



## Implementing Quality Culture at SD Negeri 2 Kaliaman: A Case Study in Kembang District

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### ABSTRACT

Education quality is strongly influenced by the culture of quality within schools, which shapes collaboration, trust, and academic achievement among school members. This study aims to examine the implementation of quality culture at SD Negeri 2 Kaliaman, Kembang District, Jepara, focusing on three key elements: reliability culture, trust culture, and academic optimism. A qualitative case study approach was employed, with data collected through interviews, observations, and documentation to obtain an in-depth understanding of the strategies and practices used to develop quality culture. The findings indicate that the school has effectively fostered a culture of reliability through structured supervision, teacher motivation, and competency enhancement via training and the use of technology. Trust culture has strengthened communication and cooperation among teachers, students, and the community, while academic optimism is demonstrated through collaborative academic and non-academic activities involving teachers, students, and parents. However, challenges remain, particularly in fully integrating technology into teaching practices and bridging gaps in understanding between parents and the school. In conclusion, implementing a quality culture plays a critical role in improving educational outcomes, promoting stakeholder engagement, and creating a sustainable and competitive learning environment.

## 1. Introduction

Education plays a crucial role in shaping a nation's progress and improving the quality of life for future generations. In educational delivery, the development of character and life skills is essential to achieving educational goals, not just from a cognitive aspect but also from affective and psychomotor perspectives. This is in line with the Indonesian National Education System Law No. 20 of 2003, which states that education is a deliberate and planned effort to create a learning environment that can develop students' potential to become individuals who are

intelligent, virtuous, and equipped with the skills necessary for themselves, society, and the nation (UU No. 20/2003).

Formal education, particularly in schools, plays an active role in shaping and developing students' character. One effective way to improve the quality of education is by fostering a culture of quality within the school. Nasution's view that a quality culture in schools encompasses three main aspects: academic culture, socio-cultural culture, and democratic culture. These three aspects must be prioritized within the school environment to protect it from the adverse influence of irrelevant foreign cultures such as hedonism, individualism, and materialism (Sudrajat, 2015)

According to the Ministry of Education and Culture (Kemendikbud, 2017), a quality culture in schools is crucial for shaping students into individuals with integrity, skills, and a strong work ethic. Schools with a robust quality culture are typically recognized for several indicators, such as academic achievement, the physical and environmental conditions of the school, and the interpersonal relationships among school members. To create a quality culture, schools must focus on four important factors: measurable planning, clear organization, effective implementation, and continuous monitoring and evaluation (Kemendikbud, 2017).

Danim (2014) mentions that, in the educational context, quality refers to inputs, processes, outputs, and impacts. The first aspect is the condition of human resources, including the principal, teachers, and students. Then, material input quality includes the school's facilities and infrastructure, as well as regulations and the organizational structure that supports the school's goals. Furthermore, the importance of quality in education is driven by government efforts through regulations, such as the Republic of Indonesia's Regulation No. 19 of 2005 on National Education Standards, which aims to improve the quality of education in Indonesia.

Quality culture is not developed overnight; it is a long-term process full of challenges and resistance. It requires a commitment from all parties involved, including the principal, teachers, staff, and the surrounding community. The principal plays a vital role in creating a quality culture by implementing trust, academic optimism, and reliability in the management of education. According to the Ministry of Education and Culture (Kemendikbud, 2017), a quality culture is not just a demand but also a necessity that must become a core value in providing quality education services.

However, the implementation of quality culture in schools in Indonesia, including SD Negeri 2 Kaliaman, often faces various challenges. For example, principals may not provide sufficient feedback to teachers during supervision, and there is a lack of coordination between the principal and extracurricular coaches, which causes extracurricular activities to lack clear objectives. Additionally, some teachers struggle to establish effective communication with students, and open communication between teachers and the principal is still limited. Another issue is

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the use of monotonous teaching methods, which may affect student motivation in the learning process.

Despite these challenges, SD Negeri 2 Kaliaman has shown considerable success in implementing a quality culture. Since its establishment in 1985, the school has had a vision focused on achievement, competition, religion, and global awareness. Religious practices such as Dhuha prayer and communal Dzuhur prayer, as well as discipline activities such as the 5S culture (Smile, Greeting, Salutation, Polite, and Courteous) every morning, have become part of the culture that promotes students' character development. Another unique feature is the school's literacy activities carried out every morning, supporting the creation of a positive learning culture.

In addition to academic achievement, SD Negeri 2 Kaliaman also shows impressive non-academic achievements, such as in art, religious competitions, cleanliness contests, and student skills. Data shows that SD Negeri 2 Kaliaman has achieved various accolades in both academic and non-academic fields at the sub-district and district levels. This indicates that the quality culture implemented at this school has positively impacted the educational outcomes of the students. Given the success of SD Negeri 2 Kaliaman in implementing a quality culture, this study aims to explore in-depth how the implementation of quality culture at this school enhances the quality of education, both in academic and non-academic aspects, and contributes to achieving national educational goals.

To fully understand quality culture, it is essential first to comprehend the concept of organizational culture. Sutrisno (2018) states that to understand quality culture, one must first understand the concepts of culture and organizational culture. Organizational culture is expected to motivate school managers to work actively and creatively, guide the organization towards quality, and reflect the uniqueness of the school. In the context of schools, organizational culture includes artifacts, values, beliefs, assumptions, traditions, philosophy, feelings, expectations, and attitudes that underpin the behavior of all school members (Usman, 2019).

Quality culture is an organizational value system that creates an environment conducive to sustainable quality improvement. It consists of values, traditions, procedures, and expectations related to quality promotion, with the aim of creating an environment that supports continuous quality improvement (Choiri, 2015). In addition, Said (2015) states that quality culture is a shared system of meanings believed by all members, which distinguishes one school from another. According to Anwar (2014), community participation is vital in improving and developing educational quality in schools because the success of a program will be hindered without community support in policy planning and quality monitoring.

In this study, the quality culture in schools comprises three main elements: reliability culture, trust culture, and academic optimism culture. (1) Reliability Culture. Collective teacher reliability is the shared perception among teachers that their efforts will have a positive impact on students' learning. Reliability is a valuable asset that enhances student achievement by reinforcing the school's

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identity and goals (Hoy, 2014). Bandura (2013) emphasizes that a strong reliability culture can improve student performance by encouraging schools to set challenging goals, fostering persistence and better outcomes (Hoy & Miskel, 2013). (2) Trust Culture. Trust in schools refers to mutual trust among school community members, including teachers, students, and parents. According to Mayer (2019), trust is the willingness to rely on others based on the expectation that they will take certain actions without being supervised. Rousseau highlights that trust is essential as it fosters effective cooperation and enhances group cohesion, which in turn improves the quality of education (Priansa, 2021). Trust, both written and unwritten, develops through agreements among organization members made during formal meetings or gatherings. (3) Academic Optimism Culture. Academic optimism is the collective belief in a school's ability to achieve high educational goals. Hoy (2014) explains that this optimism results from reliability, staff trust, and a high academic focus. The academic optimism culture encourages positive attitudes towards student achievement and helps create an environment that supports continuous academic development. This optimism involves the belief that students, teachers, and parents can work together to improve learning in schools (Wijayani, 2015).

Quality culture in schools not only encompasses the quality of learning but also involves all parties in achieving educational goals collectively. According to the Ministry of Education and Culture (Kemendikbud, 2017), quality culture is the foundation for creating an environment that supports the quality of education, which includes the relationships between teachers, students, and parents. This culture must be maintained and nurtured through a sustainable process with high commitment from all parties, including the principal, teachers, and the surrounding community. Therefore, the principal plays a crucial role in realizing and sustaining this quality culture in schools. Based on this background, this study aims to analyze the implementation of quality culture at SD Negeri 2 Kaliaman, Kembang District, focusing on reliability culture, trust culture, and academic optimism culture in improving the quality of education, both academically and non-academically.

## **2. Methodology**

This study uses a descriptive qualitative approach. According to Sugiyono (2016), descriptive qualitative research is a method used to describe and explain phenomena that occur objectively in the field. This research focuses on the collection and processing of data to describe the implementation of a quality culture at SD Negeri 2 Kaliaman, which is then analyzed using existing theories to draw conclusions. The subjects of the research consist of the principal, teachers, and students. This study is a case study. According to Creswell (2014), a case study is an approach used to explore a phenomenon in real life by collecting in-depth data from various information sources. This study will reveal the planning, implementation, and impact of the quality culture at SD Negeri 2 Kaliaman.

This research was conducted at SD Negeri 2 Kaliaman, located on Jl. PLTU Tanjung Jati B, Desa Kaliaman, Kembang Subdistrict, Jepara Regency, which is a

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public elementary school serving students from diverse socio-economic backgrounds. The school has a history of promoting both academic and non-academic achievements, supported by committed teachers and staff. The research was carried out over a period of six months, from April to September 2024, allowing sufficient time for in-depth observation, interviews, and documentation collection. This extended timeframe enabled the researcher to gain a comprehensive understanding of the implementation of quality culture in daily school practices and interactions among teachers, students, and the community.

This research follows three main stages: (1) Pre-fieldwork Phase. In this phase, the researcher plans the research, selects the research location, conducts preliminary observations, submits research proposals, and obtains research permissions. Additionally, the researcher conducts a literature review to study materials relevant to the research topic. The goal of this phase is to obtain a general understanding of the field conditions. (2) Fieldwork Phase. In this phase, the researcher begins to collect data through observation, interviews, and documentation at SD Negeri 2 Kaliaman. The researcher introduces themselves to the informants, observes the teaching and learning activities and interactions within the school, and starts collecting data related to the implementation of the quality culture. The researcher also conducts in-depth interviews with the principal, teachers, and students, while noting important information from the available documents. (3) Data Analysis Phase. The collected data will be analyzed through classification, grouping, and pattern identification, which will then be organized into a systematic description. The researcher ensures data validity by performing triangulation of information from various sources, including the principal, teachers, and students.

The subjects of this research consist of three main groups: (1) the Principal (W.KS), (2) Teachers (W.GR), and (3) Students (W.PD), who serve as the primary informants providing detailed data regarding the implementation of quality culture at SD Negeri 2 Kaliaman. The researcher functions as the main instrument in this study, responsible for planning, collecting, analyzing, interpreting, and reporting the findings, ensuring the validity and reliability of the data (Moleong, 2017). To support data collection, additional instruments were employed, including semi-structured interview guidelines to explore informants' perspectives, observation checklists to systematically record school practices, and documentation protocols to gather relevant reports, records, and other supporting materials. These combined instruments allow for a comprehensive understanding of the quality culture in the school setting.

Data Collection Techniques: (1) Interviews. In-depth interviews are conducted to gather information related to the implementation of the quality culture at SD Negeri 2 Kaliaman. Interviews are held with the principal, teachers, and students, and focus on sub-themes such as reliability culture, trust culture, and academic optimism culture. These interviews are not formally structured, allowing the researcher to explore the subjects' views more deeply. (2) Observation. Observations are made to obtain a general picture of the school environment, teaching and learning activities, interactions among school members, and the implementation of quality culture. The

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researcher directly observes the activities at the school, including interactions between teachers and students, and the application of quality culture such as discipline, collaboration, and academic and non-academic achievements. (3) Documentation. Documentation is used to gather written data related to the strategies for implementing quality culture at SD Negeri 2 Kaliaman. The collected documents include school work plans (RKAS), graduation data, academic achievement data, and non-academic achievement data.

To ensure the validity of the data, this research uses four criteria: (1) Credibility. Data is tested through triangulation of sources and techniques, comparing the statements of the principal, teachers, and students. (2) Transferability. The researcher presents detailed descriptions to ensure that the findings can be understood and applied in other contexts. (3) Dependability. An audit is conducted on the entire research process to ensure consistency in data collection. (4) Confirmability. Ensuring that the research findings are derived entirely from the data collected and not influenced by researcher bias.

Data analysis in this study was conducted using an interactive model consisting of four main stages: data collection, data reduction, data presentation, and conclusion drawing. During the data collection stage, all relevant information from interviews, observations, and documentation was systematically gathered. In the data reduction stage, the researcher carefully selected, simplified, and organized the data to focus on the most relevant information. The data presentation stage involved displaying the reduced data in the form of narratives, tables, charts, and matrices to facilitate interpretation. Finally, conclusion drawing required continuous verification of emerging patterns to ensure the findings were clear, systematic, and credible, following the procedures outlined by Miles, Huberman, and Saldana (2014). This iterative process enabled the researcher to maintain accuracy and depth in interpreting the implementation of quality culture at SD Negeri 2 Kaliaman.

### **3. Results and Discussion**

This study aims to conduct a comprehensive analysis of the implementation of quality culture at SD Negeri 2 Kaliaman, located in Kembang Subdistrict, Jepara Regency, with a particular focus on three main subtopics: reliability culture, trust culture, and academic optimism culture. The research seeks to understand how these elements are integrated into the daily practices and interactions within the school, as well as how they influence both academic and non-academic outcomes. Data collection was carried out using multiple methods, including semi-structured interviews with the principal, teachers, and students, direct classroom and school observations, and examination of relevant school documentation, such as lesson plans, supervision reports, and activity records. This triangulation of data sources ensures the accuracy, credibility, and depth of the findings regarding the implementation of quality culture in the school setting.

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SD Negeri 2 Kaliaman is a public elementary school located in Kembang Subdistrict, Jepara Regency, which serves students from diverse socio-economic backgrounds. The school has shown consistent academic and non-academic achievements at the subdistrict level and has actively promoted a culture of quality through school-based management, teacher collaboration, and community involvement. The availability of basic learning facilities, structured school programs, and strong leadership support provides a conducive environment for implementing a quality culture.

This study employed a qualitative case study approach. The research process was conducted in the natural school setting to capture authentic practices related to the implementation of quality culture. Data were collected through in-depth interviews, observations, and documentation analysis. Semi-structured interviews were conducted with the principal as the key informant and teachers as supporting informants. This interview technique allowed flexibility for probing deeper into emerging issues related to reliability, trust, and academic optimism culture. Observations focused on leadership practices, teacher collaboration, and learning activities, while documentation included school programs, RKAS, and achievement records. Several guiding questions used during the interview process are presented in Table 1.

Table 1. Interview Guiding Questions

No	Interview Focus	Guiding Questions
1	Leadership Role	How does the principal promote a quality culture in the school?
2	Reliability Culture	What strategies are implemented to build responsibility and consistency among teachers and staff?
3	Supervision	How is academic supervision conducted to improve teaching quality?
4	Trust Culture	How is trust built among teachers, students, and parents?
5	Stakeholder Involvement	How are parents and the community involved in school development?
6	Academic Optimism	What efforts are made to improve students' academic and non-academic achievements?
7	Teacher Development	How do KKG and Kombel contribute to improving teacher competence?

### ***Reliability Culture at SD Negeri 2 Kaliaman***

Interviews with the Headmaster (W.KS) revealed that the school principal plays a significant role in developing a culture of reliability at the school. The principal successfully built a shared perception among teachers and educational staff, contributing to both academic and non-academic achievements. According to the Headmaster: "As the principal, our task is to manage everything at the school, including educators and education staff. I must foster a sense of ownership among the school community so that they feel responsible for doing their best." (W.KS., 15-9-2025).

Observations conducted during the study indicate that the principal of SD Negeri 2 Kaliaman implements a systematic and effective supervision process that consists of three stages: pre-observation, observation, and post-observation. During the pre-observation stage, the principal prepares by reviewing lesson plans and setting clear objectives for classroom visits. The observation stage involves directly monitoring teaching activities to identify strengths and areas for improvement. In the post-observation stage, constructive feedback is provided to teachers, helping them reflect on their practices and enhance the quality of teaching and learning. Documentation from the RKAS for the 2025/2026 academic year further confirms that this supervision process is well-organized, structured, and consistently applied, thereby reinforcing a strong reliability culture within the school and promoting accountability and professional development among educators.

Teachers at SD Negeri 2 Kaliaman also support the collective reliability culture by activating Teacher Working Groups (KKG) and the Learning Committee (Kombel). In an interview with Teacher (W.Gr1), it was explained that KKG and Kombel serve as forums to share teaching techniques and instructional materials: “We exchange information about teaching techniques, lesson materials, and teaching tools needed to improve teaching quality.” (W.Gr1., 15-9-2025). Additionally, the use of instructional modules at the school also helps develop teacher reliability. This activity supports both academic and non-academic objectives, as noted in the school's content development documents.

### ***Trust Culture at SD Negeri 2 Kaliaman***

The implementation of a trust culture at SD Negeri 2 Kaliaman is particularly evident in the relationships between teachers and between teachers and students. The Headmaster emphasized the importance of trust among teachers and staff. The Headmaster stated: “Trust at SD Negeri 2 Kaliaman is well-established because we trust and cooperate well, both among teachers and with students.” (W.KS., 17-9-2025). Observations show that communication between teachers in the KKG and Kombel activities supports the formation of trust. Furthermore, trust from the community toward the school has increased, partly due to the achievements of SD Negeri 2 Kaliaman. This is supported by the use of technology, such as the school's website, which allows the public to access information about academic and non-academic achievements. The 2025 RKAS document also revealed that the Headmaster encourages parental involvement in the school's development, strengthening the trust relationship between the school and the community.

### ***Academic Optimism Culture at SD Negeri 2 Kaliaman***

The academic optimism culture at SD Negeri 2 Kaliaman is reflected in the school's efforts to maintain achievements and provide the best services for students. The Headmaster stated that one strategy to convince external stakeholders is through achievements in various fields: “We strive to provide the best service and communicate our achievements to the public, so SD Negeri 2 Kaliaman is known as a quality school.” (W.KS., 26-9-2025). According to an interview with Teacher

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(W.Gr1), this culture of optimism is also reflected in the teachers' commitment to continuously improve and enhance the quality of learning. Teachers also offer additional study hours to help students who are struggling with academic material: "We provide scheduled extra hours to prepare for exams and offer opportunities for questions outside class hours." (W.Gr1., 29-9-2025). Regarding non-academic aspects, students are given opportunities to participate in extracurricular activities according to their interests and talents. The Headmaster also ensures that extracurricular activities under the guidance of teachers or coaches can help improve students' non-academic achievements.

### ***Main Findings***

Based on interviews, observations, and documentation, the main findings from the implementation of quality culture at SD Negeri 2 Kaliaman are: (1) Reliability Culture: Building a shared sense of ownership among teachers, staff, and students, contributing to both academic and non-academic achievements. Effective supervision implementation, intensive KKG and Kombel training, and module-based teaching. (2) Trust Culture: Establishing good communication between teachers and between teachers and students. Increased community trust in the school due to achievements and the use of information technology. (3) Academic Optimism Culture: Focusing on achieving both academic and non-academic success through guidance, remedial activities, and extracurricular programs. Increased teacher commitment to delivering quality education.

### ***Discussion***

#### ***Reliability Culture at SD Negeri 2 Kaliaman***

The findings related to reliability culture indicate strong leadership commitment from the principal in building collective responsibility among teachers and staff. Leadership commitment is a core element of quality culture, as it shapes shared values and reinforces consistent efforts toward quality improvement. The structured supervision model implemented through pre-observation, observation, and post-observation stages reflects a continuous improvement process, where instructional practices are regularly evaluated and refined (Rahman, 2023; Rachman & Suryani, 2022).

Furthermore, teacher collaboration through KKG and Kombel aligns with Usman and Pratiwi (2021), who emphasize collaborative learning as a driver of instructional quality. Module-based teaching also supports reliability by ensuring consistency and clarity in instructional delivery, as highlighted by Sutrisno (2024). These practices demonstrate that reliability culture at SD Negeri 2 Kaliaman is not incidental but systematically cultivated. According to Suryani and Fitria (2023), an integrated approach to teaching, such as the one implemented in SD Negeri 2 Kaliaman, enhances collective reliability by creating a sustainable learning environment. As a result, the school has successfully built an identity that

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emphasizes reliability as a shared value among all members of the school community, leading to better academic and non-academic performance.

### ***Trust Culture at SD Negeri 2 Kaliaman***

Trust culture at SD Negeri 2 Kaliaman reflects effective stakeholder engagement, particularly through open communication and collaboration among teachers, students, parents, and the community. Ruth and Hasan (2022) assert that trust is fundamental to sustainable school improvement. Mahmudi and Sudirman (2023) also note that strong communication within teaching teams is a cornerstone for building mutual trust. The use of the school website to disseminate achievement data represents data-driven decision making and transparency, strengthening public trust (Aminah & Widodo, 2023). Parental involvement further reinforces this trust, consistent with Wahyudi (2021) and Lestari and Mulyawati (2022), who emphasize that strong school–community relationships are essential for long-term educational success.

### ***Academic Optimism Culture at SD Negeri 2 Kaliaman***

The academic optimism culture reflects a collective belief in the school's ability to achieve high standards, supported by instructional support, remedial programs, and extracurricular activities. Setiyadi (2024) notes that academic optimism is closely linked to improved student engagement and achievement. Teachers' willingness to provide additional learning support aligns with Pratama et al. (2022) and Nursalim and Deni (2023), indicating a commitment to continuous instructional improvement. Meanwhile, extracurricular activities contribute to holistic student development, as emphasized by Kuswanto and Fadhil (2023). This integrated approach demonstrates that academic optimism at SD Negeri 2 Kaliaman is grounded in both academic rigor and personal development, consistent with Sukmawati and Riyadi (2022).

### ***Integrative Discussion of Quality Culture Implementation***

Overall, the implementation of quality culture at SD Negeri 2 Kaliaman demonstrates a comprehensive integration of key elements such as leadership commitment, continuous improvement, stakeholder engagement, and data-driven practices. The principal's strong commitment to quality serves as the foundation for all school development initiatives, providing direction, motivation, and consistent support for teachers and staff. Continuous improvement is reflected in structured supervision, teacher development programs, and the systematic evaluation of both academic and non-academic activities, ensuring that practices are regularly reviewed and enhanced. Stakeholder engagement, including active involvement of teachers, students, parents, and the wider community, strengthens collaboration and fosters shared ownership of school goals. Furthermore, the use of data-driven decision-making allows the school to identify areas needing attention, monitor progress, and make informed adjustments to teaching strategies, learning programs, and resource allocation. Collectively, these interconnected components create a

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sustainable system of school improvement, reinforcing a culture of reliability, trust, and academic optimism that supports long-term educational excellence.

#### **4. Conclusion**

This study aimed to analyze the implementation of quality culture at SD Negeri 2 Kaliaman, located in Kembang Subdistrict, Jepara Regency, with a particular focus on three main elements: reliability culture, trust culture, and academic optimism culture. Based on comprehensive findings obtained through interviews with the principal, teachers, and staff, as well as systematic observations and documentation analysis, it can be concluded that the implementation of quality culture at SD Negeri 2 Kaliaman has produced significant and positive results. The school has successfully enhanced the quality of education by fostering collaborative teacher practices, strengthening trust among students and stakeholders, and promoting optimism in academic achievements, which collectively contribute to a more effective and supportive learning environment. These outcomes highlight the importance of integrating leadership, stakeholder engagement, and continuous improvement in sustaining a quality-driven school culture.

Reliability Culture at SD Negeri 2 Kaliaman has successfully created an environment that supports collaboration between teachers, students, and the school community. The principal plays a key role in developing this culture by conducting structured supervision, which helps improve the quality of teaching and teacher performance. Trust Culture developed at this school has built positive relationships between the principal, teachers, and students. Open and respectful communication between the school and the community supports the creation of an atmosphere conducive to the development of educational quality. Academic Optimism Culture at SD Negeri 2 Kaliaman is demonstrated through various activities involving teachers, students, and parents, with the principal continually striving to motivate and encourage teachers to enhance their competencies through training and technology-based learning.

However, despite the successful implementation of this quality culture, challenges remain, particularly related to limitations in integrating technology into teaching and gaps in understanding between parents and the school regarding their roles in supporting children's education. Therefore, further efforts are needed to address these barriers, including enhancing teacher training and improving communication with parents. This study provides empirical insight into the importance of quality culture in enhancing the quality of education at the primary school level. The sustained implementation of this quality culture will positively impact the development of students' character and achievements, as well as create a more quality and competitive school.

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