International Journal of Education, Vocational and Social Science
https://e-journal.citakonsultindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

The Effect Of Curriculum Organization And Teacher Work Ethic On The Quality Of Vocational School Learning In Madang Suku Iii District

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Abstract

This study aims to analyze the influence of curriculum organization and teachers' work ethic on the quality of learning in Vocational High Schools (SMK) in Madang Suku III District. The background of this study is based on the importance of learning quality in improving the quality of vocational school graduates so that they are able to compete in the business and industrial sectors. Learning quality is influenced by various factors, including effective curriculum organization and a high level of teachers' work ethic in carrying out their professional duties. This study employed a quantitative approach using a survey method. The population of the study consisted of vocational high school teachers in Madang Suku III District. Data collection techniques were carried out through the distribution of questionnaires prepared based on the indicators of the research variables, namely curriculum organization, teachers' work ethic, and learning quality. The data were analyzed using multiple linear regression analysis to determine the partial and simultaneous effects among the variables . The results of the study indicate that curriculum organization has a positive and significant effect on learning quality. Teachers' work ethic also has a positive and significant effect on learning quality. Furthermore, curriculum organization and teachers' work ethic simultaneously have a positive and significant influence on the quality of learning in vocational high schools in Madang Suku III District. Based on these findings, it can be concluded that improving the quality of learning in vocational high schools can be achieved through effective curriculum organization and strengthening teachers' work ethics. Therefore, schools need to improve structured curriculum management and create a disciplined, professional, and innovative

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work culture among teachers in order to support the creation of high-quality learning.

Keywords: Curriculum Organization, Teachers' Work Ethics, Learning Quality, Vocational High School (SMK).

INTRODUCTION

Education is a strategic tool in supporting national development through the birth of quality human resources and capable of advancing the nation. Law Number 20 of 2003 concerning the National Education System Article 3 emphasizes that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Chasovy et al., 2023). The goals of national education can only be realized if all levels and paths of education are able to organize a quality learning process, planned, and oriented towards the development of student competencies as a whole.

Vocational education, particularly Vocational High Schools (SMK), plays a strategic role in preparing skilled workers ready to enter the industrial world (Riany, 2020). In accordance with Law Number 20 of 2003, Article 15, vocational education is secondary education that prepares students primarily for work in specific fields. However, this hope has not been fully realized. Based on data from the Central Statistics Agency (BPS) as of February 2024, Indonesia's open unemployment rate (TPT) reached 4.82%, or around 7.2 million people, and vocational high school graduates still contribute significantly to unemployment at the national level. This condition indicates a mismatch *between* the competencies of vocational high school graduates and the needs of the Business and Industrial World (DUDI), so a comprehensive evaluation of the quality of the learning process provided by vocational high schools is necessary.

The success of vocational schools in achieving educational goals depends heavily on the quality of the learning provided. Learning quality is a key indicator of the effectiveness of the educational process, reflecting the quality of the transfer of knowledge, skills, and attitudes from educators to students. Nugroho and Miyono (2024) emphasized that the strategy of implementing a quality assurance system has a positive impact on improving the quality of education and the quality of process standards in vocational schools. Learning quality is not only measured by student learning outcomes but also by the effectiveness of the learning process, which is able to

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develop student competencies holistically according to the demands of the workplace. Therefore, efforts to improve learning quality need to be examined from various influencing factors, including curriculum organization and teacher work ethic.

Curriculum organization is a crucial factor influencing learning quality. Curriculum structure is the organization of competencies, learning content, and the learning load that students must complete (Minister of Education, Culture, Research, and Technology Decree No. 12 of 2024). Educational units need to organize learning into a format that includes intracurricular activities, Pancasila student profile strengthening projects, and extracurricular activities based on careful competency mapping. Effective curriculum organization is crucial for realizing more effective and efficient learning planning according to the conditions of the educational unit (Guidelines for Preparing a Pancasila Student Profile System, 2024).

Curriculum management requires planning , organizing , leading , and monitoring of resources to achieve desired educational goals. Thahir (2023) stated that the implementation of the independent curriculum in vocational schools (SMK) should include more comprehensive competency-based content so that students are given sufficient time to understand conceptual information and strengthen their competencies. A good curriculum structure includes allocating learning time with projects to strengthen the Pancasila student profile, which is allocated approximately 30% of the total teaching hours per year (Kepmendikbudristek, 2024). Systematic curriculum organization also includes the integration of theory and practice through Field Work Practice (PKL) as a link and match implementation between vocational schools and industry to provide real-world work experience for students (Directorate of Vocational High Schools, 2024).

A well-organized curriculum will not deliver optimal results without the support of qualified human resources, particularly teachers. A teacher's work ethic is a crucial factor in determining the quality of learning in vocational schools. Work ethic can be defined as the attitudes, perspectives, habits, and characteristics of an individual or group regarding their work methods. Teachers with a strong work ethic demonstrate sincerity, discipline, responsibility, and strong dedication in carrying out their professional duties. Teacher performance is considered good if they have implemented elements including loyalty and high commitment to teaching, mastery and development of learning materials, discipline in teaching, creativity in implementing learning, collaboration with all school members, exemplary leadership for students, good personality, and responsibility for their assigned tasks (Agus and Solehah, 2023).

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Various studies have shown that teacher work ethic significantly influences teacher performance and learning quality. Rahadian, Jamaludin, and Nandang (2025) found that work ethic positively influences teacher performance. Barrung, Limbong, and Sunaryo (2021) demonstrated that work ethic and job satisfaction influence the performance of vocational high school teachers. Husni (2020) revealed a positive and significant relationship between work ethic and teacher performance at SMK Negeri 1 Lubuk Sikaping, indicating that teachers with a strong work ethic are able to create higher-quality learning. Susanti et al., (2024) added that principal management in improving teacher performance focuses on aspects of discipline, responsibility, pride in the profession, and hard work of teachers at SMK Negeri 1 Jambi City.

Curriculum organization and teacher work ethic are two interacting variables that influence the quality of learning. A well-organized curriculum will be difficult to implement optimally if it is not supported by teachers with a strong work ethic. Conversely, a strong teacher work ethic will be less meaningful if it is not accompanied by systematic and directed curriculum organization. Mulyono, Haryati, and Wuryandini (2025) concluded that improving the quality of vocational schools requires adaptive strategies, policy support, and collaboration between schools, the government, and the community. Khotimah, Tyas, and Hikmawati (2024) emphasized that the principal's visionary strategy in improving the quality of educators in vocational schools requires the application of discipline, thoroughness, and monitoring that contribute to successful learning. Nugroho and Miyono (2024) revealed that the strategy of implementing an external quality assurance system has a positive impact on improving the quality of education and the quality of process standards in vocational schools.

The reality of learning quality at Vocational High Schools (SMK) in Madang Suku III District still faces several challenges that require serious attention. Based on initial observations conducted by researchers, the quality of learning in several vocational high schools in the region is not yet optimal. This is indicated by the mismatch between graduate competencies and the needs of the industrial world, as indicated by varying levels of competency exam pass rates and suboptimal student absorption of learning materials. Ineffective curriculum organization is also a problem, reflected in the suboptimal competency mapping and implementation of the curriculum structure, including intracurricular activities and Field Work Practices (PKL), so that learning is not fully based on industry needs (Armen et al., 2025).

Problems with teachers' work ethic were also identified through these initial observations. Several teachers demonstrated a lack of discipline and creativity in designing engaging lesson plans and failed to utilize learning media optimally, resulting in less-than-optimal teacher-student

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interaction during the teaching and learning process. Limited mastery of information and communication technology (ICT), particularly among senior teachers, and minimal participation in ongoing professional development activities further weakened the quality of learning. This situation resulted in a lack of synchronization between the curriculum system and human resources, where the planned curriculum failed to deliver optimal results due to the lack of adequate teacher work ethic and dedication. This reality underscores the urgency of research that empirically examines the influence of curriculum organization and teacher work ethic on learning quality, given that these two variables are interrelated and equally determine the quality of education in vocational schools.

Based on all the theoretical and empirical explanations presented, there is a gap between the ideal conditions of expected learning quality and the reality that occurs at SMK Madang Suku III District. This gap is thought to be influenced by the suboptimal organization of the curriculum and the weak work ethic of teachers. This research is important to conduct to generate empirical evidence that can be used as a basis for policy making to improve the quality of learning in vocational education units. Based on these considerations, this study is entitled "The Influence of Curriculum Organization and Teacher Work Ethic on the Quality of Learning at SMK in Madang Suku III District."

RESEARCH METHODS

Conceptually, this study examines the relationship between curriculum organization and teacher work ethic with the quality of learning. A structured and systematic curriculum organization is expected to support a more effective learning process. On the other hand, a strong teacher work ethic is also thought to play a role in improving the quality of learning implementation in schools. This type of research is a causal correlational study that aims to determine the effect of the independent variable on the dependent variable. The independent variables in this study are Curriculum Organization (X_1) and Teacher Work Ethic (X_2), while the dependent variable is Learning Quality (Y).

This study employs quantitative methods to obtain objective and measurable results through numerical data. The rationale for using this method is to enable accurate hypothesis testing and to obtain definitive conclusions regarding the magnitude of the influence between the variables studied. A survey approach was used to efficiently collect data from a large number of respondents through questionnaires. This choice was based on the need to systematically map data distribution and analyze relationships between variables within the vocational high school

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teacher population in Madang Suku III District, allowing for generalizability with a high degree of accuracy.

The population in this study were all teachers who teach at SMK N Batumarta and SMK Raudatul Istiqomah, which consist of 2 (two) vocational schools with a total of 55 teachers. The sample selection in this study used a saturated sampling technique (census) because the number of teachers in Madang Suku III District is relatively small, namely 55 people. Data collection techniques in this study were carried out through observation, documentation, and questionnaires. As well as data analysis techniques used in this study were descriptive statistics,

RESULTS AND DISCUSSION

Based on the population distribution and sampling techniques established in Chapter III, this study involved 55 teachers as respondents. Data were collected using a questionnaire instrument that had been tested for validity and reliability, so it can be used as a valid and reliable measuring tool in measuring the variables of curriculum organization, teacher work ethic, and learning quality.

Table 1Respondent Characteristics

Respondent Characteristics	Number (N)	Percentage (%)
Gender		
Man	24	43.6
Woman	31	56.4
Years of service		
< 1 Year	8	14.5
15 years	33	60.0
>5 Years	14	2 5.5
Which school are you from		
S MK Negeri Batumarta	31	56.4
S MK Raudatul Consistency	2 4	43.6
Total	**5 5**	**100 ,0**

Source : Data from Vocational High Schools in Madang District, Sector III, 2026

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Judging from the characteristics of the length of service, the majority of respondents had a service period of 1–5 years, namely 33 people (60.0%), followed by respondents with a service period of more than 5 years, namely 14 people (25.5%), and respondents with a service period of less than 1 year, namely 8 people (14.5%). This indicates that the majority of teachers have sufficient teaching experience.

Based on school characteristics, 31 respondents (56.4%) came from Batumarta State Vocational School, while 24 respondents (43.6%) came from Raudatul Istiqomah Vocational School. This distribution indicates that both schools were proportionally represented in this study.

Data Prerequisite Test

1. Normality Test

Table 2Normality Test of Learning Quality

Tests of Normality						
	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Learning Quality (Y)	.172	55	.070	.854	55	.060
a. Lilliefors Significance Correction						

Source : Primary Data, Processed (2026)

Based on the table above, the Kolmogorov-Smirnov normality test revealed a significance value of 0.070 . This show that the data is related with variables quality learning (Y) is stated normally distributed (Sig> 0.05). Graph following display results test normality :

Table 3. Normality Test of Curriculum Organization

Tests of Normality						
	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Organizing Curriculum (X1)	.177	55	.066	.846	55	.068
a. Lilliefors Significance Correction						

Source : Primary Data, Processed (2026)

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Based on the table above, the Kolmogorov-Smirnov normality test revealed a significance value of 0.066. This indicates that the data related to the curriculum organization variable (X1) is normally distributed (Sig> 0.05). The following graph displays the results of the normality test:

Table 4. Normality Test of Work Ethic

Tests of Normality						
	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Ethos Work (X2)	.202	55	.058	.827	55	.077
a. Lilliefors Significance Correction						

Source : Primary Data, Processed (2026)

2. Multicollinearity Test

Table 3Multicollinearity Test

Coefficients [a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Organizing Curriculum (X1)	.188	5,329
	Ethos Work (X2)	.188	5,329
a. Dependent Variable: Learning Quality (Y)			

Source : Primary Data, Processed (2026)

Based on Table 5. above , the results of the multicollinearity test show that variables organizing curriculum (X1) and ethos work (X2) each obtains The tolerance value is 0.188 and the VIF value is 5.329. The tolerance value is greater than 0.10 and the VIF value is less than 10, which means there are no symptoms of multicollinearity among the independent variables in the regression model . Thus , the assumption of non- multicollinearity fulfilled and the regression model worthy used For analysis more carry on .

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3. **Heteroscedasticity Test**

Table 4Heteroscedasticity Test (Glejser Test)

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.558E-14	6,210		.000	1,000
	Organizing Curriculum (X1)	.000	.101	.000	.000	1,000
	Ethos Work (X2)	.000	.106	.000	.000	1,000
a. Dependent Variable: ABS_RES						

Source: Primary Data, Processed (2026)

Based on Table 6. above, the results of the heteroscedasticity test using the Glejser Test show that the curriculum organization variable (X1) obtained a significance value of 1.000 and the work ethic variable (X2) obtained a significance value of 1.000. Both significance values are greater than 0.05 (sig. > 0.05), which means there are no symptoms of heteroscedasticity in the regression model. With Thus , the assumption homoscedasticity fulfilled and the regression model worthy used For analysis more continue . Besides that , for more support heteroscedasticity test findings , next scatterplot pattern required :

Hypothesis Testing

1. **The Influence of Curriculum Organization on the Quality of Vocational High School Learning in Madang District III**
   a. **Analysis of the Coefficient of Determination**

Table 5Coefficient of Determination between X1 and Y

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.930 [a]	.865	.863	6,700
a. Predictors: (Constant), Organization Curriculum (X1)				

Source : Primary Data, Processed (2026)

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E-ISSN : 2963 4954
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Based on Table 7. above , the results analysis coefficient determination between organizing curriculum (X1) towards quality learning (Y) shows The R value is 0.930, which means there is very strong relationship between organizing curriculum with quality learning . The R Square value of 0.865 indicates that variables organizing curriculum (X1) is capable explain 86.5 % of the variation that occurs in the variable quality learning (Y), whereas the rest 13.5 % is explained by other variables that are not investigated in study this . With Thus , organizing curriculum own a huge contribution to quality learning at Vocational High Schools in Madang Suku III District .

b. Simple Linear Regression Analysis

Table 8. Simple Linear Regression between X1 and Y

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,338	6,219		3.110	.003
	Organizing Curriculum (X1)	.861	.047	.930	18,450	.000
a. Dependent Variable: Learning Quality (Y)						

Source : Primary Data, Processed (2026)

Based on Table 8. above , the results analysis simple linear regression between organizing curriculum (X1) towards quality learning (Y) shows mark constant (a) of 19.338 and coefficient regression variables organizing curriculum (b) is 0.861, so that equality the regression is Y = 19.338 + 0.861X1. The equation the means that every improvement One units in organizing curriculum (X1) will increase quality learning (Y) of 0.861. Furthermore , the calculated t value amounting to 18,450 with mark significance by 0,000 which is more small of 0.05 (sig. < 0.05), which means organizing curriculum (X1) has an effect positive and significant to quality learning (Y). With Thus , the hypothesis first (H1) in study This accepted .

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2. **The Influence of Work Ethic on the Quality of Vocational High School Learning in Madang District III**

a. Analysis of the Coefficient of Determination

Table 6Determination between X2 and Y

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Standard Error of the Estimate**
1	.897 [a]	.805	.802	8,052
a. Predictors: (Constant), Ethos Work (X2)				

Source: Primary Data, Processed (2026)

Based on Table 9. above, the results of the analysis of the coefficient of determination between work ethic (X2) and the quality of learning (Y) show an R value of 0.897, which means there is a very strong relationship between work ethic and the quality of learning. The R Square value of 0.805 indicates that the work ethic variable (X2) is able to explain 80.5% of the variation that occurs in the learning quality variable (Y), while the remaining 19.5% is explained by other variables not examined in this study. Thus, work ethic has a very large contribution to the quality of learning in Vocational High Schools in Madang Suku III District.

b. Simple Linear Regression Analysis

The results of a simple linear regression analysis between the work ethic variable and the quality of learning are presented in the following table:

Table 7Simple Linear Regression between X2 and Y

Coefficients [a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	16,522	7,928		2,084	.042
	Ethos Work (X2)	.871	.059	.897	14,813	.000
a. Dependent Variable: Learning Quality (Y)						

Source : Primary Data, Processed (2026)

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Based on Table 10. above , the results analysis simple linear regression between ethos work (X2) against quality learning (Y) shows mark constant (a) of 16.522 and coefficient regression variables ethos work (b) is 0.871, so equality the regression is Y = 16.522 + 0.871X2. Equality the means that every improvement One unit on ethos work (X2) will increase quality learning (Y) of 0.871. Furthermore , the calculated t value amounting to 14,813 with mark significance by 0,000 which is more small of 0.05 (sig. < 0.05), which means ethos work (X2) has an effect positive and significant to quality learning (Y). With Thus , the hypothesis second (H2) in study This accepted .

3. The Joint Influence of Curriculum Organization and Work Ethic on the Quality of Vocational High School Students in Madang District III

a. Analysis of the Coefficient of Determination

Table 8of X1 & X2 against Y

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Standard Error of the Estimate**
1	.940 [a]	.884	.879	6,280
a. Predictors: (Constant), Ethos Work (X2), Organizing Curriculum (X1)				

Source : Primary Data, Processed (2026)

Based on Table 11. above , the results analysis coefficient determination between organizing curriculum (X1) and ethos work (X2) in simultaneous to quality learning (Y) shows The R value is 0.940, which means there is very strong relationship between organizing curriculum and ethos Work in a way together with quality learning . The R Square value of 0.884 indicates that variables organizing curriculum (X1) and ethos work (X2) in simultaneous capable explain 88.4 % of the variation that occurs in the variable quality learning (Y), whereas the rest 11.6 % is explained by other variables that are not investigated in study This . The Adjusted R Square value of 0.879 shows that the regression model used it's very good in explain influence second variables free to quality learning . With Thus , organizing curriculum and ethos Work in a way together own a huge contribution to quality learning at Vocational High Schools in Madang Suku III District .

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b. Multiple Linear Regression Analysis

Table 9Multiple Linear Regression of X1 & X2 against Y

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,157	6,210		2,119	.039
	Organizing Curriculum (X1)	.598	.101	.646	5,926	.000
	Ethos Work (X2)	.306	.106	.315	2,886	.006
a. Dependent Variable: Learning Quality (Y)						

Source : Primary Data, Processed (2026)

Based on Table 12. above , the results analysis multiple linear regression between organizing curriculum (X1) and ethos work (X2) in simultaneous to quality learning (Y) shows mark constant (a) of 13.157, coefficient regression organizing curriculum (b1) is 0.598, and the coefficient regression ethos work (b2) of 0.306, so equality the regression is Y = 13.157 + 0.598X1 + 0.306X2. Equality the means that every improvement One units in organizing curriculum (X1) will increase quality learning (Y) of 0.598 with assumptions other variables remain constant , and each improvement One unit on ethos work (X2) will increase quality learning (Y) of 0.306 with assumptions other variables remain constant . Next , the variable organizing curriculum (X1) obtained t - value amounting to 5,926 with significance 0.000, and the variable ethos work (X2) obtains t - value amounting to 2,886 with significance 0.006, both more small of 0.05 (sig. < 0.05), which means organizing curriculum and ethos each other's work is influential positive and significant to quality learning . With Thus , the hypothesis third (H3) in study This accepted , namely organizing curriculum (X1) and ethos work (X2) in simultaneous influential positive and significant to quality learning (Y) at Vocational High Schools in Madang District III .

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E-ISSN : 2963 4954
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c. Simultaneous Test (F Test)

Table 10F Test of X1 & X2 against Y

ANOVA [a]						
Model		**Sumof Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	15611.834	2	7805.917	197,907	.000 [b]
	Residual	2051.003	52	39,442		
	Total	17662.836	54			
a. Dependent Variable: Learning Quality (Y)						
b. Predictors: (Constant), Ethos Work (X2), Organizing Curriculum (X1)						

Source : Primary Data, Processed (2026)

Based on Table 13. above , the results of the F test show calculated F value amounting to 197,907 with mark significance by 0,000 which is more small of 0.05 (sig. < 0.05). This is means that variables organizing curriculum (X1) and ethos work (X2) in simultaneous influential positive and significant to quality learning (Y). With Thus , the hypothesis third (H3) in study This accepted , namely there is significant influence between organizing curriculum and ethos Work in a way together to quality learning at Vocational High Schools in Madang Suku III District .

DISCUSSION

The Influence of Curriculum Organization on the Quality of Vocational High School Learning in Madang Suku III District

Based on the results of the data analysis that has been carried out, it was found that curriculum organization (X1) has a positive and significant effect on the quality of learning (Y) of SMK in Madang Suku III District. This is evidenced by the calculated t value of 5.926 which is greater than the t table value of 2.007, with a significance value of 0.000 which is much smaller than 0.05 (sig. <0.05). The regression coefficient of curriculum organization of 0.598 indicates that every one unit increase in curriculum organization will increase the quality of learning by 0.598 assuming other variables remain constant. The Beta value of 0.646 confirms that curriculum organization is the most dominant variable influencing the quality of learning compared to the teacher's work ethic variable in this research model. Thus, the first hypothesis (H1) in this study is accepted.

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The results of this study are in line with and support the findings of Nugroho and Miyono (2024) in their study entitled "The Impact of the External Quality Assurance System Implementation Strategy on the Quality of Education at Bansari State Vocational High School". Nugroho and Miyono found that the strategy for implementing an external quality assurance system, which includes aspects of planning, implementation, and evaluation of learning, has a positive impact on improving the quality of education in vocational high schools. The study shows that well-planned and organized curriculum management is a primary prerequisite in creating a quality learning process. The similarity with this study lies in the focus of the study of learning quality in vocational high schools, while the difference is that Nugroho and Miyono used a qualitative approach and focused on the external quality assurance system, while this study uses a quantitative approach by making curriculum organization an independent variable that is tested empirically.

Furthermore, the findings of this study are also supported by Thahir's (2023) study, which examined the implementation of evaluation management in the Independent Curriculum at Muhammadiyah Delanggu Vocational School. Thahir revealed that the Independent Curriculum at vocational schools contains more comprehensive competency-based content, where students are given sufficient time to understand conceptual information while simultaneously strengthening competencies. These findings indicate that curriculum organization that prioritizes competency completion and the integration of conceptual knowledge with practical skills will support the creation of better learning quality. This aligns with the findings of this study, which show that good curriculum organization, particularly in terms of integrating theory and practice and aligning with industry needs, significantly contributes to learning quality.

Theoretically, this finding aligns with the view of Cholilah et al. (2023), who stated that curriculum organization is a pattern or design of curriculum materials aimed at making it easier for students to learn the subject matter while facilitating their learning activities. A well-organized curriculum will help teachers implement learning in a more focused, structured manner, and in accordance with student needs and the demands of scientific and technological developments. This confirms that curriculum organization is not merely an administrative aspect, but rather a substantive component that directly determines the quality of the learning process and outcomes.

In the context of SMK Madang Suku III District, these findings illustrate that efforts to improve learning quality must begin with strengthening curriculum organization. Careful competency mapping aligned with industrial needs, proportional allocation of learning time between normative, adaptive, and productive content, and systematic organization of Field Work

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Practices are crucial aspects that require serious attention. Minister of Education, Culture, Research, and Technology Decree Number 12 of 2024 emphasizes that curriculum structure is the organization of competencies, learning content, and the learning load that students must undergo. Therefore, schools are obliged to adjust their curriculum organization to these provisions to ensure optimal learning quality.

The Influence of Teachers' Work Ethic on the Quality of Vocational High School Learning in Madang Suku III District

The results of the data analysis show that the teacher's work ethic (X2) has a positive and significant effect on the quality of learning (Y) of SMK in Madang Suku III District. This is evidenced by the calculated t value of 14.813 (in partial testing) and a significance value of 0.000 which is smaller than 0.05. Based on the simple linear regression equation Y = 16.522 + 0.871X2, every one unit increase in the teacher's work ethic will increase the quality of learning by 0.871. In multiple regression testing, the work ethic variable obtained a calculated t value of 2.886 with a significance of 0.006 (<0.05) and a regression coefficient of 0.306. Thus, the second hypothesis (H2) in this study is accepted, which means that the higher the work ethic of the teacher, the higher the quality of learning produced at SMK Madang Suku III District.

These findings have profound implications for efforts to improve the quality of vocational education. A teacher's work ethic reflects their attitude, commitment, and dedication to carrying out their professional duties. Teachers with a strong work ethic consistently attend classes on time, carefully prepare lesson plans, implement innovative and interactive learning, conduct objective and ongoing evaluations, and actively develop their professional competencies. All of these aspects directly impact the quality of student learning processes and outcomes, ultimately determining the overall quality of learning.

In line with this, research by Barrung, Limbong, and Sunaryo (2021) on the influence of work ethic and job satisfaction on the performance of Tagari Christian Vocational High School teachers found that work ethic had a positive and significant effect on teacher performance, with a t-value of 3.156 and a significance level of 0.004. The study also showed that work ethic and job satisfaction simultaneously contributed 67.1% to vocational high school teacher performance. This finding is relevant to the context of the study at the Madang Suku III District Vocational High School, where teachers with a strong work ethic tended to be more diligent, responsible, and creative in designing and implementing learning. The difference between Barrung et al.'s research and this study lies in the dependent variables used, teacher performance versus learning quality.

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However, both emphasize the central role of work ethic in determining the quality of education in vocational high schools.

This research finding is also supported by a study by Khotimah, Tyas, and Hikmawati (2024), which stated that the implementation of discipline, thoroughness, and monitoring, which are core dimensions of teacher work ethic, contribute significantly to the success of education and learning in vocational schools. The principal's visionary strategy, which is able to build a work culture that is disciplined, professional, and oriented towards learning completeness, has been proven effective in improving the quality of educators and has a positive impact on the overall quality of learning.

From a theoretical perspective, these findings align with the views of Agus and Solehah (2023), who assert that teacher performance is considered good if the teacher has implemented elements consisting of loyalty and high commitment to teaching duties, mastery and development of learning materials, discipline in teaching, creativity in implementing learning, and responsibility for the tasks they carry out. All of these elements are tangible manifestations of a teacher's strong work ethic, which is directly reflected in the quality of the learning process carried out.

In the context of SMK Madang Suku III District, these findings provide a clear message that improving teacher work ethic is a non-negotiable priority. Problems identified in initial observations, such as lack of attendance discipline, minimal creativity in learning design, weak mastery of information and communication technology, and minimal participation in continuous professional development, are indications of a weak work ethic that directly impacts the low quality of learning. Therefore, a systematic and sustainable development program is needed to strengthen teacher work ethic, starting from transparent academic supervision, providing performance-based rewards, to facilitating relevant professional development programs.

The Influence of Curriculum Organization and Teacher Work Ethic Together on the Quality of Learning in Vocational High Schools in Madang Suku III District

The results of multiple linear regression analysis show that curriculum organization (X1) and teacher work ethic (X2) simultaneously have a positive and significant effect on the quality of learning (Y) of SMK in Madang Suku III District. This is evidenced by the calculated F value of 197.907 which is much greater than the F table value of 3.175, with a significance value of 0.000 which is smaller than 0.05. The multiple regression equation obtained is Y = 13.157 + 0.598X1 + 0.306X2, which means that every one unit increase in curriculum organization and work ethic simultaneously will improve the quality of learning. The R value of 0.940 indicates a very strong

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relationship between the two independent variables and the quality of learning. The R Square value of 0.884 indicates that curriculum organization and teacher work ethic simultaneously explain 88.4% of the variation in learning quality, while the remaining 11.6% is explained by other variables not examined in this study. Thus, the third hypothesis (H3) in this study is accepted.

The findings of this study also align with the conclusions of Mulyono, Haryati, and Wuryandini (2025), who stated that improving the quality of vocational schools requires adaptive strategies, policy support, and collaboration between schools, the government, and the community. This study revealed that digitalization of education can improve learning quality if implemented with careful planning and adequate teacher competency support. Careful planning refers to the organizational aspect of the curriculum, while teacher competence and dedication reflect work ethic. The current research provides a stronger quantitative empirical basis to confirm that both elements—curriculum organization and teacher work ethic—are the main determinants of vocational school learning quality, which must be managed in an integrated manner.

This simultaneous finding is also supported by a study by Khotimah, Tyas, and Hikmawati (2024), which emphasized that the principal's visionary strategy for improving the quality of educators in vocational schools requires the implementation of integrated discipline, thoroughness, and monitoring. This visionary strategy essentially encompasses two dimensions that must be managed simultaneously: the system dimension, which encompasses the organization of a structured curriculum and learning program, and the human resources dimension, which encompasses teacher work ethic, discipline, and commitment. When these two dimensions are strengthened simultaneously, the result is a significant improvement in learning quality, as empirically demonstrated in this study.

From a theoretical perspective, these simultaneous findings support Mulyasa's (2020) view that learning quality is the result of the synergy of various interrelated factors, including teachers (work ethic) and curriculum (curriculum organization). These two factors are inseparable in efforts to improve learning quality. An effective curriculum requires teachers with a strong work ethic to implement it, and a strong teacher work ethic requires a well-organized curriculum as a foundation for learning.

The simultaneous contribution of 88.4% found in this study is a highly significant indicator. This means that almost all of the variation in learning quality at SMK in Madang Suku III District can be explained by these two variables. The remaining 11.6% is likely explained by other factors such as principal leadership, availability of facilities and infrastructure, student characteristics, or school culture. This finding provides a very clear direction for the local government, education

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office, school principals, and all vocational education stakeholders in Madang Suku III District that the largest investment in improving learning quality must be focused on two main aspects: strengthening the organization of a systematic, relevant, and industry-based curriculum, and building and maintaining a high work ethic for teachers through coaching, supervision, and ongoing professional development programs.

Overall, this study has successfully empirically proven that curriculum organization and teacher work ethic are two variables that synergistically and simultaneously determine the quality of learning at SMK in Madang Suku III District. These findings enrich the research on vocational education management in Indonesia and provide a tangible contribution to the development of policies to improve the quality of vocational education, particularly in areas with similar characteristics to Madang Suku III District.

CONCLUSION

Based on the research results and discussions that have been described, the following conclusions can be drawn:

1. Curriculum organization has a positive and significant effect on the quality of learning (Y) at Vocational High Schools in Madang Suku III District. This is statistically proven by the calculated t-value of 5.926 and with a significance value of 0.000 <0.05. The regression coefficient of curriculum organization of 0.598 means that every one unit increase in curriculum organization will increase the quality of learning by 0.598, assuming other variables remain constant. The Beta value of 0.646 confirms that curriculum organization is the most dominant variable in influencing the quality of learning compared to the teacher's work ethic variable. This finding means that the better and more systematic the curriculum organization implemented includes the preparation of curriculum structure, competency mapping, proportional allocation of learning time, integration of theory and practice, suitability with industry needs, and curriculum flexibility, the higher the quality of learning produced at Vocational High Schools in Madang Suku III District.
2. Teachers' work ethic has a positive and significant effect on the quality of learning (Y) at Vocational High Schools in Madang Suku III District. This is evidenced by the calculated t value of 2.886 and a significance value of 0.006 <0.05. The regression coefficient of teachers' work ethic of 0.306 means that every one unit increase in teachers' work ethic will increase the quality of learning by 0.306, assuming other variables remain constant. In partial testing, the regression coefficient of work ethic is 0.871 with the equation Y = 16.522 + 0.871X2 indicating

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a very strong contribution. This finding means that the higher the work ethic of teachers, reflected in discipline, commitment, creativity, responsibility, and dedication in carrying out their professional duties, the higher the quality of learning produced.

3. The organization of the curriculum and the work ethic of teachers simultaneously have a positive and significant effect on the quality of learning (Y) of SMK in Madang Suku III District. This is evidenced by the calculated F value of 197.907 and a significance value of 0.000 <0.05. The multiple regression equation formed is Y = 13.157 + 0.598X1 + 0.306X2. The multiple correlation coefficient (R) value of 0.940 indicates a very strong relationship between the two independent variables and the quality of learning. The coefficient of determination (R^2) value of 0.884 indicates that the organization of the curriculum and the work ethic of teachers simultaneously are able to explain 88.4% of the variation that occurs in the quality of learning of SMK in Madang Suku III District, while the remaining 11.6% is explained by other variables not examined in this study. The Adjusted R Square value of 0.879 indicates that the regression model used has been very good in explaining the influence of the two variables. This finding confirms that the quality of learning cannot be optimally improved by only improving one aspect; these two main pillars, namely the organization of the curriculum as a system component and the work ethic of teachers as a human resource component, must be strengthened in an integrated and synergistic manner to achieve the expected learning quality standards.

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