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Enhancing Educator Performance through Edupreneurship in International Baccalaureate Programs

Nada Shofa Lubis[1*], Syadeli Hanafi[2], Sholeh Hidayat[3]
[1, 2, 3]Faculty of Education Management, Universitas Sultan Ageng Tirtayasa, Indonesia
[1]Faculty of Education Management, Universitas Cendekia Abditama, Indonesia
[1]7782220008@untirta.ac.id, [1]nada_shofa@uca.ac.id, [2]syadeli@untirta.ac.id, [3]sholeh.hidayat@untirta.ac.id
***Corresponding Author**

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ABSTRACT

This study investigates the impact of the International Baccalaureate (IB) curriculum on enhancing educator performance and commitment, focusing on the unique mediating role of curriculum effectiveness through Organizational Citizenship Behaviour (OCB), Learning Agility (LA), and Synergy (S). The research, conducted across three IB-certified Islamic schools, utilizes Structural Equation Modelling (SEM) to analyze data from 325 educators, uncovering how curriculum effectiveness fosters work commitment by strengthening OCB and Learning Agility. **In the Background**, the study highlights the global importance of quality education as outlined in SDG 4 (Quality Education), emphasizing the role of educators in delivering this goal. **The Method** involves a quantitative approach using SEM to assess the relationship between OCB, LA, Synergy, and educator commitment. The Object of this study is the IB curriculum effectiveness in fostering a high performance teaching environment. **The Result indicates** that OCB is the most influential factor, followed by Learning Agility, underscoring the IB curriculum capacity to enhance educator performance. Furthermore, the integration of SDG 4 within this research demonstrates how the IB curriculum supports educators in adapting to a globalized and evolving educational landscape. **In Conclusion**, the study suggests that enhancing structured support for OCB and agility within the IB curriculum can significantly elevate educator commitment and performance, ultimately contributing to the broader goal of SDG 4 ensuring inclusive, equitable, and quality education for all.

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1. INTRODUCTION

The quality of education plays a crucial role in a nation social and economic development, and in Indonesia, educational reforms are vital to addressing disparities in access and quality. According to [1], Indonesia ranks 67th in key educational indicators, with challenges in early childhood enrollment, high school graduation, and tertiary education. These gaps highlight the need for reforms aligned with SDG 4 (Quality Education), which emphasizes equitable, inclusive, and quality education for all. While Indonesia national curriculum, such as the, promotes creativity, critical thinking, and civic values, challenges like limited teacher comprehension and resource disparities persist [2]. In response, the International Baccalaureate (IB) curriculum, a globally recognized educational framework, offers a holistic, inquiry-based, and interdisciplinary approach, aiming to cultivate critical thinking and global awareness. By integrating knowledge across disciplines, the IB

curriculum addresses the growing need for education that prepares students to thrive in an interconnected world [3].

The adoption of the IB curriculum in Indonesia reflects a growing preference for international education standards, particularly for students preparing for higher education abroad or careers in globalized industries. As of 2022, Indonesia ranked among the top 15 countries worldwide in IB program adoption, with 64 schools offering IB programs in Table 1.

Table 1. Countries With 40+ Schools Teaching IB Programmes & Global Totals (As of 1 Sep 2022)

Country and region	**Primary**	**Middle**	**Diploma**	**Career-related**	**Schools**
United States	634	736	961	156	1,922
Canada	100	174	188	6	381
China	160	27	83	1	263
Australia	152	49	85	2	213
India	127	52	155	4	204
Spain	52	39	174	3	195
United Kingdom	22	26	93	44	120
Mexico	60	44	79	17	117
Turkey	59	14	71	0	111
Japan	55	34	66	0	105
Germany	28	15	77	6	82
Ecuador	20	20	77	0	80
Hong Kong	41	16	37	7	70
Indonesia	37	21	46	5	64
Poland	13	15	56	0	64
Switzerland	14	13	53	7	56
United Arab Emirates	33	24	49	17	54
Argentina	7	2	52	0	53
Brazil	25	10	42	0	51
South Korea	19	14	17	1	51
Russia	25	22	29	0	46
Egypt	20	12	36	1	42
Russia	25	22	29	0	46
Egypt	20	12	36	1	42
Singapore	23	9	30	2	41
Total Schools Globally	1,375	1,264	2,997	118	4,460
Countries & Territories	104	97	140	18	151

The expansion of the IB curriculum reflects its holistic and inquiry-driven approach to learning [4]. However, its implementation in private schools faces challenges, including high operational costs and the need for rigorous assessments. Globally, UNESCO 21st-century education framework aligns with both Indonesia national curriculum and the IB framework, emphasizing critical thinking, global awareness, and interdisciplinary learning [5]. Despite this alignment, cultural expectations, economic constraints, and limited infrastructure pose significant barriers to successful integration in Indonesia. The role of Organizational Citizenship Behaviour (OCB) and learning agility among educators is crucial for overcoming these challenges [6, 7]. This study explores how OCB, learning agility, and synergy mediate curriculum effectiveness in enhancing educator performance and commitment. Using Structural Equation Modelling (SEM) with data from 325 educators in IB-certified Islamic schools, the findings offer practical insights for policymakers to optimize IB curriculum implementation. The study concludes with recommendations for fostering high-performance teaching environments through the integration of behavioral factors such as OCB and learning agility.

2. LITERATURE REVIEW

2.1. Work Commitment

Work commitment is a crucial factor in ensuring organizational effectiveness, particularly in education. It represents the level of dedication, responsibility, and alignment between an educator values and the institution mission [8]. Teachers with high work commitment demonstrate greater resilience, adaptability, and enthusiasm, directly influencing student learning outcomes. Previous research has provided a robust theoretical foundation for understanding work commitment from various perspectives [9]. Categorize it into three key components: desire to belong, dedication to success, and acceptance of organizational values. Additionally, loyalty and persistent effort are critical elements.

Studies indicate that supportive environments enhance teacher commitment, leading to better student outcomes and institutional effectiveness. However, curriculum changes, resource limitations, and evolving policies often challenge commitment levels. The International Baccalaureate (IB) Curriculum, with its emphasis on inquiry-based learning, global-mindedness, and collaboration, demands a high level of teacher engagement. While these demands can enhance commitment, they also require institutional support and professional development to sustain effectiveness [10, 11]. Addressing work commitment in international curricula like the IB framework is critical for understanding how such educational models shape teacher motivation and institutional success. This study explores the interplay between curriculum design and teacher work commitment, offering insights for enhancing educational excellence through sustained educator engagement [12].

2.2. Organizational Citizenship Behaviour (OCB)

Organizational Citizenship Behaviour (OCB) refers to voluntary, cooperative actions beyond formal job responsibilities that contribute to institutional effectiveness. These behaviors such as helping colleagues, exceeding expectations, and fostering harmony enhance workplace productivity and morale. OCB is classified into Altruism, Conscientiousness, Civic Virtue, Sportsmanship, and Courtesy [13]. Key factors influencing OCB include job satisfaction, personality traits, and perceived organizational support [14]. Employees with longer tenure often exhibit higher OCB due to a deeper understanding of organizational culture [15]. However, the impact of age and gender on OCB remains inconsistent across studies. In education, OCB plays a significant role in fostering collaboration, curriculum development, and student engagement. Schools with strong synergy and teamwork report improved student outcomes and institutional performance. Understanding OCB in an educational context helps optimize teacher collaboration, institutional resilience, and professional commitment.

2.3. Learning Agility

Learning agility refers to an individual ability to quickly learn from experiences and apply knowledge to new challenges, a crucial skill in dynamic environments. Educators with high learning agility adapt faster, embrace feedback, and innovate in problem-solving [16]. The Figure 1 is a categorize learning agility into four dimensions: People Agility (interpersonal adaptability), Change Agility (openness to experimentation), Results Agility (goal achievement under pressure), and Mental Agility (creative problem-solving).

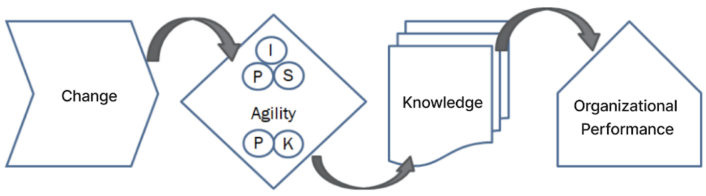

Figure 1. The relationship between learning agility dimensions and organizational performance

Previous research highlights that learning agility fosters innovation, adaptability, and resilience, enhancing both individual and institutional success. In education, agile educators effectively adjust teaching strategies, integrate new technologies, and respond to student needs, leading to improved learning experiences [17]. A supportive environment further enhances learning agility and professional growth. Within the International Baccalaureate (IB) curriculum, learning agility is essential due to the rigorous and evolving pedagogical demands. This study explores how teacher adaptability influences curriculum implementation, offering insights into fostering a resilient and innovative educational workforce [18].

2.4. Synergy

Synergy refers to collaborative efforts where diverse individuals combine their skills to achieve greater outcomes than they could independently. It emphasizes effective communication, trust, and coordinated teamwork, fostering innovation and institutional success. In educational settings, synergy among teachers, administrators, and staff enhances knowledge sharing and teamwork, ultimately improving teaching quality and student outcomes [19]. Key drivers of synergy include clear communication, shared goals, and mutual trust [20]. In education, collaborative environments encourage educators to develop innovative teaching strategies and integrate diverse perspectives [21]. Highlights that synergy fosters superior institutional performance through collective engagement. Despite its importance, the role of synergy in curriculum delivery remains underexplored. This study examines how team collaboration enhances IB curriculum implementation, providing insights for creating high-performance educational environments.

2.5. International Baccalaureate (IB) Curriculum

The International Baccalaureate (IB) program is a globally recognized educational framework designed to foster critical thinking, global awareness, and interdisciplinary learning [22]. Adopted by over 5,000 schools worldwide, the IB curriculum emphasizes inquiry-based learning and cultural understanding to develop well-rounded students (Figure 2).

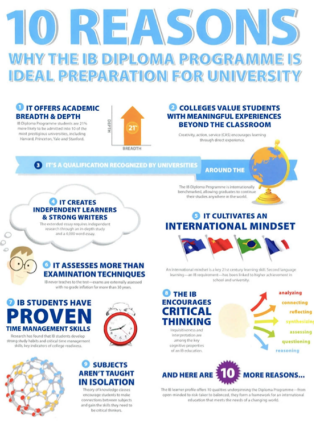

Figure 2. 10 Reason Why IB

The Merdeka Belajar (Freedom to Learn) initiative in Indonesia shares goals with the IB curriculum, focusing on flexibility, student-centered learning, and critical thinking, though challenges like teacher preparedness and resource access hinder its full implementation [23]. The IB framework offers valuable insights into curriculum innovation, emphasizing interdisciplinary learning and student autonomy. A key aspect of the IB curriculum is its learner-centered approach, as seen in the IB Learner Profile (Figure 3), which fosters critical thinking, communication, and global citizenship, aligning with UNESCO 21st-century learning pillars and highlighting the importance of holistic education in an evolving world.

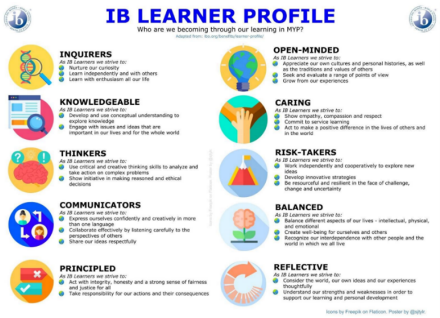

Figure 3. IB Learner Profile

Despite its benefits, IB programs face socioeconomic accessibility challenges, as they are often offered in elite schools, limiting access for students from diverse backgrounds. Leadership practices, such as strategic planning, high expectations, and shared institutional goals, significantly impact student outcomes, with schools aligning their strategies to IB core values tending to foster higher student engagement and academic achievement [24]. This research aims to explore the effectiveness of the IB curriculum in Indonesian schools, particularly its impact on educator performance and institutional commitment, offering practical recommendations for optimizing IB implementation in diverse educational settings.

Table 2. Piepe and The Possibilities for Networking Material Flow

Title	**Year & Author**	**Novelty**	**Method**	**Limitation**
The Relationship between Organizational Citizenship Behaviours And Organizational Commitment in the Public and Private Sectors	[25]	To identify and assess the level of correlation between Organizational Citizenship Behaviour and individual dimensions of organizational commitment in public and private organizations in Poland	A quantitative study conducted on a sample of 323 employees allows for the verification of hypotheses	Differences: Learning Agility, Synergy, and IB Curriculum
			Descriptive, Quantitative, and Comparative Analysis of Public and Private Sectors	Similarities: Variables of Organizational Citizenship Behaviour and Work Commitment (using organizational commitment theory)
The Influence of Organizational Commitment on Organizational Citizenship Behaviour at Topas Galeria Hotel	[26]	Analyzing the Influence of Organizational Commitment on Organizational Citizenship Behaviour	Quantitative Descriptive	Differences: Learning Agility, Synergy, and IB Curriculum
			Simple Regression	Similarities: Variables of Organizational Commitment and Organizational Citizenship Behaviour
The Influence of Affective Commitment on OCB (Organizational Citizenship Behaviour)	[27, 28]	Analyzing the Influence of Affective Commitment on OCB (Organizational Citizenship Behaviour)	Quantitative Descriptive	Differences: Learning Agility, Synergy, and IG Curriculum
			Simple Regression	Similarities: Variables of Organizational Commitment and Organizational Citizenship Behaviour
Organizational citizenship behaviour (OCB) above and beyond: Teachers OCB during COVID19	[27]	Analyzing the Role of OCB (Organizational Citizenship Behaviour)	Qualitative	Differences: Learning Agility, Synergy, and IG Curriculum
				Similarities: Variables of Organizational Commitment and Organizational Citizenship Behaviour

Creating Sustainable High Performance Human Resource Practice through Employees Learning Agility. The Transition Adaptive Approach	[29, 30]	Investigating Learning Agility and Human Resource Management Practices and Their Relationship with Work Commitment	A quantitative approach with a survey of 351 participants examines the mediating role of HRM practices	Differences: Synergy and IB Curriculum
			The proposed model is analyzed using Structural Equation Modelling (SEM)	Similarities: Variables of Organizational Citizenship Behaviour and Work Commitment

Table 2 reveals a gap in understanding how Organizational Citizenship Behaviour (OCB), learning agility, and synergy interact to influence work commitment within the International Baccalaureate (IB) Curriculum [31, 32]. This study uses a holistic approach combining psychological and educational perspectives to examine how IB fosters critical thinking, communication, and collaboration, aiming to develop sustainable human resource strategies in education. Several studies highlight OCB role in enhancing work commitment by improving organizational effectiveness and bridging task execution with outcomes. Teachers with high OCB go beyond formal roles to foster collaboration and institutional engagement [33, 34]. Supportive school cultures and strong curricula relate positively to teacher commitment. Learning agility also shapes teacher commitment. Agile educators adapt and update teaching methods to meet student needs effectively [35]. Resilient educators thrive in dynamic settings, with strong professional relationships boosting engagement and commitment [7, 36]. Synergy collaboration and shared goals reinforces commitment by fostering collective purpose and diverse perspectives [21]. Mutual support and innovation enhance engagement and institutional success.

3. METHODS

3.1. Conceptual Framework

This study examines the impact of the International Baccalaureate (IB) curriculum on educator performance and commitment, emphasizing the mediating roles of Organizational Citizenship Behaviour (OCB), Learning Agility (LA), and Synergy (S). A quantitative approach using Structural Equation Modelling (SEM) is employed to analyze these relationships across three IB-certified Islamic schools: Islamic Village School, Al-Jabr School, and Al-Firdausi School. Data from 325 educators are collected via structured questionnaires measuring OCB, LA, S, Work Commitment (WC), and IB Curriculum Effectiveness [37, 38]. OCB plays a key role in IB curriculum implementation, as teachers with high OCB invest extra effort, fostering a positive learning environment that helps students meet IB rigorous expectations. Learning Agility is also crucial, allowing educators to quickly adapt to curriculum changes and integrate student-centered teaching strategies, improving overall effectiveness. Synergy among educational stakeholders ensures seamless curriculum delivery, leading to enhanced student engagement and academic success [39].

This study is anchored in Social Exchange Theory, which posits that collaborative behaviors, such as OCB and Synergy, create a positive organizational climate, strengthening educator commitment. The Resource Based View (RBV) further underscores human capital strategic importance, particularly agile and cooperative educators, in achieving institutional success. A structured questionnaire was distributed to measure the variables, using validated scales such as Podsakoff and MacKenzie OCB scale, De Meuse Learning Agility scale, and Chang Synergy scale. Work commitment was assessed using Allen commitment framework, while curriculum effectiveness was measured through a scale adapted from Grumdahl research. The data was analyzed using Structural Equation Modelling (SEM) to investigate the direct and indirect relationships among the variables and assess the mediating role of curriculum effectiveness in enhancing work commitment [40, 41].

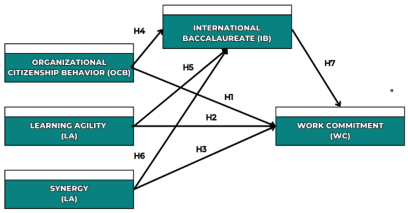

Figure 4. Framework of IB Curriculum Implementation between The Variable

The Figure 4 is study hypotheses examine how OCB, Learning Agility, and Synergy collectively influence IB curriculum implementation, providing actionable insights for improving educator engagement and curriculum delivery [42, 43]. These findings hold significant implications for policymakers and administrators, helping to optimize IB curriculum strategies to foster high performance teaching environments aligned with global education standards. OCB, as a behavioral construct, plays a vital role in shaping organizational effectiveness. It encompasses voluntary behaviors that go beyond formal job roles, strengthening institutional collaboration and productivity. Despite being non-mandatory, OCB enhances work commitment, improves resource utilization, and increases retention [44]. Teachers who demonstrate high OCB contribute to a positive school culture, reinforcing IB focus on holistic education, critical thinking, and global engagement.

H1: Organizational Citizenship Behaviour (OCB) has a positive and significant effect on Work Commitment (WC).

In today dynamic educational landscape, Learning Agility (LA) is a critical competency, particularly for educators navigating rapid curriculum changes. LA refers to the ability to adapt swiftly, acquire new knowledge, and apply it effectively in complex scenarios. For IB educators, LA is essential for integrating innovative teaching approaches, ensuring they remain effective and aligned with institutional goals [29, 45]. Teachers with high learning agility are better equipped to address diverse student needs, adopt new methodologies, and embrace innovation [7, 35]. Such educators actively seek professional development opportunities, fostering a collaborative and growth oriented school culture. The IB curriculum, with its focus on inquiry based learning, critical thinking, and global mindedness, requires educators to be flexible and student centered. Teachers with strong learning agility can quickly adapt to IB interdisciplinary framework, effectively incorporating collaborative teaching strategies into their practice. Given IB rigorous academic standards and emphasis on continuous innovation, agile educators are more likely to exhibit strong work commitment and actively contribute to curriculum success. This research provides actionable insights for fostering high performance teaching environments, emphasizing teacher readiness and adaptability. The findings will offer strategic recommendations to strengthen educator commitment and curriculum implementation, ensuring sustained excellence in IB education across diverse learning contexts.

H2: Learning Agility (LA) has a positive and significant effect on Work Commitment (WC).

Synergy refers to collaboration among individuals or groups to achieve shared goals by integrating diverse skills, resources, and perspectives. Rooted in organizational theories, synergy emphasizes teamwork, coordination, and mutual support, enhancing performance and institutional effectiveness. In education, synergy fosters knowledge sharing, joint problem solving, and accountability, strengthening teacher commitment through a sense of shared purpose and trust [46]. Within the International Baccalaureate (IB) Curriculum, synergy plays a key role in integrating interdisciplinary learning and ensuring high academic standards. Collaboration among IB educators enhances curriculum delivery, fosters innovation, and aligns teaching strategies with institutional goals. This study explores synergy role in IB implementation, examining its impact on teamwork and educator commitment. The findings offer practical insights for fostering collaborative, high performance teaching environments that support IB curriculum success.

H3: Synergy (S) has a positive and significant effect on Work Commitment (WC).

OCB plays an essential role in implementing the International Baccalaureate (IB) curriculum effectively. Teachers with high levels of OCB tend to go above and beyond their job descriptions, investing additional time and effort in understanding and implementing the curriculum. They create a supportive environment, enhancing communication and teamwork, which are critical to delivering the IB program successfully. Research reveals that teachers who exhibit high OCB towards the IB curriculum contribute to a more motivated learning environment, inspiring students to actively engage in IB rigorous academic expectations. Consequently, OCB is hypothesized to positively impact the effectiveness of the IB curriculum.

H4: Organizational Citizenship Behaviour (OCB) has a positive and significant effect on the effectiveness of the International Baccalaureate (IB) curriculum.

Learning agility, defined as the ability to quickly learn and adapt to new situations, is a key quality for teachers implementing the IB curriculum, given its focus on evolving teaching methods and global perspectives. Research has shown that teachers with high learning agility are better equipped to incorporate innovative approaches, handle changes in curriculum demands, and deliver effective, student centered learning experiences [47, 48]. Teachers with high learning agility can better understand and communicate new concepts to students, thereby enhancing the effectiveness of the IB curriculum. Thus, it is hypothesized that learning agility positively influences the effectiveness of the IB curriculum.

H5: Learning Agility (LA) has a positive and significant effect on the effectiveness of the International Baccalaureate (IB) curriculum.

Synergy among educational stakeholders, including teachers, staff, students, and parents, is essential to the successful implementation of the IB curriculum. Effective collaboration ensures smooth curriculum delivery, quick adaptation to changes, and enriched learning experiences for students [20]. Schools that foster a culture of synergy are more likely to achieve higher curriculum effectiveness, as stakeholders work together to support program goals and address challenges collectively. This collaborative environment positively impacts both academic outcomes and student engagement. Therefore, synergy is hypothesized to have a positive effect on the effectiveness of the IB curriculum.

H6: Synergy (S) has a positive and significant effect on the effectiveness of the International Baccalaureate (IB) curriculum.

Theories of learning and education emphasize that well designed and effectively implemented curricula lead to improved student engagement and learning outcomes, thereby enhancing teacher satisfaction and commitment. The IB curriculum, known for its high standards and emphasis on values like critical thinking and social responsibility, often fosters a deep commitment among teachers and students alike. Teachers who see the positive impact of the curriculum on students academic and personal development may feel more motivated to contribute beyond their job requirements, strengthening their commitment to the institution mission. Thus, it is hypothesized that the effectiveness of the IB curriculum positively impacts work commitment.

H7: The effectiveness of the International Baccalaureate (IB) curriculum has a positive and significant effect on Work Commitment (WC).

Teachers who demonstrate high OCB often engage in voluntary activities that contribute positively to the school environment, such as helping colleagues, participating in curriculum development, and leading extracurricular programs. Such behaviours reflect a higher commitment to the school success and contribute to the effectiveness of the IB curriculum. Teachers OCB behaviours inspire students to engage actively in learning, aligning with the curriculum goals. As a result, OCB not only directly enhances work commitment but also indirectly does so by promoting a supportive, engaged learning environment through the effective implementation of the IB curriculum. Therefore, it is hypothesized that OCB positively influences work commitment through the effectiveness of the IB curriculum.

H8: Organizational Citizenship Behaviour (OCB) has a positive and significant effect on Work Commitment (WC) through the effectiveness of the International Baccalaureate (IB) Curriculum at Islamic Village Tangerang, Islamic Al-Jabar School Jakarta, and Al-Firdaus World Class School Solo.

Learning agility in teachers supports a dynamic and adaptable approach to the IB curriculum, allowing for innovative teaching practices that resonate with students. Studies indicate that agile learners are open to incorporating new elements within the curriculum and are adept at fostering an inclusive, progressive learning environment [29, 49]. Teachers who quickly adapt to curriculum changes are likely to enhance their work commitment, as they become instrumental in driving the curriculum's success and demonstrating strong role models for students. Thus, it is hypothesized that learning agility positively impacts work commitment through the effectiveness of the IB curriculum.

H9: Learning Agility (LA) has a positive and significant effect on Work Commitment (WC) through the effectiveness of the International Baccalaureate (IB) Curriculum at Islamic Village Tangerang, Islamic Al-Jabar School Jakarta, and Al-Firdaus World Class School Solo.

Synergy among teachers, staff, and students is integral to creating a supportive environment for delivering the IB curriculum effectively. Teachers who feel well connected with their colleagues tend to participate more actively in collaborative efforts, positively impacting both their commitment to the school and the curriculum implementation. Synergy fosters a productive school environment where teachers and students benefit

from shared resources, collaborative planning, and mutual support. Consequently, synergy is hypothesized to enhance work commitment indirectly through its positive effect on the IB curriculum effectiveness.

H10: Synergy (S) has a positive and significant effect on Work Commitment (WC) through the effectiveness of the International Baccalaureate (IB) Curriculum at Islamic Village Tangerang, Islamic Al-Jabar School Jakarta, and Al-Firdaus World Class School Solo.

3.2. Respondents

This study examines the effectiveness of the IB curriculum in enhancing educator performance and commitment across three IB certified Islamic schools: Islamic Village School Tangerang, Islamic Al-Jabar School Jakarta, and Al-Firdaus World Class School Solo. These schools were chosen due to their distinct implementation of the IB framework, allowing for a comparative analysis of its impact in diverse educational settings. A cross sectional survey design was employed, conducted between November 2023 and January 2025, utilizing quantitative methods with validated instruments measuring OCB, Learning Agility, Synergy, Work Commitment, and IB Curriculum Effectiveness. Structural Equation Modelling (SEM) was applied to analyze both direct and mediating effects.

The target population includes 247 educators and staff from the three schools, consisting of principals, vice principals, teachers, and administrative personnel. Table 3. Target Population provides an overview of this distribution.

Table 3. Target Population

No	School	Principal	Vice Principal	Teachers	Staff/Administrative	Total
1	Islamic Village	1	1	58	8	68
2	Islamic Al-Jabar	1	1	70	8	80
3	Islamic Al-Firdaus World Class	1	9	82	7	99
			Total			247

The sample size was calculated using the Slovin formula with a 5% margin of error, resulting in a minimum sample size of 152 participants. However, following recommendation for Structural Equation Modelling (SEM), which requires a sample size 5-10 times the number of estimated parameters, the target sample size was increased to 275. The distribution of sample sizes across the three schools is outlined in Table 4.

Table 4. Sample Size Distribution

No.	School	Total Population	Sample Size
1	Islamic Village	62	62
2	Islamic Al-Jabar	72	72
3	Islamic Al-Firdaus World Class	86	86
	Total		220

Data collection was conducted over six months using structured surveys, administered both online and in print to ensure accessibility. Of 440 distributed questionnaires, 371 valid responses were received, resulting in an 84.3% response rate. Responses from individuals under 15 years old or with incomplete data were excluded. The survey instrument consisted of three sections: demographics, construct measurement, and open-ended feedback. Constructs were measured using validated scales on a 5-point Likert scale. A pre-test with 60 participants was conducted to refine the instrument, ensuring clarity and validity. Measures such as randomized question sequences and anonymity were implemented to minimize bias [50].

Data were analyzed using SmartPLS 4.0 with Structural Equation Modelling (SEM) to examine direct and indirect relationships among variables and assess the mediating role of IB Curriculum Effectiveness in the relationships between OCB, Learning Agility, Synergy, and Work Commitment. Descriptive statistics summarized demographic trends, while SEM provided insights into key hypothesized relationships [51]. This methodological approach ensures reliable and valid results, offering actionable insights into how behavioral and organizational factors impact IB curriculum effectiveness and educator commitment. The findings provide valuable recommendations for policymakers and administrators to optimize IB curriculum implementation strategies [52].

4. RESULT AND DISCUSSION

4.1. Measurement Model

Ensuring reliability and validity is crucial for accurate measurement. This study evaluated the measurement model through Factor Loadings, Average Variance Extracted (AVE), Composite Reliability (CR), and Cronbach Alpha, confirming data consistency and research quality. AVE values above 0.50 and factor loadings above 0.70 indicate strong convergent validity, while discriminant validity was supported by the Fornell-Larcker criterion and HTMT ratios below 0.90, confirming construct distinctiveness. Reliability measures CR and Cronbach Alpha both exceeded 0.70, demonstrating internal consistency and stability. These results confirm the measurement model's robustness, validity, and reliability for Structural Equation Modelling (SEM). Table 5 Data Reliability and Validity details these findings.

Table 5. Measurement Model

Variable	Cronbach Alpha	Composite Reliability	AVE	Status
Organizational Citizenship Behaviour (OCB)	0.985	0.986	0.780	Reliable
Learning Agility (LA)	0.984	0.985	0.769	Reliable
Synergy (SY)	0.990	0.991	0.847	Reliable
International Baccalaureate (IB)	0.993	0.994	0.889	Reliable
Work Commitment (WC)	0.989	0.990	0.834	Reliable

4.2. Structural Model

4.2.1. Inner Model (R2)

The structural model was assessed using Partial Least Squares (PLS), focusing on R^2 and Goodness of Fit (GoF) to determine model robustness. The R^2 value for IB Effectiveness is 0.985, meaning 98.5% of its variance is explained by its predictors, while Work Commitment (WC) has an R^2 of 0.966, accounting for 96.6% of its variance (Table 6). These high values confirm the strong predictive capability of the model.

Table 6. Inner Model

Variable	R-Square	R Square Adjustment
IB Curriculum Effectiveness	0.985	0.984
Work Commitment	0.966	0.966

Path coefficients play a crucial role in structural modelling and data analysis, providing valuable insights into the strength and direction of relationships among latent variables. These coefficients enable researchers to delve into the intricate dynamics underlying a given model. Alongside the path coefficients, the R^2 value emerges as a critical indicator, representing the extent to which exogenous variables explain variations in endogenous variables. Higher R^2 values indicate a heightened capacity to predict outcomes within the research framework, demonstrating the robustness of the model in aligning theoretical assumptions with observed data.

4.2.2. Goodness of Fit (GoF)

To further validate the model, the Goodness of Fit (GoF) index was calculated, combining the average communality (AVE values) and the average R^2 values of the endogenous constructs to provide an overall measure of model fit. A higher GoF value indicates better explanatory power and model adequacy. As shown in Table 7 Gof Index, the results confirm that the model achieves satisfactory goodness of fit, supporting its validity and suitability for further analysis.

Table 7. GoF Index

Construct	R^2	AVE	$R^2 \times$ AVE	GoF
IB	0.985	0.889	0.874846	0.935332
WC	0.966	0.834	0.805735	0.897627

These results confirm the alignment between the structural model and the empirical data, demonstrating the robustness and reliability of the theoretical framework. The high GoF values reflect the model ability

to capture the dynamics of latent variables effectively, making it well-suited for forecasting and predicting outcomes. This strong fit suggests the proposed framework has practical applicability, enhancing the model value for both theoretical exploration and real world decision making. The GoF values for both "IB" (0.935332) and WC (0.897627) exceed the threshold of 0.36, confirming that the model exhibits a strong overall fit. This validates the adequacy of the model for explaining the relationships among latent variables, highlighting its relevance in theoretical and practical applications.

4.2.3. Hypothesis Testing

The hypothesis testing results provide valuable insights into the direct relationships among the constructs, highlighting significant and non-significant pathways. Using the bootstrapping method in SmartPLS, statistical significance was evaluated based on t-statistics and p-values t>1,96 and p<0.05, indicating significance. The table below summarizes the path coefficients, t-statistics and significance levels for all hypothesized relationships Table 8. Hypothesis Testing.

Table 8. Hypothesis Testing

Path	Original Sample (O)	t-statistics	p-values	Result
OCB → Work Commitment (WC)	0.340	3.243	0.001	Significant
LA → Work Commitment (WC)	-0.033	2.131	0.034	Significant
SI → Work Commitment (WC)	0.550	5.778	0.000	Significant
OCB → IB Effectiveness (IB)	0.079	1.259	0.209	Not Significant
LA → IB Effectiveness (IB)	0.702	8.087	0.000	Significant
SI → IB Effectiveness (IB)	0.218	3.075	0.002	Significant
IB Effectiveness (IB) → WC	0.403	3.181	0.002	Significant

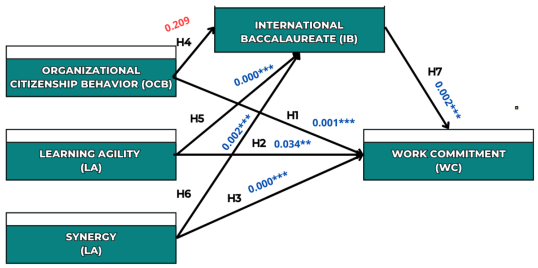

Figure 5. Hypothesis Testing Framework

The explanation of Figure 5 Hypothesis Testing Framework is below:

H1: The influence of Organizational Citizenship Behaviour (OCB) on Work Commitment (WC)
The hypothesis that OCB significantly influences Work Commitment (WC) is supported, with a path coefficient of 0.340 (t=3.243, p=0.001). This confirms that proactive and cooperative behaviors, such as assisting colleagues and organizational loyalty, strengthen employee commitment. These findings reinforce OCB role in engagement strategies, highlighting its importance in enhancing workforce dedication and reducing turnover rates.

H2: The influence of Learning Agility (LA) on Work Commitment (WC)
The hypothesis that Learning Agility (LA) positively affects Work Commitment (WC) is supported, with a path coefficient of 0.033 (t=2.131, p=0.034). Although the effect size is small, LA plays a complementary role in fostering commitment by enhancing adaptability and resilience. Organizations can strengthen commitment by promoting a learning culture and investing in training programs to develop an agile workforce.

H3: The influence of Synergy (SI) on Work Commitment (WC)
The hypothesis that Synergy (SI) significantly influences Work Commitment (WC) is strongly supported, with a path coefficient of 0.550 (t=5.778, p=0.000). This highlights the importance of collaboration, alignment, and teamwork in fostering employee commitment. Organizations can enhance commitment by promoting a collaborative culture, improving communication, and aligning team goals with institutional missions.

H4: The influence of Organizational Citizenship Behaviour (OCB) on IB Effectiveness (IB)
The hypothesis that OCB significantly influences IB Effectiveness was not supported (path coefficient = 0.079,

t=1.259, p=0.209). This suggests that while OCB enhances work commitment, its impact on IB implementation is indirect and may depend on other mediating factors like teamwork or organizational resources. Organizations should focus on structured mechanisms and systemic interventions rather than relying solely on interpersonal behaviors for improving IB outcomes.

H5: The influence of Learning Agility (LA) on IB Effectiveness (IB)

The hypothesis that Learning Agility (LA) positively impacts IB Effectiveness was strongly supported (path coefficient = 0.702, t=8.087, p=0.000). This confirms that adaptability and continuous learning are crucial for successful IB implementation. Organizations should prioritize Learning Agility in recruitment and professional development, ensuring employees can adapt to curriculum challenges and align with institutional goals for optimal outcomes.

H6: The influence of Synergy (SI) on IB Effectiveness (IB)

The hypothesis that Synergy (SI) positively influences IB Effectiveness was supported (path coefficient = 0.218, t=3.075, p=0.002). This highlights the importance of collaboration and alignment in achieving better IB curriculum outcomes. Organizations can enhance IB effectiveness by fostering synergy through improved communication, shared vision, and resource alignment, reinforcing the role of team dynamics in institutional success.

H7: The influence of IB Effectiveness (IB) on Work Commitment (WC) The hypothesis that IB Effectiveness significantly influences Work Commitment (WC) was supported (path coefficient = 0.403, t=3.181, p=0.002). This indicates that when employees perceive the curriculum as effective and aligned with institutional goals, their commitment increases. Organizations should align curriculum success with employee motivation strategies, reinforcing the reciprocal relationship between institutional effectiveness and workforce engagement.

4.3. Results of Hypothesis Testing of indirect effects (indirect effects)

Table 9 is shows a indirect effects were analyzed to understand the mediating role of IB Effectiveness in the relationships between Organizational Citizenship Behaviour (OCB), Learning Agility (LA), Synergy (SI), and Work Commitment (WC). Mediation analysis was conducted using SmartPLS with the bootstrap method, and significance was determined based on t>1.96) and p-values (p<0.05).

Table 9. Results Of Hypothesis Testing Of Indirect Effects (Indirect Effects)

Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Value
LA → IB → WC	0.283	0.272	0.089	3.163	0.002
OCB → IB → WC	0.032	0.033	0.030	1.052	0.293
SI → IB → WC	0.088	0.091	0.042	2.081	0.038

4.3.1. Organizational Citizenship Behaviour (OCB) → IB → Work Commitment (WC)

The hypothesis that OCB indirectly influences Work Commitment (WC) through IB Effectiveness was not supported (path coefficient = 0.032, t = 1.052, p = 0.293). This suggests that while OCB enhances workplace collaboration, it does not significantly impact curriculum effectiveness in structured systems like IB programs. Organizations should explore other mediating factors that strengthen the relationship between OCB and institutional outcomes.

4.3.2. Learning Agility (LA) → IB → Work Commitment (WC)

The hypothesis that Learning Agility (LA) influences Work Commitment (WC) through IB Effectiveness was supported (indirect effect = 0.283, t = 3.163, p = 0.002), confirming IB Effectiveness as a mediator. Employees with high learning agility adapt better to curriculum demands, enhancing IB effectiveness, which in turn boosts commitment. This underscores the importance of adaptability in fostering institutional success. To determine whether IB Effectiveness provides full mediation or partial mediation, the mediation analysis results are summarized as follows:

Table 10 shows a Variance Accounted For (VAF) of 48.29%, indicating partial mediation. While Learning Agility directly impacts Work Commitment, IB Effectiveness enhances this relationship. Organizations should invest in continuous learning and professional development to build adaptive skills, ensuring effective IB curriculum implementation and stronger employee commitment.

Table 10. Mediation Analysis Of IB Effectiveness On Learning Agility → Work Commitment

Description	Results
Direct Effect (a)	0.303
Indirect Effect (b)	0.283
Total Effect (c)	0.586
VAF (b/c)	0.483
Result	Partial mediation is 48.29%

4.3.3. Synergy (SI) → IB Effectiveness → Work Commitment (WC)

The hypothesis that Synergy (SI) influences Work Commitment (WC) through IB Effectiveness was supported (indirect effect = 0.088, t=2.081, p=0.038), confirming IB Effectiveness as a mediator. Collaboration, alignment, and mutual support within teams enhance IB curriculum effectiveness, which in turn boosts employee commitment. This, in turn, fosters greater employee commitment. The mediation analysis results are summarized as follows:

Table 11. Mediation Analysis Of IB Effectiveness On Synergy → Work Commitment

Description	Results
Direct Effect (a)	0.303
Indirect Effect (b)	0.283
Total Effect (c)	0.586
VAF (b/c)	0.483
Result	Partial mediation is 48.29%

Table 11 shows a Variance Accounted For (VAF) of 13.8%, indicating partial mediation. While Synergy strongly impacts Work Commitment, IB Effectiveness serves as an additional pathway that enhances this relationship. Organizations should promote collaboration, shared leadership, and team building to strengthen institutional success and employee commitment.

For IB curriculum implementation in Indonesia, Learning Agility and Synergy should be prioritized to foster a collaborative educational environment. The limited role of OCB in structured systems highlights the need for systemic improvements, such as training programs and resource allocation, to enhance curriculum effectiveness. These findings offer strategic insights for aligning workforce development with institutional success, contributing to improved education quality and equity nationwide.

5. MANAGERIAL IMPLICATIONS

5.1. Theoretical Implications

This research deepens the understanding of OCB, Learning Agility, Synergy, Commitment, and IB Curriculum Effectiveness. It highlights the importance of OCB in fostering a positive organizational culture, which can be strengthened through training programs. The findings also emphasize the need for continuous learning to enhance learning agility and career development. Additionally, synergy is identified as a key factor in teamwork and collaboration, which can be improved through structured team dynamics and clear communication. The study reaffirms the importance of curriculum effectiveness, suggesting that institutions should periodically review and adapt curricula to enhance teacher motivation and engagement. Finally, the role of IB curriculum effectiveness as a mediator between Learning Agility and Work Commitment indicates a need for further research on other mediating or moderating factors, such as job satisfaction, motivation, and managerial support.

5.2. Practical Implications

This research provides practical insights for Islamic Village, Al-Jabr, and Al-Firdausi to enhance OCB, Learning Agility, and Synergy among educators. Schools can implement recognition programs for teachers who exhibit positive behaviors, such as collaboration and participation in extracurricular activities. Training programs on innovative teaching, project based learning, and change management should be prioritized to improve learning agility. Creating supportive environments that promote open communication and teamwork will strengthen synergy. Regular IB curriculum evaluations involving teachers, students, and parents will help refine

teaching strategies and meet evolving educational needs. Schools must also ensure access to modern teaching tools and professional development opportunities to boost teacher motivation and curriculum effectiveness.

Teachers should actively engage in OCB, collaborate with peers, share best practices, and adopt innovative teaching methods while leveraging student and colleague feedback for continuous improvement. Although this study offers valuable insights, its focus on three Islamic schools in Indonesia limits its generalizability. Future research should explore these relationships in diverse educational settings, expanding the sample to assess cross cultural applicability and enhance external validity.

5.3. Suggestions for Future Research

Future research should expand the sample to include a broader range of schools and educational environments, encompassing both private and public institutions, to provide a more holistic perspective on the impact of OCB, learning agility, and synergy on work commitment and curriculum effectiveness. Combining qualitative and quantitative methods could enrich the analysis, with qualitative approaches like interviews uncovering nuances beyond quantitative data. Exploring additional factors influencing work commitment and curriculum effectiveness, such as social environments, parental support, and government policies, could provide deeper insights. Applying alternative theoretical frameworks, such as motivation or organizational theories, may offer new perspectives on the relationships among the studied variables. Conducting longitudinal studies could reveal the long term impacts of specific interventions or policy changes on OCB, learning agility, synergy, and work commitment in education.

6. CONCLUSION

This study examines the impact of the IB curriculum on educator performance and work commitment, focusing on OCB, Learning Agility (LA), and Synergy (S) as mediating factors. The findings confirm that OCB enhances work commitment through collaboration and loyalty but does not significantly impact IB curriculum effectiveness, highlighting the greater role of structural factors like training, leadership, and resource allocation. Learning Agility emerges as a key driver, positively influencing both curriculum effectiveness and work commitment by fostering adaptability, resilience, and innovation. Similarly, Synergy strengthens educator commitment through collaboration, communication, and team alignment, demonstrating the importance of individual adaptability and teamwork in curriculum success.

The study also confirms that IB curriculum effectiveness directly enhances work commitment, emphasizing the need to align curriculum objectives with institutional goals. Mediation analysis shows that Learning Agility (48.29%) and Synergy (13.8%) partially mediate this relationship, while OCB's role remains minimal. Future research should explore additional mediators, such as organizational culture and leadership style, to better understand curriculum driven commitment.

Despite its contributions, the study has limitations, including its focus on IB certified schools, which may limit generalizability. Additionally, the limited role of OCB suggests an analytical gap, warranting further exploration of factors like leadership behaviors, technological integration, and resource adequacy. Future research should also examine long term effects of professional development programs and cross cultural differences in educator adaptability. These insights provide actionable recommendations for policymakers and administrators to optimize IB curriculum implementation, ultimately fostering educational excellence and stronger teacher engagement in Indonesia and beyond.

7. DECLARATIONS

7.1. About Authors

Nada Shofa Lubis (NS) https://orcid.org/0009-0004-1990-7419

Syadeli Hanafi (SY) -

Sholeh Hidayat3 (SH) https://orcid.org/0000-0002-2291-9689

7.2. Author Contributions

Conceptualization: NS; Methodology: SY; Software: SH; Validation: NS and SY; Formal Analysis: SH and NS; Investigation: SY; Resources: SH; Data Curation: SY; Writing Original Draft Preparation: NS;

Writing Review and Editing: NS; Visualization: SY and SH; All authors, NS, SY, and SH, have read and agreed to the published version of the manuscript.

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The data presented in this study are available on request from the corresponding author.

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7.5. Declaration of Conflicting Interest

The authors declare that they have no conflicts of interest, known competing financial interests, or personal relationships that could have influenced the work reported in this paper.

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