JMSP (Jurnal Manajemen dan Supervisi Pendidikan)
Volume 9 Nomor 2 Bulan Maret Tahun 2025

ISSN : 2541-4429 (Online)
: 2580-3417 (Print)
Available Online in http://journal2.um.ac.id/index.php/jmsp/

The Effects of Quality Management System, Management Information Technology on Work Culture at Adventist Junior High School Bandung

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Article received: February 2025, Revision: March 2025, Approval: March 2025
DOI: 10.17977/um025v9i22054p205

Abstract: This study aims to examine the effect of Quality Management System and Management Information Technology on Work Culture at Adventist Junior High School Bandung. The research variables consist of independent variables, namely SMM and TIM, and the dependent variable, namely Work Culture. The research method used was a quantitative approach with a questionnaire instrument. Data were collected from 37 respondents who are educators at Adventist Junior High School Bandung. Validity and reliability tests were conducted to ensure the instruments used were valid and reliable. Furthermore, classical assumption tests (normality, heteroscedasticity, and multicollinearity tests) were conducted to ensure that the data qualified for linear regression analysis. The results showed that Quality Management System and Management Information Technology have an influence on Work Culture with a significance value of 0.033 and 0.002 ($p < 0.05$) and an R-Square value of 0.277, which means that 27.7% of variability in Work Culture can be explained by the use of QMS and TIM The research instruments were also declared valid and reliable, with the validity test results showing r-count > r-table and reliability test. The implications of this study suggest that the implementation of SMM and TIM in schools can enhance a more efficient and adaptive Work Culture. The findings are important for school managers to consider further investment in SMM management and TIM infrastructure in continuous training for educators to maximize the benefits of technology in creating a productive and innovative work environment. This research also enriches the literature on the central role of SMM and TEAM in shaping Work Culture in the education sector.
Keywords: Quality Management System, Management Information Technology, Work Culture

In the era of globalization and rapid technological advancement, educational institutions, including schools, are faced with the challenge of continuously improving the quality of education and operational effectiveness (Ibda, 2019). One of the main factors driving this transformation is the implementation of Quality Management Systems and the utilization of information technology to support work efficiency and foster an adaptive Work Culture (Hashim et al., 2022). As technology advances, the education system undergoes various transformations—ranging from teaching methods and learning strategies to the overall management of educational institutions (Miranda et al., 2021).

Within school environments, educators and education staff increasingly rely on information technology to perform their duties (Mahedy, 2009). The use of technological devices such as laptops and smartphones serves not only as tools in the teaching-learning process but also contributes to changes in the Work Culture within schools (Vieira & Barbosa, 2020),(Gibson et al., 2014). The implementation of Quality Management Systems integrated with information technology is expected to enhance the work effectiveness of educators and education staff, while simultaneously fostering a more productive and innovative Work Culture.

At SMP Advent Bandung, the use of digital technology has become an integral part of the Work Culture among educators and education staff. This transformation requires them to adapt to a more flexible, technology-based work system, which ultimately impacts their work patterns and professional behavior (Mercader & Gairín, 2020). In this context, information technology functions not merely as a supporting tool, but as a driving force behind changes in work systems, communication, and administrative task management within the school (Jackson & Ahuja, 2016).

The shift from a conventional to a technology-based Work Culture demands readiness and adaptation from all educators and education staff. This transformation is not always smooth, as it requires a mindset shift and institutional preparedness to manage a Quality Management System based on digital technology (Baptista et al., 2020). With adequate support from information technology, educators and education staff can work more flexibly and efficiently while maintaining productivity and the quality of educational services (Ikawati, 2021). Therefore, the development of a technology-based Work Culture becomes a crucial aspect of improving educational quality at SMP Advent Bandung.

In the digital era, media industries and technology service providers are increasingly offering innovations aimed at simplifying human tasks (Ridha Djamaluddin et al., 2023). These technology industry players and digital service providers approach consumers with various solutions that support work efficiency and the transformation toward technology-based work systems (Keyser & Keyser, 2021). The transformation of digital work culture is influenced not only by technological advancements but also by policies set by stakeholders (Hartl, 2019), changes in the competitive landscape (Massi et al., 2020), evolving consumer behavior (Nam & Kannan, 2020), and the readiness of human resources to understand the benefits of digital technology (Heydari, 2016).

Digitalization now has a broad impact on many aspects of life, including business, economy, society, culture, and education. In education, information technology has become a key factor in the transformation of Work Culture. One widely used technology is big data, which enables more efficient and effective information management (Handayani et al., 2019). As a result, the previously conventional Work Culture is beginning to adapt to a more technology-driven work system.

Among educators and education staff at SMP Advent Bandung, the transformation of Work Culture toward a digital model has emerged as a noteworthy phenomenon. Key questions arise: Why does the conventional Work Culture at this school need to change? What are the impacts on educators

and staff? What happens if digital technology becomes essential in the workplace, but some educators struggle to understand or operate it?

Based on this background, this study focuses on the process of Work Culture transformation at SMP Advent Bandung within the context of implementing a Quality Management System and information technology. This research adopts a cultural studies approach to analyze the shift from conventional work patterns to those based on digital technology. This approach was chosen because it allows for the exploration of various factors influencing Work Culture change and its implications for the effectiveness of educators and staff.

Cultural studies offer a holistic approach to analyzing cultural practices and their relation to social, political, and economic aspects. Historically, this approach has been regarded as universal and applicable in various contexts. However, in practice, it must consider the real-life dynamics of social and work environments (Habermas, 2018). It also helps reveal how power and hegemony influence Work Culture within an institution (Mander, 1987). Cultural studies do not merely seek to understand changes but also explore how structures of power, policy, and external factors shape the Work Culture at SMP Advent Bandung (Rot, 2018).

Advancements in digital technology have significantly transformed various aspects of life, including education. The influence of the digital media industry is increasingly dominant in shaping work patterns and organizational culture through the use of information and communication technologies (Mohamad Taghvaee et al., 2023). This phenomenon illustrates how certain groups or industries use digital technology to maintain control and shape user behavior—even in educational settings. At SMP Advent Bandung, changes in Work Culture have become more apparent with the increasing use of Quality Management Systems and Management Information Technology in various school operations. This transformation is closely linked to the role of digital technology in accelerating the shift from conventional to digital-based work systems. In cultural studies, this change can be analyzed through the lens of hegemony, commodification, and cultural construction theories, which explain how digital technology creates a new order in the workplace.

The digital media industry actively fosters new habits through the widespread use of digital services, both in the general public and within SMP Advent Bandung. The use of information technology in school management has increased reliance on digital devices, ultimately shaping a new Work Culture. Previously manual work systems are gradually shifting toward more flexible, technology-based models. Organizational structures and work mechanisms that once relied on conventional systems are undergoing changes due to the integration of Quality Management Systems and information technology.

Digital media, as part of information technology, is characterized by digitalization, convergence, interactivity, virtualization, and hypertextuality (de Maeyer, 2013). Digitalization enables the modernization of school management systems, while convergence integrates various forms of communication into a single platform. Interactivity allows for more efficient communication among

educators, staff, and students. Meanwhile, the virtual nature of digital media facilitates collaboration and access to information without spatial and temporal limitations.

In the context of Work Culture at SMP Advent Bandung, this transformation necessitates policies that align with ongoing changes. Key aspects of a technology-based Work Culture include: (1) flexibility in work patterns, enabling educators and staff to work more independently, (2) results-based systems to improve productivity without being bound to specific times or locations, and (3) optimization of information technology to support work effectiveness. Thus, Quality Management Systems and Management Information Technology play a crucial role in shaping a more adaptive, digitally oriented Work Culture at SMP Advent Bandung.

To ensure the optimal implementation of information technology-based systems and quality management, sufficient human resource readiness and technological infrastructure are required. The adoption of digital work models among educators and education staff at SMP Advent Bandung is closely tied to existing Work Culture practices and orientations. As digital media and supporting applications are increasingly used in the workplace, conventional Work Culture is shifting in its form, practice, and orientation. This shift may lead to a new model of Work Culture that integrates traditional work patterns with technology-based systems, creating a more flexible and adaptive culture in response to digital developments.

During this adaptation process, some educators and staff continue to maintain conventional practices while gradually adjusting to the evolving digital culture. This has given rise to a hybrid Work Culture in which traditional work practices are negotiated with the use of digital technologies. To critically understand how this Work Culture transformation unfolds at SMP Advent Bandung, the study employs methods such as observation, literature review, document analysis, and exploration of various digital media used within the school environment.

This study's analysis focuses on several key aspects: (1) the relationship between digital media and the Work Culture of educators and staff at SMP Advent Bandung, (2) the dominant role of digital technology in shaping work patterns, (3) the dynamics of negotiation in implementing a hybrid Work Culture, and (4) the commodification of digital technology in education. The findings will provide deeper insights into the impact of digital technology on the Work Culture of educators and staff at SMP Advent Bandung, particularly in assessing the extent to which hybrid Work Culture supports the modernization of work systems or undermines conventional work values rooted in local wisdom. This study focuses on educators and education staff at SMP Advent Bandung, observed directly to obtain a more comprehensive understanding of Work Culture transformation in the digital era.

METHOD

This study employs a quantitative approach to measure the influence of the Quality Management System and Management Information Technology on the Work Culture at SMP Advent Bandung. Data were collected through a questionnaire distributed to the teaching staff at the school. The questionnaire

was designed to measure variables related to the quality management system, information and communication technology, and work culture. Each respondent was asked to evaluate statements related to these variables. The population in this study consists of all educators and education staff at SMP Advent Bandung, totaling 37 individuals. The study utilized a saturated sampling technique, also known as total sampling, in which the entire population is used as the sample (Dawson, 2019), Thus, the study is considered a total population study. The data used in this research are primary data, obtained directly from the data sources. The collected survey data were analyzed using SPSS version 26.

Research Instrument

The primary instrument used to collect data is the Educational Quality Management System Assessment Instrument (IVCGE, acronym in Spanish) (Sánchez et al., 2015). The instrument used to measure Management Information Technology was adapted from Warmadewa University (Arisuniarti, 2016). Meanwhile, the instrument used to assess Work Culture was based on instruments developed by (Luturmas, 2017; Saleh & Utomo, 2018).

Table 1. Research Instruments

Variable	Dimension	Indicator	Items
(X1) Quality Management System ISO 9001:2015 (Sánchez dkk., 2015)	Teaching Readiness and Quality	Clear Lesson Plans	1, 2, and 3
		Effective Scheduling	4, 5, and 6
		Preparedness of Teaching Materials	7, 8, and 9
	Recognition of Achievement and Innovation	Reward Systems for Student Achievement	10, 11, and 12
		Recognition of Teacher Innovation	13, 14, and 15
		Award and Motivation Programs	16, 17, and 18
(X2) Management Information Technology (Arisuniarti, 2016)	Employee Access to the Use of Management Information Technology Facilities	Employees have access to use Management Information Technology and its supporting facilities, such as the internet or local networks	19, 20, and 21
		Employees can easily access Management Information Technology facilities to carry out their tasks	22, 23, and 24
	Frequency of Use of Management Information Technology	Employees actively use Management Information Technology to support task completion	25, 26, and 27
		Employees are highly dependent on Management Information Technology to complete their work	28, 29, and 30
	Utilization of Management Information	Employees use Management Information Technology,	31, 32, and 33

	Technology for Information Access	especially browsing and searching, to assist in task completion	
		Employees find information search features in Management Information Technology very helpful	34, 35, and 36
(Y) Work Culture (Luturmas, 2017; Saleh & Utomo, 2018)	Professionalism Dimension	Completing tasks according to one's capability	37, 38, and 39
		Workload corresponds to individual capabilities	40, 41, and 42
	Discipline Dimension	Employees/teachers arrive on time	43, 44, and 45
		Employees/teachers comply with applicable regulations	46, 47, and 48
	Appreciation and Recognition Dimension	Receiving recognition for good performance	49, 50, and 51
		Employees/teachers receive appropriate compensation	52, 53, and 54

RESULTS AND DISCUSSION

RESULTS

This section presents the results of the research conducted, along with a discussion of the findings. The research results consist of raw data obtained through the research methods previously described. These data were subsequently processed and analyzed to address the research questions and achieve the predetermined objectives.

Table 2. Validity Test of Variable X1

No	R-Calculated	R-Table	Description	Used/Not Use
1	0,701	0,361	Valid	Used
2	0,724	0,361	Valid	Used
3	0,606	0,361	Valid	Used
4	0,645	0,361	Valid	Used
5	0,675	0,361	Valid	Used
6	0,579	0,361	Valid	Used
7	0,530	0,361	Valid	Used
8	0,525	0,361	Valid	Used
9	0,518	0,361	Valid	Used
10	0,563	0,361	Valid	Used
11	0,653	0,361	Valid	Used
12	0,392	0,361	Valid	Used
13	0,679	0,361	Valid	Used
14	0,508	0,361	Valid	Used
15	0,418	0,361	Valid	Used
16	0,143	0,361	Not Valid	Not Used
17	0,292	0,361	Not Valid	Not Used
18	0,569	0,361	Valid	Used

Based on the calculation results, 18 items were found to be valid, as each had an r-calculated value greater than the r-table value (> 0.361). Meanwhile, 2 items were identified as invalid because their r-calculated values were less than 0.361. Therefore, 2 items from the Quality Management System instrument were excluded, and the remaining 16 valid items were retained for further analysis. The next section presents the validity test for the second X variable, Management Information Technology, as shown below:

Table 3. Validity Test of Variable X2

No	R-Calculated	R-Table	Description	Used/Not Used
19	0,526	0,361	Valid	Used
20	0,344	0,361	Not Valid	Not Used
21	0,616	0,361	Valid	Used
22	0,616	0,361	Valid	Used
23	0,585	0,361	Valid	Used
24	0,724	0,361	Valid	Used
25	0,489	0,361	Valid	Used
26	0,573	0,361	Valid	Used
27	0,635	0,361	Valid	Used
28	0,597	0,361	Valid	Used
29	0,518	0,361	Valid	Used
30	0,643	0,361	Valid	Used
31	0,533	0,361	Valid	Used
32	0,644	0,361	Valid	Used
33	0,750	0,361	Valid	Used
34	0,693	0,361	Valid	Used
35	0,560	0,361	Valid	Used
36	0,514	0,361	Valid	Used

Based on the calculation results, 18 items in the Management Information Technology instrument were analyzed. Of these, 17 items were found to be valid, as their r-calculated values exceeded the r-table value (> 0.361). However, 1 item was identified as invalid due to an r-calculated value lower than 0.361. Consequently, 1 item was excluded, and 17 valid items were retained for further analysis.The next section presents the validity test results for the Y variable, Work Culture, as shown in the table below:

Table 4. Validity Test of Work Culture Instrument (Y)

No	R-Calculated	R-Table	Description	Used/Not Used
37	0,082	0,361	Not Valid	Not Used
38	0,458	0,361	Valid	Used
39	0,702	0,361	Valid	Used
40	0,432	0,361	Valid	Used
41	0,300	0,361	Not Valid	Not Used
42	0,293	0,361	Not Valid	Not Used
43	0,469	0,361	Valid	Used

44	0,450	0,361	Valid	Used
45	0,399	0,361	Valid	Used
46	0,457	0,361	Valid	Used
47	0,441	0,361	Valid	Used
48	0,591	0,361	Valid	Used
49	0,615	0,361	Valid	Used
50	0,681	0,361	Valid	Used
51	0,585	0,361	Valid	Used
52	0,695	0,361	Valid	Used
53	0,465	0,361	Valid	Used
54	0,627	0,361	Valid	Used

Based on the calculation results, 18 items in the Work Culture instrument were analyzed. Of these, 15 items were found to be valid, with r-calculated values greater than the r-table value (> 0.361), while 3 items were invalid, as their r-calculated values were below 0.361. Therefore, 3 items were excluded, and the remaining 15 valid items were used for further analysis. The following table presents the reliability test results for all three variables:

Table 5. Reliability Test

Quality Management System	Cronbach's Alpha	N of Items
	.859	18
Management Information Technology	Cronbach's Alpha	N of Items
	.888	18
Work Culture	Cronbach's Alpha	N of Items
	.806	18

Based on Table 5, which presents the results of the reliability test for the research instruments, a dataset is considered reliable if the Cronbach's alpha value is greater than 0.60. Therefore, it can be concluded that the data from all three variables (X1, X2, and Y) are reliable. Accordingly, the questionnaire items are deemed reliable or consistent in measuring the respective variables, and thus can be used as valid tools for data collection in this study.

Table 6. Normality Test

Variable	**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**
Quality Management System	0,983	37	0,833
Management Information Technology	0,953	37	0,121
Work Culture	0,959	37	0,189

Based on Table 6, which presents the results of the normality test, it is concluded that the data are normally distributed, as all significance values are greater than 0.05. Specifically, the significance value for X1 (Quality Management System) is 0.833, for X2 (Management Information Technology) is 0.121, and for Y (Work Culture) is 0.189. The findings from the validity and reliability tests indicate

that the instruments used in this study are both valid and reliable. High validity indicates that the instrument accurately measures the variables of Quality Management System, Management Information Technology, and Work Culture, while high reliability reflects consistency in the measurement results. This is important to ensure that the collected data are trustworthy and representative. The next step is to conduct a multicollinearity test, which is used to detect the presence of strong linear relationships or high correlations between independent variables in a regression model.

Table 7. Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	Quality Management System	.950	1.052
	Management Information Technology	.950	1.052
a. Dependent Variable: Work Culture			

A dataset is considered to exhibit multicollinearity when the Tolerance value is ≤ 0.10 and the VIF value is ≥ 10. Based on the results presented in Table 7, both independent variables have Tolerance values greater than 0.100 and VIF values less than 10. Therefore, it can be concluded that there is no multicollinearity among the independent variables, and the model satisfies the multicollinearity assumptions. The next step is to conduct a heteroskedasticity test, which is presented as follows:

Table 8. Heteroskedasticity Test

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-23.826	9.709		-2.454	.019
	Quality Management System	.140	.104	.216	1.352	.185
	Management Information Technology	.215	.110	.314	1.964	.058

The results of the heteroskedasticity test indicate that when the p-value (Sig.) > 0.05, heteroskedasticity is not present; conversely, if p-value < 0.05, heteroskedasticity occurs. Based on Table 8, the significance values for both independent variables—Quality Management System and Management Information Technology—are greater than 0.05. Therefore, it can be concluded that no heteroskedasticity is present in the data used in this study. The next analysis involves the multiple linear regression test, as presented in the following table:

Table 9. Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	43.340	16.086		2.694	.011
Quality Management System	-.391	.176	-.341	-2.224	.033

Management Information Technology	.665	.197	.519	3.384	.002

A variable is considered to have a significant influence if the significance value (p-value) is less than 0.05. Based on the results in Table 9, both independent variables have a partial effect on the dependent variable. The Quality Management System has a significance value of 0.033 < 0.05, and Management Information Technology has a significance value of 0.002 < 0.05. Therefore, it can be concluded that both variables significantly influence Work Culture.

Table 10. Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.526[a]	.277	.234	3.593

Based on Table 10, which presents the results of the coefficient of determination test, the R-square value is 0.277. This indicates that 27.7% of the variation in Work Culture is influenced by the Quality Management System and Management Information Technology, while the remaining 72.3% is influenced by other variables not included in this study.

DISCUSSION

This study aims to investigate the influence of the Quality Management System (QMS) and Management Information Technology (MIT) on Work Culture at SMP Advent Bandung. The results of this study provide evidence that both variables have a significant influence on the school's Work Culture. The Quality Management System (QMS) variable shows a significance value of 0.033, while the Management Information Technology (MIT) variable has a significance value of 0.002. Both values are below the alpha level (0.05), indicating that QMS and MIT partially affect Work Culture at SMP Advent Bandung. In terms of explanation, the results of the coefficient of determination test show an R-square value of 0.277. This means that approximately 27.7% of the variation in Work Culture at SMP Advent Bandung can be explained by the combination of the Quality Management System and Management Information Technology. Although it does not explain all variations, this percentage confirms the important contribution of QMS and MIT in shaping the existing Work Culture at the school.

This is supported by several previous studies stating that the research by Hamzah et al. (2022) on the Implementation of Quality Management System on Work Culture of Employees at the Polytechnic of Health, Ministry of Health Bandung supports the findings in this study. The study shows that the Quality Management System has a significant correlation with Work Culture, both for lecturers and educational staff. There is also research stating that the implementation of the Quality Management System (QMS) has a significant impact on work culture within educational organizations (Giatman, 2017). The results of the study show that work culture contributes 16.48% to work motivation and

2.28% to school performance. This indicates that effective QMS implementation builds a more structured, disciplined, and quality-oriented work culture. In line with this, studies by (Mizanbekova et al., 2017; Schmeleva, 2017) state that improving quality standards and management systems enhances overall effectiveness within a company or institution. Even within the scope of government institutions, the study by (Rusmiarti, 2015), further reinforces that the implementation of the Quality Management System not only impacts the increase of organizational efficiency and effectiveness but also contributes to the formation of a more disciplined, professional, and quality-oriented work culture. For this process to be sustainable, continuous evaluation is required regarding how the quality management system is implemented and how employees adopt cultural values that support institutional goals (Rusmiarti, 2015) and efforts to improve the quality management system in education must be continuously carried out to achieve quality education (Fadhli, 2017). The study by (Ababneh, 2021) supports the finding that the implementation of a quality management system (QMS/TQM) affects not only work procedures but also builds and strengthens the work culture within organizations. This aligns with the finding that individual values and employee engagement are key factors in the successful implementation of TQM, which ultimately drives organizational cultural change towards greater quality. These results are in line with research showing that the implementation of the Quality Management System leads to improved work efficiency, procedural order, and better understanding of the organizational work system (Shujahat et al., 2019).

There is a finding by Hasby (2015) at an educational institution that provides empirical evidence on the influence of information technology on the institution's work culture. With the results of a simple linear regression analysis showing a regression coefficient of 0.452 and a significance level of 0.000 (< 0.05), this study demonstrates a positive relationship between the use of information technology and work culture. In addition, the R-square value of 25.4% indicates that information technology contributes to work culture, although there are still other influencing factors. Another study by (Hanaysha et al., 2023), found that effective use of Management Information Technology has a positive influence on academic performance/work culture of teachers and on students' academic performance (Ansari & Khan, 2020). Furthermore, research conducted by (Lawrence & Tar, 2018), has also proven that the integration of Management Information Technology in the context of education plays a very important role in improving the quality of education. Other findings show that information technology is not only a tool to improve productivity, but also influences the dynamics of work culture within organizations (Ma & Turel, 2019). The increased use of Management Information Technology systems in work encourages changes in interaction patterns, work expectations, and how individuals adapt to digital environments (Trenerry et al., 2021).

Other studies conducted by (Lee, 2023), also found that informal use does not significantly improve the substance of information but increases relational satisfaction. Lee (2023) stated that in addition, the use of Management Information Technology contributes to facilitating work, communication, and minimizing traditional mobility. Technology has also helped educators and

education staff at SMP Advent Bandung to minimize working time. The application of Information Technology Systems can accelerate communication, increase work efficiency, and expand the scope of collaboration. However, it also highlights the potential negative impacts, such as social isolation and unnecessary conflicts due to technology dependence (Hidayah et al., 2024). Therefore, thorough understanding and appropriate strategies are needed to create balance in the utilization of information technology systems to support a more productive and harmonious work culture (Samsudin et al., 2024).

Overall, this study reinforces previous findings on the role of the Quality Management System and Information Technology in building a more disciplined, efficient, and quality-oriented Work Culture. However, the varying contributions and impacts found in various studies indicate that other factors, such as leadership, employee involvement, and organizational readiness, also play a role in the successful implementation of quality management systems and information technology.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the research findings, it can be concluded that the Quality Management System (QMS) and Management Information Technology (MIT) have a significant influence on the Work Culture at SMP Advent Bandung. The significance value of QMS is 0.033 and that of MIT is 0.002, both of which are below the 0.05 threshold, indicating a statistically significant effect on Work Culture. Additionally, the result of the coefficient of determination test (R-square) is 0.277, showing that the combination of QMS and MIT explains 27.7% of the variation in the school's Work Culture.

For future research, it is recommended that the sample size be increased and include more schools with diverse characteristics, such as public and private schools, as well as those in urban and rural areas, in order to obtain more representative and generalizable results. Furthermore, more diverse data collection methods, such as in-depth interviews, observations, and case studies, could be used to obtain richer data and reduce subjective bias.

Future studies should also consider adding other variables that may influence Work Culture, such as leadership, school management, resource availability, and environmental factors. Conducting longitudinal studies would also be very beneficial in observing the changes and developments in the influence of QMS and MIT on Work Culture over time. Lastly, utilizing more advanced data analysis technologies, such as big data analytics or machine learning, can help identify patterns and correlations that may not be visible through conventional analysis methods. By taking these limitations into account and applying the suggested improvements, future research is expected to provide a deeper and more comprehensive understanding of the influence of QMS and MIT on Work Culture in educational settings.

SUGGESTION

In light of these findings, it is also recommended that educational institutions—particularly school administrators—strengthen the implementation of Quality Management Systems and optimize the use of Management Information Technology to support a more adaptive and performance-oriented Work Culture. Professional development programs and regular training for educators and staff should be conducted to enhance their understanding and skills in utilizing both systems effectively. Furthermore, the development of a supportive institutional policy framework and a culture of continuous improvement will be essential to ensure the sustainability and long-term impact of these initiatives. Collaboration with other schools and education stakeholders may also provide valuable insights and foster innovation in managing organizational culture in the digital era.

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