



The Influence of Curriculum Management, Self-Management, and Religiosity on the Performance of Junior Sisters in Achieving Juniorate Educational Goals in Indonesia

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Abstract

Introduction/Main Objectives: This study aims to analyze the influence of curriculum management, self-management, and religiosity on the performance of junior sisters in achieving the educational goals of the juniorate period within the Congregation of the Sisters of the Virgin Mary of Mount Carmel in Indonesia.

Background Problems: Achieving educational goals during the juniorate period requires effective formation processes. Understanding how curriculum management, individual self-management, and religiosity contribute to performance is essential for improving educational outcomes within religious congregations.

Research Methods: A quantitative associative research design was employed. The population consisted of 30 junior sisters, all of whom were included as respondents using a saturated sampling technique. Data were collected through a validated and reliable five-point Likert-scale questionnaire. Data analysis involved descriptive statistics and multiple linear regression using IBM SPSS version 29, supported by classical assumption tests.

Findings/Results: The results indicate that curriculum management, self-management, and religiosity have positive and significant effects on junior sisters' performance, both partially and simultaneously.

Conclusion: The study concludes that effective curriculum management, strong self-management skills, and deeply internalized religiosity are crucial in enhancing performance and supporting the achievement of educational goals during the juniorate period.

Keywords: curriculum management, self-management, religiosity, performance, junior sisters



Introduction

Education is a strategic process in shaping a whole person through the development of intellectual, affective, moral, and spiritual aspects so that they can responsibly achieve life goals and institutional objectives. Education does not only function as a means of knowledge transfer, but also as a process of internalizing values that shape character, attitudes, and individual performance. The success of education is largely determined by the extent to which the values acquired can be internalized and manifested in concrete actions, so that education directly contributes to the achievement of goals and the quality of individual performance.

In the Catholic Church, education plays a fundamental role in the formation of consecrated life institutions, including the Congregation of the Sisters of the Virgin Mary of Mount Carmel. This congregation lives the Carmelite spirituality that combines prayer, community life, and apostolic service. Education within the congregation is understood as an integral formation process that develops spiritual maturity, personal maturity, communal life skills, and the readiness for apostolic ministry of its members. Specifically, the juniorate period is a strategic phase because it represents the final stage of maturation before the profession of perpetual vows.

In the practice of juniorate formation, variations in performance are observed among the junior sisters, in terms of discipline, self-management, depth of spiritual life, and apostolic responsibility. Some sisters are able to integrate formation education with daily life, while others still experience difficulties in time management, consistency in prayer life, and internalization of formation values. This phenomenon indicates that the quality of junior sisters' performance is influenced by several key factors, particularly the management of the formation curriculum, self-management abilities, and the level of religiosity internalized during the formation period.

Several previous studies have shown that curriculum management significantly affects the quality of education and individual performance, while self-management plays an important role in enhancing discipline, perseverance, and goal achievement. In addition, religiosity has been proven to have a positive relationship with performance as it strengthens intrinsic motivation, moral commitment, and the meaning of the service vocation. Nevertheless, most of these studies were conducted in the context of formal education or general professional environments, so research within the context of religious formation, particularly the juniorate period, remains very limited.

Based on these conditions, research on the factors influencing the performance of junior sisters becomes crucial to ensure the effectiveness of education and formation within the congregation. The juniorate period is a critical phase in shaping a mature religious identity, so the quality of curriculum management, self-management abilities, and the depth of religiosity among junior sisters strongly determines the success of the formation process and their readiness to live consecrated life in a mature and responsible manner.

The novelty of this study lies in its holistic approach, integrating three main variables, namely formation curriculum management, self-management, and religiosity, in analyzing the performance of junior sisters. Unlike previous studies, which tend to examine these variables partially, this research places them within a single integrated analytical framework in the context of Catholic religious life institutions, specifically during the juniorate formation period.

This study is expected to provide a theoretical contribution to the development of studies on the management of religious education, particularly in the context of consecrated life formation. Practically, the results of this study can serve as a basis for the congregation in designing and evaluating a more structured, measurable, and contextual system of junior sister formation in accordance with Carmelite spirituality. Moreover, this research can serve as a reference for

future studies in developing models of religious formation aimed at improving performance and fostering the maturity of consecrated life in a sustainable manner

Research Methods

This study employed a quantitative research approach with an associative design to examine the influence of curriculum management, self-management, and religiosity on the performance of junior sisters in achieving educational goals. The quantitative approach was selected to analyze relationships among variables through numerical data and statistical procedures, enabling objective measurement and hypothesis testing.

Research Setting and Participants

The research was conducted at the Congregation of the Sisters of the Virgin Mary of Mount Carmel (Vicariate Mater et Décor Carmeli-Indonesia) November 2025. The population consisted of all junior sisters undergoing the juniorate formation stage in Indonesia. Given the relatively small and homogeneous population, a saturated sampling technique was applied, whereby all 30 junior sisters were included as research respondents. This approach ensured comprehensive representation of the population.

Data Collection and Instrument

Data were collected using a structured questionnaire administered online via Google Forms. The questionnaire employed a five-point Likert scale, ranging from *strongly disagree* (1) to *strongly agree* (5). The instrument was developed based on established theoretical frameworks and operationalized into measurable indicators.

The research variables included:

- **Curriculum Management (X₁)**, encompassing educational goal formulation, selection and organization of learning experiences, and evaluation of learning outcomes.
- **Self-Management (X₂)**, consisting of self-awareness, self-regulation, motivation, empathy, and social skills.
- **Religiosity (X₃)**, measured through intrinsic and extrinsic dimensions as conceptualized by Allport.
- **Performance in Achieving Educational Goals (Y)**, reflected in work quality, productivity, responsibility, discipline, and cooperation.

Data Analysis Techniques

Data analysis was conducted using IBM SPSS version 29. The analysis procedure comprised several stages. First, descriptive statistical analysis was applied to describe respondents' characteristics and to examine the tendency of responses for each research variable using mean values and percentages.

Second, instrument testing was carried out to ensure data quality. Validity testing was performed using the Pearson Product Moment correlation with a significance level of 0.05, where items were considered valid if the correlation coefficient exceeded the critical value. Reliability testing employed Cronbach's Alpha, with an alpha value greater than 0.70 indicating acceptable internal consistency.

Third, classical assumption tests were conducted to verify the feasibility of regression analysis, including tests of normality, multicollinearity, and heteroscedasticity. Normality was assessed

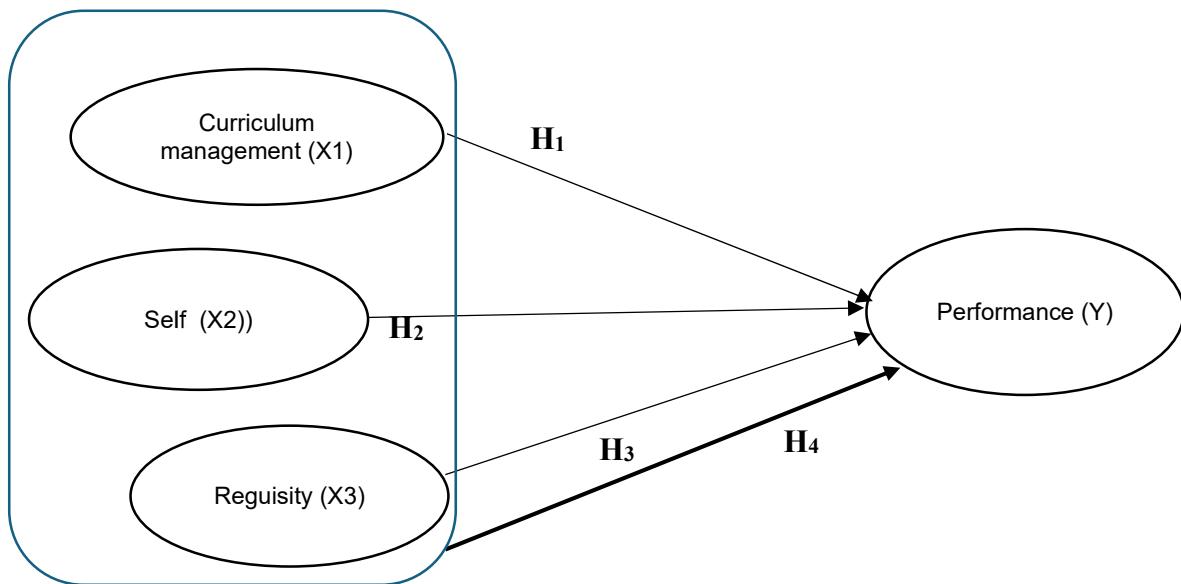
using the Kolmogorov–Smirnov test and normal probability plots, multicollinearity was examined through tolerance and Variance Inflation Factor (VIF) values, and heteroscedasticity was evaluated using scatterplot analysis.

Finally, multiple linear regression analysis was utilized to examine both partial and simultaneous effects of curriculum management, self-management, and religiosity on performance. Hypothesis testing was conducted through t-tests (partial effects) and F-tests (simultaneous effects), while the coefficient of determination (Adjusted R^2) was used to assess the explanatory power of the regression model.

Result

STATISTIC TEST RESULT

Figure 1 Conceptual Framework of the Study



Results of Research Instrument Testing

1.1 Instrument Validity Test

The validity test was conducted to ensure that each statement item is capable of measuring the intended construct. Validity testing was carried out using the Corrected Item–Total Correlation technique with a significance level of 5% (r -table = 0.3061; n = 30).

The test results showed that all items in the variables of curriculum management, self-management, religiosity, and performance have correlation coefficient values greater than the r -table. Therefore, all statement items are declared valid and suitable for further analysis.

1.2 Instrument Reliability Test

The reliability test was conducted to assess the internal consistency of the research instrument using Cronbach's Alpha coefficient. An instrument is considered reliable if the alpha value ≥ 0.70 .

Table 1. Results of Instrument Reliability Test

| Variable | Cronbach's Alpha | Number of Items | Description |
|---------------------------------|------------------|-----------------|-------------|
| Curriculum Management (X_1) | 0.937 | 15 | Reliable |
| Self-Management (X_2) | 0.952 | 15 | Reliable |
| Religiosity (X_3) | 0.965 | 20 | Reliable |
| Performance (Y) | 0.935 | 15 | Reliable |

Based on Table 1, all variables have Cronbach's Alpha values well above the minimum threshold, thus the research instruments are considered reliable and consistent.

2. Results of Classical Assumption Testing

2.1 Normality Test

The normality test was performed using the Kolmogorov–Smirnov Test with a significance level of 0.05.

Table 2. Normality Test Results

| Number of Data (N) | Asymp. Sig. (2-tailed) | Description |
|--------------------|------------------------|----------------------|
| 30 | 0.200 | Normally distributed |

A significance value of $0.200 > 0.05$ indicates that the research data are normally distributed, thus meeting the normality assumption.

2.2 Multicollinearity Test

The multicollinearity test was conducted by examining the Tolerance and Variance Inflation Factor (VIF) values.

Table 3. Multicollinearity Test Results

| Variable | Tolerance | VIF | Description |
|-----------------------|-----------|-------|----------------------|
| Curriculum Management | 0.989 | 1.011 | No multicollinearity |
| Self-Management | 0.995 | 1.005 | No multicollinearity |
| Religiosity | 0.984 | 1.016 | No multicollinearity |

All tolerance values > 0.10 and VIF < 10 , so it can be concluded that the regression model is free from multicollinearity.

2.3 Heteroscedasticity Test

The heteroscedasticity test through a scatterplot graph shows that the residual points are randomly scattered and do not form a specific pattern. This indicates that there is no heteroscedasticity, and thus the homoscedasticity assumption is met.

3. Results of Multiple Linear Regression Analysis

3.1 Coefficient of Determination

Table 4. Results of Coefficient of Determination Test

| R | R Square | Adjusted R Square |
|-------|----------|-------------------|
| 0.777 | 0.604 | 0.558 |

An Adjusted R Square value of 0.558 indicates that 55.8% of the variation in junior sisters' performance can be explained by curriculum management, self-management, and religiosity, while the remaining 44.2% is influenced by other variables outside the research model.

3.2 Multiple Linear Regression Results

Table 5. Results of Multiple Linear Regression Analysis

| Variable | Coefficient | t-value | Sig. |
|-----------------------|-------------|---------|-------|
| Constant | 10.236 | 0.877 | 0.388 |
| Curriculum Management | 0.376 | 3.196 | 0.004 |
| Self-Management | 0.335 | 3.057 | 0.005 |
| Religiosity | 0.340 | 3.943 | 0.000 |

Based on the analysis results, the regression equation is obtained as follows:

$$Y = 10.236 + 0.376X_1 + 0.335X_2 + 0.340X_3 + e$$

All independent variables show a positive and significant effect on junior sisters' performance.

4. Hypothesis Testing Results

4.1 t-test (Partial)

The partial test results show that:

Curriculum management has a significant effect on performance ($t = 3.196$; $p < 0.05$).

Self-management has a significant effect on performance ($t = 3.057$; $p < 0.05$).

Religiosity has a significant effect on performance ($t = 3.943$; $p < 0.05$).

Thus, all partial hypotheses are accepted.

4.2 F-test (Simultaneous)

Table 6. F-test Results

| F count | Sig. |
|---------|-------|
| 13.226 | 0.000 |

The F count $>$ F table and significance < 0.05 indicate that curriculum management, self-management, and religiosity simultaneously have a significant effect on the performance of junior sisters.

Discussion

The Influence of Curriculum Management on the Performance of Junior Sisters
 The results of multiple linear regression analysis show that curriculum management has a positive and significant effect on the performance of junior sisters. This is evidenced by a regression coefficient of 0.376 with a significance value below 0.05, as well as a t-value greater than the t-table. These findings indicate that the better the management of the curriculum during the juniorate period, the higher the performance of junior sisters in achieving educational goals.

Conceptually, these results align with the theory of curriculum management, which emphasizes that goal planning, material organization, learning implementation, and systematic evaluation will produce an effective educational process. In the context of religious education, the curriculum not only serves as an academic tool but also as a means of shaping personality, spiritual maturity, and commitment to religious life. Therefore, structured and contextual curriculum management can provide clear direction for junior sisters in developing their competencies and responsibilities.

These findings also reinforce previous research indicating that the quality of curriculum management significantly contributes to improving the performance of both students and educators. Therefore, curriculum management is one of the strategic factors that require serious attention in managing juniorate education.

The Influence of Self-Management on the Performance of Junior Sisters
 The research results indicate that self-management has a positive and significant effect on the performance of junior sisters, with a regression coefficient of 0.335 and a significance level below 0.05. This means that the ability of junior sisters to manage emotions, motivation, self-discipline, and personal responsibility contributes significantly to enhancing their performance.

Theoretically, these findings align with the concept of self-management, which emphasizes the importance of self-awareness, emotional control, and the ability to direct behavior constructively. In religious life, the demands for self-management increase as junior sisters face processes of self-adjustment, spiritual formation, as well as academic and community requirements. Therefore, self-management skills become a crucial foundation for achieving optimal performance.

These results indicate that the performance of junior sisters is determined not only by structural factors such as the curriculum but also by internal individual factors. In other words, the success of juniorate education is strongly influenced by the personal readiness of junior sisters to manage themselves in a mature and responsible manner.

The Influence of Religiosity on the Performance of Junior Sisters
 Based on the partial test results, religiosity has a positive and significant effect on the performance of junior sisters, with a regression coefficient of 0.340 and a very small significance value. These findings show that the higher the level of religiosity of junior sisters, the higher their performance in undergoing the education and formation process.

Religiosity, particularly in the context of religious life, is not only related to formal worship practices but also involves the internalization of spiritual values, intrinsic motivation, and a life orientation centered on vocation. Junior sisters with strong religiosity tend to have deeper commitment, diligence in tasks, and awareness of the meaning of service, which is ultimately reflected in their performance.

These findings are consistent with the view that religiosity serves as an internal source of motivation capable of strengthening personal resilience and work ethic. In the context of the Congregation of the Sisters of the Virgin Mary of Mount Carmel, religiosity is a key dimension inseparable from performance, as all educational and service activities are rooted in Carmelite spirituality.

The Influence of Curriculum Management, Self-Management, and Religiosity on the Performance of Junior Sisters. The results of the simultaneous test show that curriculum management, self-management, and religiosity together have a significant effect on the performance of junior sisters. The F-value greater than the F-table and a significance level below 0.05 confirm that these three variables form a model suitable for explaining variations in junior sisters' performance.

The coefficient of determination (Adjusted R^2) of 0.558 indicates that approximately 55.8% of the variation in junior sisters' performance can be explained by these three variables, while the remaining is influenced by other factors not examined in this study. These findings confirm that the performance of junior sisters is the result of the interaction between structural factors (curriculum management), personal factors (self-management), and spiritual factors (religiosity).

Overall, these research results indicate that efforts to improve the performance of junior sisters need to be carried out holistically, not only through improving the education system but also by strengthening personal capacity and deepening spirituality. This integrative approach aligns with the character of religious education, which aims to form a complete individual: intelligent, emotionally mature, and rooted in faith.

Conclusion

The findings of this study highlight several practical implications for managing juniorate education within the Congregation of the Sisters of the Virgin Mary of Mount Carmel in Indonesia. The significant influence of curriculum management on the performance of junior sisters underscores the need for a systematic and sustainable organization of the juniorate curriculum, integrating academic goals with personality development and spiritual deepening in line with Carmelite spirituality. Likewise, the role of self-management suggests the importance of programs for personal capacity building—such as training in emotional regulation, self-discipline, reflection, and responsibility—supported by mentorship that fosters maturity and balance in academic, community, and religious life. The influence of religiosity further emphasizes the value of deepening spiritual life as a source of motivation and resilience, requiring contextual and continuous spiritual activities that move beyond ritual toward daily internalization.

Based on these results, it is recommended that juniorate education managers develop an integrated formation model that combines curriculum management, self-management development, and religiosity deepening to enhance the holistic performance of junior sisters. Mentors and formators are encouraged to adopt a more personal and reflective approach to guidance, supporting growth in self-awareness, emotional maturity, and spiritual depth rather than focusing solely on structural compliance. For future research, additional variables such as formator leadership, community climate, or social support could be explored, and qualitative or mixed-methods approaches employed to gain deeper insights into the dynamics of religious formation.

Acknowledgement

The author expresses gratitude to all parties who have contributed to the completion of this research. Special appreciation and heartfelt prayers are dedicated to Mrs. Dr. Theresia Pradiani SE, MM, who was called by God during the process of preparing this journal. May God receive her and grant eternal happiness. Appreciation is also extended to the leaders and formators of the Congregation of the Sisters of the Virgin Mary of Mount Carmel in Indonesia for their permission, support, and guidance provided throughout the research process.

The author also thanks the junior sisters who participated as respondents and provided the necessary data for this study. Their participation and openness greatly facilitated the smooth process of data collection and analysis.

In addition, the author expresses gratitude to colleagues and all parties who have provided support, input, and motivation during the preparation of this article. All limitations and shortcomings in this study are entirely the responsibility of the author.

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