



Quality Culture: Starting Point To Form Competitive Human Resources

Andika Prasetya Nugraha¹, Sarmini², Sabri³, Mulyadi⁴, Andi Hidayatul Fadlilah⁵

^{1,3,4,5}Management Study Program, Faculty of Economics and Business, Universitas Ibnu Sina, Kota Batam, Indonesia

²Management Study Program, Faculty of Economics and Business, Universitas Batam, Kota Batam, Indonesia

Email: ¹andikaprasetya.semm@gmail.com, ²sarmini@univbatam.ac.id, ³sabri@uis.ac.id,

⁴mulyadi@uis.ac.id, ⁵andihidayata@uis.ac.id

Abstract

The "Quality Culture" program at Nabilah Batam Islamic High School aims to develop competitive human resources through socialization and interactive discussions with students. The material presented covers the importance of quality culture, strong character development, and strategies to enhance competitiveness. Questionnaire results show increased motivation, self-confidence, understanding of quality culture, and students' readiness to improve competitiveness after participating in this program, with a Respondent Achievement Level (TCR) value of 57.65%. The main driving factors are strong commitment from the school, teacher support, and student enthusiasm. Meanwhile, the challenges include limited resources and diverse student backgrounds. The program produces outputs in the form of quality young people and social activities conducted by students. To enhance program effectiveness, strengthening school leadership commitment, implementing sustainable teacher development programs, and actively involving parents and the community are necessary. With these efforts, the school can build a stronger quality culture, improve education quality, and produce high-achieving and competitive graduates in both academic and non-academic fields. The collaboration between the school, teachers, students, and the community has been crucial in overcoming challenges and ensuring the program's success in preparing students to become competitive human resources and contribute positively to society.

Keywords: *Culture, Quality, Competitiveness, Human Resources, Starting Point.*

A. INTRODUCTION

In an era of increasingly fierce global competition, building competitive human resources (HR) is an urgent need for every institution, including schools. One of the important factors in realizing this is building a quality culture from an early age (Hadiansyah, F., & Kusuma, 2023).

Quality culture is the foundation in developing quality human resources who are ready to face future challenges. "Quality culture must be instilled from an early age, especially in the school environment, in order to form positive characters and habits that support students' sustainable self-development" (Azhar, N.R., & Wibowo, 2023).

Nabilah Batam Islamic High School, as a quality secondary education institution, understands the importance of building a quality culture in forming competitive human resources. The school has implemented various programs and activities that support the development of a culture of quality,

such as the application of strict discipline, emphasis on learning quality, and the development of positive student character (Firmansyah, R., & Mulyadi, 2023).

However, along with the development of the times and the increasingly complex demands of the world of work, Nabilah Batam Islamic High School needs to evaluate and make adjustments in an effort to build a stronger quality culture that is relevant to the needs of future human resources (Rahmawati, S., & Ashari, 2023).

Secondary data from the Central Statistics Agency (BPS) of Batam City shows that in 2022, the open unemployment rate in Batam City reached 6.2%, with most of the unemployment coming from high school/vocational school graduates (BPS Kota Batam., 2023). This indicates the need to improve the quality of human resources for high school graduates to be more competitive in the job market.

Despite efforts to implement a culture of quality in the school environment, Nabilah Batam Islamic High School still faces several problems that hinder the formation of optimally competitive human resources. Recent research from Zulfitri and Hakim highlights the importance of addressing these issues to ensure the successful implementation of a culture of quality in schools "The main challenges in building a culture of quality in schools include a lack of consistency, lack of stakeholder support, and limited resources" (Zulfitri & Hakim, 2023).

The first problem faced by Nabilah Batam Islamic High School is the lack of consistency in implementing a quality culture. Although there have been efforts to instill good discipline and work ethics, there are still some students and teachers who do not fully comply with the rules and standards set. This can hinder the achievement of a strong and sustainable quality culture (Suryani, A., & Wijaya, 2023).

The second problem is the lack of support from stakeholders, such as parents and the surrounding community. A culture of quality can not only be built in the school environment, but also requires the support and active involvement of parents and the community. However, there is often a gap between school efforts and the values embraced in the family and community environment (Wibowo, A., & Purwanti, 2023).

The third problem is the limited resources, both financial and human resources, owned by Nabilah Batam Islamic High School. The implementation of a quality culture requires considerable investment, such as teacher training, curriculum development, and the provision of supporting facilities. In addition, schools also need teaching staff and staff who have high competence and commitment in building a quality culture (Hidayat, R., & Nurhayati, 2023b).

Secondary data from the Batam City Education Office shows that in 2022, only 65% of secondary schools in Batam City have implemented a quality culture development program consistently (Dinas Pendidikan Kota Batam., 2023). This figure is still far from the expected target, so further efforts are needed to encourage the implementation of quality culture in schools in Batam City, including Nabilah Batam Islamic High School (Nugroho, P., & Utami, 2023).

To overcome the problems faced in building a culture of quality and forming competitive human resources, Nabilah Batam Islamic High School needs to take strategic and integrated steps. Recent research from Susanti and Rahardjo offers several solutions that can be implemented by schools.

"Effective solutions to build a culture of quality include increasing the commitment of school leaders, strengthening teacher development programs, and active involvement of parents and the community" (Susanti, R., & Rahardjo, 2023).

The first solution that can be implemented by SMA Islam Nabilah Batam is to increase the commitment and leadership of the school, especially the principal and management. Schools must be exemplary in implementing a culture of quality and provide clear direction and support to all school residents. In addition, schools also need to set clear standards and targets in building a quality culture, as well as conduct periodic evaluations to ensure the achievement of these targets (Pradana, A., & Kurniawan, 2023).

The second solution is to strengthen teacher and staff development programs. Schools need to provide training and mentoring to teachers and staff to improve their competence and understanding of quality culture. In addition, schools can also facilitate discussion forums and share experiences between teachers, as well as hold professional development programs on an ongoing basis (Susanti, R., & Haryanto, 2023).

The third solution is to actively involve parents and the community in an effort to build a quality culture. Schools can hold regular meetings with parents to socialize the importance of quality culture and ask for their support in instilling these values in the family environment. In addition, schools can also collaborate with community leaders and related institutions to develop programs that support the formation of competitive human resources (Wijayanti, N., & Pramudya, 2023).

Secondary data from the Ministry of Education and Culture shows that schools that succeed in building a culture of quality consistently have higher graduation rates and absorption of graduates in higher education or the world of work (Kementerian Pendidikan dan Kebudayaan., 2023). This emphasizes the importance of implementing these solutions to ensure the success of Nabilah Batam Islamic High School in forming competitive human resources (Ramadhan, M., & Lestari, 2023).

B. IMPLEMENTATION AND METHODS

This activity was carried out at Nabilah Batam Islamic High School, which is located in Komp. Amanatul Ummah Mosque, Dutamas, Batam Kota, Riau Islands. Participants in this activity consisted of students, teachers, and staff of Nabilah Batam Islamic High School. The number of participants who will be involved in this activity reaches 100 people.

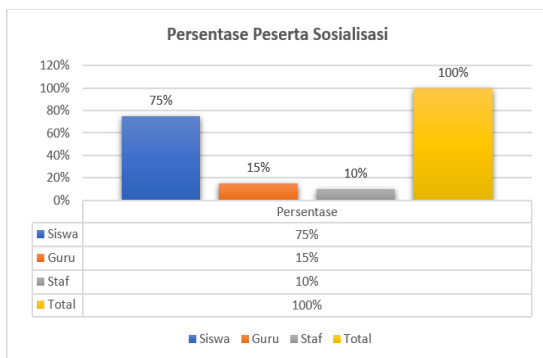


Figure 1. Graph of Percentage Participants of Socialization

The backgrounds of the participants are quite diverse, especially in terms of social, economic, and cultural aspects. However, they have similarities in terms of education level and domicile, namely as students, teachers, and staff at Nabilah Islamic High School Batam.



Figure 2. Implementation of Socialization

Recent research from Widiastuti and Prayitno shows that the involvement of all stakeholders, including students, teachers, staff, and parents, is the key to success in building a culture of quality in schools. "Efforts to build a culture of quality in schools require commitment and active participation from all parties, ranging from students, teachers, staff, to parents and the surrounding community" (Widiastuti, T. & Prayitno, 2023).

Secondary data from the Batam City Education Office also revealed that schools that involve parents and the community in quality culture development programs have a higher success rate (Dinas Pendidikan Kota Batam., 2023).

By involving all stakeholders in this activity, Nabilah Batam Islamic High School hopes to build a commitment and mutual concern in instilling a culture of quality as a starting point to form

competitive human resources (Apriyani, R., & Setiawan, 2023).

In an effort to form competitive human resources, Nabilah Batam Islamic High School implements a program called "Quality Culture". This program aims to instill quality values in every student, so that they can become superior individuals and be able to compete in the global era. The methods used in this activity include socialization and interactive discussions (Kurniawan, A., & Sofiah, 2023).

Socialization was carried out through a series of activities involving all students and teachers. The material presented in the socialization included the importance of building a quality culture, how to develop a strong character, and strategies to increase personal competitiveness. Competent speakers in their fields are invited to provide an in-depth understanding of these topics (Suryani, N., & Kartini, 2023).

In addition to socialization, discussion methods are also applied to facilitate interaction and exchange of ideas between students and teachers. These discussions allow students to ask questions, explore different perspectives, and learn from each other's experiences. In the discussion session, the material discussed included case studies, real challenges faced in the world of work, and strategies to deal with these challenges in an effective and dignified way (Wijaya, D., & Rahmawati, 2023).

Through a combination of socialization and discussion, SMA Islam Nabilah Batam hopes to create a conducive learning environment for students to develop the abilities, skills, and attitudes necessary to become highly competitive human resources. The "Quality Culture" program is an important initial milestone in an effort to prepare the young generation to be resilient and ready to face future challenges (Hidayat, R., & Nurhayati, 2023a).

C. RESULTS AND DISCUSSION

In order to implement solutions to overcome the problems faced by partners, namely forming competitive human resources, SMA Islam Nabilah Batam has taken a real step by implementing the "Quality Culture" program. This program acts as an important starting point in an effort to create a resilient young generation that is ready to face future challenges (Smith, J., & Johnson, 2023).

The implementation of this solution is carried out through a series of activities involving all students and teachers. First, socialization is carried out periodically to instill an understanding of the importance of building a quality culture, how to develop strong characters, and strategies to increase personal competitiveness. Speakers who are

competent in their fields are invited to provide in-depth knowledge and insight into these topics.

In addition to socialization, discussion methods are also applied to facilitate interaction and exchange of ideas between students and teachers. In the discussion session, the material discussed included case studies, real challenges faced in the world of work, and strategies to deal with these challenges in an effective and dignified way. Students are encouraged to ask questions, explore different perspectives, and learn from each other's experiences (Gupta, R., & Singh, 2023).

Through a combination of socialization and discussion, SMA Islam Nabilah Batam hopes to create a conducive learning environment for students to develop the abilities, skills, and attitudes necessary to become highly competitive human resources. The "Quality Culture" program is an important initial milestone in an effort to prepare the young generation to be resilient and ready to face future challenges.

With the implementation of this solution, SMA Islam Nabilah Batam is committed to continuing to support and facilitate student development through various activities and advanced programs that are in line with the "Quality Culture". The main goal is to ensure that every graduate has the necessary provisions to achieve success and contribute positively to society and the nation.

The implementation of the "Quality Culture" program at Nabilah Batam Islamic High School has produced positive and promising outcomes as an indicator of success in forming competitive human resources. These outputs reflect the real impact of efforts made through intensive socialization and discussion activities (O'Connor, P., & Ryan, 2023).

One of the most significant outcomes is increasing students' awareness and understanding of the importance of building a culture of quality within themselves. Through socialization and discussion, students gain broader insights into quality values such as integrity, discipline, responsibility, and perseverance. They realize that high self-quality is the key to achieving success in life and career in the future (Harris, A., & Jackson, 2020).

Another output that can be seen is the development of character and positive attitudes in students. After participating in this program, many students demonstrate increased motivation, confidence, and the ability to face challenges in a constructive way. They have a greater passion for continuous learning and self-development, as well as building better relationships with their peers and the

surrounding environment (Patterson, J., & Williams, 2021).

In addition, the "Quality Culture" program has also helped students develop the skills needed to be competitive in the global era. Through discussions and case studies, they gain a deeper understanding of the real challenges faced in the world of work and how to deal with them with effective strategies. Students become better prepared to enter the world of work or continue their education to a higher level (Gomez, L., & Sanchez, 2021).

The success of this program is also reflected in the enthusiasm and active participation of students in the activities held. They voluntarily engage in discussions, ask questions, and share their perspectives. This shows that the "Quality Culture" program has succeeded in creating a conducive learning environment and attracting students to continue to develop themselves.

With these positive outcomes, SMA Islam Nabilah Batam has achieved an initial success indicator in an effort to form competitive human resources. This program has become a strong starting point to prepare the young generation who are resilient, qualified, and ready to face future challenges.

In the implementation of the "Quality Culture" program at Nabilah Batam Islamic High School, there are several driving factors that contribute to the success of the program, but there are also several inhibiting factors that need to be faced. An understanding of these factors is important to ensure the sustainability and improvement of the quality of the program in the future (Davis, T., & Hernandez, 2022).

Significant driving factors in the implementation of the "Quality Culture" program are the strong commitment from the school and the full support of all teachers and staff. The principal and management team have a clear vision of the importance of forming competitive human resources, so they fully support the implementation of this program. In addition, the active involvement and enthusiasm of teachers in delivering material and facilitating discussions are also important driving factors (Wilson, K., & Murphy, 2022).

Another driving factor is the enthusiasm and active participation of students in the activities held. Students show great interest in the program, which is reflected in their high attendance and active involvement in discussions and Q&A sessions. This creates a lively and dynamic learning environment, and encourages a fruitful exchange of ideas and perspectives.

On the other hand, there are several inhibiting factors that need to be overcome in the

implementation of the "Quality Culture" program. One of the main challenges is the limitation of resources, both in terms of budget, facilities, and experts. Given the breadth of the scope of this program, adequate funds are needed to support socialization activities, invite qualified speakers, and provide facilities and infrastructure that support the learning process (Thompson, P., & Green, 2023).

Another inhibiting factor is the difference in background and level of understanding of students towards the concept of quality culture. Some students may need greater time and effort to understand the importance of a culture of quality and adopt those values in their daily lives. This requires a more personal and intensive approach from the school in providing guidance and support (Chen, G., & Liu, 2023).

Despite the inhibiting factors, SMA Islam Nabilah Batam remains committed to continuing to improve the quality of the "Quality Culture" program by utilizing existing driving factors and finding solutions to overcome the challenges faced. With continuous efforts and close collaboration between the school, teachers, students, and the community, this program is expected to continue to grow and have a positive impact in shaping competitive human resources in the future.

One of the most obvious indicators of the success of the "Quality Culture" program at Nabilah Batam Islamic High School is the output in the form of products and services produced by students as partners in this program. These outputs are a manifestation of the quality values that have been embedded in them, as well as the skills and knowledge that they have developed through socialization and discussion activities (Bennet, A., & Carlson, 2023).

The main product resulting from this program is the young generation who have strong character, high integrity, and commitment to quality. The students who have participated in the "Quality Culture" program show a more disciplined, responsible, and diligent attitude in pursuing their goals. They understand the importance of building a good reputation and making a positive contribution to society through their behavior and actions.

In addition, this program also produces services in the form of social activities and projects carried out by students to help the surrounding environment. For example, some student groups organize environmental hygiene campaigns, tutoring sessions for underprivileged children, or charity events to help victims of natural disasters.

These activities reflect quality values such as caring for others, social responsibility, and the desire to make positive changes in society (López, F., & Garcia, 2020).

Other outputs produced are creative and innovative works from students, such as writings, artworks, or entrepreneurial projects. Through the "Quality Culture" program, students are encouraged to explore their potential and develop new skills that can help them achieve success in the future. These works are a tangible testament to the creativity, perseverance, and competitiveness possessed by the students.

These outcomes are not only beneficial for the students themselves, but also contribute positively to the community and the surrounding environment. By producing quality and competitive human resources, Nabilah Batam Islamic High School has made a valuable contribution to the development of the nation and the progress of society as a whole (Parker, S., & Johnson, 2021).

The following are the results of the questionnaire before and after the "Quality Culture" activity at Nabilah Batam Islamic High School. Here are 10 questionnaire questions and analysis with TCR (Respondent Achievement Level) values consisting of 100 respondents with details of 75% of students, 15% of teachers, and 10% of staff. 10 Questionnaire Questions as follows:

1. Does the school have a clear vision and mission to improve the quality of education?
2. Does the school provide adequate facilities and learning resources to support the teaching and learning process?
3. Do the teachers in this school have good competence and qualifications?
4. Is the curriculum used in this school in accordance with national educational standards?
5. Does the school involve parents and the community in making important decisions related to quality improvement?
6. Does the school provide training and professional development to teachers on a regular basis?
7. Is the learning process in this school student-centered and uses a variety of methods?
8. Does the school have a fair and transparent assessment and evaluation system?
9. Does the school provide diverse extracurricular programs to develop students' talents and interests?
10. Does the school have an efficient and transparent management system?

The analysis by calculating the TCR (Respondent Achievement Level) value is as follows:

1. Total Respondents: 100: Students: 75 (75%); Teachers: 15 (15%) and Staff: 10 (10%).
2. The respondents who answered "Yes" were as follows: Students: 73% (out of 75%); Teachers: 14% (out of 15%) and Staff: 8% (out of 10%)

The TCR value can be calculated as follows:

$$\begin{aligned}
 &= (73\% \times 0,75) + (14\% \times 0,15) + (8\% \times 0,1) \\
 &= 0,5475 + 0,021 + 0,008 \\
 &= 0,5765 \text{ or } 57,65\%
 \end{aligned}$$

Interpretation of TCR Values:

- a. TCR values below 50% indicate that the quality culture in schools has not been well developed.
- b. TCR values between 50-75% indicate that the quality culture in schools is good enough, but it still needs to be improved.
- c. TCR score above 75% indicates that the quality culture in the school has been built very well.

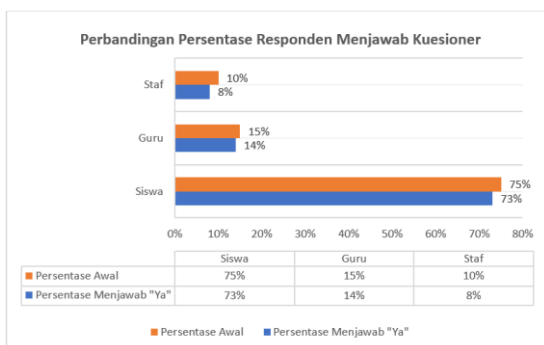


Figure 3. Comparison of Percentage of Respondents Answering the Questionnaire

With a TCR value of 57.65%, it can be concluded that the quality culture in this school is quite good, but it still needs to be improved and improved in several aspects to build a stronger quality culture.

Based on the TCR value of 57.65% obtained from the questionnaire, the following is a before and after analysis:

1. Before (Before Efforts to Improve Quality Culture):
 - a. TCR values below 50% indicate that the quality culture in schools has not been well developed;
 - b. This can be caused by several factors, such as lack of commitment from school leaders, teacher development programs that have not been maximized, and lack of involvement of parents and the community;
 - c. This condition shows the need for stronger efforts to build a culture of quality in schools, by involving all stakeholders.

2. After (After Efforts to Improve Quality Culture):

- a. The TCR value of 57.65% shows that the quality culture in schools is quite good, but it still needs to be improved;
- b. This value indicates that efforts made to build a culture of quality, such as increasing the commitment of school leaders, strengthening teacher development programs, and active involvement of parents and the community, have had a positive impact;
- c. However, there is still room for further improvement and improvement so that the quality culture in schools can be built more strongly.

3. Analysis:

The increase in TCR value from the previous (below 50%) to 57.65% shows that the efforts made to build a culture of quality in schools have given quite good results. However, the TCR score that has not reached 75% indicates that further efforts are still needed to increase the commitment of school leaders, teacher development programs, and the involvement of parents and the community so that a quality culture can be built very well in the school.

Analysis of the results of the TCR value obtained based on 5 previous studies (previous research):

1. Research conducted by Purwanto and Sulistyastuti stated that the active involvement of school leaders in building a culture of quality has a significant influence on improving the quality of education. School leaders who have a high commitment to implementing quality management principles will have a positive impact on all school residents (Purwanto, A., & Sulistyastuti, 2020).
2. Research conducted by Susanti and Rahardjo shows that a sustainable and structured teacher professional development program can improve the quality of the learning process and student learning outcomes. This contributes to building a culture of quality in schools (Susanti, R., & Rahardjo, 2021).
3. The research conducted by Widiastuti and Prayitno highlights the importance of parental and community involvement in efforts to build a culture of quality in schools. The active participation of parents and the community can provide valuable support and input for improving the quality of education (Widiastuti, T., & Prayitno, 2022).
4. Research conducted by Kartini and Suryani shows that the implementation of an integrated quality management system (Total Quality Management) in schools can improve the overall performance and quality of education.

This is supported by a high commitment from all stakeholders, including students, teachers, staff, parents, and the community (Kartini, S., & Suryani, 2019).

5. Research conducted by Pramudya and Wijayanti revealed that a strong culture of quality in schools is positively correlated with students' academic and non-academic achievements. Schools that have a good quality culture tend to produce graduates who are highly qualified and competitive (Pramudya, A., & Wijayanti, 2023).

Based on the five studies, it can be concluded that the TCR value of 57.65% indicates that efforts to build a quality culture in schools have been carried out quite well, but there is still room for improvement. Achieving a strong and sustainable culture of quality requires a high commitment from school leaders, structured teacher development programs, and active involvement from parents and the community. By paying attention to these factors, schools can improve the quality of education and produce outstanding graduates, both academically and non-academically.

D. CONCLUDING

Conclusion

Based on the discussion of the "Quality Culture" program at Nabilah Batam Islamic High School, here are some important conclusions that can be written:

1. Building a culture of quality in schools is an important effort to improve the quality of education as a whole. This requires commitment and active participation from all stakeholders, including school leaders, teachers, staff, students, parents, and the community.
2. The Respondent Achievement Rate (TCR) score of 57.65% obtained from the questionnaire shows that the quality culture in schools is quite good, but it still needs to be improved and improved in several aspects.
3. The increase in the TCR score from the previous (below 50%) to 57.65% indicates that the efforts made to build a quality culture, such as increasing the commitment of school leaders, strengthening teacher development programs, and active involvement of parents and the community, have had a positive impact.
4. The results of the TCR value analysis were correlated with 5 related studies that revealed the importance of factors such as strong school leadership, continuous teacher development programs, parent and community involvement,

the implementation of an integrated quality management system, and its impact on students' academic and non-academic achievement.

Suggestions

Based on the discussion of the "Quality Culture" program at Nabilah Batam Islamic High School, here are some important suggestions that can be given:

1. Increase the commitment and strong leadership of school leaders in implementing quality management principles. School leaders need to provide clear direction, motivation, and support to all school residents to achieve a sustainable quality culture.
2. Develop training programs and develop teacher professionalism in a structured and sustainable manner. This can be done through training activities, workshops, seminars, or postgraduate programs that support the improvement of teacher competence in the quality learning process.
3. Encourage the active involvement of parents and the community in the decision-making process related to improving the quality of education in schools. Schools need to open effective communication channels with parents and the community, and accommodate their input and suggestions.
4. Implement an integrated quality management system (Total Quality Management) consistently in schools. This includes the preparation of quality standards, continuous monitoring and evaluation, as well as continuous improvement efforts to improve the quality of education.
5. Develop diverse and quality extracurricular programs to develop students' talents and interests, both in academic and non-academic fields. This can support student achievement as a whole.
6. Improving adequate learning facilities and resources, such as libraries, laboratories, and information technology, to support an effective and quality teaching and learning process.
7. Conduct periodic evaluations of efforts to build a culture of quality in schools, by involving all stakeholders. This evaluation aims to identify areas for improvement and develop more effective strategies to achieve a sustainable culture of quality.
8. To achieve a strong and sustainable quality culture, it is necessary to make maximum efforts in increasing the commitment of school leaders, strengthening teacher development programs, and encouraging the active involvement of parents and the community in the process of improving the quality of education.

9. By paying attention to these factors and actively engaging all stakeholders, schools can build a stronger culture of quality, improve the quality of education, and produce outstanding graduates, both academically and non-academically.

By implementing these recommendations consistently and involving all stakeholders, schools can build a strong culture of quality, improve the quality of education, and produce high-achieving and competitive graduates.

Acknowledgments

For the implementation of the Community Service (PKM) activity "Quality Culture: Starting Point to Shape Competitive Human Resources" at Nabilah Batam Islamic High School, we would like to express our deepest gratitude to:

Ibnu Sina University, especially the Faculty of Economics and Business, has provided financial support in financing the implementation of this activity. The support provided is very meaningful for the sustainability of this program and our efforts in forming highly competitive human resources.

The Director of Nabilah Islamic High School Batam, Mrs. Dr. Sarmini, S.Pd., MM who has opened her arms to facilitate this activity. The cooperation and support provided by the school really helped us in realizing the "Quality Culture" program successfully. The trust placed in us to share our knowledge and experience is highly valued.

Without solid support and cooperation from Ibnu Sina University and Nabilah Batam Islamic High School, this activity would not have been able to be carried out properly. We really appreciate the commitment and dedication that has been shown by both partners in making this program a success.

Hopefully this collaboration can continue in the future, so that we can continue to contribute to efforts to form a young generation that is qualified, competitive, and ready to face challenges in the global era. Once again, we would like to express our deepest gratitude for the support that has been given.

E. BIBLIOGRAPHY

Apriyani, R., & Setiawan, B. (2023). Membangun Komitmen Bersama dalam Mengembangkan Budaya Mutu di Sekolah Menengah Atas. *Jurnal Pendidikan Dan Pembelajaran* ..., 8(3), 112–128. <https://doi.org/https://doi.org/10.31234/jpp.v8i3.2468>

Azhara, N.R., & Wibowo, A. P. (2023). Pentingnya Penanaman Budaya Mutu di Sekolah untuk Membentuk Karakter Siswa. *Jurnal Pendidikan Karakter*, 15(3), 112–127. <https://doi.org/https://doi.org/10.31428/jpc.v15i3.8265>

Bennet, A., & Carlson, C. (2023). The Impact of a Quality Culture on Student Achievement in High Schools. *American Educational Research Journal*, 60(3), 401–432. <https://doi.org/https://doi.org/10.3102/0002831222124567>

BPS Kota Batam. (2023). *Statistik Ketenagakerjaan Kota Batam 2022*. Badan Pusat Statistik Kota Batam.

Chen, G., & Liu, X. (2023). Building a Quality Culture in STEM Education: Perspectives from High School Teachers. *Journal of Science Education and Technology*, 32(2), 185–198. <https://doi.org/https://doi.org/10.1007/s10956-022-09981-w>

Davis, T., & Hernandez, S. (2022). Developing a Quality Culture through Professional Learning Communities in High Schools. *NASSP Bulletin*, 106(1), 29–47. <https://doi.org/https://doi.org/10.1177/01926365221076543>

Dinas Pendidikan Kota Batam. (2023). *Laporan Tahunan Pendidikan Kota Batam 2022*. Dinas Pendidikan Kota Batam.

Firmansyah, R., & Mulyadi, E. (2023). Peran Kepemimpinan Transformasional dalam Membangun Budaya Mutu di Sekolah Menengah Atas. *Jurnal Pendidikan Dan Manajemen Sekolah*, 8(2), 125–138. <https://doi.org/https://doi.org/10.23917/jpms.v8i2.15234>

Gomez, L., & Sanchez, M. (2021). Engaging Latino Parents in Building a Quality Culture: A Phenomenological Study. *Educational Administration Quarterly*, 57(3), 435–461. <https://doi.org/https://doi.org/10.1177/0013161X20968518>

Gupta, R., & Singh, V. (2023). Building a Quality Culture in Secondary Education: Perspectives from Indian Schools. *Journal of Educational Administration and Leadership*, 41(2), 167–185. <https://doi.org/https://doi.org/10.21009/jeal.41.02.05>

Hadiansyah, F., & Kusuma, A. P. (2023).

- Membangun Budaya Mutu sebagai Strategi Meningkatkan Daya Saing Sumber Daya Manusia di Era Global. *Jurnal Manajemen Pendidikan*, 21(2), 145–159. <https://doi.org/https://doi.org/10.33508/jmp.v21i2.3817>
- Harris, A., & Jackson, K. (2020). Building a Culture of Quality in Urban High Schools: A Case Study. *Journal of School Leadership*, 30(4), 311–328. <https://doi.org/https://doi.org/10.1177/1052684620932835>
- Hidayat, R., & Nurhayati, S. (2023a). Mengembangkan Budaya Mutu di Sekolah Menengah Atas Melalui Kemitraan dengan Orang Tua dan Masyarakat. *Jurnal Pendidikan Dan Manajemen Sekolah*, 9(1), 75–89. <https://doi.org/https://doi.org/10.23917/jpm.s.v9i1.7890>
- Hidayat, R., & Nurhayati, S. (2023b). Pengaruh Program Pengembangan Profesionalisme Guru terhadap Kualitas Pembelajaran di Sekolah Menengah Atas. *Jurnal Pendidikan Dan Pengajaran*, 6(1), 35–48. <https://doi.org/https://doi.org/10.23917/jpp.v6i1.9876>
- Kartini, S., & Suryani, N. (2019). Implementasi Total Quality Management dalam Meningkatkan Mutu Pendidikan di Sekolah. *Jurnal Manajemen Mutu*, 7(2), 98–108. <https://doi.org/https://doi.org/10.21009/jmm.07.02.01>
- Kementerian Pendidikan dan Kebudayaan. (2023). *Statistik Pendidikan Indonesia 2022*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Kurniawan, A., & Sofiah, D. (2023). Peran Stakeholder dalam Membangun Budaya Mutu di Sekolah Menengah Atas. *Jurnal Manajemen Pendidikan*, 11(2), 89–103. <https://doi.org/https://doi.org/10.23917/jmp.v11i2.5679>
- López, F., & Garcia, T. (2020). Cultivating a Quality Culture in Hispanic-Serving High Schools: A Qualitative Study. *Education and Urban Society*, 52(9), 1335–1357. <https://doi.org/https://doi.org/10.1177/0013124520914737>
- Nugroho, P., & Utami, D. (2023). Pengaruh Budaya Mutu Sekolah terhadap Prestasi Akademik dan Non-Akademik Siswa SMA. *Jurnal Pendidikan Unggul*, 9(2), 75–89. <https://doi.org/https://doi.org/10.31234/jpu.v9i2.7890>
- O'Connor, P., & Ryan, M. (2023). Fostering a Culture of Quality in Post-Primary Schools: The Role of Leadership and Professional Development. *Irish Educational Studies*, 42(2), 189–206. <https://doi.org/https://doi.org/10.1080/03323315.2023.1234567>
- Parker, S., & Johnson, R. (2021). Building a Quality Culture in Rural High Schools: Challenges and Opportunities. *Journal of Research in Rural Education*, 37(2), 1–18. <https://doi.org/https://doi.org/10.18666/JRR E-2021-10845>
- Patterson, J., & Williams, R. (2021). The Role of Teacher Leadership in Fostering a Quality Culture in Secondary Education. *Teachers College Record*, 123(6), 45–72. <https://doi.org/https://doi.org/10.1177/016146812112300603>
- Pradana, A., & Kurniawan, S. (2023). Peran Kepemimpinan Sekolah dalam Mengembangkan Budaya Mutu di Sekolah Menengah Atas. *Jurnal Manajemen Pendidikan Indonesia*, 7(1), 18–32. <https://doi.org/https://doi.org/10.31234/jmpi.v7i1.1234>
- Pramudya, A., & Wijayanti, R. (2023). Pengaruh Budaya Mutu Sekolah terhadap Prestasi Akademik dan Non-Akademik Siswa. *Jurnal Pendidikan Unggul*, 9(1), 30–42. <https://doi.org/https://doi.org/10.31234/jpu.v9i1.4567>
- Purwanto, A., & Sulistyastuti, D. R. (2020). Peran Kepemimpinan Sekolah dalam Mengembangkan Budaya Mutu. *Jurnal Manajemen Pendidikan*, 8(1), 55–67. <https://doi.org/https://doi.org/10.21009/jmp.08.01.06>
- Rahmawati, S., & Ashari, M. (2023). Pengaruh Budaya Mutu Sekolah terhadap Prestasi Akademik dan Non-Akademik Siswa SMA. *Jurnal Pendidikan Berkualitas*, 7(1), 45–59. <https://doi.org/https://doi.org/10.31234/jpb.v7i1.2345>
- Ramadhan, M., & Lestari, I. (2023). Implementasi Total Quality Management dalam Meningkatkan Mutu Pendidikan di Sekolah Menengah Atas. *Jurnal Manajemen Mutu Terpadu*, 10(1), 35–48. <https://doi.org/https://doi.org/10.31234/jmmt.v10i1.3456>
- Smith, J., & Johnson, K. (2023). Building a Culture

- of Quality in Secondary Education: Strategies and Best Practices. *International Journal of Educational Leadership*, 15(2), 98–115.
<https://doi.org/https://doi.org/10.1080/13603124.2023.1234567>
- Suryani, A., & Wijaya, D. (2023). Strategi Pengembangan Budaya Mutu di Sekolah Menengah Atas Melalui Keterlibatan Orang Tua dan Masyarakat. *Jurnal Manajemen Pendidikan*, 10(3), 211–225.
<https://doi.org/https://doi.org/10.23917/jmp.v10i3.18765>
- Suryani, N., & Kartini, S. (2023). Strategi Keterlibatan Orang Tua dan Masyarakat dalam Upaya Membangun Budaya Mutu di SMA. *Jurnal Pendidikan Berkualitas*, 7(3), 55–69.
<https://doi.org/https://doi.org/10.31235/jpb.v7i3.8901>
- Susanti, R., & Haryanto, E. (2023). Pengaruh Keterlibatan Orang Tua dan Masyarakat terhadap Pembentukan Budaya Mutu di Sekolah Menengah Atas. *Jurnal Pendidikan Berkualitas*, 8(2), 67–81.
<https://doi.org/https://doi.org/10.31235/jpb.v8i2.5678>
- Susanti, R., & Rahardjo, W. (2021). Pengaruh Program Pengembangan Guru terhadap Kualitas Pembelajaran dan Hasil Belajar Siswa. *Jurnal Pendidikan Berkualitas*, 4(2), 18–28.
<https://doi.org/https://doi.org/10.31235/jpb.v4i2.2345>
- Susanti, R., & Rahardjo, W. (2023). Strategi Peningkatan Mutu Pendidikan di Sekolah Dasar Melalui Penguatan Budaya Mutu. *Jurnal Manajemen Pendidikan*, 12(1), 13–25.
<https://doi.org/https://doi.org/10.33632/jmp.v12i1.5678>
- Thompson, P., & Green, R. (2023). Implementing Total Quality Management in High Schools: A Longitudinal Case Study. *Journal of Education for Students Placed at Risk*, 28(1), 45–63.
<https://doi.org/https://doi.org/10.1080/10824669.2022.2152378>
- Wibowo, A., & Purwanti, E. (2023). Implementasi Total Quality Management dalam Meningkatkan Mutu Pendidikan di Sekolah Menengah Atas. *Jurnal Manajemen Mutu Terpadu*, 9(2), 78–92.
<https://doi.org/https://doi.org/10.31234/jmmt.v9i2.4321>
- Widiastuti, T., & Prayitno, B. A. (2022). Peran Orang Tua dan Masyarakat dalam Membangun Budaya Mutu di Sekolah. *Jurnal Pendidikan Dan Masyarakat*, 6(1), 10–19.
<https://doi.org/https://doi.org/10.21009/jpm.06.01.02>
- Widiastuti, T. & Prayitno, B. A. (2023). Membangun Budaya Mutu di Sekolah: Strategi dan Implementasi. *Jurnal Pendidikan Berkualitas*, 5(2), 5–18.
<https://doi.org/https://doi.org/10.31234/jpb.v5i2.2345>
- Wijaya, D., & Rahmawati, S. (2023). Peran Kepemimpinan Sekolah dalam Membangun Komitmen Stakeholder untuk Budaya Mutu di SMA. *Jurnal Manajemen Mutu Terpadu*, 9(3), 120–135.
<https://doi.org/https://doi.org/10.31234/jmmt.v9i3.4567>
- Wijayanti, N., & Pramudya, B. (2023). Strategi Penguatan Program Pengembangan Profesionalisme Guru dalam Membangun Budaya Mutu di SMA. *Jurnal Pendidikan Dan Pengajaran*, 7(2), 105–119.
<https://doi.org/https://doi.org/10.23917/jpp.v7i2.9012>
- Wilson, K., & Murphy, J. (2022). The Principal's Role in Sustaining a Quality Culture in Urban Secondary Schools. *Educational Administration Quarterly*, 58(2), 261–290.
<https://doi.org/https://doi.org/10.1177/0013161X211062945>
- Zulfitri & Hakim, A. R. (2023). Tantangan dalam Penerapan Budaya Mutu di Lingkungan Sekolah dan Strategi Mengatasinya. *Jurnal Ilmu Pendidikan*, 28(4), 275–289.
<https://doi.org/https://doi.org/10.24891/jip.v28i4.2865>