

The Effect of School Culture and Work Commitment on School Quality

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ABSTRACT

This study explores the impact of school culture and work commitment on the quality of education at YPI Al-Multazam Mojokerto, both individually and collectively. Employing a quantitative approach, data were gathered through questionnaires distributed to all teachers and staff using a total sampling technique. The independent variables, school culture and work commitment, were analyzed against the dependent variable, school quality. Hypothesis testing was conducted using t-tests (partial analysis) and f-tests (simultaneous analysis). Findings reveal that school culture significantly influences school quality, while work commitment alone does not show a notable effect. However, when combined, school culture and work commitment have a significant positive impact on school quality. These results underscore the importance of fostering a strong, positive school culture as a cornerstone for creating a supportive and conducive learning environment. Furthermore, the findings highlight the need to enhance teacher commitment to boost performance and productivity. This study provides valuable insights for educational institutions aiming to sustain and improve school quality by focusing on cultural values and employee dedication as key drivers of success.

Keywords: *School Culture, Work Commitment, School Quality*

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INTRODUCTION

Education has always been a major factor for the progress of a nation, the existence of quality education cannot be negotiated because in general the assessment of the quality of a nation can be seen from the quality of education in that nation (Susiani & Abadiah, 2021). Unlike the previous era, currently the existence and future competition of a nation is no longer determined by the availability of abundant natural resources, but rather depends on the quality of human resources which are the output of education (Ross & Werker, 2024; van der Ploeg, 2011). The results of the Human Development Index (HDI) report by the United National Development Program (UNDP) in 2020, Indonesia was ranked 107 out of 189 countries, in the middle when compared to other countries, but when narrowed down and compared to neighboring countries that are also included in the HDI assessment, Indonesia is still lower than Singapore, Brunei Darussalam, Malaysia and Thailand (Aisyah et al., 2024; Sukriyadi et al., 2024). In addition to these data, the results of the 2022 Human Development Index (HDI) rank Indonesia 112th out of 193 countries with a score

of 0.713, and according to the HDI of ASEAN countries, Indonesia is ranked 6th, still inferior to other countries (Raihansyah, 2024).

Various efforts have been made by the government to achieve national education goals, marked by the birth of various new regulations from the government in the form of regulations and policies, but the facts on the ground are still not as expected, there are still many obstacles and problems that have an impact on the slow improvement of the quality of education (Fadli, 2020; Fitrah & Muharramsyah, 2023; Hendriani, 2024). Quality education is certainly only found in quality schools, so efforts to improve school quality are a strategic point in efforts to improve the quality of national education. According to Jerome. S. Arcaro, school quality is a structured process to improve the output produced by schools (Damanik, 2019; Hanushek, 1986). School quality is obtained from the overall performance of interrelated school resources, including the principal, educators, education personnel, students, and school committees (Am, 2022; Rony et al., 2024; Septiadi, 2019), schools as educational institutions really need cooperation from all parties to the school (Kartiko et al., 2022; Polatcan & Cansoy, 2019; Purwoko, 2018), so in achieving good school quality, of course, it is necessary to pay attention to the quality of teachers, the quality of students, school culture and discipline (Anwar et al., 2022; Waruwu et al., 2022)), school culture has a very important role, because if the school culture has been implemented, anyone who enters and joins the school will almost automatically follow the existing rules, norms, and (Nuraeni & Labudasari, 2021).

School culture is one component whose existence and influence cannot be underestimated. Almost all effective school literature makes a strong culture its determinant, as expressed by Mackenzie, "Most reviews of the effective school literature point to the consensus that school culture and climate are central to academic success" this is based on the fact that school culture is a guideline for behavior to achieve goals (Mursyid & Hidayat, 2025; Syafaruddin, 2018). School culture is an integral part of school improvement (Lee & Louis, 2019), school culture is related to goals, organizational activities and management, Stolp & Smith define school culture as a set of historically rooted and socially transmitted meaning patterns, including norms, values, beliefs, ceremonies, rituals, traditions, and myths that are understood by the principal, teachers, students, and other stakeholders in the school (Atasoy, 2020).

Teachers are one of the factors that can determine the quality of education (Rusi Rusmiati, 2023) and one way to measure the success of national education in developing the quality of students is by measuring the quality of its teachers (Waluyo, 2022). The success and performance of teachers in their work is determined by the level of competence, professionalism and commitment to the work they do (Khosyi'in, 2021), the existence of commitment in teachers is very important, because teachers with high commitment will carry out their duties well and have a tendency and high emotional attachment to the place where they work/teach, considering that teachers/teachers are the main actors in the teaching and learning process at school. Steers defines commitment as a sense of identification (belief in organizational values), involvement (willingness to try their best for the benefit of the organization) and loyalty (desire to remain a member of the organization concerned) expressed by an employee towards his organization (Agustian et al., 2018). Teacher commitment has a broad impact on education, including improving quality culture, improving teamwork, creating educational dynamics, independence, willingness to change, continuous evaluation and improvement, responsiveness and anticipation of needs, accountability, and sustainability of education, in essence, changes and progress in education depend on teacher commitment (Hidayat, 2017).

Based on research conducted by Ulfa with the title "the effect of the use of operational assistance and school culture on school quality at SMK Negeri 1 Tempel in the 2017/2018 Academic Year" with the results of school culture having a positive and significant effect on school quality (Ikawati & Siswanto, 2018; MacNeil et al., 2009). Research conducted by Alvin Arifin with the title "the effect of teacher commitment and learning strategies on achievement and school

quality at Integrated Islamic Elementary Schools in Sumenep Regency" with the results of teacher commitment directly affecting school quality (Arifin, 2018).

YPI Al-Multazam in an effort to realize a quality school implements a strategy, one of which is by implementing an academic culture combined with a religious culture, this is implemented with the hope that students/outputs are not only reliable in science and technology but also uphold IMTAK. YPI Al-Multazam Mojokerto always pays attention to human resources, in this case teachers, so that each teacher is able to commit and have sincerity in working or teaching, realized through ongoing activities such as holding meetings and meetings of teachers once a month to evaluate the pace of the learning process as well as strengthening the morale of teachers, also routinely holding religious activities, internal training to maintain and improve emotional attachment, identification and involvement of teachers towards the school. Based on the background that has been explained, the following problem formulation can be formulated: 1) Does school culture affect the quality of schools at YPI Al-Multazam Mojokerto? 2) Does work commitment influence the quality of schools at YPI Al-Multazam Mojokerto? 3) Do school culture and work commitment together (simultaneously) influence the quality of schools at YPI Al-Multazam Mojokerto?

METHOD

This study uses a quantitative approach (Cen et al., 2016) by measuring the influence of school culture (X1) and work commitment (X2) on school quality (Y), which will be measured through regression analysis using SPSS. This study was conducted at YPI Al-Multazam Mojokerto with the addresses of MTs Al-Multazam and SMA Al-Multazam located at Jalan Raya Kepuhanyar No. 24 Mojoanyar Mojokerto, and SMP Al-Multazam at Jalan Raya Pertanian No. 1 Sambiroto Sooko Mojokerto with the research implementation time during July 2023.

The population in this study were all teachers and staff at YPI Al-Multazam Mojokerto including Mts, SMP and SMA Al-Multazam totaling 56. Sampling in this study used a total sampling technique or census, so that a sample of 56 respondents was obtained.

The data in this study are primary data, data collection through questionnaires (Abbey & Meloy, 2017). The measurement of the score uses a Likert scale with a minimum score of 1 and a maximum score of 4 (Albaum, 1997; Boone & Boone, 2012). This study uses several stages of testing, namely instrument testing (validity testing and reliability testing), classical assumption testing (normality testing, linearity testing, multicollinearity testing and heteroscedasticity testing), and hypothesis testing (multiple linear regression testing, determination coefficient testing, t or partial testing, and f or simultaneous testing).

RESULT AND DISCUSSION

Result

This study conducted calculations using SPSS. The validity value can be seen through the Corrected Item Total Correlation column which is limited by the error rate (α) of 0.05 (5%). The criteria for testing according to Ghozali, namely by comparing r count with r table, namely:

- 1) If $r \text{ count} > r \text{ table}$ (degree of freedom) then the instrument is considered valid.
- 2) If $r \text{ count} < r \text{ table}$ (degree of freedom) then the instrument is considered invalid (drop) so that the instrument cannot be used to conduct research (Ghozali, 2013).

Table 1. Validity Test of School Culture Instrument

Statement	rcount	rtable	Description
X1.1	0,271	0,361	Invalid
X1.2	0,314	0,361	Invalid
X1.3	0,433	0,361	Valid
X1.4	0,277	0,361	Invalid
X1.5	0,365	0,361	Valid
X1.6	0,499	0,361	Valid
X1.7	0,727	0,361	Valid
X1.8	0,646	0,361	Valid
X1.9	0,479	0,361	Valid
X1.10	0,585	0,361	Valid
X1.11	0,408	0,361	Valid
X1.12	0,430	0,361	Valid
X1.13	0,444	0,361	Valid
X1.14	0,381	0,361	Valid
X1.15	0,410	0,361	Valid
X1.16	0,489	0,361	Valid
X1.17	0,410	0,361	Valid
X1.18	0,573	0,361	Valid
X1.19	0,478	0,361	Valid
X1.20	0,685	0,361	Valid
X1.21	0,738	0,361	Valid
X1.22	0,356	0,361	Invalid
X1.23	0,257	0,361	Invalid
X1.24	0,501	0,361	Valid

Source: SPSS primary data

Based on Table 1, there are 24 statements with the results of 19 valid statements and 5 invalid statements, in addition, in the collaborative leadership indicator there is only one valid statement left which if one statement is used can cause the inability of the statement to reflect an indicator, so the researcher determined 18 valid statements to measure the school culture variable.

Table 2. Validity Test of Work Commitment Instrument

Statement	rcount	rtable	Description
X2.1	0,668	0,361	Valid
X2.2	0,635	0,361	Valid
X2.3	0,742	0,361	Valid
X2.4	0,785	0,361	Valid
X2.5	0,528	0,361	Valid
X2.6	0,211	0,361	Invalid
X2.7	0,395	0,361	Valid
X2.8	0,417	0,361	Valid
X2.9	0,412	0,361	Valid
X2.10	0,581	0,361	Valid
X2.11	0,787	0,361	Valid
X2.12	0,564	0,361	Valid

Source: SPSS primary data

Based on Table 2, there are 12 statements that the researcher tested, with the final result being that one statement was invalid, thus the research determined 11 statements that were used to measure the work commitment variable, and based on Table 3, there are 19 statements that the researcher tested to measure the school quality variable with the final result being that all statements were valid, thus 19 statements were determined to measure the school quality variable.

Table 3. Validity Test of School Quality Instruments

Statement	rcount	rtable	Description
Y1.1	0,538	0,361	Valid
Y1.2	0,511	0,361	Valid
Y1.3	0,604	0,361	Valid
Y1.4	0,375	0,361	Valid
Y1.5	0,682	0,361	Valid
Y1.6	0,396	0,361	Valid
Y1.7	0,486	0,361	Valid
Y1.8	0,672	0,361	Valid
Y1.9	0,628	0,361	Valid
Y1.10	0,611	0,361	Valid
Y1.11	0,547	0,361	Valid
Y1.12	0,524	0,361	Valid
Y1.13	0,694	0,361	Valid
Y1.14	0,663	0,361	Valid
Y1.15	0,765	0,361	Valid
Y1.16	0,625	0,361	Valid
Y1.17	0,829	0,361	Valid
Y1.18	0,647	0,361	Valid
Y1.19	0,682	0,361	Valid

Source: SPSS primary data

Based on these results, the research instrument has good quality because all items are valid. This validity shows that each item in the questionnaire is relevant and able to reflect the aspects measured significantly.

The measurement results can be trusted only if in several times of measurement on the same group of subjects, relatively the same results are obtained as long as the aspects measured in the subject have not changed, to test the reliability in this study it was calculated through SPSS using the Alpha Cronbach formula. A variable is said to be reliable if it gives an Alpha Cronbach value > 0.60, if otherwise the data is declared unreliable, the reliability test of the research instrument is presented in the following table:

Table 4. Reliability Test of Research Instruments

No	Variabel	Cronbach's Alpha	Keterangan
1	School Culture	0,873	Reliabel
2	Work Commitment	0,814	Reliabel
3	School Quality	0,901	Reliabel

Based on the reliability test of each instrument in this study, it can be concluded that all points/variables in this study are reliable because they have met the requirements or standards for reliability testing. The results of the normality test using the Kolmogorov Smirnov method show that the significance results of the normality test are 0.200 where the value is greater than the

significance level of 0.05 ($0.200 > 0.05$) so that researchers can conclude that the data is normally distributed.

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		56
Normal Parameters^{a,b}	Mean	.0000000
	Std. Deviation	4.76333627
Most Extreme Differences	Absolute	.090
	Positive	.045
	Negative	-.090
Test Statistic		.090
Asymp. Sig. (2-tailed)		.200 ^{c,d}

c

Based on the results of the linearity test, it is known that the deviation from linearity value of both variables is greater than 0.05. Thus, it can be concluded that there is a linear relationship between the school culture variable (X1) and school quality (Y) and work commitment (X2) to school quality (Y).

Table 6. Linearity Test

Variable	Deviation from Linearity	Information
(X1).(Y)	0,864	Linier
(X2).(Y)	0,885	Linier

Source: SPSS primary data

Based on the results of the multicollinearity test calculations, the independent variable shows that the VIF value is 1.387, which means that the value is less than 10 ($1.387 < 10.00$), and the Tolerance value of the independent variable is 0.721, which means that the value is greater than 0.1 ($0.721 > 0.1$) so that researchers can conclude that there is no multicollinearity in the data.

Table 7. Multicollinearity Test

Variabel	Tolerance	VIF	Information
X1	0,721	1,387	Non Multikolinieritas
X2	0,721	1,387	Non Multikolinieritas

Source: SPSS primary data

Based on the results of the heteroscedasticity test using the Glejser test, there are results from each of the independent variable significances, namely school culture (X1) 0.104 and work commitment (X2) 0.531 where both values are greater than the standard significance value of 0.05, namely X1 ($0.104 > 0.05$) and X2 ($0.531 > 0.05$) so that researchers can conclude that there is no heteroscedasticity problem.

Table 8. Heteroscedasticity Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	-2.304	4.237		-.544	.589
School Culture	.124	.075	.261	1.656	.104
Work Commitment	-.062	.098	-.099	-.631	.531

a. Dependent Variable: School Quality

Source: SPSS primary data

Based on the results of data processing in the table above using SPSS, it is known that the value of the school culture regression coefficient (X1) is 0.699 and work commitment (X2) is 0.221 and the constant value is 12,600 so that the regression equation can be seen as follows:

$$\text{School Quality} = 12,600 + 0.699 + 0.221 + e$$

Based on the coefficient values from the results of multiple linear regression testing, it can be explained as follows: first, constant (a) = 12,600, is the value of school quality (Y) without any influence from the school culture variables (X1) and work commitment (X2). Second, the value of the school culture regression coefficient (X1) = 0.699. This means that for every 1% increase in school culture (X1), the school quality (Y) will also increase by 0.699. This indicates that the school culture variable (X1) provided contributes positively to school quality (Y) and the three multiple regression coefficient values of work commitment (X2) = 0.221. This means that for every 1% increase in work commitment (X2), the school quality (Y) will also increase by 0.221. This indicates that the work commitment variable (X2) provided contributes positively to school quality (Y).

Table 9. Multiple Linear Regression Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	12.600	7.003		1.799	.078
School Culture	.699	.124	.631	5.645	.000
Work Commitment	.221	.162	.152	1.362	.179

a. Dependent Variable: School Quality

Source: SPSS primary data

Based on the Determination Coefficient table, it is known that the value of R Square (R²) is 0.523. It can be concluded that the influence of school culture (X1) and work commitment (X2) on school quality (Y) is 0.523 (52.3%) and the rest (47.7%) is influenced by other variables not examined in this study.

Table 10. Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.732 ^a	.523	.519	4.78220

Source: SPSS primary data

Tabel 11. Uji T

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.600	7.003		1.799	.078
	School Culture	.699	.124	.631	5.645	.000
	Work Commitment	.221	.162	.152	1.362	.179

a. Dependent Variable: School Quality

Source: SPSS primary data

Based on table 11, the calculation results using SPSS can be explained as follows: It is known that the influence of school culture (X1) on school quality (Y) obtained a t count of 5.645. For a significance level of 0.05 and a sample size of 56, the ttable value = $t(a/2; n-k-1) = t(0.05/2; 56-2-1) = t(0.025; 53) = 2.005$. Based on the calculation results, the tcount value is $5.645 > ttable$ of 2.005 and the significance value is $0.00 < 0.05$, meaning that there is a significant influence of school culture (X1) on school quality (Y) partially and it is known that the influence of work commitment (X2) on school quality (Y) is tcount of 1.362. For a significance level of 0.05 and a sample size of 56, the ttable value = $t(a/2; n-k-1) = t(0.05/2; 56-2-1) = t(0.025; 53) = 2.005$

Based on the calculation results, the tcount value is $1.362 < ttable$ of 2.005 and a significance value of $1.79 > 0.05$, meaning that there is no significant influence of work commitment (X2) on school quality (Y) partially.

Table 12. F Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1367.067	2	683.533	29.030	.000 ^b
	Residual	1247.915	53	23.546		
	Total	2614.982	55			

a. Dependent Variable: School Quality

b. Predictors: (Constant), Work Commitment, School Culture

Source: SPSS primary data

The results of the above test can be explained as follows, comparing the value of f count with f table as can be seen in the table above, the f count is 29,030, and by looking at f table = $k; n - k = (2; 56-2) = (2; 54)$ so that the f table value is 3.17 with an error rate of 5%. From the results of the calculation, it has been found that f count is $29,030 > F$ table of 3.17 so that it can be concluded that there is a positive influence simultaneously from school culture (X1) and work commitment (X2) on school quality (Y). And therefore, the previous determination coefficient test is stated to be correct, and the magnitude of its influence is 52.3% then the remaining 47.7% is influenced by other variables not examined in this study.

The level of significance of the research calculation results with a significance level of 0.05, based on the calculation results above which shows that the significance value is $0.00 < 0.05$, it can

be concluded that there is a significant influence of school culture (X1) and work commitment (X2) on school quality (Y).

Discussion

The Influence of School Culture on School Quality

The results of the study indicate that school culture has a significant effect on school quality, as indicated by the t-value of 5.645 which is greater than the t-table of 2.005 ($5.645 > 2.005$) and a significance value of $0.00 < 0.05$. This indicates that school culture at YPI Al-Multazam Mojokerto provides a strong positive contribution to the quality of education. The school culture implemented at YPI Al-Multazam includes religious culture, academic culture, and family culture.

Religious culture is implemented through routine religious activities such as religious studies, congregational prayers, memorizing the Qur'an, and carrying out religious activities on Islamic holy days. These activities not only increase spiritual values but also shape the character of students into religious and integrity individuals. The implementation of religious culture also creates a school atmosphere that supports the formation of high morality, thus impacting the achievement of better quality education.

Academic culture is manifested in various development programs, such as school literacy movements that encourage students to read and write regularly, as well as foreign language development through additional courses and competitions. In addition, activities such as class meetings and entrepreneur days provide students with direct experience to develop social and entrepreneurial skills, which not only improve cognitive intelligence but also train emotional and practical intelligence.

Family culture is reflected in the harmonious and supportive relationships between teachers, staff, and students. The school routinely holds activities such as gatherings, joint birthday celebrations, and other social activities that strengthen relationships between individuals in the school environment. With a family atmosphere, daily interactions at school become warmer, support collaboration, and encourage motivation to achieve common goals.

This finding is consistent with the research of (Ikawati & Siswanto, 2018) which also found that school culture has a significant positive influence on school quality. The study shows that schools with a strong culture tend to produce students who are more qualified academically and in character. Therefore, strengthening school culture must be a top priority in efforts to improve the quality of education.

To support the implementation of a strong school culture, YPI Al-Multazam can develop additional programs such as cultural training for teachers and students, strengthening the synergy between academic and religious culture, and involving parents in supporting the implementation of school culture at home. With these steps, school culture can be a solid foundation in creating a conducive, sustainable, and quality-oriented educational environment.

The Influence of Work Commitment on School Quality

The results of the study indicate that work commitment does not have a significant effect on school quality. This is indicated by the t-value of 1.362 which is smaller than the t-table of 2.005 ($1.362 < 2.005$) and the significance value of $0.179 > 0.05$. One of the causes of this weak influence is the low average value on the continuance commitment dimension, which reflects the emotional attachment of teachers to schools that still needs to be improved.

Continuance commitment is a form of commitment related to the need to continue working in an organization due to external factors, such as economic stability or certain benefits. When this

dimension is weak, teachers may feel less attached to the organization, which affects their performance. According to Hasibuan (2020), factors such as adequate income, performance rewards, and clear career paths are important elements in increasing work commitment. This factor is often overlooked but has a significant impact on teacher motivation and emotional attachment.

(Tsai, 2011) also highlighted the importance of personal factors (such as individual values and intrinsic motivation), organizational factors (such as leadership and work culture), and relational factors (such as relationships with colleagues and superiors). In the context of YPI Al-Multazam, increasing work commitment can be achieved through strategies that focus on strengthening these dimensions. For example, providing performance-based incentives can increase appreciation for teachers' efforts, while professional training can help them develop their competencies and increase their self-confidence.

In addition, fostering closer relationships between teachers and school management is also important to create a conducive work climate. Activities such as regular discussions between teachers and leaders, recognition of individual contributions, and strengthening two-way communication can help build a sense of belonging to the organization. When teachers feel appreciated and supported, they will be more motivated to give their best in their work.

It is also important to pay attention to the welfare of teachers, both physically and mentally. Welfare programs such as counseling, joint recreation, and relaxation activities can help reduce work stress, which is often an obstacle to building a strong commitment. With these steps, it is hoped that the work commitment of teachers at YPI Al-Multazam can be increased so that it can make a greater contribution to the quality of education.

To support the sustainability of these efforts, schools can also consider periodic measurement of teachers' work commitment levels. This aims to identify areas that require further improvement and adjust strategies according to individual teacher needs. With a holistic and sustainable approach, work commitment can be an element that strengthens the achievement of overall school quality.

The Influence of School Culture and Work Commitment on School Quality

Simultaneously, school culture and work commitment have a significant effect on school quality, with a contribution of 52.3% ($R^2 = 0.523$). This shows that the interaction between a strong school culture and a certain level of work commitment can create a positive synergy that improves the quality of education. A positive school culture creates a conducive environment for learning, while teachers' work commitment serves as a catalyst to realize the educational programs that have been designed.

These results highlight the importance of a holistic approach in school management. YPI Al-Multazam Mojokerto has demonstrated best practices by implementing a dynamic curriculum based on the school's vision and involving all parties to create an optimal learning environment. Students are the center of attention, with an emphasis on the development of cognitive, affective, and psychomotor skills.

This dynamic curriculum not only emphasizes academic aspects but also character development through various extracurricular activities and project-based learning. Programs such as entrepreneurship day, debate competitions, and community service activities provide students with the opportunity to apply their knowledge in real situations. Teachers who have high commitment play an important role in directing students to succeed in these activities, ensuring that learning objectives are achieved optimally.

In addition, a school culture that supports collaboration between teachers, students, and parents strengthens positive interpersonal relationships. Activities such as family seminars and parent-teacher meetings create effective communication channels, ensuring that all parties have the

same understanding of the school's vision. Thus, a strong school culture and teachers' work commitment are the foundation for creating an inclusive and achievement-oriented educational environment.

However, there are still 47.7% of other variables that influence school quality but were not examined in this study. Factors such as the quality of the principal's leadership, the availability of educational facilities, and the involvement of the local community can be explored further to provide a more comprehensive picture of the determinants of school quality. Further research that includes these variables can help strengthen recommendations for more comprehensive improvements.

As a recommendation, YPI Al-Multazam can continue to strengthen the synergy between school culture and work commitment with steps such as increasing leadership training for teachers, developing an award program for outstanding teachers, and increasing parental involvement in school activities. With a planned strategy and consistent implementation, YPI Al-Multazam can continue to improve the quality of education and become a model for other schools.

CONCLUSION

Based on the results of the data analysis of the influence of school culture and work commitment on school quality at YPI Al-Multazam Mojokerto, it can be concluded that there is a significant partial influence of school culture on school quality at YPI Al-Multazam Mojokerto, which means that the better the school culture, the better the quality of schools at YPI Al-Multazam Mojokerto. There is no significant influence of work commitment on school quality at YPI Al-Multazam Mojokerto, which means that in this study work commitment is partially not the main factor or there are other variables that have a greater influence on school quality at YPI Al-Multazam Mojokerto. School culture and work commitment together (simultaneously) have a positive effect on school quality at YPI Al-Multazam Mojokerto, this means that together school culture and work commitment contribute positively to improving school quality. The magnitude of the influence is 53.6%, then the remaining 46.4% is influenced by other variables not examined in this study.

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