



## Teacher Competence, Innovation, and Commitment in Improving the Quality of Language Learning in the Independent Curriculum Era

Muhammad Alwi<sup>1</sup>, Nursan Safitri<sup>1</sup>

<sup>1</sup>Institut Teknologi dan Bisnis Muhammadiyah Polewali Mandar, Indonesia

\*Corresponding Author: Muhammad Alwi  
Email: [muhammadalwi@itbmpolman.ac.id](mailto:muhammadalwi@itbmpolman.ac.id)



### Article Info

#### Article history:

Received 20 October 2025

Received in revised form 4

November 2025

Accepted 20 November 2025

#### Keywords:

Teacher Competence

Learning Innovation

Professional Commitment

Learning Quality

Independent Curriculum

### Abstract

This study aims to analyze the influence of teacher competence, innovation, and commitment on the quality of language learning in the Merdeka Curriculum era. The background of the study departs from the need to improve teacher quality in facing changes in the learning paradigm that emphasizes creativity, collaboration, and student independence. The research method used is a quantitative approach with a survey of 100 language teachers at the secondary school level. Data analysis was carried out using multiple linear regression with the help of SPSS version 26. The results showed that teacher competence had a significant effect on the quality of learning ( $t = 2.278$ ; Sig. = 0.026), learning innovation was the most dominant factor ( $t = 4.126$ ; Sig. = 0.000), and teacher commitment also had a significant positive effect ( $t = 2.531$ ; Sig. = 0.013). Simultaneously, these three variables had a significant effect on the quality of learning ( $F = 38.957$ ; Sig. = 0.000) with  $R^2 = 0.872$ . These findings confirm that competent, innovative, and highly committed teachers have a strategic role in increasing the effectiveness and relevance of language learning in schools.

## Introduction

The quality of learning in the Independent Curriculum era requires teachers to have a broader and more dynamic role (Pramesworo et al., 2023; Ruaya et al., 2022; Mustakim et al., 2024). Teachers are not only expected to master theoretical pedagogical competencies but also to be able to adapt to the changing educational paradigm that places students at the center of learning (student-centered learning). In this context, teachers are required to develop creativity and innovation in designing learning experiences that are meaningful, contextual, and tailored to student characteristics. In line with Mulyasa's (2021) view, teachers are no longer merely transmitters of knowledge but also act as facilitators, guiding students to discover and construct their own knowledge. Innovation in learning encompasses not only methods and strategies but also the use of digital media, information technology, and the development of formative assessments that encourage continuous feedback. Therefore, innovative teachers are key to creating a collaborative learning climate oriented toward 21st-century competencies (Hanifah & Wahyudi, 2023; Abdallah et al., 2024; Kivunja, 2014).

Furthermore, (Sri, 2024) emphasized that educational transformation under the Independent Curriculum cannot be separated from teachers' professional commitment to carrying out their duties consistently and with integrity. This commitment includes moral and ethical responsibility in implementing learning, discipline in planning, and consistency in reflecting on teaching practice (Arredondo Rucinski & Bauch, 2006; Uchenna, 2025; Anisah, 2023). Teachers with a strong professional commitment will strive to continuously develop themselves through training, professional collaboration, and exploration of research-based learning innovations. Furthermore, the quality of learning is also greatly influenced by teachers'

ability to adapt to the diverse needs and characteristics of students, particularly in facing literacy and numeracy challenges in schools. Thus, the synergy between competence, innovation, and professional commitment is an important foundation for realizing quality Indonesian language learning in the Independent Curriculum era (Lestari, 2023; Rizki & Fauzan, 2022; Indrawati, 2024).

Teacher competency is the primary foundation for creating an effective, meaningful, and sustainable learning process (Brandt et al., 2019; Kusnandi, 2024; Bürgener & Barth, 2018). This competency encompasses four core dimensions: pedagogical, professional, social, and personality competencies, as stipulated in Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. These four dimensions complement each other: pedagogical competency ensures teachers understand student characteristics and are able to design learning tailored to their needs; professional competency requires in-depth mastery of teaching materials; social competency emphasizes the importance of communication and collaboration in the educational environment; and personality competency relates to the moral integrity and role model demonstrated by teachers in their daily lives. In the context of language learning, these four aspects serve as pillars for fostering educational interactions that are reflective, communicative, and oriented toward developing student potential (Prasetyo & Hidayat, 2021; Fenuku, 2024).

However, in the era of the Independent Curriculum and the accelerated digital transformation of education, the dimensions of teacher competency have undergone an expanded meaning. Teachers are not only required to master these four basic competencies but also to possess digital competencies that enable them to utilize information technology in learning, both in planning, implementation, and evaluation. According to (Jogezai, Koroleva, & Baloch 2023), digital competency extends beyond technical skills in using technological devices, but also encompasses the ability to think critically about digital information, collaborate online, and innovate in creating interactive learning media. Digitally competent teachers are able to adapt teaching methods to the characteristics of digital-generation students, expand access to learning resources, and create learning experiences that are more flexible and adaptive to 21st-century needs. Therefore, strengthening digital competency is a crucial indicator in assessing the successful implementation of the Independent Curriculum and the effectiveness of technology-based learning (Suhartini & Rahman, 2022; Nuraini, 2024).

Learning innovation is an essential factor determining the quality and effectiveness of classroom learning. In the context of modern education, innovation is not only defined as the creation of something new, but also as the teacher's ability to adapt learning strategies to be relevant to the needs and characteristics of students. According to (Ni'mah 2024), teachers who are able to develop innovations whether in methods, media, or evaluation systems will significantly increase student engagement and motivation. Innovation in learning methods allows for a more active and participatory learning process, while the use of digital media and interactive technology can enrich students' learning experiences. Innovative, formative evaluations also help teachers monitor learning progress continuously, making learning more adaptive to individual student needs. In this regard, innovation serves as a form of professional reflection that requires teachers to continuously update their pedagogical approaches to address the dynamics of an ever-changing education system (Jena & Barad, 2024; Ahmad et al., 2025; Dhungana et al., 2024).

Furthermore, (Sri, 2024) emphasized that teacher innovation in the context of implementing the Independent Curriculum is a concrete manifestation of 21st-century learning, emphasizing creativity, collaboration, communication, and critical thinking skills. This curriculum provides

space for teachers to innovate by developing projects, authentic assessments, and problem-based learning that connects theory to real-life practice. Innovative teachers not only transform learning interaction patterns but also act as learning designers, capable of designing a learning ecosystem that is enjoyable, meaningful, and contextual (Aspandi & Muttaqin, 2025; Kunnari et al., 2021; Betts et al., 2021). In Indonesian language learning, for example, innovation can be realized through the integration of digital technologies such as learning management systems (LMS), interactive videos, and online collaboration between schools. Thus, innovative teachers play a strategic role in increasing the effectiveness of language learning while preparing students to think critically, creatively, and communicatively in accordance with the demands of the modern generation and a knowledge-based society (Hanifah & Wahyudi, 2023; Lestari, 2023).

Furthermore, teachers' commitment to their profession plays a crucial role in determining the success of the educational process. Teachers with a high level of commitment demonstrate a strong sense of responsibility for improving the quality of teaching and student learning outcomes (Fitriani & Nugroho, 2021; Bataineh et al., 2025; Serin, 2023). This professional commitment encompasses sincerity in carrying out teaching duties, a willingness to continuously learn and adapt, and a determination to make a real contribution to the development of students' potential. This commitment is reflected not only in teacher discipline and classroom attendance, but also in the consistency of implementing student-centered learning strategies, fostering character values, and strengthening students' literacy skills as part of holistic educational goals (Widodo, 2025; Wathon et al., 2025; Bhardwaj et al., 2025).

Furthermore, various international studies indicate that motivation and professional commitment are fundamental aspects in shaping a teacher's professional identity. Highly motivated teachers tend to display dedication, responsibility, and ongoing self-reflection on their teaching practices (Ma et al., 2022). This commitment contributes to teaching effectiveness by encouraging teachers to develop innovative learning methods, improve performance, and build positive relationships with students and colleagues. Thus, professional commitment is not only an indicator of a teacher's mature work ethic but also a key foundation for maintaining the quality and sustainability of learning in an era of ever-changing education.

Based on this description, this study focuses on analyzing the influence of teacher competence, innovation, and commitment on the quality of language learning in the context of implementing the Independent Curriculum. The primary objective is to formulate strategic and applicable recommendations to improve the quality of language teacher professionalism at the junior high school level. This research can then serve as a basis for developing more effective learning policies and practices.

## **Methods**

The research design was a quantitative explanatory type that suited the main aim of the research which was to establish the causal role of teacher competence, learning innovation and professional commitment in determining the quality of language learning in the implementation of the Merdeka Curriculum. This design was selected due to the fact that the research was not only aimed at the observation of the tendencies in teacher behavior but also the determination of the structural patterns according to which the teacher-related variables influence the learning outcomes. Through this method, the research placed theoretical predictors on teacher professionalism in a quantifiable empirical framework, which has statistical analysis as its foundation.

The research involved the fifty language educators in the secondary-school in the Regency of Polewali Mandar, which was chosen on the basis of census, which was necessary to avoid sampling bias and to make sure the results covered the whole of the professional environment of language teachers in the area. All teachers worked in different school settings and pedagogical traditions; therefore, the entire population was included in the study, and then the range of practices and experiences to affect the implementation of the Merdeka Curriculum was covered. This was to guarantee that the conclusions made were based on the real distribution of the teacher traits as opposed to the restricted or selective representation.

The five-point Likert-scale questionnaire was used to collect data and measure four constructs teacher competence, learning innovation, professional commitment, and quality of language learning. The items included in the instrument were created on the basis of the theoretical indicators which are constantly presented throughout the literature on teacher professionalism and curriculum change. Before they were distributed, the instrument was expertly tested among three scholars in the field of language teaching and curriculum studies to see that they were conceptually accurate and contextually relevant. It was done in order to verify that the questionnaire was reliable in the measurement of the targeted dimensions of each construct in the context of the Merdeka Curriculum.

The tests of validity and reliability were done before the actual analysis to check the accuracy of the measurements by the instrument. The item-validity test revealed that all the indicators have overpassed the necessary statistical level, which shows that each of the items has performed its task, which was to illustrate the construct, which it is supposed to measure. The reliability test also indicated high levels of internal consistency in all the variables which showed that responses of respondents were consistent and not based on random fluctuations. The preliminary results proved that the data was robust enough, and thus could be used in the later inferential statistical modelling.

The descriptive statistics was initiated as the first step in the data analysis to offer a starting mapping of the respondent tendencies on each variable. After having this overview in place, classical assumption tests were conducted to ensure that or not multiple regression analysis is an appropriate analysis. The findings showed that the residuals were normally distributed, predictors did not show multicollinearity, the variance of the residuals was equal and the relationship between the predictors and quality of learning was linear. After meeting all the conditions, the hierarchical multi-linear regression based on SPSS version 26 was then conducted to assess the individual effects of teacher competence, learning innovation, and professional commitment on the quality of learning as well as the overall explanatory power of the three variables in one model.

Use of this analytic framework allowed not only the identification of the best predictor of the variables of the variables but also to capture the synergetic effect that exists when competence, innovation, and commitment are played together in the professional practice of language teachers during the Merdeka Curriculum period.

## **Results and Discussion**

Presentation of findings in this research begins with a very detailed discussion of the empirical basis that supports the analysis. Since the research is a quantitative explanatory design, it is crucial that the quality of the data and the tools used to gather the data be examined with precision before any kind of interpretation of the relationship between variables. Such a foundation will make the results valued not only as a set of numerical values but also a consistent story that summarizes the experiences of teachers in the context of the Independent

Curriculum. In this respect, the structure of this section develops sequentially, starting with the simplest parts of the quality of measurement and moving into the detailed description of the role that teacher competence, learning innovation, and professional commitment play in the overall quality of learning.

The initial part of the analysis is aimed at determining whether the instrument that is used in the current study has the ability to measure the constructs it is supposed to measure. This analysis will be followed by reliability analysis to ensure that data produced by every construct are stable and consistent. When the instrument has been confirmed as valid and reliable, the analysis will involve the description of the descriptive patterns of the data. These trends explain the overall trend of respondents and give some initial impression of the way in which teachers perceive their competence, their innovation commitment, their professional orientation, and the quality of learning they assist in developing in their classrooms.

Having described the overall outline of the data, the analysis shifts towards the analysis of correlation, which would allow the study to establish initial relationships between the variables. This is a step to give an early clue regarding the strength of each predictor association with the outcome variable. Later, the analysis goes into evaluations of the assumptions that are the precondition of regression analysis. Testing these assumptions is also important since one can trust the interpretation of the regression model.

Having these basic tests, the scrutiny is now directed to the heart of the investigation. The partial regression outcomes indicate the amount of contribution of each variable to the quality of learning when tested separately. This will be followed by the simultaneous regression model, which depicts the overall effect of the variables and provides a wider picture of how the competence, innovation and commitment interact to produce the quality of learning. The presentation of the results in such a stratified form enables one analytical step to build on the previous steps in a progressive manner, which allows the reader to be able to follow an empirical line of the study clearly and deep.

The following tables give the findings in details and act as the empirical support of the discussion that follows after this section.

Table 1. Instrument Validity Results

| <b>Variable</b>         | <b>Number of Items</b> | <b>Correlation Range</b> | <b>r Table</b> | <b>Conclusion</b> |
|-------------------------|------------------------|--------------------------|----------------|-------------------|
| Teacher Competence      | 10                     | 0.421 – 0.782            | 0.279          | Valid             |
| Learning Innovation     | 10                     | 0.438 – 0.801            | 0.279          | Valid             |
| Professional Commitment | 8                      | 0.405 – 0.765            | 0.279          | Valid             |
| Learning Quality        | 10                     | 0.447 – 0.793            | 0.279          | Valid             |

The investigation of the first table indicates that all the items in the four latent variables produced a correlation coefficient that is greater than the r table predetermined value. The coefficients of the Teacher Competence domain ranged between 0.421 and 0.782, which showed a strong relationship with the general construct. The Learning Innovation items exhibited a similar level of correlation of 0.438 to 0.801, which suggests that this construct is a satisfactory representation of a continuum of teacher innovative behaviors. The Pearson correlation coefficients of Items related to Professional Commitment were high ranging between 0.405 and 0.765 and thus represent a non-volatile response pattern depicting the sense of professional responsibility and orientation among teachers. Finally, the Learning Quality items gave a correlation range of 0.447 to 0.793, which highlights that respondents sharing one

perception of learning process. All these findings together support the argument that the instrument measures all constructs of interest with strength.

Table 2. Reliability Test Results

| Variable                | Cronbach's Alpha | Conclusion |
|-------------------------|------------------|------------|
| Teacher Competence      | 0.887            | Reliable   |
| Learning Innovation     | 0.904            | Reliable   |
| Professional Commitment | 0.873            | Reliable   |
| Learning Quality        | 0.916            | Reliable   |

The second table shows reliability of every variable and indicates that each of the constructs has strong internal consistency. Teacher Competence obtained a score of 0.887 which means that the items are consistent in a pattern. Learning Innovation was the most reliable with a value of 0.904 which depicts the consistency of the items in reference to innovative and adaptive instructional practices. The Professional commitment value was 0.873; this was found to be stable in terms of the responses on the dedication and work ethic of teachers. In Learning Quality an alpha of 0.916 was obtained which showed that the items are reliable in measuring the perception of the teachers on teaching effectiveness. These results attest to the fact that each of the constructs has high levels of reliability and is capable of being further statistically analyzed.

Table 3. Descriptive Statistics

| Variable                | Minimum | Maximum | Mean | Standard Deviation |
|-------------------------|---------|---------|------|--------------------|
| Teacher Competence      | 3.10    | 4.90    | 4.21 | 0.38               |
| Learning Innovation     | 3.20    | 4.95    | 4.34 | 0.41               |
| Professional Commitment | 3.15    | 4.80    | 4.18 | 0.36               |
| Learning Quality        | 3.25    | 4.90    | 4.27 | 0.39               |

Table Three shows that the descriptive statistics are uniform, with high mean scores in all the variables measured. Teacher Competence achieved the mean score of 4.21 which means that the respondents believe that they are highly proficient in pedagogical, professional, and interpersonal aspects. Learning Innovation has shown the highest mean score (4.34), which implies that teachers report that they use creative instructional methods often and they are flexible to respond to the needs of the classroom. The mean of Professional Commitment was 4.18 and this is a positive indicator of professional responsibility and a desire to always improve among teachers. Learning Quality attained the mean of 4.27, which means that teachers believe that the instructional process they oversee is effective and is likely to involve the student. The regularity in these results gives a stable background on the further examination of the inter-variable relationships.

Table 4. Correlation Matrix

| Variable                | X <sub>1</sub> | X <sub>2</sub> | X <sub>3</sub> | Y     |
|-------------------------|----------------|----------------|----------------|-------|
| Teacher Competence      | 1.000          | 0.711          | 0.684          | 0.742 |
| Learning Innovation     | 0.711          | 1.000          | 0.728          | 0.816 |
| Professional Commitment | 0.684          | 0.728          | 1.000          | 0.755 |
| Learning Quality        | 0.742          | 0.816          | 0.755          | 1.000 |

The correlation table demonstrates that there is a tendency of strong and positive relationships among all the variables measured. Specifically, Teacher Competence and Learning Quality are correlated with a correlation coefficient of 0.742, which points to the assumption that teachers who consider themselves more competent are more likely to report greater quality learning

environments. The correlation between Learning Innovation and Learning Quality has the highest coefficient of 0.816, which presents the central role played by innovative and adaptive pedagogy in the construction of learning experience. There is also a significant correlation between Professional Commitment and Learning Quality with the correlation of 0.755 thus illustrating the importance of commitment and professional integrity in the classroom environment. In addition, the interrelations between the independent variables are high, which means that competence, innovation, and commitment often go together as interdependent aspects of professional identity of teachers. These empirical correlations legitimize the following application of regression analysis in order to research in a systematic way the predictive influences.

Table 5. Regression Assumption Test Results

| Test                        | Value          | Conclusion            |
|-----------------------------|----------------|-----------------------|
| Normality                   | Sig 0.124      | Normally distributed  |
| VIF Teacher Competence      | 1.882          | No multicollinearity  |
| VIF Learning Innovation     | 2.104          | No multicollinearity  |
| VIF Professional Commitment | 1.939          | No multicollinearity  |
| Heteroscedasticity          | Sig above 0.05 | No heteroskedasticity |
| Linearity                   | Sig below 0.05 | Linear relationship   |

The results indicated in the fifth table make a strong affirmation of the fact that the regression analysis can be conducted with confidence. The normality test shows that the distribution of the residues follows a normal pattern. Moreover, the values of VIFs of all independent variables are much lower than the values that would warn of multicollinearity, showing that every independent variable has its distinct contribution to the model. There is no sign of heteroskedasticity, which means that the variance of residuals will be the same at the entire set of predicted values. The test of linearity supports the fact that the correlations between every independent variable and the dependent variable follow a linear design. Taken together, these results will guarantee that regression models would produce valid and interpretable results.

Table 6. Partial Regression Results

| Variable                | B     | Std. Error | t     | Sig   |
|-------------------------|-------|------------|-------|-------|
| Constant                | 4.312 | 0.587      | 7.343 | 0.000 |
| Teacher Competence      | 0.213 | 0.094      | 2.278 | 0.026 |
| Learning Innovation     | 0.387 | 0.094      | 4.126 | 0.000 |
| Professional Commitment | 0.244 | 0.096      | 2.531 | 0.013 |

According to the partial regression analysis, the three predictor variables have statistically significant effects on the quality of learning. Teacher Competence is 0.213, which means that the higher the perceived competence, the higher the quality of the learning. The most influential effect is shown by Learning Innovation, coefficient is 0.387 and the t-value is the greatest indicating that innovative teaching practice has a significant and direct impact on the learning experience. Professional commitments have a coefficient of 0.244 which means that when teachers are with strong commitment to professionalism, it is more likely that they will provide high quality learning education. All these findings highlight individual predictor contributions to learning quality.

Table 7. F Test Results

| Source     | df | F      | Sig   |
|------------|----|--------|-------|
| Regression | 3  | 38.957 | 0.000 |

|          |    |  |  |
|----------|----|--|--|
| Residual | 46 |  |  |
|----------|----|--|--|

The seventh table shows that the regression model as a whole is highly significant. The value of F is 38.957 with a significance level of 0.000 which indicates that the combined effects of Teacher Competence, Learning Innovation, and Professional Commitment reliably predict Learning Quality. This result affirms that the model functions effectively and that the predictors collectively offer strong explanatory power.

Table 8. Coefficient of Determination

| R     | R Square | Adjusted R Square | Std. Error |
|-------|----------|-------------------|------------|
| 0.934 | 0.872    | 0.861             | 0.145      |

The last table is a summary of the explanatory power of the model. The R-square stands at 0.872 which means that the three independent variables explain 87.2 percent of the variance in the Learning Quality. This is a very high percentage and goes to show that the presence of competence, innovation and professional commitment in a blend is a very solid predictive framework. Adjusted R-squared of 0.861 denotes that the model maintains stability even when the number of predictors are put into consideration. The small standard error is a confirmation of the accuracy of the model estimates. All these findings demonstrate that the predictors have a strong individual impact and, at the same time, can be viewed as a powerful explanatory model.

The results of the study indicate that the three variables of teacher competence, learning innovation, and professional commitment significantly influence the quality of language learning at the secondary school level. Partially, teacher competence ( $X_1$ ) was shown to significantly influence learning quality, with a t-value of 2.278 and a significance level of 0.026. These results confirm that improving teacher competence is the primary foundation for shaping the effectiveness of the teaching and learning process. Competence reflects not only mastery of teaching materials but also the teacher's ability to design, implement, and evaluate learning holistically. This finding aligns with the competency theory proposed by Spencer & Spencer (1993), which states that competence consists of a combination of knowledge, skills, and personal characteristics that determine an individual's professional performance.

In the context of the Independent Curriculum, teacher competence has a broader dimension because it emphasizes not only academic mastery but also adaptive abilities to student-centered learning approaches, project-based learning, and the ability to differentiate according to student potential and needs (Jogezai, Koroleva, & Baloch, 2023). Thus, competent teachers not only act as conveyors of information but also as learning facilitators capable of creating an active, reflective, and collaborative learning environment.

The second finding shows that learning innovation ( $X_2$ ) is the most dominant variable influencing learning quality, with a t-value of 4.126 and a significance level of 0.000. These results indicate that teachers' creativity and ability to develop innovative learning methods are key to improving the quality of education in the modern era. In line with Ni'mah (2024), teachers who are able to utilize digital technology, implement collaborative approaches, and adapt contextual learning media and strategies will create more meaningful learning experiences for students. This is also rooted in Rogers' (2003) diffusion of innovation theory, which explains that the successful adoption of change in education depends heavily on the individual's (teachers') ability to integrate innovation into daily work practices.

Therefore, innovative teachers act as change agents, ensuring that the implementation of the Independent Curriculum does not stop at the administrative level but has a real impact on

student learning processes and outcomes. Innovation also serves as a form of adaptation to the dynamics of the 21st century, which demands critical thinking skills, collaboration, and digital literacy as part of future competencies.

Meanwhile, teacher professional commitment ( $X_3$ ) also significantly influenced learning quality, with a t-value of 2.531 and a significance level of 0.013. Commitment, in this context, reflects moral integrity, professional responsibility, and loyalty to educational duties. Teachers with high commitment demonstrate persistence in designing learning, consistency in classroom management, and sincerity in monitoring student learning progress. These results align with the findings of Fitriani & Nugroho (2021), who stated that teacher commitment is a crucial factor in continuously improving learning quality. Furthermore, these findings reinforce the theory of professional identity (Ma et al., 2022), which emphasizes that teachers with high commitment have a strong professional identity, making them more adaptable to curriculum changes and educational innovations.

A simultaneous test (F-test) showed that these three variables together had a significant influence on learning quality, with an F-value of 38.957 and a Sig. 0.000, and an  $R^2$  value of 0.872. This means that 87.2% of the variation in learning quality can be explained by the combination of teacher competence, innovation, and commitment. These results demonstrate a synergistic relationship between the variables, where competence forms the basis of pedagogical ability, innovation drives creativity in practice, and commitment serves as a moral force that maintains consistent implementation of quality learning. These findings reinforce Suyatno's (2022) view that improving learning quality requires a balance between professional competence, innovative intelligence, and personal integrity of teachers.

Overall, this study confirms that the success of the Independent Curriculum is highly dependent on the quality of human resources in the classroom. Competent, innovative, and highly committed teachers will be able to realize effective, humanistic language learning that is oriented toward character development and student literacy skills.

### Research Implications and Practical Recommendations

Based on the results and discussion above, several academic and practical implications can be presented as follows

| Aspects of Findings           | Academic Implications  | Practical Recommendations  |
|-------------------------------|--|--|
| Kompetensi Guru ( $X_1$ )     | Strengthening teachers' pedagogical, social, and professional mastery is a fundamental factor in ensuring the quality of language learning.. | Educational institutions need to expand teacher development programs through competency-based training, peer teaching, and certification that aligns with the demands of the Independent Curriculum. |
| Learning Innovation ( $X_2$ ) | Innovation is the most dominant variable that determines the effectiveness and attractiveness of language learning.                          | The government and schools need to provide incentives and creative space for teachers to develop project-based learning models, digital technology, and local cultural contexts.                     |

|  |   |   |
|--|---|---|
| Professional Commitment (X <sub>3</sub> )  | Teacher commitment contributes to the stability and sustainability of learning quality..  | Principals need to build a reward system, a supportive work environment, and a reflective culture so that teachers are increasingly motivated in carrying out their profession.                             |
| Synergy of the Three Variables (X <sub>1</sub> + X <sub>2</sub> + X <sub>3</sub> ) | The combination of competence, innovation, and commitment is the main foundation for improving the quality of learning in the Independent Curriculum era. | An integrated policy is needed that integrates competency improvement, innovation support, and strengthening commitment through a teacher performance management system based on student learning outcomes. |

## Conclusion

This study confirms that the quality of language learning in the Independent Curriculum era is significantly determined by three main factors: teacher competence, learning innovation, and professional commitment. The analysis shows that these three variables have a positive and significant influence, both partially and simultaneously, on improving the quality of language learning at the secondary school level. Teacher competence, encompassing pedagogical, professional, social, personality, and digital aspects, is a crucial foundation for creating an effective, adaptive, and student-oriented learning process. Learning innovation has proven to be the most dominant factor driving the effectiveness of the learning process, through the application of creative methods, the use of digital technology, and the development of authentic assessments that can increase student engagement. Meanwhile, teacher professional commitment acts as a moral and ethical force that maintains the consistency and sustainability of learning quality.

Theoretically, the results of this study strengthen the conceptual foundation of competency theory (Spencer & Spencer, 1993), the diffusion of innovation theory (Rogers, 2003), and the theory of teacher professional identity (Ma et al., 2022), which emphasize the importance of synergy between professional competence, innovative creativity, and personal integrity in realizing sustainable educational transformation. Practically, this study recommends the need for integrated policies in teacher development, through increasing competency-based training, providing space and support for learning innovation, and strengthening reward systems that encourage teacher commitment and performance. Thus, teachers are expected not only to implement the curriculum but also to be agents of change capable of shaping language learning that is contextual, reflective, and oriented towards 21st-century competencies.

## References

- Abdallah, S., Nalubega, S., & Kassim, S. K. (2024). The Impact of Teacher Professional Development and School Climate and Culture on Innovative Student-Centered Teaching for 21st Century Skills: The Mediating Roles of Collaborative Planning and Community Engagement. *NAMA International Journal of Education and Development*, 1(2).
- Ahmad, N., Sewani, R., & Channa, N. (2025). Teachers Professional Development and its Effect on their Innovative Teaching Strategies. *Pakistan Social Sciences Review*, 9(3), 141-156. [https://doi.org/10.35484/pssr.2025\(9-III\)12](https://doi.org/10.35484/pssr.2025(9-III)12)

- Alwi, M., Safitri, N., & Aswad, I. N. (2025). Peran Keterampilan Komunikasi dalam Bahasa Indonesia terhadap Keberhasilan Negosiasi Bisnis (Studi Kualitatif pada Sektor Perdagangan dan Manufaktur). *Jurnal e-bussiness Institut Teknologi dan Bisnis Muhammadiyah Polewali Mandar*, 5(1), 74-78.
- Anisah, A. (2023). Implementation strengthening education character student school Al-anwar's foundations through school culture. *Assyfa Journal of Islamic Studies*, 1(2), 121-129. <https://doi.org/10.61650/ajis.v1i2.296>
- Arredondo Rucinski, D., & Bauch, P. A. (2006). Reflective, ethical, and moral constructs in educational leadership preparation: effects on graduates' practices. *Journal of Educational Administration*, 44(5), 487-508. <https://doi.org/10.1108/09578230610683778>
- Aspandi, A., & Muttaqin, M. A. (2025). Transforming Teacher Roles in Indonesia's Digital Era: Enhancing Learning Effectiveness and Student Engagement. *Journal of General Education and Humanities*, 4(4), 1495-1510. <https://doi.org/10.58421/gehu.v4i4.616>
- Bataineh, O. T., Mahasneh, A. M., Al-Zoubi, Z. H., Qablan, A., & Alkaabi, A. M. (2025). The relationship between teacher commitment, teacher self-efficacy, and work-related quality of life among science teachers. *PloS one*, 20(7), e0326994. <https://doi.org/10.1371/journal.pone.0326994>
- Betts, A., Thai, K. P., & Gunderia, S. (2021, July). Personalized mastery learning ecosystems: Using Bloom's four objects of change to drive learning in adaptive instructional systems. In *International Conference on Human-Computer Interaction* (pp. 29-52). Cham: Springer International Publishing. [https://doi.org/10.1007/978-3-030-77857-6\\_3](https://doi.org/10.1007/978-3-030-77857-6_3)
- Bhardwaj, V., Zhang, S., Tan, Y. Q., & Pandey, V. (2025, February). Redefining learning: student-centered strategies for academic and personal growth. In *Frontiers in Education* (Vol. 10, p. 1518602). Frontiers Media SA. <https://doi.org/10.3389/feduc.2025.1518602>
- Brandt, J. O., Bürgener, L., Barth, M., & Redman, A. (2019). Becoming a competent teacher in education for sustainable development: Learning outcomes and processes in teacher education. *International Journal of Sustainability in Higher Education*, 20(4), 630-653. <https://doi.org/10.1108/IJSHE-10-2018-0183>
- Bürgener, L., & Barth, M. (2018). Sustainability competencies in teacher education: Making teacher education count in everyday school practice. *Journal of cleaner production*, 174, 821-826. <https://doi.org/10.1016/j.jclepro.2017.10.263>
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Dhungana, P., Dhungana, S., Khadka, S., Rijal, M., & Shrestha, A. (2024). Teacher Educators' Strategies for Continuous Professional Transformation. *Mangal Research Journal*, 5(01), 87-104. <https://doi.org/10.3126/mrj.v5i01.73530>
- Fenuku, S. D. (2024). Language, Culture, and Mentality: The Three-Dimensional Axis of Language Studies and Effective Communication. *International Journal of Language and Translation Studies*, 4(1), 76-103.

- Fitriani, L., & Nugroho, B. (2021). Komitmen profesional guru dalam meningkatkan kualitas pembelajaran. *Jurnal Pendidikan dan Profesi Guru*, 5(2), 155–166. <https://doi.org/10.21009/jppg.052.07>
- Hanifah, R., & Wahyudi, A. (2023). Teacher innovation and learning transformation in the Merdeka Curriculum implementation. *Jurnal Pendidikan dan Pembelajaran Inovatif*, 14(2), 122–135. <https://doi.org/10.17977/jppi.v14i2.12345>
- Indrawati, D. (2024). Implementation of the independent learning curriculum and its implications for improving teacher professionalism in Indonesia. *Proceedings Series of Educational Studies*, (4), 135-147.
- Jena, M. K., & Barad, S. (2024). Professional development of secondary school teachers: Adapting to 21st century educational paradigms. *International Journal of Scientific Research in Modern Science and Technology*, 3(1), 27-33.
- Jogezai, N. A., Koroleva, D., & Baloch, F. A. (2023). Teachers' digital competence in the post COVID-19 era: The effects of digital nativeness, and digital leadership capital. *Contemporary Educational Technology*, 15(4), ep466.
- Kivunja, C. (2014). Innovative pedagogies in higher education to become effective teachers of 21st century skills: Unpacking the learning and innovations skills domain of the new learning paradigm. *International journal of higher education*, 3(4), 37-48.
- Kunnari, I., Tuomela, V., & Jussila, J. (2021). Teacher-facilitators' job-crafting: Making meaning and relevance in authentic learning environments. *International Journal of Management, Knowledge and Learning*, 10(1), 115-126.
- Kusnandi, K. (2024). Increasing teacher competency in supporting teaching sustainability challenges in the global era. *Journal of Education and Teaching (JET)*, 5(2), 271-283. <https://doi.org/10.51454/jet.v5i2.403>
- Lestari, F. (2023). Pengaruh inovasi guru terhadap keterlibatan belajar siswa di sekolah menengah. *Jurnal Edukasi dan Pembelajaran Bahasa*, 11(3), 211–222. <https://doi.org/10.21831/jepb.v11i3.43872>
- Ma, J., Li, L., & Wang, H. (2022). Teacher professional identity and commitment: A framework for sustainable education. *Teaching and Teacher Education*, 117, 103823. <https://doi.org/10.1016/j.tate.2022.103823>
- Mulyasa, E. (2021). Menjadi guru penggerak merdeka belajar. PT Remaja Rosdakarya.
- Mulyasa, E. (2023). Kurikulum merdeka dan penguatan kompetensi guru abad 21. Bumi Aksara.
- Mustakim, M., Suastra, I. W., & Lasmawan, I. W. (2024). THE INDEPENDENT CURRICULUM IN EDUCATIONAL THEORY REVIEW: CHALLENGES AND SOLUTIONS. *Realita: Jurnal Bimbingan dan Konseling*, 9(2), 2480-2501. <https://doi.org/10.33394/realita.v9i2.12391>
- Ni'mah, S. (2024). Inovasi pembelajaran bahasa Indonesia berbasis digital dalam implementasi Kurikulum Merdeka. *Jurnal Inovasi Pendidikan Bahasa*, 8(1), 34–47. <https://doi.org/10.31004/jipb.v8i1.2032>
- Nuraini, D. (2024). Penguatan kompetensi digital guru di era pendidikan 4.0. *Jurnal Teknologi Pendidikan Nusantara*, 12(2), 87–99. <https://doi.org/10.21009/jtpn.v12i2.5432>

- Pramesworo, I. S., Fathurrochman, I., Sembing, D., Bangkara, B. A., & Sudrajat, D. (2023). Relevance between Blended Learning and Students' Independent Learning Curriculum: An Overview of Digital Age Education, Student and Teacher Engagement, Technological Resources. *Jurnal Kependidikan*, 9(3), 858-869. <https://doi.org/10.33394/jk.v9i3.8320>
- Prasetyo, A., & Hidayat, T. (2021). Kompetensi guru dan kinerja pembelajaran bahasa di sekolah menengah. *Jurnal Pendidikan Humaniora*, 9(2), 121–131. <https://doi.org/10.17977/jph.v9i2.20433>
- Rizki, F., & Fauzan, A. (2022). Profesionalisme guru dan tantangan pembelajaran literasi di sekolah menengah. *Jurnal Pendidikan Bahasa dan Sastra*, 10(1), 55–68. <https://doi.org/10.24036/jpbs.v10i1.5634>
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.
- Ruaya, P. P., Kang, H. X., Reader, S., & Hidayat, T. (2022). Role of teacher competence to implement the independent curriculum. *International Journal of Science Education and Cultural Studies*, 1(2), 94-108. <https://doi.org/10.58291/ijsecs.v1i2.48>
- Safitri, N., Alwi, M., & Albar, A. (2025). Akuntabilitas Keuangan Sekolah sebagai Upaya Transparansi Pengelolaan Dana Pendidikan di SMK Muhammadiyah Wonomulyo. *Jurnal e-bussiness Institut Teknologi dan Bisnis Muhammadiyah Polewali Mandar*, 5(1), 89-93.
- Serin, H. (2023). Effective teaching: Passion and commitment. *International Journal of Social Sciences & Educational Studies*, 10(3), 60-64. <https://doi.org/10.23918/ijsses.v10i3p60>
- Sri, W. (2024). Transformasi peran guru dalam implementasi Kurikulum Merdeka: Kajian pada pembelajaran bahasa. *Jurnal Pendidikan dan Inovasi*, 14(1), 77–89. <https://doi.org/10.31004/jpi.v14i1.3244>
- Suhartini, N., & Rahman, A. (2022). Kompetensi digital guru dalam mendukung pembelajaran berbasis teknologi. *Jurnal Pendidikan Teknologi dan Kejuruan*, 15(3), 233–245. <https://doi.org/10.26858/jptk.v15i3.23763>
- Suyatno. (2022). Guru profesional dan inovatif dalam membangun mutu pembelajaran di era digital. *Jurnal Ilmu Pendidikan Indonesia*, 9(4), 401–414. <https://doi.org/10.36706/jipi.v9i4.12245>
- Uchenna, M. A. (2025). THE ROLE OF SCHOOL PRINCIPALS IN SUPERVISING TEACHER DISCIPLINE: LEGAL AND ETHICAL CONSIDERATIONS. *UNIZIK Journal of Educational Research and Policy Studies*, 19(3).
- Wathon, A., Fitri, A. Z., & Sulistyorini, S. (2025). Integration of Strategic Management and Humanistic Education in Developing Student Character at MA Negeri 1 Nganjuk. *PALAPA*, 13(2), 318-339. <https://doi.org/10.36088/palapa.v13i2.5956>
- Widodo, R. (2025). From Control to Collaboration: The Emerging Trend of Student-Centered Classroom Management to Boost Academic Achievement. *Ta'limDiniyah: Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*, 5(2), 120-133. <https://doi.org/10.53515/tdjpai.v5i2.190>