



## Integration of School Culture and Quality Assurance to Improve the Quality of Basic Education

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### ABSTRACT

This study aims for develop and test integrated models' management quality school with combine culture schools and guarantees quality based student for increase quality education in private Islamic schools' level elementary and secondary research This conducted at Al Falah Darussalam Elementary and Junior high Schools using approach method qualitative data obtained through interview in-depth, observation, and analysis documents involving head schools, teachers, students, and parents. Findings show that culture school play role important as strength driver in form values, behavior, and environment study, while guarantee quality functioning as mechanism controls that ensure monitoring and improvement sustainable from the educational process. The integration of both component this, which is supported by management quality effective schools, creating cycle improvement sustainable sustainable development. Empirical evidence shows that integration this in a way significant increase quality education in four dimensions: input, process, output, and results, in particular in increase performance students and development character. This study contributes to the literature with propose an integrated model culture schools and quality assurance for increase quality holistic and sustainable education in Islamic and private schools. Research furthermore recommended for test this model in context different education and through longitudinal design.

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## **INTRODUCTION**

Increasing the quality of education has become a global imperative in the 21st century, especially as a response to rapid socio - economic progress, technology, and increasing demands for human development source Power human. Quality education, no longer limited to academic achievement, is expanding to the formation of character, critical thinking, and skills adaptation (OECD, 2019; UNESCO, 2021). As a result, schools sought to adopt a comprehensive and systemic approach to management quality that integrates cultural and structural practice education (Fullan, 2016; Hargreaves & O'Connor, 2018).

In context, this private, Islamic-based school plays a strategic role in giving holistic education that integrates cognitive, affective, and spiritual. Islamic schools have a unique approach for implementing religious values in cultural organization; they grow discipline, moral integrity, and responsibility, answering social issues (Hefner, 2018; Tan, 2014). However, achieving quality education sustainable in an environment like that not only needs a system of values, but also robust mechanisms to ensure consistency, accountability, and improvement.

Culture school has been identified as the driving force behind quality education. Culture school refers to values, beliefs, norms, and practices together that form the behavior of individuals in an organization (Deal & Peterson, 2016; Gruenert & Whitaker, 2015). Culture-positive schools push collaboration, commitment, and professionalism, and provide environmentally conducive learning, all of which contribute to improved study results (Lee & Louis, 2019). Empirical evidence shows that schools with a strong culture are more effective in implementing reforms and maintaining initiative (Thapa et al., 2013).

At the same time, quality assurance (QA) has appeared as a component in management education, ensuring that standards are fulfilled and continue to improve. QA (Quality Assurance) includes a systematic process of planning, implementation, evaluation, and feedback in all dimensions of education (Harvey & Green, 1993; Sallis, 2014). Contemporary QA approaches emphasize improvement, sustainability, and engagement of stakeholders' interests, including involvement of active students as key agents in the quality process (Ryan, 2015; Varadarajan et al., 2023).

Although importance culture school and QA have been recognized, the elements are often implemented in a way that is separate. Culture school tends to be treated as implicit and informal, while QA is often reduced to compliance, procedural, and administrative. Dichotomy. This limits the potential synergy between values, culture, and systems quality, which results in suboptimal education (Bush & Glover, 2016; Hallinger, 2017).

### **Statement Problem**

In many school basics, implementation culture school Still fragmented and lacking integration in a systematic way in the teaching, learning, and evaluation process. Values such as discipline, religiosity, and academic excellence are promoted, but not in a way consistent integrated into practice teaching or institutional performance indicators. As a result, the impact on quality education is often difficult to measure and maintain.

Likewise, the practice guarantees quality, often implemented with a compliance-oriented, documentation - focused, requirements - driven approach, accreditation, and procedures administrative than meaningful improvement. Problem it is very visible in the context of developing countries, where the system guarantees quality Possible not be enough in harmony with the pedagogical needs of students (Harvey & Stensaker, 2008; Sampe & Arifin, 2024).

More continues, the role of students in the guarantee process quality is still limited, although the more Lots confession will importance they as stakeholders' interest active. Absence of guarantee student - centered quality reduces Power responsiveness and effectiveness, effort improvement quality, especially in increasing experience and results learning (Ryan, 2015).

### **Gaps Study**

Several big studies have researched the role of culture in school effectiveness and the achievements of students (Lee & Louis, 2019; Thapa et al., 2013). Similarly, research about guarantee quality has highlighted the importance of in-guard standards and improved accountability in the system of education (Sallis, 2014; Harvey & Williams, 2010).

However, some big existing studies treat culture schools and guarantees quality as a separate domain. There is a lack of a framework Work integrative which is systematic combine second element. This is to be combined in an integrated model for management quality in a school. In addition, research empirical about integration of the Still, especially in the context of education base.

Plus, again, studies about some Islamic schools' big focus on religious values, integration curriculum, and education character, with attention limited to the system guarantee structured quality and its interactions with cultural school (Hefner, 2018; Tan, 2014). This shows a significant gap in understanding how to approach culture and management quality to synergize in an Islamic educational environment.

### **Novelty of the Study**

This study overcomes identified gaps by proposing an integrated model that combines cultural schools and guarantees quality-based student outcomes as a framework for a comprehensive increase in the quality of education. Unlike studies previously researched elements This in a way independent. This conceptualizes interaction as dynamic and interconnected systems that strengthen.

This is located on three main contributions:

1. **Integrated Framework:** This study develops a harmonizing holistic model that values culture with a mechanism to guarantee quality in a sustainable cycle improvement.
2. **Student - Centered Quality Assurance:** This study emphasizes the role of students in the quality assurance process, which reflects the paradigm of education.
3. **Contribution Contextual:** This study gives empirical evidence from the school's Islamic private sector, which shows how religious values can be

integrated systematically with modern practice management and modern quality.

### **Research Objectives**

This study aims for:

1. Analyze the implementation of the culture school at Al Falah Darussalam Islamic School.
2. Check the implementation system guarantees quality, especially guarantees quality for students.
3. Develop an integrated model of cultural schools and guarantee quality.
4. Evaluate the impact of integration on quality education.

### **Significance of the Study**

This study makes a good contribution in theory and practice. In theoretical studies, study This advance literature about management education with offer perspective integrative about culture schools and guarantees quality. In terms of practical, this study provides a framework for strategic for leaders of schools and makers of policy to increase the quality of education through a holistic and sustainable.

## **LITERATURE REVIEW**

### **1. Culture, Schools, and Quality of Education**

Culture school has been recognized as a wide determinant, an important quality of education, which influences practice teaching, student involvement, and institutional effectiveness. Culture school refers to values, norms, and beliefs that together form interaction in the school environment. Culture-positive schools push collaboration, trust, and responsibility to answer together, which is very important for improving sustainable schools (Lee & Louis, 2019; Thapa et al., 2013).

Study latest highlights that cultural school is not only a factor contextual but a dynamic mechanism that drives educational reform. for example, a studies find that type culture school certain in a way significant influence success implementation of the curriculum, with culture collaborative produce more results positive compared to a hierarchical culture (MDPI). This shows that culture, in a way, direct influence How policy and innovation are implemented in schools.

In basic education, cultural school plays a fundamental role in forming character, discipline, and habits in students. Especially in Islamic schools, the values culture is strongly embedded in religious teachings, creating environment education holistic that integrates moral and academic development. This integration increases cognitive and formation character, making cultural school the main pillar of quality education.

However, regardless of the importance of culture school often treated as construction difficult and implicit construct. Without integration structured in system management, its influence on quality education Possible still No consistent and difficult to measure consistently.

### **2. Quality Assurance in Education**

Guarantee quality assurance (QA) has become the main strategy to ensure standard education and encourage sustainable improvement. QA

involves a systematic process like planning, monitoring, evaluation, and feedback, which includes all aspects of education from input to results.

Recent studies emphasize that QA has shifted from a compliance-oriented approach to a framework for work improvement and sustainability. System Internal Quality Assurance (IQA) enables schools to monitor their performance themselves and apply corrective action, so that they push accountability and institutional adaptability (Taylor & Francis Online).

One of the keys to guarantee quality assurance (QA) is an emphasis on evaluation of self-school (SSE). SSE empowers schools to evaluate performance and identify areas for improvement, increase autonomy and effectiveness in managing quality (ScienceDirect). Approach this in harmony with paradigm education, contemporary, which emphasizes decentralization and management-based schools.

However, the challenge is still in implementation QA system. In the Lots context, QA is still considered a condition of bureaucracy rather than a tool strategic for improvement. Perception: This limits its potential to improve the teaching and learning process.

### 3. Quality Culture as Construction Mediation

Draft culture quality has appeared as a bridge between culture, organization, and systems to guarantee quality. Culture quality refers to the integration of values and quality in practice every day, combining the structural with commitment culture.

The scholars have an opinion that grow culture quality needs attention to managerial processes and psychological dimensions, including commitment together and motivation intrinsic among stakeholders' interests (Taylor & Francis Online). Approach double. This ensures that initiative quality is not only implemented but also internalized by members of the organization.

Empirical evidence shows that institutions with a strong quality show level innovation, adaptability, and better performance. Culture quality push practice, reflective, collaborative, and learning sustainable, all of which contribute to the improvement of educational results.

However, developing cultural quality is a complex process that requires strong leadership, involvement of stakeholders' interests, and alignment between policies and practices. Without harmony, the initiative quality is still shallow.

### 4. Cultural Integration Schools and Quality Assurance

Cultural integration in schools and guarantees quality is an approach comprehensive approach to increase the quality of education. Culture school provides the underlying values and norms, whereas guarantee quality by offering tools systematic for monitoring and evaluation.

Studies show that integrating a values culture in the guarantee process guarantees the quality of its effectiveness. For example, integrating evaluation authentic to in system evaluation has proven to strengthen the guarantee of quality by providing meaningful and comprehensive data about the competence of students. This integration supports taking data-driven and improved sustainable decisions.

Likewise, studies in education show that combining an approach culture with a system guarantees quality, produces results, learns more good, and results in stronger institutional performance (Esiculture). Synergy This ensures that the guarantee quality, not only natural procedural, but in harmony with the school's core values.

Further integration of the system guarantees internal quality in management schools, which has been identified as a key factor in increasing the quality of education. The integration allows school for aligning planning, implementation, and evaluation processes in a framework of integrated quality (Journal of UIN Alauddin Makassar).

#### 5. Challenges in Integration

Although own potential, integrating cultural schools and guarantees quality (QA) is not without challenge. One of the main issues is the mismatch between formal QA systems and informal culture. QA systems tend to be standardized and rigid, whereas the cultural school nature is dynamic and specific to context.

In addition, leadership plays an important role in facilitating integration. Without strong leadership, efforts to align culture and QA can fail due to a lack of coordination and commitment. The study also highlighted the importance of involving stakeholders' interests, especially teachers and students, in ensuring the effectiveness of a quality integrated system.

Another challenge is limited data usage in taking decision. Although the QA system produces a large amount of data, schools often have difficulty utilizing this data in a way effective for informing improvement strategies.

#### 6. Framework Quality of Education

Quality education is multidimensional, which includes dimensions of input, process, output, and results. Input covering source Power, such as teachers and facilities; the process involves activity teaching and learning; output refers to academic achievement; and results related to long-term impact, such as character development.

Studies have emphasized that improving the quality of education needs a holistic approach that integrates all dimensions of this. The system guarantees that quality plays a role in monitoring dimensions; meanwhile, the culture of the school influences how dimensions are implemented.

In addition, integration values culture to in management schools has proven to increase the quality of education in the context of modern challenges, including progress in technology and globalization (pedagogia-fkip.unpak.ac.id). This highlights the importance of aligning elements of cultural and structural quality in continuing education.

#### 7. Towards an Integrated Model

Based on the reviewed literature, clearly that culture schools and guarantees of quality are important components for quality education. However, its effectiveness is maximized when both of them are integrated into a cohesive framework.

Interaction between culture schools and guarantees quality creates a cycle of sustainable improvement, where the cultural values guide quality

processes, and assurance quality give bait come back for strengthening culture. Relationship dynamic. This allows schools to reach continuous improvement and innovation.

Therefore, the study proposes an integrated model that combines cultural schools and guarantees quality as a framework for strategic work to increase quality education, especially in schools based on Islam.

## **METHODOLOGY**

### **1. Research Methods**

Study This use approach study qualitative with design studies case for exploring integration culture schools and guarantees quality based on students to increase the quality of education at Al Falah Darussalam Elementary and Junior High Schools. Participants chosen through taking a sample, including head schools, teachers, students, and parents, because they have relevant experience and perspective related to the focus research. Data collected through in-depth interviews, observation field, and an analysis document. Interview deep done for catch the experience and perception of participants about the implementation of the culture school and practice to guarantee quality. Observation field done for research interaction life, real, routine school, and the learning process, while analysis document covers review policy school, plans curriculum, notes assessment, and report guarantee quality to give proof objective and supporting.

### **2. Data Analysis**

Data analyzed use analysis, which involves several stages systematic analysis, including data reduction, coding, categorization, and interpretation. Initially, the data collected was organized and reduced to focus on relevant information. Next, coding was done to identify themes and patterns mainly related with integration culture schools and guaranteeing quality. Codes are then grouped into categories to develop meaningful interpretations. To ensure reliable findings, studies apply data triangulation by comparing results from interviews, observations, and documentation, as well as checking with the participants. Analytical process This allows a comprehensive and in - depth understanding of how integration of cultural and structural contributes to the improvement of the quality of education.

## **RESULTS AND DISCUSSION**

### **1. Implementation Culture Schools in Al Falah Darussalam**

Interview results with the head school show that culture schools at Al Falah Darussalam Elementary and Junior High Schools were built in a way aware as a foundation for management education. The head school confirms that culture religious, disciplined, and academic No only become a slogan, but have been internalized by students. Activities like prayer, congregational prayer, Islamic etiquette, and literacy programs become an integral part of life in school. This is reinforced by the teacher's statement, which states that values have become a "habit collective" that forms character in a consistent way.

From the side of students, interviews show that they feel the environment is conducive and supportive at school. Students state that rule discipline is implemented in a way fair and consistent, and supported by the teacher's exemplary behavior. Parents also confirmed that the change in behavior child seen significant, especially in matters of discipline, responsibility and morals daily.

Observation results strengthen this finding, where researchers find that interaction between teachers and students is ongoing in an orderly and full atmosphere. Documentation school, such as a rules book, coaching program character, and an activity agenda, religious, showing existence structured system in building a culture school. Findings are in line with the theory that strong cultural schools make significant contributions to improving the quality of education (Lee & Louis, 2019).

## 2. Implementation System Quality Assurance (QA)

An interview with the head of the school discloses that the system guarantee quality at Al Falah Darussalam has developed in a systematic way through planning, implementation, evaluation, and action continues. The head school emphasizes that each learning program is evaluated in a way periodically through meeting evaluation and academic supervision.

The teacher stated that they do it regularly evaluation to assess students, not only from a cognitive aspect but also affective and psychomotor. In addition, teachers also provide bait to come back directly to the student as part of the learning process. This is a student-centered quality assurance implementation that places the student as the subject active in the evaluation process.

Students disclose that they often accept input from the relevant teacher development study, as well as through daily evaluation and reflection learning. Parents also stated that they get a report on the development of their child in a way periodically, which helps they in accompany the learning process at home.

Observations show that the learning process in class involves various techniques, such as discussion, presentation, and assessment-based projects. Documentation in the form of report cards, student assessment instruments, and report evaluations shows that QA has been implemented in a systematic way. This supports the view that effective QA must include a continuous, data - driven evaluation process (Sallis, 2014).

## 3. Cultural Integration Schools and Quality Assurance

Research results show that integration between the culture school and QA has become strength main in increasing the quality of education at Al Falah Darussalam. The head of the school stated that the value of culture school made it a base for the compilation of the quality indicator. For example, aspects of discipline and morals become part of the evaluation of students, not only academic aspects.

The teacher also revealed that they integrate the values culture in the evaluation process. Assessment not only focused on results learning, but also on the processes and attitudes of students. This is reflecting approach holistic in guarantee quality.

Students state that they understand that assessment at school is not only about academic marks, but also about attitudes and behavior. Parents evaluate that approach. This gives impact positive to development of a child.

Observations show that activity learning is often associated with values and culture, such as honesty, responsibility, and work same. Documentation in the form of curriculum and tools learning show existence integration between aspect culture and QA in planning learning.

This is in line with cultural concept quality, where the values of culture and QA systems are interconnected, strengthened in create environment quality education (Harvey & Stensaker, 2008).

#### 4. Impact on Quality Education

Proven integration of MMS, BS, and QAS has an impact on quality education at Al Falah Darussalam. From the input aspect, the school has competent teachers and adequate facilities. from the process aspect, learning is ongoing, active, interactive, and based on mark.

From the aspect of output, achievement students show improvement, good in field academic both academic and non- academic. The head of the school mentions that students often reach performance in various competitions. The teacher also confirmed the existence of improvement results. Study students in a consistent way.

From the outcome aspect, a change in character of the student is one of the main successes. Parents state that their children become more disciplined, independent, and have good morals. This shows that quality education is not only measured by academic, but also by the formation of character.

Observation and documentation strengthen findings, where researchers find consistency between planning, implementation, and results in education. This shows that integration of MMS, BS, and QAS creates an effective and sustainable system.

Research result. This strengthens the theory that culture, schools, and quality assurance are two important components in management quality education. However, what differentiates the study is the existence of systematic integration between both of them. Culture school functions as a *driver* that forms values and behavior, while QA functions as a *controller* that ensures quality through evaluation and improvement, sustainable.

Findings, this also expands the TQM concept in education with added dimensions of culture as a key in success implementation of quality. In addition, the QA approach is based on the fact that student involvement in the evaluation process can increase effective learning.

Thus, the MMS-BS-QAS integration model implemented at Al Falah Darussalam can become an alternative model to increase quality education, especially in Islamic-based elementary and secondary schools.

## CONCLUSION AND RECOMMENDATION

This study shows that integrating cultural schools and guaranteeing quality in framework management quality schools play a role in increasing the quality of education. Findings show that culture school functioning as a driving

force, fundamentals that form values, norms, and behavior of all stakeholders' interests, while guaranteeing quality, acts as a mechanism for monitoring, evaluating, and continuing to improve the educational process.

Empirical results from Al Falah Darussalam Islamic School show that harmony between values, culture, and practices guarantees quality, producing significant improvement in quality education. Improvement: This reflected not only in academic performance but also in the development of character, discipline, and experience. Studying in a way. Integration of elements this create cycle improvement that ensures sustainability and capability adaptation in management education.

This study also highlights the importance guarantee student - centered quality, where students in an active participate in the process of evaluation and provide feedback. Approach this increase in relevance and effectiveness initiative's quality of the initiative, aligning it with the needs of current participants to educate.

From a theoretical perspective, research contributes to development literature management education with offers an integrated model (MMS-BS-QAS) that combines dimensions of cultural and structural management quality. This model expands the implementation of Total Quality Management (TQM) in education with enter culture school as a determinant of success.

In a way, practical findings give important implications for leaders, schools, and makers' policy. Schools pushed beyond a fragmented approach and adopted an integrated strategy that aligns values and culture with the system to guarantee quality. The integration is very relevant for Islamic schools, where moral and spiritual values are at the heart of objective education.

However, research this No without limitations. Research is limited to a certain institutional context, which can influence generalization findings. Therefore, future studies are recommended for testing and refining the proposed model in various environmental education settings and using a longitudinal approach to research the impact of term length.

In conclusion, integration culture schools and guaranteeing quality is a strategic and sustainable approach for increasing the quality of education. Integration model culture, school, and quality assurance offer a framework promising work for reach superiority education holistically in the world of education.

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