). Suppose the significance value (sig) is smaller than the probability of 0.05. In that case, it signifies an influence of variable (X) on variable (Y). In this instance, the significance value (sig) is 0.035, signifying a significant influence of the 2013 Curriculum variable on Students' Academic Achievement. Thus, it can be inferred that implementing the 2013 Curriculum positively and significantly impacts students' academic achievement at Elementary School II. Additionally, the analysis indicates that better implementation of the 2013 Curriculum corresponds to enhanced student academic performance and vice versa.

According to (Sharma & Jain, 2013), an educator's exemplary performance is significantly influenced by the guidance provided by the curriculum, which serves as a foundation for the teaching-learning process in the classroom. This curriculum plays a pivotal role in regulating the entire spectrum of learning activities, from preparation to the culmination of lessons. Such proficient management has proven to enhance student's learning achievements, notably when accompanied by guidance and direction from the school principal.

The role of the school principal is also acknowledged as pivotal in realizing the school's vision, mission, and objectives (Bush & Coleman, 1995; Coleman & Bush, 2000). This assertion is reinforced by (Mulyasa, 2012), who affirms that the success or failure of education and learning within the school environment is greatly influenced by the school principal's

ability to manage the curriculum, particularly the 2013 Curriculum. In this context, the school principal participates in curriculum development with specialized knowledge and skills, serving as a leader capable of guiding, motivating, mobilizing, and influencing teachers to achieve optimal student learning outcomes.

With an in-depth understanding of curriculum guidance and the pivotal role of the school principal, (Gupta et al., 2004) add that school principals who can develop appropriate curriculum adaptation strategies play a role in creating a conducive learning environment, motivating teaching staff, and stimulating student learning interest, resulting in a significant improvement in academic achievement. This indicates that the role of the school principal in curriculum management is crucial in determining the quality of learning and student academic achievement.

3.4.2. The Influence of Teacher Teaching Performance (X2) on Student Learning Achievement (Y)

The regression analysis results indicate that the variables of the 2013 curriculum (X1) and teacher teaching performance (X2) collectively have a significant impact on student's academic achievement (Y) at the Elementary School II, Kota Makassar. This finding is supported by the F-value of 5.161 with a significance level of 0.010, signifying the rejection of the null hypothesis ($H0$). Moreover, the F-value surpassing the critical F-table value (5.161>5.10) reinforces the conclusion that both variables have a significant influence on students' academic performance. In the context of the regression analysis, approximately 21.4% of the variability in students' academic achievement can be explained by the variables of the 2013 curriculum and teacher teaching performance (R square = 0.214). After adjusting for the number of variables, the Adjusted R-Square value of 0.172 indicates that approximately 17.2% of the impact of these variables statistically contributes to students' academic performance at Elementary School II.

However, 82.8% of the variance in students' academic achievement in the school is influenced by other factors not examined in this study. Therefore, this research underscores the importance of considering additional factors affecting students' academic performance. These findings advocate for further research to broaden the scope and identify other potential factors that may impact students' academic achievement in this school. More effective strategies can be developed through a comprehensive approach to enhance the quality of education and student's academic performance at Elementary School II.

The results align with the consensus among experts regarding the interconnectedness of teachers' instructional performance and students' academic achievements. Educators who exhibit proficient teaching practices can cultivate a heightened sense of enthusiasm and motivation for learning among their students, ultimately leading to an upliftment in their academic performance (Gimbert et al., 2007; Schmidt et al., 2011). This highlights teachers' crucial role in shaping the learning environment and influencing students' educational outcomes. (Bloom et al., 1984) assertion about the factors impacting academic achievement emphasizes internal and external elements, with teachers significantly contributing to students' enhanced academic performance (Sudjana, 2009). Through their pedagogical approaches and engagement strategies, teachers hold the key to unlocking students' potential and fostering a conducive learning atmosphere.

Moreover, extending this discourse (Davis & Boudreaux, 2019) underscores the pivotal nature of teachers' roles, stating that teachers serve as mentors and influencers, guiding students toward academic success. Their ability to employ effective teaching methods and provide tailored support significantly impacts students' learning journeys, driving them toward more significant achievements. This underscores the magnitude of teachers' influence in shaping students' academic trajectories, emphasizing their pivotal role in imparting knowledge and nurturing students' growth and success.

3.4.3. The Influence of Implementing Curriculum Learning (X1) and Teacher Teaching Performance (X2) Together on Student Learning Achievement (Y)

The regression analysis coefficients yielded a significant F-value of 5.161 at a significance level of 0.010, indicating rejection of the null hypothesis ($H0$) and supporting the assertion that both the 2013 curriculum (X1) and teacher teaching performance (X2) collectively impact students' academic achievement (Y). This acceptance of the alternative hypothesis (Ha) suggests a simultaneous influence of the variables above on students' academic performance. The R-square value of 0.214 reveals the proportion of variance in students' academic achievement explained by the 2013 curriculum and teacher teaching performance. Moreover, the Adjusted R-Square of 0.172 emphasizes that 17.2% of

students' academic performance variation is attributable to these variables after accounting for model complexity. Consequently, it is evident that the combined effect of the 2013 curriculum and teacher teaching performance significantly influences students' academic achievement at Elementary School II, Kota Makassar, contributing to 17.2% of the variance. However, the remaining 82.8% is influenced by unexplored factors not encompassed in this study.

According to (Ramadhan & Winata, 2016), academic achievement represents the ultimate goal of educational endeavors within schools. It is a pivotal measure of learning success (Rohmah & Marimin, 2015). (Suryabrata, 2006) defines achievement as the final score teachers give, offering a glimpse into a student's progress or accomplishments within a specific period. (Astuty, 2015) asserts that students' academic performance can be gauged across three primary domains: cognitive, affective, and behavioral, aiming to reinforce students' character as self-reliant and high-achieving young individuals.

Academic achievement reflects students' specific objectives, often expressed numerically or in alphabetic forms (Sudjana, 2009). This closely aligns with the goals predetermined by educators, covering cognitive, affective, and psychomotor domains (Martin & Briggs, 1986; Zaghloul, 2001). (Heck & Hallinger, 2009), characterizes academic achievement as the quantified outcome of learning endeavors, usually conveyed through symbols, letters, or phrases depicting individual student accomplishments within a designated timeframe. (Dislen Daggöl, 2019), it underscores that academic achievement evaluates knowledge assimilation (learning) outcomes, typically represented numerically, defining the standard student achievement within predefined timeframes.

These perspectives collectively suggest that students' academic accomplishments are significantly influenced by the learning curriculum, particularly the 2013 Curriculum, and the teaching performance exhibited by educators at the Elementary School in Makassar City. Adding to the discourse, (Day et al., 2016; Jackson et al., 2008)emphasize that the dynamic interaction between curriculum implementation and effective teaching practices significantly shapes the students' academic achievements, serving as a foundation for comprehensive learning outcomes. This underscores the critical role of curriculum execution and proficient teaching methodologies in determining the extent of students' academic accomplishments.

4. CONCLUSION

The research highlights the positive impact of implementing the 2013 Curriculum and teachers' performance on students' learning achievements at Elementary School II in Kota Makassar. It emphasizes the need for aligned teaching methods to enhance learning outcomes. It underscores the pivotal role of teachers, requiring their continual development through tailored training for adaptive teaching. However, despite the significant influence of the curriculum and teachers' performance, they collectively explain only about 17.2% of the variance in students' achievements. This underscores the presence of other crucial factors like the learning environment and student motivation, necessitating further comprehensive exploration. It stresses the importance of ongoing evaluation, refining teaching strategies, supporting teacher development, and conducting extensive research to comprehend the broader spectrum of influences on students' academic success. A holistic approach is pivotal for sustained advancements in student achievements at Elementary School II in Kota Makassar.

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