



Quality culture, quality work culture, and educational quality: A systematic literature review

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ABSTRACT

The pursuit of educational quality is a primary goal for educational institutions. However, sustainable improvement often fails without a strong underlying culture. Understanding the distinction and relationship between 'quality culture' (the shared values) and 'quality work culture' (the enacted behaviors) is crucial, yet the literature often defines these terms ambiguously. This study aims to conceptually map the relationships among quality culture, quality work culture, and their collective impact on educational quality, drawing on existing literature. This research uses a Systematic Literature Review (SLR) methodology. Data were collected by searching major academic databases (e.g., Scopus and Google Scholar) using specific keywords. A total of 2020-2025 articles were selected through a rigorous screening process and synthesized. The findings reveal that 'quality culture' serves as the foundational element, encompassing shared beliefs, values, and commitment to quality. 'Quality work culture' is the practical application of these values, manifesting as consistent processes, behaviors, and continuous improvement practices. The literature confirms a strong, reciprocal relationship: a quality culture enables the development of a quality work culture, and both are significant predictors of sustainable educational quality, thereby affecting teacher performance and student outcomes.

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ABSTRAK

Upaya pencapaian mutu pendidikan adalah tujuan utama lembaga pendidikan. Namun, perbaikan berkelanjutan seringkali gagal tanpa landasan budaya yang kuat. Memahami perbedaan dan hubungan antara 'budaya mutu' (nilai-nilai bersama) dan 'budaya kerja mutu' (perilaku yang diterapkan) sangatlah penting, namun seringkali masih ambigu dalam literatur. Penelitian ini bertujuan untuk memetakan secara konseptual hubungan antara budaya mutu, budaya kerja mutu, dan dampaknya secara kolektif terhadap mutu pendidikan berdasarkan literatur yang ada. Penelitian ini menggunakan metodologi Systematic Literature Review (SLR). Data dikumpulkan dengan menelusuri database akademik utama (seperti Scopus dan Google Scholar) menggunakan kata kunci spesifik. Sejumlah artikel yang terbit antara 2020-2025 dipilih melalui proses penyaringan yang ketat dan disintesis. Temuan penelitian mengungkapkan bahwa 'budaya mutu' berfungsi sebagai elemen fundamental, mencakup keyakinan, nilai-nilai, dan komitmen bersama terhadap mutu. 'Budaya kerja mutu' adalah penerapan praktis dari nilai-nilai tersebut, yang terwujud dalam proses, perilaku, dan praktik perbaikan berkelanjutan yang konsisten. Literatur mengkonfirmasi adanya hubungan timbal balik yang kuat: budaya mutu memungkinkan pengembangan budaya kerja mutu, dan keduanya merupakan prediktor signifikan terhadap mutu pendidikan yang berkelanjutan, yang berdampak pada kinerja guru dan hasil belajar murid.

Kata Kunci: budaya kerja berkualitas; budaya mutu; mutu pendidikan

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INTRODUCTION

Improving the quality of education is a strategic issue in the development of the education system in Indonesia. Various policies have been implemented to promote the quality of education, such as the implementation of the Merdeka Curriculum, strengthening school-based management, as well as internal and external quality assurance systems. Improving the quality of education not only includes the development of curriculum and pedagogical methods but also requires careful policies and well-planned management skills (Agustina et al., 2023). Several studies show that the policy aims to improve the quality of the learning process and student learning outcomes (Fadhilah et al., 2024; Rahmafitri et al., 2024). However, implementing quality policies in the field often faces obstacles because they are not yet fully internalized within the work culture of school members. This condition indicates that the success of educational policies is determined not only by regulations but also by the organizational culture that supports their implementation.

Improving the quality of education often focuses only on administrative, managerial, or infrastructure aspects, without accompanying strengthening of values, behavior, and work culture that support the sustainability of that quality. Technical improvements alone will not succeed if they are not accompanied by an organizational culture that fosters collective commitment to quality. In this context, the development of a quality culture and quality work culture becomes very important, as both serve as the foundation for internalizing quality values into daily behavior and work practices (Nashar et al., 2024).

Previous studies emphasize that the success of improving the quality of education is not only determined by structural policies, but also by the quality of human resources and the work culture within educational institutions (Sulastri et al., 2020). Other research highlights the importance of developing an education quality improvement system based on the participation of teachers and principals. Meanwhile, the principal's strategy in leading the quality improvement process must be accompanied by the creation of a work culture that is collaborative and oriented towards the quality of learning outcomes (Noprika et al., 2020). These findings indicate that a quality culture serves as a foundation that connects quality policies with learning practices in educational units. In other words, without a strong quality culture, quality improvement policies have the potential to operate formalistically and unsustainably.

Other research highlights that a culture of quality plays a role in fostering collective awareness among educators and education staff to continuously undertake ongoing improvements (Erfiyana et al., 2024). The implementation of educational quality improvement management will be effective if supported by an organizational culture that emphasizes openness, responsibility, and collaboration (Munirom, 2021). The strategy of strengthening a culture of quality through school-based quality management has been proven to improve teacher performance efficiency as well as student learning outcomes (Majid & Arifin, 2025).

However, most of the research that has been conducted still treats the concept of quality culture and quality work culture separately. Previous studies explain the importance of re-actualizing quality culture in educational institutions, but have not addressed how quality

work culture becomes a direct derivative of those quality values (Noho et al., 2022). Meanwhile, other opinions indicate a relationship between work culture and teacher performance, but have not yet explained its connection to the broader framework of quality culture (Herliana et al., 2025). As a result, the conceptual relationship between quality culture, quality work culture, and educational quality has not been comprehensively mapped in the current literature (Albab, 2021; Armadan, 2023).

The scientific novelty of this research lies in the effort to map the conceptual relationships between quality culture, quality work culture, and educational quality through a Systematic Literature Review (SLR) approach. This approach synthesizes empirical and conceptual findings from recent literature (2020-2025) to obtain a comprehensive understanding of the interconnections among values, behaviors, and educational quality outcomes. This article not only discusses quality culture as a value system, but also integrates it with the work culture dimension oriented towards professional practice in the educational environment. This research is expected to provide theoretical updates in understanding how quality values are internalized in work behavior and impact educational quality sustainably.

Based on the presentation, this study has novelty in its effort to provide a systematic mapping of studies on quality culture and quality work culture in the context of education through an SLR approach. The novelty of this research lies in synthesizing research findings that not only identify the focus of the studies but also reveal trends, research gaps, and their implications for curriculum development and learning. Thus, this study is expected to provide theoretical and practical contributions to the development of educational quality.

The purpose of this study is to systematically analyze research findings related to a quality culture and a quality work culture in education, as well as to identify their implications for curriculum and learning development. The results of this review are expected to enrich the body of research on educational quality culture, provide a scientific basis for the development of quality policies in educational institutions, and serve as a conceptual reference for the implementation of value- and behavior-based quality management.

LITERATURE REVIEW

Theoretical Foundation

The quality of education is a multidimensional concept that encompasses the quality of educational processes, inputs, and outputs. Efforts to improve quality emphasize continuous improvement, systematic management, and the involvement of all school components. From an educational management perspective, quality is influenced by the effectiveness of leadership, strategic planning, organizational culture, and human resource competencies. A strong organizational culture is the foundation for quality improvement, because values, norms, and work habits affect the consistency of implementing educational policies (Kamariah, 2025).

In the context of quality improvement, Total Quality Management (TQM) is often the main reference. TQM emphasizes the involvement of all elements of the organization, a focus on meeting the needs of educational customers, as well as a systematic improvement orientation through a quality culture (Yasin, 2021). This TQM foundation serves as a

theoretical basis for why quality culture and quality work culture need to be studied comprehensively to understand their contributions to the quality of education.

In addition to TQM, educational leadership theory also serves as a foundation. Visionary, instructional, and transformational leadership have been proven to contribute to the formation of a quality culture through exemplary behavior, a clear vision direction, and collective motivation to achieve quality (Nor & Suriansyah, 2024). Thus, organizational theory, cultural theory, TQM, and leadership theory become the foundation in examining the concepts of quality culture and quality work culture in relation to the quality of education.

Quality Culture (Budaya Mutu)

Quality culture in the context of education refers to a system of values, beliefs, and norms that encourages all members of the school to be oriented towards continuous quality improvement (Sulastri et al., 2020). This culture develops through collective commitment, consistent leadership, and policies that encourage the participation of all elements of education. A strong organizational culture is able to create a work environment oriented towards quality, thus encouraging school members to consciously make improvements in the educational process (Kamariah, 2025).

The reactualization of quality culture becomes important so that educational institutions can adapt to new challenges such as digital transformation, changing student needs, and national education standards (Ritonga et al., 2022). A culture of quality also serves as a moral and professional binder for teachers and educational staff to maintain the quality of work sustainably.

In relation to the quality work culture, the quality culture serves as a foundational set of values that shapes the work behavior of school members. Internalized quality values will influence the way educators and educational staff plan, implement, and evaluate learning. Thus, the quality culture can be understood as a primary prerequisite for the formation of a consistent and sustainable quality work culture within an educational unit.

Quality Work Culture (Budaya Kerja Mutu)

A quality work culture emphasizes professional, disciplined, and responsible work behavior in meeting established quality standards (Herliana et al., 2025). A conducive school work culture significantly improves the performance of educational and teaching staff (Akib et al., 2022). In the context of education, a quality work culture is reflected in educators' commitment to the quality of lesson planning, the implementation of effective learning, and the evaluation of learning outcomes oriented towards continuous improvement.

A quality work culture includes work discipline, collaboration, innovation, integrity, and adherence to quality work standards. While a quality culture operates at the level of values and norms, a quality work culture functions at the operational level, which is directly seen in the school's daily routines. School culture, instructional leadership, and collective work commitment have a significant influence on teacher performance, which ultimately impacts the quality of learning (Syahminan et al., 2024).

If a culture of quality provides a framework of values, then a quality work culture represents the operational manifestation of those values in learning practices. This relationship indicates that the success of curriculum implementation is greatly influenced by the extent to which the quality work culture has been internalized in educators' professional activities. Therefore, analyzing the quality work culture is important to understand how quality values are realized in daily educational practices.

Educational Quality (Mutu Pendidikan)

The quality of education includes the quality of inputs (teachers, facilities, curriculum), processes (teaching, school management), and outputs (student learning outcomes). The quality of education is influenced by the quality of planning, policies, supervision, as well as the quality of teachers' work practices. The implementation of the school's strategic plan plays an important role in ensuring that all educational processes run according to national quality standards (Ranisa et al., 2025).

Curriculum development cannot be separated from the organizational culture context in educational units. The school's organizational culture towards a participatory and collaborative pattern is the main key in developing a curriculum that is relevant, responsive, and adaptive to students' needs and the dynamics of the school environment (Putra, 2025). The curriculum, as a learning planning document, reflects the values upheld by the educational institution, including the value of quality. A quality culture provides normative direction for curriculum development, while a quality work culture determines the quality of its implementation at the learning level.

The quality of education is also related to institutional quality and education governance. Institutional quality affects the quality of education through various channels such as governance, the competence of educational personnel, and the effective utilization of resources (Fomba et al., 2023). The relationship between quality culture, quality work culture, and curriculum shows that improving educational quality requires an integrative approach. Without a strong quality culture, the curriculum risks becoming merely an administrative document. Conversely, without a quality work culture, the values of the curriculum are difficult to realize in learning practice. This synthesis emphasizes the importance of studies that integrate these three aspects to comprehensively understand educational quality.

Previous Research

Previous research provides an overview that organizational culture plays an important role in supporting the quality of education. A good organizational culture will determine the success of policy implementation for quality improvement (Kamariah, 2025). Other research has found that visionary leadership is able to improve the quality of education through the establishment of strong school values (Nor & Suriansyah, 2024). Nevertheless, both studies place more emphasis on the role of culture and leadership as supporting factors of policy, without thoroughly examining how those quality values are translated into the work behavior of school members systematically.

In terms of work culture, the school's work culture significantly influences the performance of educators and educational staff (Akib et al., 2022). This finding is supported by the opinion that explains that school culture and instructional leadership have a positive relationship with the performance of elementary school teachers (Syahminan et al., 2024). However, these studies tend to position work culture as an independent operational variable, thus not yet explaining its conceptual relationship with the value culture (quality culture) that underlies the formation of such work behavior.

In the context of policy implementation, the school's strategic plan plays a role in quality improvement through the mechanisms of program organization, supervision, and continuous quality assurance (Ranisa et al., 2025). The institutional quality of an education affects its quality through good governance (Fomba et al., 2023). Nevertheless, these studies focus more on structural and managerial aspects, so they have not explicitly linked the dimensions of value culture and work culture as key factors in the success of quality policy implementation.

International literature reviews also provide the perspective that the implementation of quality improvement programs often results in varying effectiveness. Quality initiatives in higher education often face challenges in the involvement of academic staff and the consistency of implementation across organizational units. This reinforces the importance of understanding how value culture and work culture interact in determining the success of quality initiatives (Bloch et al., 2021). These findings indicate that the success of quality programs is not solely determined by policy design, but is greatly influenced by the interaction between the value culture and the work culture within educational organizations. However, the international studies have not yet provided an integrated conceptual mapping regarding the relationship between these two cultural aspects in the broader context of education.

Based on the mapping of previous research, it can be concluded that the value culture (quality culture) influences the formation of work behavior, the quality work culture affects educator performance, and the quality of the educational process, and educational quality is influenced by governance, leadership, and school strategy. However, the conceptual relationship between value culture, quality work culture, and educational quality has not yet been fully integrated into a comprehensive theoretical framework. Therefore, this study aims to fill this gap through a systematic synthesis that formulates the conceptual relationships among these three components.

METHODS

This research uses the Systematic Literature Review (SLR) method with a qualitative approach to examine, sort, and synthesize scientific findings related to quality culture, quality work culture, and educational quality. The qualitative approach was chosen because it allows researchers to interpret conceptual meanings and relationships between variables in depth through the process of thematic analysis.

The first stage of the research begins with the formulation of research questions that focus on how the relationship between quality culture, quality work culture, and the quality of

education in various educational unit contexts. These research questions serve as the basis for determining literature search strategies and the article selection process.

The second stage is the literature search conducted through the Google Scholar database. The search process used the keywords quality culture, quality work culture, educational quality, and school quality improvement. The initial search resulted in 50 articles that were generally relevant to the research topic.

The third stage is the determination of inclusion and exclusion criteria. The inclusion criteria include articles published between 2020-2025, published in reputable journals, and directly related to quality culture, quality work culture, and education quality. Meanwhile, articles that are not relevant to the research focus, duplicates, and non-journal articles are eliminated at this stage.

The fourth stage is the article screening process, carried out gradually by reviewing titles, abstracts, and full texts. From the results of this screening, a total of 40 articles were declared to have passed the screening and met the inclusion criteria for further analysis.

The fifth stage is data extraction, which is carried out by identifying important information from each selected article. The data extracted includes core concepts, operational definitions, research context, methodological approaches, as well as the main findings related to the relationship between quality culture and the quality of education.

The sixth stage is data analysis using thematic analysis techniques. The analysis process is carried out through open coding to identify initial concepts, followed by axial coding to group the concepts into categories, resulting in synthesis themes that represent the relationships between variables. This analysis is conducted manually following the guidelines of systematic qualitative analysis.

The final stage is ensuring the validity of the data. The validity of the SLR results is maintained through source triangulation, namely by comparing findings from various articles originating from different country contexts, educational levels, and research approaches. In addition, source quality is evaluated based on the journal's reputation, methodological consistency, and alignment with previous research findings. Cross-checking between themes is also carried out to ensure the reliability of the interpretation of the synthesized results. All these stages ensure that the research results have adequate validity and credibility.

RESULTS AND DISCUSSION

The research results began with an explanation of the SLR flow, which illustrates the step-by-step process of selecting articles. The literature search process through the Google Scholar database with predetermined keywords yielded 50 articles in the initial search stage.

In the first screening stage, articles were selected based on their titles and abstracts to identify their relevance to the research focus. In this stage, 6 articles were eliminated because they were not relevant to the topics of quality culture, work quality culture, and education quality. Thus, 44 articles remained to proceed to the full-text review stage.

The advanced screening stage was conducted through a full-text review to ensure contextual relevance, depth of discussion, and fulfillment of the established inclusion criteria. At this

stage, 5 articles were excluded because they did not meet the methodological criteria or the study's focus. Ultimately, 39 articles were deemed eligible and used as the main data sources in the research synthesis process.

The selected articles were then thematically analyzed to identify patterns, categories, and relationships between concepts related to quality culture, quality work culture, and educational quality. This process resulted in several main themes that serve as the basis for presenting research findings and discussions. These themes include: 1) The foundation for establishing a quality culture; 2) The operationalization of quality work culture in educational practice; and 3) The synergistic impact of both on educational quality. **Table 1** presents a summary of the synthesized data. The 39 articles cannot be displayed individually; instead, they are synthesized into the main themes presented in the table, with supporting sources that are representative.

Table 1. Synthesis of Key Findings from SLR on Quality Culture, Quality Work Culture, and Education Quality (2020-2025)

No	Main Theme	Synthesis Description	Supporting Sources
1	Foundation of Quality Culture	Shared values, quality vision, institutional commitment, and leadership as the foundation for forming a quality culture	Supriyanti et al. (2024) ; Argaricha et al. (2025) ;
2	Implementation of Quality Work Culture	Implementation of quality values through TQM, teacher professionalism, work discipline, supervision, and accountability	Nurlaela et al. (2023) ; Susiani & Abadiyah (2021)
3	Impact on the Quality of Education	Improvement of teacher performance, school productivity, learning outcomes, educational services, and governance	Indriawati et al. (2022) ; Prayoga et al. (2024) ; Fadhila et al. (2025)
4	Strengthening Factor	Recruitment of educators, digital literacy in quality management, quality policy, and the social context of education	Falaach & Rindaningsih (2024) ; Susanto & Haryati (2024) ; Tutukansa & Tuffahati (2022) ; Shintia et al. (2023) ; Purba (2024)

Source: Researcher's Processing 2025

The first theme shows that a quality culture is built from a foundation of shared values, organizational commitment, as well as visionary and quality-oriented leadership. Research indicates that educational institutions with a clear quality vision tend to be more prepared to implement quality improvement strategies sustainably ([Supriyanti et al., 2024](#)). In the context of TQM implementation, the readiness of quality culture has proven to be a key factor before schools can carry out quality management innovation ([Argaricha et al., 2025](#)). In addition, leadership that motivates, provides direction, and sets performance standards also becomes an important element in the formation of a stable and cohesive quality culture. These results reinforce the finding that a quality culture does not arise spontaneously, but is a construct shaped through consistent values, goals, and leadership.

The second theme reveals that a high-quality work culture functions as an operational expression of the values of a quality culture. Professional work patterns, discipline,

continuous evaluation, and the use of supervision mechanisms are the main indicators of a high-quality work culture. The school principal's management has been proven to play a significant role in shaping teachers' work culture through habituating professional behavior, work mentoring, and strengthening work ethic. This is reinforced by findings that an accountable and disciplined teacher work culture directly contributes to the achievement of school quality (Nurlaela et al., 2023). In addition, the quality of teachers as implementers of quality values has also been proven to have a significant influence in ensuring the sustainability of a quality work culture (Susiani & Abadiyah, 2021). Thus, a culture of quality work is the main connector that turns values into concrete actions in educational practice.

The third theme shows that a quality culture and a quality work culture have a simultaneous impact on the quality of education. Teacher performance improves significantly when the quality work culture aligns with the school's quality values (Indriawati et al., 2022). More broadly, teacher professionalism also develops through a consistent quality work culture, which in turn contributes to improving the quality of national education. At the institutional level, the implementation of quality-based leadership strategies as well as internal quality assurance mechanisms has been proven to strengthen educational performance, both in managerial, pedagogical, and educational service aspects (Fadhila et al., 2025). These results indicate that a quality culture and a culture of quality work have a layered causal relationship, mutually reinforcing each other to improve the quality of education.

Furthermore, the research identified several reinforcing factors that influence the effectiveness of a quality culture and a work-quality culture. Recruitment and selection of educators based on quality is one of the determining factors that ensures the alignment between institutional quality standards and teacher capacity (Falaach & Rindaningsih, 2024). In addition, the personal and professional development of teachers affects the individual's capacity to respond to the increasingly demanding standards of quality (Susanto & Haryati, 2024). The educational context in the 3T regions also shows that a culture of quality can only operate effectively if supported by strategic government policies and adequate access to education (Tutukansa & Tuffahati, 2022). In addition, data from the Indonesian Education Report shows the existence of quality disparities between regions, which emphasizes that a quality culture requires systemic support, including digital literacy and institutional governance (Shintia et al., 2023). In the context of digital era education, strategies for improving the quality of educational institutions require the integration of technology, learning innovation, and management transformation so that a quality culture can develop sustainably (Purba, 2024).

Overall, the results of this study confirm that a quality culture provides normative direction, a quality work culture provides operational implementation, and both are reinforced by managerial factors, human resources, policies, and technology. This synergistic interaction is what shapes sustainable educational quality.

Discussion

The findings of this study provide a more comprehensive understanding of the relationships among quality culture, quality work culture, and educational quality. Conceptually, the synthesis results affirm that the two concepts cannot be separated; quality culture serves as

a framework of values and normative direction for the organization, while quality work culture operationalizes these values into professional behavior and daily work practices. These findings are consistent with organizational culture theory, which views values and beliefs as the primary determinants of individual behavior within the organization, and reinforce the quality management perspective that places culture as the foundation for the sustainability of quality (Alfiyah, 2025; Lase et al., 2025).

The synthesis results show that a quality culture is the primary foundation for building a sustainable educational quality management system. These findings support the view that educational quality cannot be built instantly, but requires the internalization of values, collective commitment, and consistent visionary leadership as explained in the theory of quality culture. The role of values and leadership in quality improvement, however, this study expands the theory by showing that quality values will only have a real impact if followed by an internalized quality work culture at the teacher and educational staff levels. Quality culture develops through the internalization of shared values and consistent leadership in education to achieve sustainable quality improvement (Piranggada et. al., 2025).

Furthermore, the findings of this study indicate that a quality work culture is not merely a complement to a quality culture, but rather a key mechanism that bridges values with practice. This strengthens and simultaneously expands the findings that place work culture as a factor in performance improvement (Nurlaela et al., 2023). From the perspective of organizational behavior theory, this finding supports the assumption that professional, disciplined, and accountable work behavior is a direct manifestation of internalized organizational values. Schein, in his theory, states that organizational culture encompasses values and assumptions that then shape the behavior of organizational members, which reinforces the relationship between organizational values and real actions in the educational context (Atuhaire et. al., 2025). Thus, the relationship between quality culture and quality work culture is both structural and functional.

This discussion also revealed that the relationship between quality culture and quality work culture is mutualistic and simultaneous. A quality culture clarifies direction, standards, and quality objectives, while a quality work culture reinforces their implementation through consistent work behavior. These findings enrich previous educational quality development models, which tended to be partial, by proposing a cyclical framework of the relationship between values and work behavior as a driver of continuous quality improvement. On the other hand, the synthesis results indicate that external factors such as education policies, teacher recruitment systems, and technological developments act as enhancers of the effectiveness of quality culture and quality work culture.

From a theoretical perspective, this study supports and expands organizational culture and quality management theories by affirming that improvements in educational quality are the result of the integration between values (quality culture) and work behaviors (quality work culture). These findings provide a new interpretative framework that positions both concepts as mutually reinforcing elements, rather than standing alone. Thus, this study does not contradict the theories used, but rather enriches and clarifies the mechanism of the relationship between concepts that had not been previously explained comprehensively. In practice, the findings of this study support a culture-based quality improvement approach that emphasizes the importance of instilling quality values through visionary leadership,

followed by the systematic strengthening of a professional work culture. This recommendation aligns with organizational development theory, which places changes in values and behavior at the core of performance improvement. Therefore, the results of this study can serve as a reference for school principals, supervisors, and policymakers in designing strategies for sustainable and contextual education quality improvement.

CONCLUSION

This study concludes that a quality culture and a quality work culture are two complementary elements in efforts to improve the quality of education. A quality culture serves as the foundation of values and the normative direction of educational institutions, while a quality work culture functions as an operational mechanism that translates those values into daily professional practice. When these two cultures are harmoniously integrated, the performance of teachers and educational staff improves, school governance becomes more effective, and the quality of educational processes and outcomes shows sustainable development.

The success of strengthening a culture of quality and a culture of quality work is also influenced by supporting factors such as visionary leadership, strategic school planning, an effective supervision system, and the recruitment process of qualified educators. These findings confirm that improving the quality of education does not only depend on formal policies, but is a holistic process supported by the collective commitment of all members of the school to maintain and develop quality sustainably.

Based on these findings, further research is recommended to develop a conceptual model or integrative measurement instrument capable of empirically measuring the relationship between quality culture and quality work culture. Subsequent studies can also use quantitative approaches or mixed methods to test causal relationships between variables in the context of different educational units. In addition, an in-depth study in specific contexts, such as certain educational levels or the implementation of national education policies, is needed to deepen understanding of the dynamics of quality culture and quality work culture in improving educational quality.

AUTHOR'S NOTE

The author states that there is no conflict of interest related to the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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