

# The Role of Organizational Behavior Mediation in Organizational Cultural Relations and Education Quality: A Teacher's Perspective in Serang City Elementary School

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## ARTICLE INFO

### Keywords:

organizational culture;  
organizational behavior;  
education quality;  
elementary schools;  
teacher motivation

### Article history:

Accepted 2025-05-31

Revised 2025-10-15

Accepted 2025-12-19

## ABSTRACT

Improving the quality of education in elementary schools requires attention not only to academic inputs but also to internal organizational factors. This study investigates the mediating role of organizational behavior in the relationship between organizational culture and the quality of education in elementary schools in Serang City. A qualitative research design was employed to explore the perceptions and experiences of educators. Data were collected through in-depth interviews with 10 school principals and 20 teachers from various public elementary schools. Purposive sampling was used to ensure diverse perspectives based on school accreditation and performance levels. Thematic analysis was applied to identify patterns related to organizational culture, behavior, and education quality. The findings indicate that a strong, inclusive, and open organizational culture fosters positive organizational behavior among teachers, including higher motivation, collaboration, and job satisfaction. These behaviors, in turn, significantly contribute to the improvement of teaching practices and student achievement. Organizational behavior emerged as a key mediating variable that strengthens the influence of culture on education quality. The study highlights the critical role of school leadership in shaping a supportive organizational culture that promotes positive behavior and educational outcomes. Managing both culture and behavior effectively can create a more conducive learning environment and drive sustainable improvements in educational quality. The findings suggest that school principals should actively cultivate collaborative norms and teacher involvement in decision-making processes.

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## 1. INTRODUCTION

Education is universally recognized as a fundamental instrument for shaping individuals who are not only intellectually capable but also possess strong ethical, social, and spiritual values. As emphasized in Indonesia's National Education System Law No. 20 of 2003, the improvement of education quality is a strategic priority for national development, aiming to produce graduates who are competent, have character, and are globally competitive (Government of Indonesia, 2003). However, the achievement of quality education is contingent upon a complex interplay of structural, cultural, and human resource factors within educational institutions. While traditional metrics often emphasize tangible inputs and outputs, such as infrastructure or test scores, the internal dynamics of schools—particularly organizational culture and behavior—play a pivotal role in influencing the teaching and learning process (Saeed & Waseem, 2021; Wahyuni et al., 2023).

Organizational culture, broadly defined as the shared values, norms, and practices that guide behavior within an institution, significantly influences the educational environment. In the context of schools, it shapes not only how educators interact and perform but also the climate in which students learn. A positive, inclusive, and innovation-oriented culture is more likely to enhance teacher professionalism, collaboration, and a sense of belonging, all of which contribute to better student outcomes (Ahmad & Umar, 2021; Yuliana, 2023). However, culture alone may not be sufficient to bring about educational improvements unless it is actively translated into consistent, observable actions—this is where organizational behavior becomes a critical intermediary.

Organizational behavior refers to the patterns of individual and group conduct shaped by organizational structures, systems, and culture. In educational institutions, teachers' behaviors—such as initiative, collaboration, discipline, and responsibility—reflect their interpretation and internalization of the school's cultural values (Hussein & Ibrahim, 2020; Putri & Santoso, 2022). These behaviors directly influence the quality of educational delivery and student engagement, underscoring the importance of examining not just organizational culture, but also how it is manifested through human behavior.

In recent years, scholars have increasingly recognized that organizational behavior may serve as a mediating variable between culture and institutional performance. Studies have demonstrated that organizational culture exerts an indirect influence on school effectiveness through its impact on teacher behavior and motivation (Sihombing & Tambunan, 2023; Noble, 2024). Nevertheless, existing research has predominantly focused on secondary schools and school leadership, with limited attention given to how these dynamics play out in primary schools and from the perspective of teachers, who are the frontline actors in delivering quality education (Kurniawan et al., 2024; Wulandari, 2020).

This research seeks to address these gaps by focusing on elementary schools in Serang City, Indonesia, a region of strategic importance in the development of quality basic education. Despite various efforts by the local government—including infrastructure improvements, teacher training, and the promotion of school-based management—disparities in educational quality remain prevalent. Data from the Education Office indicate that while some elementary schools in Serang demonstrate commendable academic performance, others continue to stagnate, revealing underlying challenges not attributable to technical inputs alone. These variations suggest the need to explore internal school factors such as organizational culture and teacher behavior more thoroughly.

Teachers, as the primary agents of instruction, hold critical insights into the organizational dynamics of their schools. Their perceptions, experiences, and professional behaviors can offer a nuanced understanding of how culture and leadership translate into actual teaching practices and, ultimately, student learning outcomes. Despite their central role, teacher perspectives have often been overlooked in favor of managerial views from school leaders or policymakers. This study places teachers' voices at the center of the analysis, recognizing their agency and firsthand knowledge of the interplay between culture, behavior, and quality outcomes.

The phenomenon under investigation in this study is the persistent inequality in educational quality among elementary schools in Serang City, despite equal exposure to government support and resources. Some schools show marked improvements in academic achievement and instructional quality, while others exhibit signs of stagnation or regression. This divergence cannot be fully explained by external interventions alone. Instead, it points to more complex internal organizational issues—such as weak collaborative norms, limited teacher involvement in decision-making, and inconsistent professional behavior—that may be undermining the effectiveness of formal reforms. Therefore, understanding how organizational culture affects educational quality via the mediating role of teacher behavior becomes essential for designing more holistic and context-sensitive policy responses.

From this perspective, five key problem areas can be identified. First, there is an observable disparity in the quality of education across primary schools in Serang City, despite uniform policy implementation. Second, the organizational culture in several schools remains insufficient to foster adaptive and productive work environments. Third, teacher organizational behavior often reflects low levels of professionalism, marked by minimal cooperation, lack of initiative, and weak ownership of school improvement goals. Fourth, there is a paucity of research that explicitly investigates organizational behavior as a mediating variable linking culture and quality. Fifth, existing studies have not adequately incorporated teacher perspectives, particularly at the primary education level.

Several studies provide a foundational framework for this investigation. Prasojo et al. (2021) highlighted that a strong school culture enhances educational quality by promoting cooperation and shared values among teachers. Nugroho and Herlina (2022) found that teacher behaviors—especially collaboration, accountability, and commitment—are directly linked to student learning outcomes. Sihombing and Tambunan (2023) emphasized the mediating role of organizational behavior in the link between culture and institutional performance, although their focus was limited to secondary education. Wulandari (2020) underscored the importance of translating cultural values into professional behaviors as a key determinant of quality education in elementary schools. Finally, Kurniawan et al. (2024) affirmed that schools with cohesive cultures and supportive behaviors consistently perform better, but also called for further studies using teacher-based perspectives.

Despite these contributions, most prior research stops short of building an integrative framework that connects organizational culture, organizational behavior, and education quality. The relationships among these three constructs have often been examined in isolation or with an emphasis on school management rather than instructional personnel. Additionally, the elementary education context remains underexplored, even though it forms the foundation of a country's educational system. This study addresses these limitations by proposing a conceptual model in which organizational behavior mediates the influence of school culture on education quality, as perceived by elementary school teachers in Serang City.

In sum, this research aims to deepen the understanding of how internal organizational factors within schools—namely culture and behavior—interact to affect the quality of education. By centering the experiences of teachers, it contributes both theoretically and practically to the discourse on school improvement. The study also offers insights for principals and policymakers in fostering environments that support teacher engagement, collaboration, and innovation, ultimately enhancing student achievement and institutional effectiveness.

## 2. METHOD

This study employed a qualitative research design to explore the relationship between organizational culture, organizational behavior, and the quality of education from the perspective of elementary school teachers in Serang City, Indonesia. A qualitative approach was considered appropriate due to its capacity to provide an in-depth and holistic understanding of the complex social dynamics within educational institutions—particularly those that cannot be captured through numerical or statistical measures (Creswell & Poth, 2020). The primary objective was to investigate how

organizational culture influences teacher behavior, and in turn, how such behavior affects the overall quality of education in primary schools.

The research was conducted over a two-month period, from January to February 2025, coinciding with the beginning of the academic year. This timing allowed for the observation of fresh dynamics in organizational culture and teacher behavior as the school year commenced. The study involved several key phases: initial preparation and ethical clearance, data collection through interviews and field observations, and finally, data analysis and reporting.

The research setting consisted of public elementary schools located in Serang City, Banten Province. A purposive sampling strategy was used to select schools that represented diverse characteristics in terms of accreditation status, cultural composition, and participation in educational quality improvement initiatives (González & Sánchez, 2021). This sampling method ensured the selection of schools that could provide rich, contextually relevant data regarding the interplay between organizational culture, behavior, and educational outcomes in an urban primary education context.

Participants in this study included elementary school teachers with a minimum of three years of teaching experience, as well as school principals and education supervisors. The inclusion criterion for teachers was intended to ensure that respondents had sufficient exposure to, and understanding of, the organizational culture within their respective schools. Such experience was deemed necessary to provide deep insights into how cultural norms and leadership practices shape teacher behavior and instructional quality (Robinson, Marshall, & Whelan, 2021). Involving principals and supervisors complemented the perspectives of teachers by adding broader insights into organizational policies, leadership styles, and systemic support.

Data were collected using three qualitative methods: in-depth interviews, participatory observation, and document analysis. Semi-structured interviews were conducted with 20 teachers, 10 school principals, and several school supervisors. These interviews were guided by open-ended questions designed to elicit detailed reflections on school culture, patterns of teacher behavior, and perceptions of educational quality (Saldana, 2021). Participatory observations were carried out in classrooms and school meetings to directly observe teacher interactions, communication styles, and daily professional behaviors in their natural settings (Babbie, 2020). Meanwhile, document analysis involved reviewing institutional artifacts such as school vision and mission statements, academic performance reports, teacher evaluations, and official supervision records to triangulate the findings (Kwan & Tsang, 2022).

The collected data were analyzed using thematic analysis, a method that allows researchers to identify, organize, and interpret patterns of meaning across data sets. Following Braun and Clarke's (2021) framework, the analysis process involved three primary stages: data reduction (coding and categorizing), data display (organizing themes), and conclusion drawing (interpreting relationships between themes). Codes were generated both inductively from the data and deductively based on the conceptual framework involving organizational culture, behavior, and educational quality.

To ensure the trustworthiness of the findings, the study applied the four criteria for qualitative rigor as proposed by Lincoln and Guba (1985): credibility, transferability, dependability, and confirmability. Credibility was enhanced through triangulation of data sources, methods, and informants, as well as through member checking, whereby preliminary findings were shared with participants for verification. Transferability was addressed by providing rich, thick descriptions of the research context, enabling readers to assess the applicability of findings to other settings. Dependability and confirmability were ensured through the documentation of the entire research process in an audit trail and oversight from research supervisors to maintain methodological consistency and neutrality.

Overall, the qualitative research design allowed for a comprehensive exploration of how school culture is internalized and reflected in teachers' professional behavior, and how these factors jointly influence the quality of education. By centering teacher perspectives and grounding the analysis in real-world contexts, the study contributes to a deeper understanding of organizational processes that shape educational effectiveness at the elementary level.

To guide this study, a conceptual framework was developed to illustrate the relationship between organizational culture, organizational behavior, and the quality of education. This framework is grounded in the assumption that organizational culture shapes teacher behavior, which in turn influences the quality of educational outcomes. Importantly, organizational behavior is positioned as a mediating variable that links the cultural context of the school with observable improvements in teaching practices and student achievement. By visually mapping these relationships, the framework provides a theoretical basis for exploring how internal school dynamics operate and interact to support or hinder educational quality. The conceptual framework is presented in Figure 1.

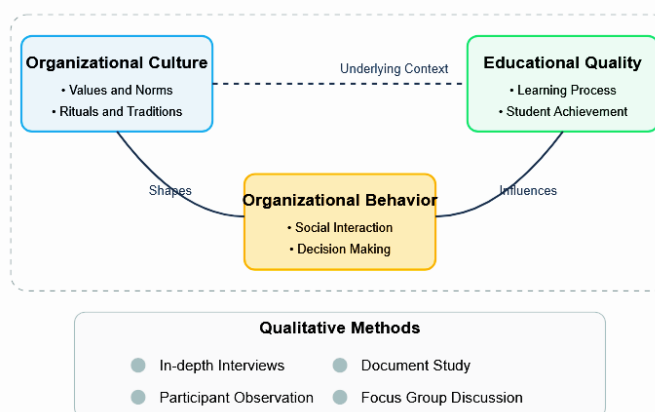


Figure 1. Conceptual Framework

### 3. FINDINGS AND DISCUSSION

#### 3.1 Findings

This study aims to identify the relationship between organizational culture and the quality of education and organizational behavior as a mediator in elementary schools in Serang City. Key findings were identified based on data collection through in-depth interviews, participatory observations, and documentation from January to February 2025. The results of this study were compiled based on themes that emerged from the analysis of qualitative data, which include: (1) organizational culture in schools, (2) organizational behavior of teachers, and (3) the quality of education in elementary schools in Serang City.

Table 3. Key Findings of the Study

Theme	Subtheme	Key Findings
Organizational Culture	School Values and Traditions	Most schools in Serang City have a collaborative culture that supports creative teaching. However, most teachers feel that they are not sufficiently involved in decision-making.
	Principal's Leadership	Transformational leadership of school principals has a positive impact on organizational culture and teacher motivation.
	Teacher Involvement in Decisions	Some teachers feel their involvement in strategic decisions is limited. This affects the commitment to the school's educational vision.
Organizational Behavior	Teacher Motivation	Teacher motivation is closely related to the organization's culture. Teachers who work in a supportive environment experience increased motivation and performance.
	Communication between Teachers and Principals	Open communication between teachers and principals strongly supports the formation of positive behaviors among teachers, despite challenges in daily practice.

Theme	Subtheme	Key Findings
<b>Quality of Education</b>	Job Satisfaction	Teachers' job satisfaction levels are influenced by recognition and appreciation for their contributions to the organization.
	Quality of Teaching	The quality of teaching improves with a good organizational culture and supportive organizational behavior. Motivated teachers tend to have a higher quality of teaching.
	Student Achievement	The quality of education is measured by student achievement, which is influenced by how well the interaction between teachers and students is. Schools with positive cultures show better student achievement.
	Evaluation and Feedback	The evaluation and feedback process is routinely implemented in schools to improve the quality of education, but it needs to be improved again in terms of the effectiveness of its implementation.

*Source: Research in the field, 2025*

The findings of this study are categorized into three main themes: organizational culture, organizational behavior, and the quality of education. These themes emerged through thematic analysis of data collected from in-depth interviews, participatory observations, and document reviews involving teachers, principals, and supervisors in various elementary schools in Serang City. The data reveal the intricate ways in which internal school dynamics—particularly culture and behavior—interact to shape educational quality.

First, the analysis of organizational culture across the schools shows a generally positive inclination toward collaborative practices. Most elementary schools in Serang City have developed a school culture that encourages cooperation between teachers and principals. Teachers reported that shared activities such as team teaching, school-wide lesson planning, and joint evaluation forums were fairly common, suggesting that collaboration is an institutionalized value in many schools. However, the findings also reveal limitations in terms of teacher involvement in decision-making. In several schools, the organizational culture remains largely hierarchical, where principals exert substantial control over strategic and pedagogical decisions. This top-down structure tends to marginalize teachers from actively participating in school governance. Teachers in such environments described themselves as "implementers" rather than "contributors," which may limit their professional agency and reduce the effectiveness of school-based improvements. In contrast, schools led by transformational principals—those who actively promote dialogue, inclusiveness, and teacher empowerment—tended to exhibit a more democratic and participatory culture. In these settings, teachers reported feeling more respected, included, and motivated to contribute beyond their instructional roles, indicating that leadership style plays a significant role in shaping organizational culture.

The second major theme centers on the organizational behavior of teachers, which was found to be strongly influenced by the prevailing culture within each school. Teachers working in schools with open and inclusive cultures demonstrated higher levels of motivation, engagement, and job satisfaction. These teachers often described their work environment as "supportive," "respectful," and "encouraging," citing regular feedback from principals, peer support, and shared recognition as factors that boosted their morale. In such contexts, teachers were more likely to take initiative, collaborate with peers, and participate in school improvement initiatives. On the other hand, in schools where the culture was more centralized and communication channels were limited, teacher behavior tended to be passive and compliant. Some educators reported feeling disengaged due to a lack of recognition or opportunities to express their professional opinions. In these schools, teacher interactions were often limited to formal obligations, with minimal initiative to contribute to extracurricular or developmental activities. This passivity, in turn, affected their teaching performance and reduced their sense of professional fulfillment. The data thus affirm that organizational culture is a determining factor in shaping positive or negative organizational behavior among teachers.

Finally, the study examined the implications of both culture and behavior on the quality of education, as measured by the quality of teaching and student achievement. The findings indicate that schools characterized by strong, inclusive cultures and positive organizational behavior generally demonstrated higher teaching quality. In these schools, teachers were more prepared, used varied instructional strategies, and fostered more interactive learning environments. They also demonstrated a higher level of pedagogical reflection, using feedback and student performance data to improve their instructional practices. Teachers' intrinsic motivation, coupled with strong support from school leadership, played a central role in sustaining high-quality teaching. Conversely, in schools with weak cultural foundations and limited behavioral engagement from teachers, the quality of teaching was found to be lower. Instructional practices in these schools were more routine, teacher-centered, and less responsive to student needs. Teachers in such environments were less inclined to innovate or engage in continuous professional development.

Student achievement, the second indicator of educational quality, was also positively correlated with the strength of organizational culture and behavior. In schools with inclusive and empowering cultures, students exhibited higher levels of engagement and academic performance. Teachers in these schools reported stronger relationships with their students, characterized by mutual respect, effective communication, and a shared commitment to learning. Classroom observations supported this, showing more dynamic teacher-student interactions, increased student participation, and improved classroom management. In contrast, in schools with more rigid or fragmented cultures, student achievement levels were more stagnant. Teachers in these environments often struggled to motivate students or address learning difficulties effectively, due in part to a lack of institutional support or personal motivation.

In sum, the findings underscore the interrelatedness of organizational culture, teacher behavior, and educational quality. An inclusive and collaborative culture fosters positive organizational behavior, which in turn enhances both the quality of teaching and student achievement. Where culture is rigid or hierarchical, organizational behavior suffers, and this negatively impacts teaching quality and student outcomes. The evidence suggests that school principals play a critical role in cultivating the kind of organizational culture that promotes teacher engagement, professional growth, and improved educational performance. These findings reinforce the importance of moving beyond technical or resource-based interventions to focus on the internal, human-centered dynamics of schools. Organizational behavior serves not only as a mirror of school culture but also as a conduit through which that culture translates into tangible educational outcomes.

### **3.2 Discussion**

This research shows that organizational culture and organizational behavior are important in improving the quality of education in elementary schools, especially in Serang City. Based on the results of the research, it can be concluded that the two factors are interrelated and can directly affect teacher performance and the quality of teaching provided, which ultimately impacts student achievement.

#### **3.2.1 Organizational Culture on the Quality of Education**

The organizational culture in primary schools in Serang City is diverse, with most schools exhibiting a collaborative culture that supports creative and innovative teaching. This is in line with research conducted by Prasojo et.al. (2021), who found that a good organizational culture, which prioritizes the values of collaboration, participation, and openness, can drive improvement in the quality of education. In schools in Serang City, principals who prioritize transformational leadership have succeeded in creating a positive culture and encouraging teacher motivation. This has been shown to influence the way teachers teach and increase their enthusiasm to provide better quality teaching to students.

However, while some schools have a more inclusive and supportive organizational culture, others have a more centralized and top-down culture. In this case, teachers tend to feel less involved in

strategic decision-making at school. These results are in line with the findings Nugroho & Herlina, (2022), which emphasizes that the transformational leadership of principals is essential to build an inclusive culture and empower teachers in decision-making. Principals who are open to teachers' input can create a more collaborative atmosphere, improving the quality of education at school.

### 3.2.2 Organizational Behavior and Teacher Motivation

In this study, the school organizational culture significantly influenced the organizational behavior of teachers. Teachers who work in a supportive environment, where they feel valued and their contributions are recognized, exhibit positive behaviors that support better educational goals. This is research by Nugroho & Herlina (2022), which suggests that teachers' organizational behaviors, such as motivation and job satisfaction, can be influenced by the organizational culture in schools. Teachers who feel valued tend to have higher levels of motivation, which ultimately impacts the quality of teaching and student learning outcomes.

The findings of this study reveal that open communication between principals and teachers plays an important role in improving organizational behavior. Teachers who feel there are effective communication channels with the principal are more likely to feel valued and involved in the decision-making process. This is in line with the findings Wulandari (2020), which emphasizes the importance of open communication in school organizations. Effective communication allows principals to provide better support to teachers, improving the quality of teaching in the classroom.

### 3.2.3 Quality of Education: Quality of Teaching and Student Achievement

Positive organizational behavior greatly affects the quality of good teaching in elementary schools. Teachers who work in supportive environments have better teaching quality, as they are more motivated and feel valued for their contributions. The results of this study show that in schools with a positive organizational culture, the quality of teaching improves and directly affects student achievement. These findings are in line with Research by Kurniawan, et.al. (2024), which shows that high-quality teaching, influenced by teachers' motivation and positive behavior, contributes significantly to better student achievement.

However, the quality of education is not only measured by the quality of teaching provided by teachers, but also by the interactions that occur in the classroom between teachers and students. The study found that schools with more open and collaborative organizational cultures have better relationships between teachers and students, creating a more conducive learning atmosphere. This leads to higher student achievement, as they feel more motivated and supported in learning. As Sihombing & Tambunan (2023) explain, a good relationship between teachers and students is essential in creating an effective learning environment.

Thus, the results of this study show that organizational behavior serves as an important mediator in the relationship between organizational culture and educational quality. Teachers who work in a supportive organizational culture are more motivated, have higher job satisfaction, and are more likely to provide quality teaching. An inclusive and supportive organizational culture significantly improves the quality of education in terms of teaching quality and student achievement. Therefore, the principal must play an important role in creating and maintaining a supportive organizational culture to improve teacher motivation and performance, ultimately improving the quality of education in elementary schools.

## 4. CONCLUSION

The findings of this study conclude that a strong organizational culture significantly contributes to the improvement of education quality in elementary schools in Serang City; however, this relationship is not linear, as it is mediated by the organizational behavior of teachers. Professional, collaborative, and responsive teacher behavior plays a crucial role in translating cultural values into

effective teaching practices and improved student outcomes. The study highlights the importance of cultivating a supportive work environment that encourages innovation, participation, and open communication among educators, with school principals playing a pivotal role in shaping such a culture. Nonetheless, this research is limited by its qualitative scope and localized context, focusing solely on selected schools in Serang City and relying on perceptions rather than measurable outcomes. Therefore, future research should consider employing mixed-methods approaches or expanding the geographical coverage to include diverse school settings, enabling broader generalization. Further studies could also explore longitudinal impacts of organizational change on education quality, or examine the role of other mediating variables such as teacher leadership or emotional well-being. Ultimately, strengthening both organizational culture and behavior in tandem remains essential for building sustainable educational excellence.

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