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## THE IMPACT OF DEVELOPING A QUALITY CULTURE ON ORGANIZATIONAL COMMITMENT IN ISLAMIC UNIVERSITIES

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### Kata Kunci:

Budaya Mutu,  
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Organisasi,  
Dosen, Pegawai

### ABSTRAK

**Latar Belakang:** Budaya mutu dianggap sebagai bagian penting dari sistem pendidikan tinggi dalam mengembangkan kualitas manajemennya untuk mencapai komunitas belajar di lembaga pendidikan tinggi yang melaksanakan proses pendidikan yang berorientasi pada tercapainya standar mutu. **Tujuan:** Formulasi masalah penelitian adalah: 1) Bagaimana perkembangan budaya mutu di Institut Agama Islam Negeri (IAIN) Madura dan Institut Agama Islam Nazhatut Thullab (IAI NATA) Sampang Madura? 2) Apa dampak pengembangan budaya mutu terhadap komitmen organisasi di IAIN Madura dan IAI NATA Sampang Madura? **Metode:** Untuk menjawab pertanyaan dalam formulasi masalah di atas, peneliti menggunakan penelitian kualitatif dengan wawancara dan dokumentasi sebagai metode pengumpulan data. Analisis data yang digunakan dalam studi ini meliputi reduksi data, penyajian data, dan pengambilan keputusan. **Hasil:** Dari penelitian yang dilakukan, hasilnya sebagai berikut: 1) Pengembangan kualitas yang dilakukan di IAIN Madura dan IAI NATA dilakukan dalam banyak aspek, perilaku yang menggambarkan motto perguruan tinggi (visi), masukan internal dan eksternal diakomodasi sebagai dasar pengambilan keputusan, keterlibatan karyawan, pendidikan dan pelatihan, sistem penghargaan, 2) pengembangan budaya mutu di dua perguruan tinggi di atas berdampak pada komitmen dosen dan staf untuk bertahan, mengembangkan karier, merasa bangga, dan bahagia di dua perguruan tinggi tersebut.

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<b>Keywords:</b>	<b>ABSTRACTS</b>
Quality Culture, Organizational Commitment, Lecturers, Employees	<p><b>Background:</b> Quality culture is seen as an important part of the higher education system in developing the quality of its management to achieve learning communities in tertiary institutions that carry out educational processes oriented towards achieving quality standards. <b>Purpose:</b> The formulation of the research problem is: 1) How is the development of a quality culture at the Madura State Islamic Institute and Nazhatut Thullab Islamic High School Sampang Madura? 2) What is the impact of the development of a quality culture on organizational commitment at the Madura State Institute of Islamic Studies and the Islamic College of Nazhatut Thullab Sampang Madura? <b>Method:</b> To answer the questions in the problem formulation above, the researcher uses qualitative research with interviews and documentation as a means of collecting data. Data analysis used in this study included data reduction, data presentation and decision making. <b>Result:</b> From the research carried out, the results are as follows: 1) quality development carried out at IAIN Madura and IAI NATA is carried out in aspects, behavior that describes the university's motto (vision), internal and external input is accommodated as a basis for decision making, employee involvement, education and training, reward system, 2) the development of a quality culture in the two tertiary institutions above has an impact on the commitment of lecturers and staff to survive, have a career, be proud and be happy in the two tertiary institutions.</p>

## A. INTRODUCTION

Quality culture is seen as an important part of the higher education system in developing the quality of its management to achieve learning communities in tertiary institutions that carry out educational processes oriented towards achieving quality standards. From the point of view of TQM (Total Quality, the quality of higher education is seen in the vision, mission and objectives of the implementation, as a philosophical and methodological statement of comprehensive, institutional and systemic change management.

Quality culture is an organizational value system that creates a conducive environment for continuous quality improvement. Quality culture consists of values, traditions, procedures and expectations about quality promotion. While the purpose of quality culture is to form an organizational environment that has a system of values, traditions and rules that support achieving continuous quality improvement (Madiarsa 2017).

Then Goetch and Devis as cited by Nursya'bani Purnama (2006), mention the general characteristics of organizations that have a quality culture as follows: 1) The behavior of every individual in the organization is in accordance with the slogan, 2) Input from consumers is actively collected and used as a basis for continuous quality improvement. 3) Workers are given engagement and empowerment. 4) Work carried out based on groups. 5) The resources an organization requires are available when and where needed to support continuous quality improvement. 6) Education and training are provided for workers of all levels, so that they have the necessary knowledge and skills for continuous quality improvement programs. 7) The reward and promotion system is based on workers' construction of continuous quality improvement. 8) Co-workers are seen as internal consumers. 9) All components of the school layer are needed as partners (work partners) (Purnama 2006).

Commitment Organizational ties are a psychological bond. Organizational members who are committed to their organization may develop a more positive outlook

on the organization and are happy to expend extra energy without coercion for the benefit of the organization (Sidik, Hermawati, and Kurniawan 2021).

Organizational commitment is an attitude/behavior that reflects the loyalty of members on an ongoing basis, which aims at the progress and sustainability of the organization. There are three aspects of organizational commitment, namely first affective commitment, which is the emotional relationship of members which refers to their active involvement in the existence of the organization. This type of commitment will be stronger for members if the needs, desires and expectations of members are met. The strength of this commitment is characterized by emotional strength to always survive and work in the organization, because of the satisfaction felt by members and they agree with the movement of the organization, goals and direction of organizational policies (Prasada, Sunarsi, and Teriyan 2020).

Second, continual commitment, namely commitment related to the loss of an organization because a member leaves it. Leaving a person from an organization can have a negative effect because of the difficulty in finding a replacement. Third, normative commitment, is a commitment marked by the creation of a relationship that requires someone to be active in an organization based on applicable norms (Khairuddin 2018).

Operationally in this research, organizational commitment is adopted from Lincoln's view as quoted by Moh. Ras Muis (Muis, Jufrizen, and Fahmi 2018), as follows:

- 1) The willingness of the academic community to actively work in tertiary institutions in order to achieve the goals of providing education reflects their loyalty and sincerity.
- 2) Loyalty, which is marked by a willingness to obey and obediently practice something.
- 3) Pride, is a sense of pride to serve in college. This attitude is shown by the academic community who are happy and believe that higher education has a good name that deserves attention.

The study of the development of quality culture was carried out by: Alamsyah Nurseha, who discussed quality culture and professionalism (Nurseha 2021). Watch Taufik Rachman, whose Role of Transformational Leadership is in Building a Quality Culture in Higher Education (T. T. Rahman 2019), Muhammad Husni, who discusses the Concept of Madrasa Heads in Developing a Quality Culture of Religious Academics (Husni 2020), Jamilah, et.al., which discusses the Implications of Application Quality Culture for Students (Jamilah, Jamaludin, and Savitri 2021), Ganjar Winata, Reflection on Managerial Skills, Interpersonal Communication and Quality Culture (Winata 2017), Kholilur Rahman, Educational Leadership in terms of quality culture (K. Rahman 2017), Siti Aminah & Ari Dwi Widodo, who discuss Quality Culture in Madrasah (Aminah Prayogo and Widodo 2019), and Wahyuni Ahadiyah, which discusses Total Quality Management as the Development of a Quality Culture (Ahadiyah 2020). So far there has been no study on the development of education quality and its impact on organizational commitment.

The research was done in Madura State Islamic Institute and Nazhatut Thullab Islamic College Sampang Madura are two tertiary institutions which have implemented a quality assurance system for their education management. the academic advisory activities, the lack of optimal lecture facilities and infrastructure, the lack of foreign language references available, the low competition for lecturers on a regional, national and especially international scale (Shalichin 2021). The selection of these two research locations was based on the consideration that both universities are public and private

higher education institutions that consistently and structurally implement a culture of quality through internal quality assurance.

Based on the above phenomena, the researcher's interest in researching and examining in depth the development of quality culture and its impact on organizational commitment at Islamic religious colleges at the Madura State Islamic Institute and Nazhatut Thullab Sampang Madura Islamic College has arisen. The development of quality culture in question is the development of the quality of Higher Education carried out internally, which is institutionally carried out by the Quality Assurance Institute (LPM) and quality groups in each faculty/study program

From the research context above, the formulation of the research problems can be formulated as follows: 1) How is the development of a quality culture at the Madura State Islamic Institute and Nazhatut Thullab Sampang Madura Islamic College? 2) What is the impact of the development of a quality culture on organizational commitment at the Madura State Institute of Islamic Studies and the Islamic College of Nazhatut Thullab Sampang Madura?

## **B. METHOD**

This research is a qualitative research (Bogdan and Biklen 2011), namely the data is not in the form of numbers either interval, ordinal or discrete data that attempts to describe reality as it is (original reality). This type of research tends to have the characteristics of a natural setting as a direct data source, the researcher has the status of a key instrument, is descriptive in nature, is more concerned with process than product, and tends to analyze data in an inductive way, while prioritizing meaning.

Researchers visited data sources, namely the rector, vice-rector, dean, deputy dean, chairman of quality assurance, other officials, lecturers, employees, to examine quality development and its impact on the organizational commitment of lecturers and employees. The number of participants in this study was 34 people, consisting of the rector, 1 vice rector, 3 deans, 3 vice deans, the head of quality assurance, and 7 lecturers at each university.

The method of collecting data through in-depth interviews or depth interviews, is a type of interview that is more based on natural research that develops in the field. The targets of the interviews were the rector, vice-rector, deans, vice-deans, lecturers and employees of IAIN Madura and IAI NATA. Another type of interview conducted in this study was an open-ended interview.

Interviews are needed to obtain in-depth data about quality development and its impact on the organizational commitment of lecturers and employees.

While documentation is used to add evidence and research sources, which can serve to verify names and titles obtained in interviews, add specific details to support information and other sources and make inferences from these documents. The documents used in this study consisted of university policy and regulation documents, quality evaluation or accreditation reports, and minutes of meetings or internal forum results: minutes of university senate meetings, dean meetings, or quality management meetings discussing quality commitment and culture.

Data analysis in this qualitative research is characterized by a process carried out in three stages, namely (Usman and Akbar 2022) : (a) data reduction, (b) data display, and (c) drawing conclusions and verification.

In this study, data analysis begins with data reduction, which is the process of selecting, simplifying, and focusing on important information that is relevant to the research objectives. The reduced data is then presented in a more understandable form, such as tables, diagrams, or narratives, so that patterns and relationships between data become clear. The final stage is decision making, where researchers interpret the data, find consistent patterns or themes, and draw conclusions that form the basis for recommendations or answers to research questions. With this flow, qualitative data analysis proceeds systematically from reduction to accountable conclusions.

## C. RESULT AND DISCUSSION

### 1. Development of Quality Culture at IAIN Madura and IAI Nazhatut Thullab.

Quality culture is an organizational value system that creates a conducive environment for continuous quality improvement. Quality culture consists of values, traditions, procedures and expectations about quality promotion. Meanwhile, the purpose of quality culture is to form an organizational environment that has a system of values, traditions and rules that support achieving continuous quality improvement (Madiarsa 2017).

a. The behavior of campus residents in accordance with the motto depicted in the college's vision and mission. The conformity of the behavior of campus residents with the vision and mission of the higher education institution is very much needed, considering that the Vision is not just a slogan but a guideline for achieving organizational goals that are seriously thought out to help achieve, fulfill what you want to achieve. The vision that is formulated as a description of the future is also the basis for systematic development by university leaders. Strategic planning requires four components namely vision, mission, strategy and implementation. Vision As a written reality dreams have many standards as a measure. In the personal aspect of organizational leadership, vision can describe a person's leadership, vision can also describe a strategic plan for achieving standards that have been outlined or determined by certain institutions or organizations (Achmad and Sutiah 2020). The vision of IAIN Madura is religious competition, although there is no clear formulation of the two slogans, because they have not been clearly and detailed described in the SOP. As a result, the employees at IAIN are still carrying out their activities in formal-traditional patterns without being accompanied by a definite formulation of how to implement the values contained in the vision. In general, lecturers and employees carry out tasks according to daily habits and levels without clear guidelines, for example based on SOPs. For students who have good abilities in reading the Qur'an and practicing worship, they will receive a certificate. Likewise for tests to register for community service lectures and student exam tests that will receive BIDIKMISI scholarships. Likewise, religious values are also reflected in the student code of ethics, for example related to Islamic dress code for female students and university students. Meanwhile, IAI NATA has a vision produce a generation of people with broad and technological insights, even though the behavior of each individual is in accordance with the slogan or motto of this campus, it's just that it's not 100% in accordance with the expected behavior, both students and lecturers themselves. The factor that is very visible is when the lecturer or student is in the Islamic boarding school, incidentally this campus is also under the auspices of an Islamic boarding school-based foundation. The technology is not fully embodied in the behavior of

both lecturers and students, because this may be limited campus facilities and infrastructure as a support for creating individual behavior.

b. Input from campus residents and the community is used as the basis for decision making. At IAIN Madura, the voice of the community is considered, with a meeting every year between the leaders and guardians of the students gathering in numbers to ask for aspirations and input on how the learning process is at IAIN Madura. In addition, IAIN Madura uses input from residents of this campus as material for consideration in making decisions by carrying out deliberations/work meetings, coordination meetings to initiate and or evaluate an activity. Furthermore, the input of campus residents can be in the form of coordination meetings with the heads of study programs within the faculty to discuss programs and their funding. Campus community input is a form of active involvement both individually and collectively, directly or indirectly in making decisions on policy making, planning, implementing, supervising or evaluating education (Rusmawati 2020). At IAI NATA this input is accommodated, but not all input is realized immediately, depending on our abilities, because this campus is not funded by the state budget, and only relies on tuition fees from students. It's just that there are priorities.

c. The third aspect of quality culture is the involvement and empowerment of workers. At IAIN Madura. Empowering lecturers by promoting the zero master program, which is our effort so that all lecturers at IAIN Madura have Doctoral education. It is hoped that this will provide significant progress for the development of the quality of education at this IAIN.mThe involvement of lecturers at IAIN Madura, is that at the beginning of lectures, they are invited to discuss important matters related to lectures that will be held. At the beginning of each semester, IAIN Madura carries out this. On this occasion, Tarbiyah lecturers were also given the opportunity to provide evaluations, criticisms and input to provide useful feedback for us to take corrective steps in the lecture. Work involvement is an important factor in improving the performance of employee lecturers. work involvement factor, indicated as a factor in improving performance. stated that in a company or an organization, job involvement arises as a response to a particular job or situation in the work environment (Marwan et al. 2020).

d. The availability of education and training for lecturers and staff. At IAI NATA, lecturers and employees receive education and training in developing their capacity and professionalism. They had the opportunity to take part in a professional education workshop. In addition to improving performance, the education and training programs that are structured function to improve individual competence in a tertiary institution. Training is a process of increasing employee knowledge and skills. Training may also include changing attitudes so employees can do their jobs more effectively. In education and training there are several components that must be prepared, namely the participants, trainers (trainers/instructors), and the time and place of the training so that the planned training program can be carried out properly and meet the job competency targets that must be met by the participants concerned (Prasetyo and Nurnida 2017).

e. A reward system that is formulated to be used to encourage lecturers and employees to excel in carrying out their duties. At IAIN Madura, there is no system and mechanism for giving awards to lecturers and employees, although there are lecturers who view that awards already exist in the form of salary, professional

allowances, performance allowances which are given every month to lecturers and employees. Meanwhile, for achievements beyond that, there is still no one, for example when someone can write an article in an international journal, there are no guidelines or mechanisms that regulate it. At IAI NATA For now we only give rewards to lecturers who publish their writings in journals both on and off campus. However, for other awards, for example being the best lecturer in Madura, or being a role model lecturer on campus, we still haven't given any awards. Meanwhile, promotions are carried out by promoting lecturers according to performance, for example being promoted to higher structural positions. So far, there has been a reward system such as research and service activities. So far, sometimes the rewards given are not balanced with the performance carried out by lecturers. So the lecturers are less motivated to do research and service and this certainly has an impact on the quality of the journals on campus.

## **2. The impact of quality development on organizational commitment at IAIN Madura and IAI Nazhatut Thullab**

Quality culture is an organizational value system that creates a conducive environment for continuous quality improvement. Quality culture consists of values, traditions, procedures and expectations about quality promotion. While the purpose of quality culture is to form an organizational environment that has a system of values, traditions and rules that support achieving continuous quality improvement.

Meanwhile, organizational commitment is a strong desire to remain as a member of a particular organization, the desire to strive according to the wishes of the organization, as well as certain beliefs and acceptance of organizational values and goals. In other words, it is an attitude that reflects employee loyalty to the organization and is an ongoing process in which members of the organization express their concern for the organization and its continued success and progress (Nurandini and Lataruva 2014).

The development of a quality culture carried out at IAIN Madura and IAI NATA above has had a significant impact on the commitment of campus residents. With the development of a quality culture carried out in the two Higher Education Institutions, the lecturers and staff feel that IAIN is inseparable from the tertiary institution where they work. The lecturers feel that IAIN Madura and IAI NATA are places for them to serve and do not want to move to another place of work, because the first oath is related to service. This illustrates that commitment is a psychological condition that characterizes the relationship between employees and the organization and has implications for individual decisions to remain or leave the organization (Ananda and Winata 2017).

Organizational commitment is also related to the completion of tasks given by the higher education leadership to lecturers and employees, which will be carried out as hard and as best as possible. An employee will continue to serve on this campus because he is sure and optimistic that more and more each year, there is a great desire for the residents of this campus to progress and develop. Desire to serve in IAIN Madura.

Meanwhile, the development of a quality culture has a significant impact on the commitment of IAIN Madura lecturers and staff to their pride in the institution where they work. they are proud of the IAIN Madura campus, because it is seen that this campus is starting to develop well, although there is still much to be improved. The

most important thing about pride is the desire to feel that you are in a higher education institution that is able to compete with other universities on a regional and even national level.

The impact of developing a quality culture also has an impact on commitment to lecturers and staff with their desire to have a career up to the highest career level. They view IAIN Madura as a part of life, and hope that lecturers and staff can have a career on this campus, by always wanting to be actively involved in the activities organized by this campus. Employees who are committed to the organization develop a more positive outlook on the organization and are happy to spend extra energy without coercion for the benefit of the organization. So that organizational commitment has a meaning that is more than just loyalty, namely the activeness of employees in working and contributing to the company. Lecturers and employees who have organizational commitment can be seen from their readiness to work and have a desire to survive joining the company and this is related to employee job satisfaction in the organization (Latief, Syardiansah, and Safwan 2019).

Some of the employees will serve at IAIN Madura because they can devote themselves to tertiary institutions which are also places for undergoing undergraduate and postgraduate education, with the hope that the leadership will have a career as a lecturer or a higher position.

At IAI NATA, an employee wants to have a career on campus because he is a student and alumni of the Nazhatut Thullab Sampang Islamic Boarding School. Some lecturers want to serve on this campus because they already have functional positions and National Lecturer ID Numbers (NIDN). Another reason for lecturers wanting to serve and have a career on this campus is because in general in this campus environment, of course, so the academic culture that exists on the campus is increasingly visible in terms of education, research and service.

Commitment to the organization can lead to satisfaction with the organization. High commitment makes employees more loyal and work harder to achieve company goals and progress. This commitment will give satisfaction in work supported by corporate reciprocity (Cahyani Anggun et al. 2020).

The development of a quality culture has a great impact on loyalty to the organization if it is practiced according to the methods and strategies set by the campus. Loyal to carry out the tasks given by the leadership, voluntarily and sincerely carry out the tasks in a high work discipline. Organizational commitment has an influence on work discipline. This means that the variable organizational commitment is able to increase work discipline, so if the higher the organizational commitment given, the higher the level of employee work discipline, conversely the lower the organizational commitment given, it will indirectly result in lower levels of employee discipline (Manik 2017).

## CONCLUSION

The quality culture can be seen from the first, the behavior of campus residents in accordance with the motto depicted in the college's vision and mission. The conformity of the behavior of campus residents with the vision and mission of the higher education institution is very much needed, considering that the Vision is not just a slogan but a guideline for achieving organizational goals that are seriously thought out to help achieve, fulfill what you want to achieve. The vision that is formulated as a

description of the future is also the basis for systematic development by university leaders.

The second aspect of the culture is that input from campus residents and the community is used as the basis for decision making. At IAIN Madura. The third aspect of quality culture is the involvement and empowerment of workers. At IAIN Madura. Empowering lecturers by promoting the zero master program, which is our effort so that all lecturers at IAIN Madura have

The involvement of lecturers at IAIN Madura, is that at the beginning of lectures, they are invited to discuss important matters related to. Empowerment lectures carried out in the form of pre-in-service training. Pre-service training is carried out when a lecturer begins his teaching assignment at IAIN.

The fourth aspect of quality culture is the availability of education and training for lecturers and staff. At IAI NATA, lecturers and employees receive education and training in developing their capacity and professionalism.

The fifth aspect, quality culture is a reward system that is formulated to be used to encourage lecturers and employees to excel in carrying out their duties. Meanwhile, at IAI Nata For now we only give rewards to lecturers who publish their writings in journals both on and off campus.

The impact of quality development on organizational commitment at IAIN Madura and the quality culture development carried out at IAIN Madura and IAI Nata above, has a significant impact on the commitment of campus residents. With the development of a quality culture carried out in the two Higher Education Institutions, lecturers and staff feel as if they are inseparable from the higher education institution where they work. Organizational commitment is also related to the completion of tasks given by the higher education leadership to lecturers and employees, which will be carried out as hard and as best as possible. An employee will continue to serve on this campus because he is sure and optimistic that more and more each year, there is a great desire for the residents of this campus to progress and develop. Desire to serve in IAIN.

Meanwhile, the development of a quality culture has a significant impact on the commitment of IAIN Madura lecturers and staff to their pride in the institution where they work. The impact of developing a quality culture also has an impact on commitment to lecturers and staff with their desire to have a career up to the highest career level. Some of the employees will serve at IAIN Madura because they can devote themselves to tertiary institutions, which are also where I received my bachelor's and master's education, with the hope that the leadership will have a career as a lecturer or a higher position.

At IAI NATA, an employee wants to have a career on campus for lecturers wanting to serve and have a career on this campus is because, in general, in this campus environment, of course, so the academic culture that exists on the campus is increasingly being seen, both in terms of education, research and service.

This study recommends that other universities should make their vision and mission the main foundation for shaping the academic behavior and work culture of the academic community. The vision and mission should not only be understood as institutional slogans, but should also be internalized in every policy, decision-making, and implementation of the three pillars of higher education so that the direction of institutional development is consistent and sustainable. In addition, universities need to develop a participatory management system by involving lecturers, educational staff,

students, and other stakeholders in the planning and evaluation process. The active involvement of the academic community, supported by empowerment programs, education, and continuous training, will increase professionalism while fostering a sense of belonging to the institution.

Further research can be directed at examining the causal relationship between quality culture and the performance of lecturers and educational staff in higher education institutions. This research is important to determine the extent to which quality culture not only impacts organizational commitment but also directly influences teaching quality, research productivity, and community service implementation.

Furthermore, further research could examine the role of university leadership as a mediating or moderating variable in the development of a culture of quality and organizational commitment. The focus of this research is how the leadership style of university leaders influences the successful internalization of a culture of quality and the strengthening of the commitment of the academic community.

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