

The Effect of Organizational Culture and Leadership on The Effectiveness of Double Curriculum Implementation, with Work Motivation As A Moderating Variable, at The Al-Muhajirin Islamic Boarding School in Purwakarta

Irfan Sihabudin*, Tuty Sariwulan, Corry Yohana

Universitas Negeri Jakarta, Indonesia

Email: irfan.sihabudin@mhs.unj.ac.id*, tuty.wulan@unj.ac.id, corryyohana@unj.ac.id

Abstract

The implementation of a dual curriculum in Islamic boarding schools requires effective organizational management to integrate general education and pesantren-based education systems. However, differences in work patterns, coordination mechanisms, and task orientations among educators may hinder the effectiveness of curriculum implementation. This study aimed to analyze the effects of organizational culture and leadership on the effectiveness of dual curriculum implementation, with work motivation as a moderating variable at Al-Muhajirin Islamic Boarding School in Purwakarta. This study employed a quantitative approach with a causal associative research design. Data were collected through questionnaires distributed to 144 teachers involved in dual curriculum implementation and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3. The results showed that organizational culture had a positive and significant effect on the effectiveness of dual curriculum implementation. Leadership also had a positive and significant effect on curriculum implementation effectiveness. Furthermore, work motivation significantly influenced the effectiveness of dual curriculum implementation and was identified as the most dominant factor explaining program success. Organizational culture and leadership were also found to have positive and significant effects on educators' work motivation. In addition, work motivation strengthened the relationship between organizational culture and leadership and the effectiveness of dual curriculum implementation. These findings highlight that strengthening organizational values, improving leadership quality, and enhancing educators' motivation are essential strategies for optimizing dual curriculum implementation in Islamic boarding schools. This study contributes to the development of human resource management research in educational institutions by emphasizing the strategic role of organizational factors in supporting curriculum effectiveness.

Keywords: Organizational Culture; Leadership; Work Motivation; Dual Curriculum Implementation; Islamic Boarding School Management

INTRODUCTION

Islamic boarding schools are educational institutions with distinctive characteristics in developing students who are knowledgeable, morally grounded, and prepared to face contemporary challenges. In their development, many Islamic boarding schools have not only maintained religious education systems but have also integrated them with general education curricula. This integration has resulted in a dual curriculum system, namely the implementation of a general curriculum and a pesantren-based curriculum within a complementary educational framework (Abawa & Obse, 2024; Hung et al., 2022; José et al., 2025). The implementation of a curriculum that combines multiple educational orientations represents an institutional effort to prepare students to become more adaptive to societal and technological developments (Bagus Aji Pratama & Trisno Martono, 2022).

Through the dual curriculum system, students are expected to develop not only academic competence but also strong moral values, spirituality, discipline, and social responsibility.

However, implementing a dual curriculum is not always straightforward. Integrating general education and religious education curricula requires organizational readiness, effective leadership, a strong organizational culture, and high educator motivation (Bogale & Debela, 2024; Lee & Kim, 2024; Paredes-Saavedra et al., 2024). This condition aligns with data from the Ministry of Education and Culture's Directorate of Education Personnel (Ditps, 2022), which indicates that curriculum implementation continues to face challenges, particularly regarding educator competence and workload management.

Al-Muhajirin Islamic Boarding School in Purwakarta is one of the Islamic educational institutions implementing a dual curriculum. The institution seeks to combine the general curriculum with the pesantren-based curriculum to establish a balanced educational process. However, in practice, dual curriculum implementation still faces various challenges, particularly in human resource management. These challenges include suboptimal coordination between general education teachers and pesantren teachers, uneven understanding among educators regarding the direction of dual curriculum implementation, and differences in work patterns across educational units.

This phenomenon becomes more apparent when considering the number of educators involved in implementing the dual curriculum at the junior high school/Madrasah Tsanawiyah (MTs) level of Al-Muhajirin Islamic Boarding School in Purwakarta. The dual curriculum is implemented not only by school teachers but also by pesantren teachers who have different responsibilities, work characteristics, and program orientations. This condition indicates that dual curriculum implementation requires structured human resource management, particularly in coordination, role distribution, work communication, leadership, and organizational culture alignment (Addurorul Muntatsiroh, 2024; Ali & Ali, 2023; Alzoraiki et al., 2024).

The number of educators across the four junior high school/MTs units of Al-Muhajirin Islamic Boarding School in Purwakarta reached 224 individuals, consisting of 146 school teachers and 78 pesantren teachers. This number demonstrates that dual curriculum implementation involves substantial and diverse human resources. Differences in the number, functions, and work characteristics of school teachers and pesantren teachers require a management system capable of aligning the work direction of all educators.

These data indicate that challenges in dual curriculum implementation are not only related to curriculum content but also to human resource management. The involvement of a large number of educators requires the institution to establish a strong organizational culture, effective leadership, clear communication between units, appropriate task allocation, and high work motivation (Buleshkaj & Koren, 2022; Mäkiharju & Hilli, 2025). Without proper management of these factors, dual curriculum implementation may encounter difficulties in coordination, implementation consistency, supervision, and achievement of institutional objectives.

The phenomenon of dual curriculum implementation is also closely related to human resource management practices. Educators are required to manage two curriculum systems, namely the school curriculum and the pesantren-based curriculum, which requires shared

understanding regarding work objectives, program targets, and task distribution. Coordination between school teachers and pesantren teachers has not been fully optimized due to differences in task characteristics, implementation schedules, and program orientations. Furthermore, administrative responsibilities increase because dual curriculum implementation requires planning, reporting, activity adjustment, and evaluation of two simultaneously operating systems. School and pesantren activity schedules also require continuous adjustment to prevent conflicts. These conditions demonstrate the need for clear role allocation, strong coordination, effective supervision, and appropriate decision-making by institutional leaders.

Most respondents perceived that organizational culture, leadership, work motivation, and the effectiveness of dual curriculum implementation remained at moderate or less-than-optimal levels. For the organizational culture variable, 11 respondents were categorized as moderate/low and 8 respondents were categorized as low. For the leadership variable, 11 respondents were also categorized as moderate/low and 8 respondents as low. For the work motivation variable, 14 respondents were categorized as moderate/low and 6 respondents as low. Meanwhile, for the effectiveness of dual curriculum implementation variable, 13 respondents were categorized as moderate/low, 6 respondents as low, and only 1 respondent as good.

The preliminary research findings indicate that dual curriculum implementation at Al-Muhajirin Islamic Boarding School in Purwakarta requires further strengthening. Regarding organizational culture, greater alignment is needed in work values, communication patterns, and collaboration between school teachers and pesantren teachers. In terms of leadership, the institution needs to strengthen direction, coordination, supervision, and educator development. Regarding work motivation, educators require additional encouragement, support, and reinforcement of responsibility in implementing the program. Meanwhile, the effectiveness of dual curriculum implementation requires improvement, particularly in planning, task allocation, coordination, evaluation, and follow-up processes.

These preliminary findings indicate that the main challenges in dual curriculum implementation cannot be sufficiently explained by curriculum aspects alone. The emerging issues are more closely related to human resource readiness, work coordination, leadership support, organizational culture, and educator motivation. Given the large number of school teachers and pesantren teachers involved, Al-Muhajirin Islamic Boarding School in Purwakarta requires management practices capable of aligning the roles of all program implementers. Without adequate strengthening, dual curriculum implementation may become less directed, less consistent, and less effective in achieving institutional goals.

Based on these conditions, organizational culture, leadership, and work motivation represent important factors requiring further investigation. Organizational culture relates to shared work values, communication, collaboration, and consistency in program implementation. Leadership relates to leaders' abilities to provide direction, coordinate responsibilities, supervise implementation, and make decisions. Work motivation relates to educators' internal drive to perform their responsibilities seriously, responsibly, and with commitment toward program

success. These three factors are expected to influence the effectiveness of dual curriculum implementation as an organizational program.

Previous studies examining organizational culture, leadership, and work motivation have generally been conducted in business organizations, government institutions, universities, and public schools. The organizational outcomes examined have primarily focused on employee performance, teacher performance, job satisfaction, organizational commitment, productivity, and school effectiveness. Studies specifically examining the effectiveness of dual curriculum implementation in Islamic boarding schools from a human resource management perspective remain limited. This gap is significant because pesantren have unique organizational characteristics that combine religious values, formal education systems, pesantren culture, and modern management demands.

Limitations in previous studies are also evident in the use of work motivation variables. Most studies position work motivation as an independent or mediating variable. Research that positions work motivation as a moderating variable in the relationship between organizational culture, leadership, and program implementation effectiveness remains limited, particularly in Islamic boarding school contexts. Therefore, this study provides an opportunity to examine whether work motivation strengthens or weakens the influence of organizational culture and leadership on dual curriculum implementation effectiveness.

Based on the identified phenomena, preliminary findings, and research gaps, this study is important because dual curriculum implementation at Al-Muhajirin Islamic Boarding School in Purwakarta is closely related to human resource management. Dual curriculum implementation should not be understood merely as a curriculum issue because its success requires a strong organizational culture, effective leadership, clear coordination mechanisms, and high educator motivation. With a large number of school teachers and pesantren teachers, successful implementation depends heavily on the organization's ability to align the work direction of all program implementers.

Therefore, this study focused on the effects of organizational culture and leadership on the effectiveness of dual curriculum implementation, with work motivation as a moderating variable at Al-Muhajirin Islamic Boarding School in Purwakarta. This focus aligns with the Master of Management field of study, particularly human resource management, because it examines dual curriculum implementation as an organizational program influenced by work culture, leadership, motivation, coordination, and educator management.

Based on the research background, this study examined the relationships among organizational culture, leadership, work motivation, and the effectiveness of dual curriculum implementation at Al-Muhajirin Islamic Boarding School in Purwakarta. The research questions addressed whether organizational culture, leadership, and work motivation influence dual curriculum implementation effectiveness; whether organizational culture and leadership influence educator work motivation; and whether work motivation moderates the effects of organizational culture and leadership on dual curriculum implementation effectiveness. Accordingly, this study aimed to analyze the effects of organizational culture, leadership, and

work motivation on dual curriculum implementation effectiveness; analyze the effects of organizational culture and leadership on work motivation; and examine the moderating role of work motivation in strengthening the relationship between organizational culture and leadership and dual curriculum implementation effectiveness at Al-Muhajirin Islamic Boarding School in Purwakarta.

Theoretically, this research is expected to enrich studies of human resource management and organizational behavior in pesantren-based educational institutions, particularly regarding the influence of organizational culture, leadership, and work motivation on program implementation effectiveness. Practically, the findings are expected to provide input for Al-Muhajirin Islamic Boarding School in Purwakarta in strengthening organizational culture, improving leadership quality, enhancing educator motivation, and optimizing dual curriculum implementation through improved coordination, task allocation, supervision, evaluation, recognition systems, coaching, and educator support mechanisms.

METHOD

Research Design

This study employed a quantitative approach with a causal associative research design. The quantitative approach was selected to objectively examine the relationships among variables using numerical data collected from respondents. The causal associative design was used to analyze the effects of organizational culture and leadership on the effectiveness of dual curriculum implementation, with work motivation as a moderating variable.

This research design enabled the study to empirically examine the effects of organizational culture and leadership on dual curriculum implementation effectiveness, as well as the moderating role of work motivation in these relationships. The design was aligned with the focus of human resource management studies by positioning dual curriculum implementation effectiveness as an organizational outcome influenced by organizational culture, leadership, and educator work motivation.

Research Time and Place

This research was carried out at the Al-Muhajirin Islamic Boarding School, which is located at Jalan Veteran No. 155, Delsa Nagrikaler, Purwakarta District, Purwakarta Regency, West Java Province. This boarding school is one of the leading Islamic educational institutions in the Purwakarta area which is under the auspices of the Al-Muhajirin Foundation.

The implementation of this research was carried out from December to April 2026, including the initial observation stage, questionnaire distribution, supporting interviews, secondary data collection, and data analysis. The selection of this location was carried out purposively, because the Al-Muhajirin Islamic Boarding School is one of the institutions that consistently applies the dual curriculum model (pesantren and national), so it is relevant to examine the influence of organizational culture, leadership, and work motivation on the effectiveness of the implementation of the curriculum.

Population and Sample

Populations and samples are an important part of quantitative research because they relate to the data sources used to test research hypotheses. The determination of the population and sample must be carried out clearly so that the data obtained is in accordance with the research objectives and is able to describe the condition of the object being studied. In this study, the population and sample were determined based on the research analysis unit, namely educators involved in the implementation of the dual curriculum in the Al-Muhajirin Purwakarta Islamic Boarding School.

This study examines the influence of organizational culture and leadership on the effectiveness of the implementation of a dual curriculum with work motivation as a moderation variable. Therefore, the research respondents were selected from teachers who actively teach at the junior high school and MTs levels in the Al-Muhajirin Purwakarta Islamic Boarding School. Teachers are chosen because they have direct involvement in the implementation of the dual curriculum program, both in the general curriculum and the pesantren curriculum.

Research Population

The research population amounted to 224 teachers, consisting of 146 school teachers and 78 pesantren teachers or pesantren teachers. The composition shows that the implementation of the dual curriculum in the Al-Muhajirin Purwakarta Islamic Boarding School involves educators with diverse task characteristics. Therefore, this population is seen as appropriate to the research focus because it reflects the human resources involved in the implementation of the dual curriculum as an organizational program.

Research Sample

The number of research samples was 144 respondents spread proportionally across four educational units in the Al-Muhajirin Purwakarta Islamic Boarding School. The sample consisted of active teachers involved in the implementation of the dual curriculum, both school teachers and teachers of Islamic boarding schools or Islamic boarding schools. The selection of respondents was carried out randomly in each educational unit according to predetermined proportions, so that the sample obtained could represent the characteristics of the research population.

Types of Research Data

This research is a quantitative research that uses two types of data, namely primary data and secondary data. Primary data was obtained directly from the respondents through the distribution of questionnaires to teachers of the Al-Muhajirin Purwakarta Islamic Boarding School at the junior high school/MTs level.

In addition to primary data, this study also uses secondary data obtained from various literature sources, such as scientific journals, books, institutional documents, and relevant previous research results. Secondary data are used to strengthen the theoretical foundation, support the analysis, and provide a more comprehensive picture of the variables being studied.

This research is associative, which aims to determine the relationship and influence between the variables studied. The approach used is a quantitative approach with a survey

method that aims to test hypotheses empirically based on existing theories. In this study, the independent variables used were organizational culture (X1) and leadership (X2), the moderation variable was work motivation (Z), and the dependent variable was the effectiveness of the implementation of the dual curriculum (Y).

Data collection was carried out through the distribution of questionnaires directly to respondents, and supported through online media such as Google Form and WhatsApp to facilitate distribution and increase respondent response rates.

Data Collection Techniques

The tools to collect data in this study are in the form of research instruments that are arranged according to the type of data needed. The instruments used must be able to produce valid and reliable data so that they can be used to answer research problems appropriately. Before compiling the instrument, the researcher first identifies the research variables based on the problem formulation, then elaborates them into more specific and measurable indicators. These indicators are then used as the basis for the preparation of question items in the questionnaire.

The questionnaire in this study used the Likert scale as a measuring tool. The Likert scale is used to measure respondents' attitudes, perceptions, and opinions towards a statement. This scale provides an alternative answer in the form of the respondent's level of approval to the statement given.

The assessment scale was used to measure all research variables, namely organizational culture (X1), leadership (X2), work motivation (Z), and effectiveness of the implementation of the dual curriculum (Y). The data obtained from the Likert scale was then processed and analyzed quantitatively to test the research hypothesis.

Data Analysis Techniques

The data analysis in this study uses the *Structural Equation Modeling–Partial Least Square* (SEM-PLS) with the help of SmartPLS software version 3. The SEM-PLS method was chosen because it is able to analyze complex relationships between latent variables, both direct and moderation relationships, and does not require normal data distribution and can be used on relatively limited sample size (Ghozali, 2021).

According to Hair et.al, (2019), SEM-PLS is a variant-based approach (*variance based SEM*) that is oriented towards the predictive ability of the model (*prediction oriented*) and theory development. Therefore, this method is considered appropriate for research that examines the influence of organizational culture and leadership on the effectiveness of the implementation of a dual curriculum with work motivation as a moderation variable.

Descriptive Statistical Analysis

Data analysis in this study used descriptive statistical analysis to provide an overview of respondents' characteristics and answer distributions, including minimum, maximum, mean, and standard deviation values. The evaluation of the measurement model (outer model) was conducted to test validity and reliability through convergent validity (loading factor > 0.70 and AVE > 0.50), discriminant validity using Fornell-Larcker criterion, cross-loading, and HTMT ($<$

0.90), as well as reliability testing with Cronbach's Alpha and Composite Reliability (> 0.70) (Hair et al., 2021).

RESULTS AND DISCUSSION

Measurement Model Analysis (Outer Model)

Analysis of the measurement model (*outer model*) was carried out to test the validity and reliability of the indicators used in measuring each research construct. External model testing includes *convergent validity*, *discriminant validity*, and construct reliability tests. The results of the model estimation using SmartPLS 3 are shown in the following Figure 4.6.

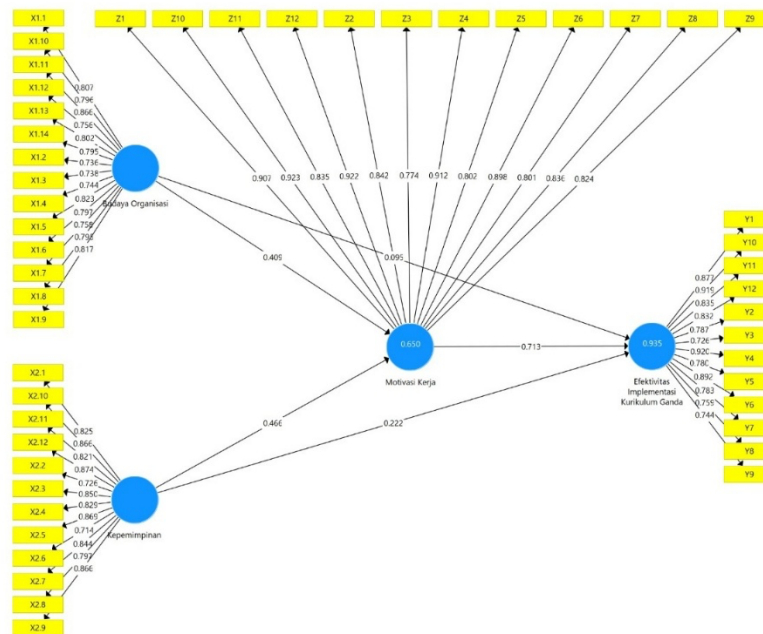


Figure 1. Measurement Model (Outer Model)

Source: SmartPLS 3 output, processed by researchers (2026).

Convergent Validity

It was concluded that all indicators in this study had met the criteria for *convergent validity* because they had an outer loading value greater than 0.70. Thus, all indicators are declared valid and feasible to be used to measure each latent variable, so that the analysis can be continued at the *Average Variance Extracted* (AVE) testing stage and the evaluation of the measurement model (*outer model*) later.

Uji Average Variance Extracted (AVE)

All research variables had an Average Variance Extracted (AVE) value above 0.50. This shows that each construct has met the criteria for convergent validity, so that the indicators used are able to explain the latent variables that are well measured.

The Organizational Culture variable (X_1) obtained an AVE value of 0.622, which indicates that 62.2% of the variance of the indicator can be explained by the organizational culture

construct. The Leadership variable (X_2) obtained an AVE value of 0.681, which means that 68.1% of the variance of the indicator can be explained by the leadership construct.

Furthermore, the variable Effectiveness of Dual Curriculum Implementation (Y) has an AVE value of 0.679, which shows that the indicators used have been able to represent the construct of the effectiveness of the implementation of the dual curriculum well. The Work Motivation variable (Z) obtained the highest AVE value of 0.736, which means that 73.6% of the variance of the indicator can be explained by the work motivation construct.

Based on these results, it can be concluded that all variables in this study have met the Average Variance Extracted (AVE) criteria because they have values greater than 0.50. Thus, all constructs are declared valid and feasible to be used in further analysis at the evaluation stage of discriminant validity, construct reliability, and structural models (inner models).

Discriminant Validity

The results of Cross Loadings show that each indicator has the highest loading factor value in the measured construct compared to other constructs. This shows that each indicator is able to represent the latent variable that is measured better than the other latent variable, thus meeting the discriminant validity criteria.

In the Organizational Culture (X_1) variable, the X1.11 indicator has the highest loading value of 0.866, while in the Leadership (X_2) variable, the X2.12 indicator has the highest loading value of 0.874. Furthermore, in the variable Effectiveness of Dual Curriculum Implementation (Y), the Y4 indicator has the highest loading value of 0.920, while in the Work Motivation (Z) variable, the Z10 indicator has the highest loading value of 0.923.

Although there are several indicators that have a fairly high correlation with other constructs, the loading value of the original construct is still the largest value. Thus, each indicator still has a good ability to distinguish the construct it is measuring from the other constructs.

Based on these results, it can be concluded that all indicators in the variables of Organizational Culture, Leadership, Effectiveness of Dual Curriculum Implementation, and Work Motivation have met the criteria of discriminant validity. Therefore, the measurement model in this study is stated to have good discriminating ability and is feasible to continue in the reliability testing of the construct and the evaluation of the structural model (inner model).

Composite Reliability dan Cronbach Alpha

The Composite Reliability and Cronbach's Alpha tests are performed to determine the level of reliability or internal consistency of each construct in the study. According to Hair et al. (2019), a construct is declared reliable if it has a Composite Reliability value and Cronbach's Alpha greater than 0.70. In addition, the ρ_A value is used as an additional measure of reliability which is also expected to be above 0.70.

All research variables have a Composite Reliability value above 0.70, so that they meet the set reliability criteria. The Work Motivation variable (Z) has the highest Composite Reliability value of 0.971, while the Organizational Culture (X_1) variable has a Composite Reliability value of 0.958. The Leadership Variable (X_2) and Effectiveness of Dual Curriculum

Implementation (Y) each obtained a Composite Reliability value of 0.962. These results show that all constructs in the study have an excellent level of internal consistency.

In addition, Cronbach's Alpha scores on all variables were also above 0.90, namely Organizational Culture of 0.954, Leadership of 0.957, Effectiveness of Dual Curriculum Implementation of 0.956, and Work Motivation of 0.967. The rho_A value of all constructs also showed excellent results, which was in the range of 0.957–0.969, thus further strengthening that each construct has high reliability.

Thus, the results of the Composite Reliability, Cronbach's Alpha, and rho_A tests show that all variables in this study have met the reliability criteria. This means that the indicators used to measure the variables of Organizational Culture, Leadership, Effectiveness of Dual Curriculum Implementation, and Work Motivation have a high level of consistency, making them suitable for use in structural model analysis (inner model) and hypothesis testing.

Structural Model Analysis (Inner Model)

Inner Model analysis is used to evaluate the structural relationships between latent variables in the research model. This test aims to determine the ability of exogenous variables to explain endogenous variables and test the strength of relationships between constructs built in the research model. According to Hair et al. (2019), the evaluation of the Inner Model is carried out through several tests, namely the determination coefficient (*R-Square*), *Effect Size (F-Square)*, *Predictive Relevance (Q-Square)*, and hypothesis testing (*Path Coefficient*).

The results of the structural model of the research using SmartPLS 3 are shown in the following figure.

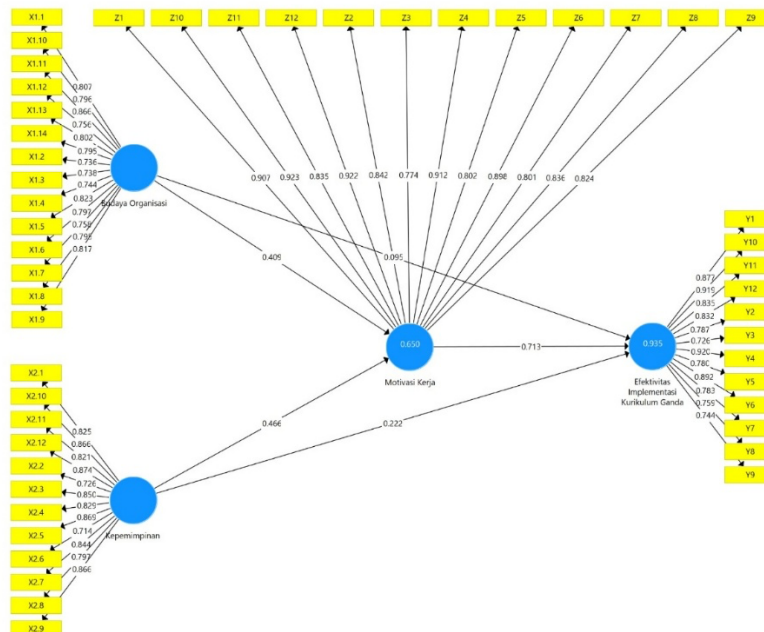


Figure 2. Path Diagram Inner Model

Source: SmartPLS 3 output, processed by researchers (2026).

Coefficient of Determination (R-Square)

It is known that the variable of Effectiveness of Dual Curriculum Implementation (Y) has an R-Square value of 0.935. The score showed that 93.5% of the variation in the effectiveness of the implementation of the dual curriculum could be explained by the variables Organizational Culture (X_1), Leadership (X_2), and Work Motivation (Z), while the remaining 6.5% was explained by other factors outside the research model. This value is included in the strong category (substantial), thus showing that the model has an excellent ability to explain the variables of the effectiveness of the implementation of the dual curriculum.

Meanwhile, the Work Motivation variable (Z) obtained an R-Square value of 0.650, which means that 65.0% of the variation in work motivation can be explained by the variables Organizational Culture (X_1) and Leadership (X_2). As for 35.0%, it was influenced by other variables that were not included in the research model. Based on the criteria of Hair et al. (2019), this value is included in the category of medium to moderate.

The R-Square Adjusted value showed almost the same results as the R-Square value, which was 0.933 for the Dual Curriculum Implementation Effectiveness variable and 0.645 for the Work Motivation variable. The very small difference between the two values shows that the research model has a good level of stability and does not experience a decrease in predictive ability after adjusting for the number of variables used.

Thus, the results of the R-Square test show that the structural model in this study has a good ability to explain the relationships between variables. The variables of Organizational Culture, Leadership, and Work Motivation were able to make a great contribution to the Effectiveness of the Dual Curriculum Implementation, while Organizational Culture and Leadership were also able to explain most of the variations in the Work Motivation of educators at the Al-Muhajirin Purwakarta Islamic Boarding School.

Effect Size (F^2)

Effect Size (F^2) is used to determine the magnitude of the influence of each exogenous variable on the endogenous variable in the structural model. According to Hair et al. (2019), the F^2 value of 0.02 indicates a small influence, 0.15 indicates a medium influence, and 0.35 indicates a large influence. The greater the value of F^2 , the greater the contribution of an independent variable in explaining the dependent variable.

Effect Size (F^2) is used to evaluate the magnitude of the contribution of each exogenous variable to the endogenous variable in the research model. The greater the value of F^2 , the greater the influence of the variable on the affected variable.

Based on Table 4.14, the following results were obtained.

- a. Organizational Culture → Effectiveness of Dual Curriculum Implementation has an F^2 value of 0.057, so it is included in the category of small influence. This shows that organizational culture contributes relatively little to increasing the effectiveness of dual curriculum implementation.

- b. Organizational Culture → Work Motivation has an F^2 value of 0.244, which belongs to the category of moderate influence. These results show that organizational culture has a significant contribution in increasing the work motivation of educators.
- c. Leadership → Effectiveness of Dual Curriculum Implementation obtained an F^2 score of 0.295, so it was included in the category of moderate influence. This means that leadership makes a strong enough contribution to the successful implementation of the dual curriculum.
- d. Leadership → Work Motivation has an F^2 value of 0.318, which is also in the medium influence category. This shows that leadership has a considerable role in increasing the work motivation of educators.
- e. Work Motivation → Effectiveness of Dual Curriculum Implementation obtained an F^2 score of 2.732, so it is included in the category of major influence. This value shows that work motivation is the most dominant variable that contributes to the effectiveness of the implementation of the dual curriculum at the Al-Muhajirin Islamic Boarding School Purwakarta.

Overall, the results of the Effect Size (F^2) test showed that Work Motivation was the variable that had the greatest influence on the Effectiveness of Dual Curriculum Implementation, while Organizational Culture and Leadership had a small to moderate influence on endogenous variables in the research model. These results reinforce that increasing the work motivation of educators is a very important factor in supporting the successful implementation of the dual curriculum at the Al-Muhajirin Purwakarta Islamic Boarding School.

Predictive Relevance (Q^2)

It is known that the variable of Effectiveness of Dual Curriculum Implementation has a Q^2 value of 0.623. The value is greater than zero ($Q^2 > 0$), thus showing that the model has good predictive relevance to the variable effectiveness of the implementation of the dual curriculum. This shows that the research model is able to predict observational data with a high level of accuracy.

Meanwhile, the Work Motivation variable obtained a Q^2 value of 0.471. The value is also greater than zero, so it can be stated that the model has good predictive relevance in explaining the variation in the work motivation of educators at the Al-Muhajirin Purwakarta Islamic Boarding School.

Overall, the results of the Predictive Relevance (Q^2) test showed that all endogenous variables in this study had a Q^2 value above zero, so that the constructed structural model had good predictive capabilities. Thus, the SEM-PLS model used is considered feasible to continue at the hypothesis testing stage, because it has met the predictive validity criteria.

Hypothesis Testing

Hypothesis testing was carried out to determine the significance of the relationship between variables based on the Original Sample (O), T Statistics, and P Values. The relationship between variables is declared significant if it has a Statistical T value greater than 1.96 and a P Value less than 0.05.

Overall, the results of the hypothesis testing showed that all hypotheses (H1 to H7) were accepted. This shows that Organizational Culture, Leadership, and Work Motivation have a positive and significant influence on the Effectiveness of Dual Curriculum Implementation. In addition, Work Motivation has also been proven to play a role in strengthening the influence of Organizational Culture and Leadership on the Effectiveness of the Implementation of the Dual Curriculum at the Al-Muhajirin Purwakarta Islamic Boarding School.

The Influence of Organizational Culture on the Effectiveness of Dual Curriculum Implementation at Al-Muhajirin Islamic Boarding School Purwakarta

The results of the hypothesis test show that Organizational Culture has a positive and significant effect on the Effectiveness of Dual Curriculum Implementation. This is proven by the path coefficient value (Original Sample) of 0.095, the T Statistics value of 3.029 (>1.96), and the P value of 0.003 (<0.05) so that the first hypothesis is accepted. These results show that the better the organizational culture applied at the Al-Muhajirin Purwakarta Islamic Boarding School, the more effective the implementation of the dual curriculum implemented.

Thus, it can be concluded that the better the organizational culture applied at the Al-Muhajirin Purwakarta Islamic Boarding School, the higher the effectiveness of the implementation of the dual curriculum that can be achieved. Therefore, institutions need to maintain the organizational culture that has been formed through strengthening the values of togetherness, discipline, communication, and cooperation between educators so that the implementation of the dual curriculum can take place optimally.

The Influence of Leadership on the Effectiveness of the Implementation of Dual Curriculum at Al-Muhajirin Islamic Boarding School Purwakarta

The results of the hypothesis test show that Leadership has a positive and significant effect on the Effectiveness of Dual Curriculum Implementation. This is proven by the path coefficient value of 0.222, the T Statistics value of 4.393, and the P value of 0.000, so that the second hypothesis is accepted. These findings show that the better the leadership implemented, the more effective the implementation of the dual curriculum at the Al-Muhajirin Purwakarta Islamic Boarding School.

Based on these results, it can be concluded that good leadership is an important factor in supporting the successful implementation of the dual curriculum at the Al-Muhajirin Purwakarta Islamic Boarding School.

The Effect of Work Motivation on the Effectiveness of Dual Curriculum Implementation at Al-Muhajirin Islamic Boarding School Purwakarta

The results showed that Work Motivation had a positive and significant effect on the Effectiveness of Dual Curriculum Implementation with a coefficient of 0.713, a T Statistics value of 13.795, and a P value of 0.000. This value is the biggest influence compared to other relationships.

These results show that the higher the work motivation of educators, the more effective the implementation of the dual curriculum. Teachers who have high motivation will be more

responsible, have a work ethic, are willing to collaborate, and are able to complete tasks according to the organization's targets.

Descriptively, work motivation obtained an average of 4.32 with the category of strongly agree, which shows that educators have high motivation in carrying out their duties.

The results of this study are in line with the research of Layek and Koodamara (2024) which found that intrinsic and extrinsic motivation are positively related to teacher performance. Teachers who have a strong work drive tend to show better seriousness, responsibility, and performance in carrying out their duties. These findings are also supported by Kholifah et al. (2024) who show that motivation has a positive effect on teacher performance, and Ulfah et al. (2024) who explain that motivation is an important factor in optimizing teacher professional performance. The similarity of these findings shows that high work motivation can encourage educators to carry out school and pesantren tasks more optimally so that the effectiveness of the implementation of the dual curriculum can increase. However, the results of this study are different from the findings of Suárez-Mesa and Gómez (2024) which show that the influence of teacher motivation on educational achievement does not always occur directly because it can be influenced by learning conditions and school characteristics. These differences show that the influence of work motivation needs to be understood in accordance with the organizational context and the characteristics of the educational program applied.

These findings show that work motivation is the dominant factor in determining the success of the implementation of the dual curriculum.

The Influence of Organizational Culture on the Work Motivation of Educators at Al-Muhajirin Islamic Boarding School Purwakarta

The results of the study showed that Organizational Culture had a positive and significant effect on Work Motivation with a coefficient of 0.409, a T Statistics value of 4.191, and a P value of 0.000.

A strong organizational culture is able to create a comfortable work environment so that educators feel valued, have a sense of belonging to the organization, and are encouraged to provide the best performance.

The results of this study are in line with the research of Pauliené et al. (2025) which found that organizational culture has a significant relationship with employee motivation. A culture that supports cooperation, reward, and well-being can increase employee motivation to carry out their work. These findings are also supported by Kandoth and Shekhar (2025) who show that organizational culture affects employee intrinsic motivation, especially when the organization is able to maintain a balance between stability and renewal. Furthermore, Al-Sada, Al-Esmael, and Faisal (2017) found that a supportive organizational culture has a positive relationship with employee motivation in the education sector. The results of this study are also consistent with Al-Musadieq et al. (2018) who prove that organizational culture affects the work motivation of human resources. The similarity of these results shows that an organizational culture that supports cooperation, rewards, open communication, stability, and renewal is able to

increase the work motivation of educators in carrying out school and boarding school assignments.

Thus, a good organizational culture has been proven to be able to increase the work motivation of educators at the Al-Muhajirin Purwakarta Islamic Boarding School.

The Influence of Leadership on the Work Motivation of Educators at Al-Muhajirin Islamic Boarding School Purwakarta

The results of the study showed that Leadership had a positive and significant effect on Work Motivation with a coefficient of 0.466, a T Statistics value of 4.611, and a P value of 0.000.

These results show that leadership has an important role in building the morale of educators through direction, communication, supervision, and providing support for the implementation of tasks.

The results of this study are in line with Sariakin et al. (2025) who found that the leadership of school principals has a positive effect on teacher motivation. Leaders who are able to provide direction, support, and good management can increase the enthusiasm of educators in carrying out their duties. These findings are also supported by Neves (2025) who shows that ethical leadership is positively correlated with intrinsic motivation and organizational commitment of teachers. Furthermore, Polatcan, Boğan, and Bellibaş (2026) found that responsible school leadership is positively related to intrinsic motivation which then encourages increased teachers' work efforts. These results are reinforced by Hassan and Berkovich (2024) who show that abusive leadership has a negative effect on teachers' intrinsic and extrinsic motivation. The similarity of these findings shows that leadership quality, whether in the form of direction, support, example, responsibility, and healthy relationships with educators, is an important factor in increasing work motivation (Fu et al., 2020).

Thus, effective leadership will increase the work motivation of educators so that organizational goals can be achieved optimally.

The Role of Work Motivation in Moderating the Influence of Organizational Culture on the Effectiveness of Dual Curriculum Implementation at Al-Muhajirin Islamic Boarding School Purwakarta

The test results showed that the indirect influence of Organizational Culture on the Effectiveness of Dual Curriculum Implementation through Work Motivation had a coefficient value of 0.291, a Statistics T value of 3.702, and a P value of 0.000. These results show a significant indirect influence so that the sixth hypothesis is accepted.

These findings show that a good organizational culture is able to increase the work motivation of educators, then this motivation encourages the increase in the effectiveness of the implementation of the dual curriculum. In other words, work motivation is an important mechanism that explains how organizational culture impacts the effectiveness of educational program implementation.

The results of this study are in line with Xu, Yang, Yuan, and Jia (2023) who found that organizational culture and intrinsic motivation form sequential mechanisms in encouraging work behaviors that support organizational effectiveness. A developing organizational culture within

an institution can increase employee intrinsic motivation, which further encourages the emergence of positive work behaviors. These findings are also supported by Nguyen (2020) who shows that organizational culture and motivation work together in influencing employee work behavior. The similarity of these findings suggests that work motivation can be a mechanism that passes on the influence of organizational culture on the effectiveness of the implementation of the dual curriculum.

The Role of Work Motivation in Moderating the Influence of Leadership on the Effectiveness of Dual Curriculum Implementation at Al-Muhajirin Purwakarta Islamic Boarding School

The test results showed that the indirect influence of Leadership on the Effectiveness of Dual Curriculum Implementation through Work Motivation had a coefficient value of 0.332, a T Statistics value of 4.687, and a P value of 0.000.

These results show that effective leadership not only has a direct influence on the effectiveness of the implementation of the dual curriculum, but also increases the work motivation of educators which in turn has an impact on increasing the effectiveness of program implementation.

The findings of this study are in line with Udin (2024) who shows that intrinsic work motivation plays a role in the relationship mechanism between transformational leadership and organizational outcomes. This finding is also supported by Shafi et al. (2020) who explain that intrinsic motivation plays a role in determining the strength of the influence of transformational leadership on employee work behavior. Although both studies placed motivation as a moderation variable, the results showed that work motivation plays an important role in the relationship between leadership and organizational outcomes. In this study, work motivation plays a role as a mechanism that continues the influence of leadership on the effectiveness of the implementation of the dual curriculum. Leadership that provides direction, support, and attention to educators can increase work motivation, which in turn encourages the implementation of dual curriculum more effectively.

CONCLUSION

Based on the results of data analysis using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method regarding the effects of organizational culture, leadership, and work motivation on the effectiveness of dual curriculum implementation at Al-Muhajirin Islamic Boarding School in Purwakarta, it can be concluded that organizational culture, leadership, and work motivation had positive and significant effects on dual curriculum implementation effectiveness. A conducive organizational culture and effective leadership demonstrated through clear direction, communication, supervision, support, and role modeling were able to improve the effectiveness of dual curriculum implementation.

Furthermore, organizational culture and leadership were also proven to have positive and significant effects on educators' work motivation, indicating that a supportive work environment and effective leadership can enhance educators' enthusiasm, responsibility, and commitment in

performing their duties. Work motivation was identified as the variable with the strongest influence on dual curriculum implementation effectiveness and served as a significant mediating variable in the relationship between organizational culture and leadership and dual curriculum implementation effectiveness. Therefore, strengthening organizational culture, implementing effective leadership practices, and enhancing educators' work motivation are key factors in supporting the successful implementation of the dual curriculum at Al-Muhajirin Islamic Boarding School in Purwakarta.

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