

Organizational Culture as the Foundation for the Formation of Work Ethic

Muhammad Fatih

Hasyim Asy'ari University, Jombang, Indonesia

fatih@unhasy.ac.id

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Abstract

Educational institutions continue to face low educator work ethic, reflected in poor discipline, inadequate preparation, and weak responsibility, which are largely influenced by an underdeveloped organizational culture that hampers the internalization of professionalism and ultimately affects education quality. This study aims to examine organizational culture as the foundation for the formation of work ethic in educational institutions. The research employs a qualitative approach using a library research method. Research data were obtained from various written sources, including textbooks, scientific journal articles, and previous studies relevant to organizational culture and work ethic in education. Data collection was conducted through systematic literature searching, selection, and classification, while data analysis was conducted using content analysis with a descriptive-analytical approach. The results of the literature review indicate that organizational culture plays a crucial role in shaping the attitudes, behaviors, and work commitment of educators and educational staff. Cultural values such as discipline, responsibility, professionalism, and integrity are identified as the core foundations in developing a strong work ethic. Furthermore, leadership that is consistent with organizational cultural values strengthens the internalization of work ethic within educational environments. The theoretical synthesis confirms that a strong work ethic does not emerge instantly but is formed through a positive and sustainable organizational culture. This study concludes that strengthening organizational culture is a strategic effort to enhance work ethic and improve the quality of education.

Keyword: *Organizational Culture; Work Ethic; Educational Management; Educators;*

INTRODUCTION

Educational institutions are organizations that play a strategic role in shaping the quality of human resources (Mulyana, 2023; Zaakiyyah & others,

2024). The success of educational institutions is not only determined by curricula and infrastructure but also by the quality of human resource management. Teachers, educational staff, and institutional leaders are the main actors in the implementation of quality education (D'Áez, Villa, López, & Iraurgi, 2020; Nguyen, 2019). To mobilize all these elements harmoniously, a shared value system is required. This value system is manifested in the form of organizational culture within educational institutions (Bayanova et al., 2019; Rokhim, 2026; Wahrudin, 2026). Organizational culture reflects academic values, professionalism, and moral responsibility. Through organizational culture, educational institutions build their institutional identity and character. Therefore, organizational culture serves as an important foundation for achieving educational goals.

In addition to organizational culture, the work ethic of educators and educational staff is a determining factor in the success of the educational process. In the educational context, work ethic is reflected in teachers' discipline, commitment to teaching, and responsibility in carrying out professional duties. Teachers with a high work ethic tend to demonstrate strong teaching motivation and consistency in improving learning quality. Conversely, a low work ethic can lead to a decline in the quality of educational services. Work ethic does not emerge naturally but is formed through habituation and the internalization of organizational values. Schools or campuses with a positive work culture to encourage the development of a strong work ethic. In this context, organizational culture functions as a means of shaping the work ethic of school members. Therefore, the relationship between organizational culture and work ethic is an important issue in educational management.

In reality, many educational institutions still face problems related to the low work ethic of educators and educational staff. These problems can be observed in poor attendance discipline, inadequate teaching preparation, and weak responsibility for administrative and academic tasks. Many teachers

perform their duties routinely without making efforts to improve their professional quality. This condition negatively affects the quality of learning and the achievement of educational objectives. One contributing factor is the weak organizational culture within educational institutions. The values of professionalism and integrity are often not optimally internalized. An uncondusive school culture causes work ethic to develop inadequately. If this condition persists, the quality of education will be difficult to improve sustainably.

Research conducted by Ferine et al. (2021) shows that leadership, organizational culture, conflict, and work ethic significantly affect employee job performance at educational authorities in Indonesia, with work ethic playing an important role in improving job performance (Ferine, Aditia, Rahmadana, & others, 2021). Research conducted by Siregar and Hermawan (2024) shows that strengthening management knowledge, pedagogical competence, work ethic, organizational commitment, and work motivation is an effective strategy to improve organizational culture in educational institutions (Siregar & Hermawan, 2024). Research conducted by Kareem, Aliyu, and Salimon (2025) shows that the Islamic work ethic strengthens the relationship between organizational culture and company performance, so that a good organizational culture will have a greater impact on performance when supported by a strong Islamic work ethic (Kareem, Aliyu, & Salimon, 2025).

Various previous studies indicate that organizational culture has a significant influence on teachers' work ethic. Research in educational management reveals that a strong school culture can enhance teachers' discipline and commitment. Values such as cooperation, responsibility, and professionalism have been proven to contribute positively to educators' work ethic. Several studies also emphasize that organizational culture serves as a behavioral guideline for school members. Through cultural internalization, teachers are encouraged to work according to the quality standards set by the

institution. Other studies suggest that a positive organizational culture can increase teachers' job satisfaction, which ultimately leads to an improvement in work ethic.

Other studies have also examined the relationship between organizational culture, performance, and the work ethic of educational staff. The results show that schools with a clear and consistent work culture tend to have a better work ethic. Organizational cultures that emphasize discipline and responsibility have been proven to enhance teacher professionalism. Several studies highlight the role of school principals in building and maintaining organizational culture. Leadership that is aligned with school cultural values can strengthen teachers' work ethic. However, some studies find that organizational culture is not fully understood by all school members, resulting in cultural values not always being reflected in daily work behavior. This condition indicates a gap between formulated cultural values and their implementation in practice. Therefore, more in-depth studies are still needed.

Although many studies have discussed organizational culture in education, most focus on its influence on teacher performance. Studies that specifically position organizational culture as the foundation for the formation of work ethic remain relatively limited. In addition, previous research tends to view work ethic as an outcome rather than a process built through organizational culture. The internalization of cultural values in teachers' daily work lives has also not been thoroughly examined. In fact, the formation of work ethic requires an understanding of how cultural values are applied in everyday educational practices. This study seeks to fill this gap by positioning organizational culture as the foundation for the formation of work ethic. Thus, this research offers an element of novelty in the field of educational management. The results are expected to enrich both theoretical and practical perspectives.

Based on the background described above, this study aims to analyze the role of organizational culture as the foundation for the formation of work ethic in

educational institutions. This study seeks to identify the organizational cultural values that develop within educational institutions. Furthermore, it aims to examine how organizational culture shapes teachers' work attitudes and behaviors. This study also aims to analyze the relationship between organizational culture and educators' work ethic. The results are expected to provide an empirical overview of the condition of organizational culture in education. This study is also expected to serve as an evaluation material for educational institution leaders. In addition, this study aims to provide strategic recommendations for strengthening school organizational culture. Thus, this research is expected to contribute to the improvement of educational quality.

RESEARCH METHOD

This study employs a qualitative approach using a library research design (Setiawan, 2018). Library research was chosen because the study aims to examine in depth the concept of organizational culture as a foundation for the formation of work ethic within educational institutions. This research does not involve field data collection but focuses on reviewing written sources relevant to the research topic. The data sources consist of textbooks, scholarly journal articles, previous research findings, conference proceedings, and educational policy documents. The literature was selected purposively based on its relevance, credibility, and recency. In this study, the researcher serves as the main instrument responsible for collecting, organizing, and interpreting the literature. Therefore, this research seeks to develop a comprehensive conceptual understanding of organizational culture and work ethic in education. This approach allows the researcher to explore various theoretical perspectives in depth.

Data collection was conducted through systematic searches and reviews of literature from various scholarly sources (Fitria Widiyani Roosinda, Ninik Sri Lestari, 2021). Literature searches were carried out using national and international journal databases, university libraries, and credible online sources.

The collected data include concepts, definitions, theories, research findings, and analytical results related to organizational culture and educational work ethic. The data collection process was conducted systematically by recording, categorizing, and classifying the literature according to the research themes. The research instrument consisted of a literature review guideline designed to assist the researcher in selecting and analyzing relevant sources. Each source was evaluated in terms of its validity, relevance, and contribution to the research objectives. Data validity was ensured through source triangulation by comparing different expert perspectives. Through this process, the data obtained are expected to be accurate and academically accountable.

Data analysis in this study employed content analysis using a descriptive-analytical approach. The analysis began with a thorough reading and understanding of all collected literature (Majid, 2017). Subsequently, the data were reduced by selecting information relevant to the research focus. The selected data were then presented in a systematic and logical narrative form. The researcher interpreted the data to identify patterns, concepts, and relationships between organizational culture and work ethic in education. The analysis process was conducted iteratively to ensure accuracy and consistency of the findings. Conclusions were drawn based on the synthesis of various analyzed literature sources. Thus, this study is expected to produce a comprehensive and in-depth conceptual understanding.

RESULTS AND DISCUSSION

RESULT

A. The Concept of Organizational Culture in Educational Institutions

Organizational culture is a set of values, norms, beliefs, and basic assumptions shared by members of an organization (Lubis & Hanum, 2020). In the context of educational institutions, organizational culture reflects the collective ways of thinking and acting of all members of the school community. This culture is formed through a long process involving history,

policies, and leadership practices. The values embedded in organizational culture serve as behavioral guidelines for teachers and educational staff. Organizational culture is not merely symbolic but is also manifested in daily activities. For example, a culture of discipline is reflected in punctuality and adherence to rules. A culture of collaboration is evident in patterns of interaction among teachers and staff. Thus, organizational culture becomes the core identity of an educational institution.

Educational management scholars argue that organizational culture plays a strategic role in achieving institutional goals. A strong organizational culture is capable of creating alignment between the institution's vision and individual behavior. In educational institutions, organizational culture is often embodied in academic and moral values. These values serve as the foundation for shaping the professional character of educators. Organizational culture also functions as an unwritten form of social control. Through culture, members of the school community understand behavioral boundaries and work expectations. A positive culture encourages mutual respect and responsibility. Therefore, organizational culture directly contributes to the educational work climate.

Organizational culture in education cannot be separated from the role of institutional leaders, such as principals or rectors (Riveras-León & Tomàs-Folch, 2020). Leaders act as the primary agents in shaping and instilling cultural values. Leadership exemplarity is a crucial factor in the internalization of organizational culture. When leaders consistently apply agreed-upon values, organizational culture becomes stronger. Conversely, leadership inconsistency can weaken organizational culture. Organizational culture is also influenced by policies and reward systems. Fair and transparent systems reinforce values of trust. Thus, organizational culture is the result of interactions among various elements within educational institutions.

In educational studies, organizational culture is often associated with the quality of learning and teacher performance. A conducive school culture encourages teachers to innovate in their teaching practices. Values of professionalism and commitment are integral components of such a culture. A supportive work environment creates a sense of comfort and security for educators. This condition affects teachers' motivation and work enthusiasm. Weak organizational culture tends to create an unproductive work climate, which can negatively impact the quality of educational services. Therefore, strengthening organizational culture is a strategic necessity for educational institutions.

Literature reviews indicate that organizational culture is not static but dynamic and can be developed. Educational institutions need to conduct regular cultural evaluations. These evaluations aim to ensure alignment between organizational culture and contemporary demands. Social and technological changes require adaptive organizational cultures. However, core values such as integrity and responsibility must be preserved. An adaptive organizational culture enhances the competitiveness of educational institutions. Thus, understanding organizational culture serves as an essential foundation in the study of educational management.

B. Work Ethic of Educators and Education Personnel

Work ethic is a mental attitude that reflects a person's spirit, commitment, and sense of responsibility toward their work (Prayogi, Asmuni, & Nasution, 2023). In the educational context, educators' work ethic is a key factor in the success of the learning process. Teachers with a high work ethic demonstrate dedication and professionalism in teaching. Work ethic is also reflected in teachers' readiness to plan and implement learning activities. In addition, work ethic is closely related to discipline and consistency in carrying out duties. Work ethic concerns not only outcomes but also the work process itself. A positive attitude toward work is a primary indicator of a

strong work ethic. Therefore, work ethic holds a strategic position in the field of education.

Various literature studies indicate that work ethic is influenced by both internal and external factors. Internal factors include motivation, personal values, and professional commitment. Meanwhile, external factors encompass the work environment and organizational culture. In educational institutions, a supportive environment strengthens teachers' work ethic. Conversely, an uncondusive work environment can reduce work motivation. Work ethic is also associated with job satisfaction and educators' well-being. Teachers who feel appreciated tend to exhibit a higher work ethic. Thus, work ethic cannot be separated from the organizational context of education.

Educators' work ethic also reflects the moral and professional quality of teachers (Dasalla & Guevara, 2024). Values such as honesty, responsibility, and hard work are integral components of work ethic. In education, teachers' work ethic has a direct impact on students. Teachers with a strong work ethic serve as role models for learners. High-quality learning processes emerge from a strong work ethic. Therefore, work ethic has long-term implications for educational quality. Educational institutions need to pay attention to the development of teachers' work ethic. Such efforts can be carried out through training and professional development programs.

Previous studies also show that the work ethic of educational staff plays an important role in supporting educational services. Administrative staff with a high work ethic contribute to organizational efficiency. Collaboration between teachers and educational staff requires aligned work ethics. Low work ethic can hinder the smooth functioning of educational processes. Therefore, the development of work ethic should involve all elements of educational institutions. Work ethic development must be carried out continuously. This indicates that work ethic is a collective responsibility of the organization.

Work ethic in education is not formed instantly but through a process of habituation (Batubara, Wau, & others, 2021). This process is influenced by the values upheld by educational institutions. Organizational culture plays a major role in shaping work ethic. Values of hard work and responsibility must be consistently instilled. Thus, work ethic becomes the result of the internalization of organizational culture. Literature emphasizes the importance of a systemic approach in developing work ethic. This approach positions organizational culture as the main foundation. Therefore, work ethic should be understood as a product of educational organizational culture.

C. Organizational Culture as the Basis for Forming Work Ethic in Education

The literature review indicates a strong relationship between organizational culture and work ethic in educational institutions. Organizational culture provides values and norms that shape educators' work attitudes. Through organizational culture, work ethic is systematically instilled. Values such as discipline and professionalism form the foundation of teachers' work behavior. A strong organizational culture creates clear work standards that serve as guidelines in carrying out educational duties. Thus, organizational culture functions as the foundation for the formation of work ethic. This relationship highlights the importance of strengthening culture in education.

Organizational culture plays a role in shaping educators' perceptions of their work. When organizational culture values performance and dedication, work ethic tends to increase. Conversely, a culture that is permissive toward violations can weaken work ethic. The literature emphasizes that consistency in cultural values is a determining factor. The internalization of culture occurs through social interaction and leadership role modeling. This process shapes sustainable work attitudes. Work ethic is not merely individual but collective in nature. Therefore, organizational culture

serves as a medium for developing shared work ethic.

In the educational context, organizational culture functions as an instrument for fostering teachers' work ethic. Cultural values such as responsibility and commitment are internalized through school policies. Organizational culture is also reflected in evaluation and reward systems. Fair and transparent systems strengthen educators' work ethic. The literature shows that teachers respond adaptively to organizational culture. When the culture supports professional development, work ethic increases. Thus, organizational culture has a direct impact on teachers' work behavior. This indicates a strong causal relationship between organizational culture and work ethic.

Educational organizational culture also influences the sustainability of work ethic. Work ethic developed through culture tends to be more stable and consistent. This differs from work ethic driven solely by temporary motivation. Organizational culture creates a value system that binds all members of the school community. This system fosters long-term commitment to work. The literature emphasizes the importance of internalizing cultural values. This process requires time and consistency. Therefore, organizational culture represents a long-term investment in the development of work ethic.

The literature review confirms that organizational culture is the primary foundation for the formation of work ethic in education. Organizational culture shapes educators' attitudes, behaviors, and work commitment. A strong work ethic emerges from a positive and consistent culture. Consequently, strengthening organizational culture becomes a strategic approach to improving educational quality. Educational institutions need to design policies that support cultural internalization. This literature review provides a theoretical foundation for the study and serves as the basis for further analysis. Thus, organizational culture and work ethic are two

closely interconnected concepts.

DISCUSSION

The results of the literature review indicate that organizational culture and work ethic are two closely interrelated concepts within the context of educational institutions. Organizational culture functions as a framework of values that shapes educators' mindsets and work behaviors. Various organizational management theories emphasize that shared values and norms influence individual work attitudes. In education, organizational culture is not merely administrative in nature but is also imbued with moral and academic values. Educators' work ethic develops through the continuous internalization of cultural values. The literature review reveals that work ethic does not emerge spontaneously but is formed through a conducive work environment. Thus, organizational culture can be understood as the primary foundation for the formation of work ethic. This theoretical synthesis affirms that strengthening organizational culture is a prerequisite for improving educators' work ethic.

The synthesis of organizational culture theory positions values, norms, and symbols as key elements influencing work behavior. In educational institutions, professionalism, responsibility, and integrity constitute the core values of organizational culture. These values are internalized through policies, leadership role modeling, and daily work practices. The literature review demonstrates that consistent cultural internalization fosters positive work attitudes. Educators' work ethic is subsequently reflected in discipline, commitment, and the quality of instruction. Work ethic theory emphasizes that work attitudes result from the interaction between individuals and their environment. An educational environment characterized by a strong culture will reinforce teachers' work ethic. Therefore, organizational culture functions as a systematic mechanism for shaping work ethic.

The literature review also indicates that leadership plays a crucial role in linking organizational culture and work ethic. Educational leaders act as primary

agents in transforming cultural values. Leadership by example strengthens the internalization of culture among educators. Educational leadership theory emphasizes that consistency between leaders' values and actions reinforces organizational culture. When leaders implement values of discipline and professionalism, teachers' work ethic tends to improve. Conversely, inconsistencies between communicated values and leadership practices can weaken organizational culture. The literature review shows that work ethic built through role modeling is more sustainable. Thus, leadership serves as a reinforcing factor in the synthesis of organizational culture and work ethic.

The theoretical synthesis further demonstrates that organizational culture functions as a system of social control influencing educators' work behavior. This control is unwritten yet effective because it is grounded in shared values. In educational settings, social control through culture is more readily accepted than formal control mechanisms. The literature review reveals that teachers tend to adjust their work behavior to prevailing norms. Work ethic is formed through processes of habituation and social adaptation. Organizational socialization theory explains that individuals learn values and norms through social interaction. This process strengthens work ethic as part of professional identity. Consequently, organizational culture serves as a means of collectively internalizing work ethic. This synthesis clarifies the mechanism underlying the relationship between organizational culture and work ethic in education.

Based on the discussion of the literature review findings, it can be synthesized that organizational culture constitutes a fundamental basis for the formation of work ethic in educational institutions. Organizational culture provides values and norms that shape educators' work attitudes. A strong work ethic emerges from a consistent and positive organizational culture. The theoretical synthesis indicates that the development of work ethic requires a systemic and sustainable approach. Educational institutions need to integrate cultural values into all aspects of management. Strengthening organizational

culture should involve leaders, teachers, and educational staff. Therefore, improving work ethic cannot be separated from strengthening organizational culture. This synthesis provides a strong theoretical foundation for the development of educational management. The findings of this review are expected to serve as a reference for future research and educational practice.

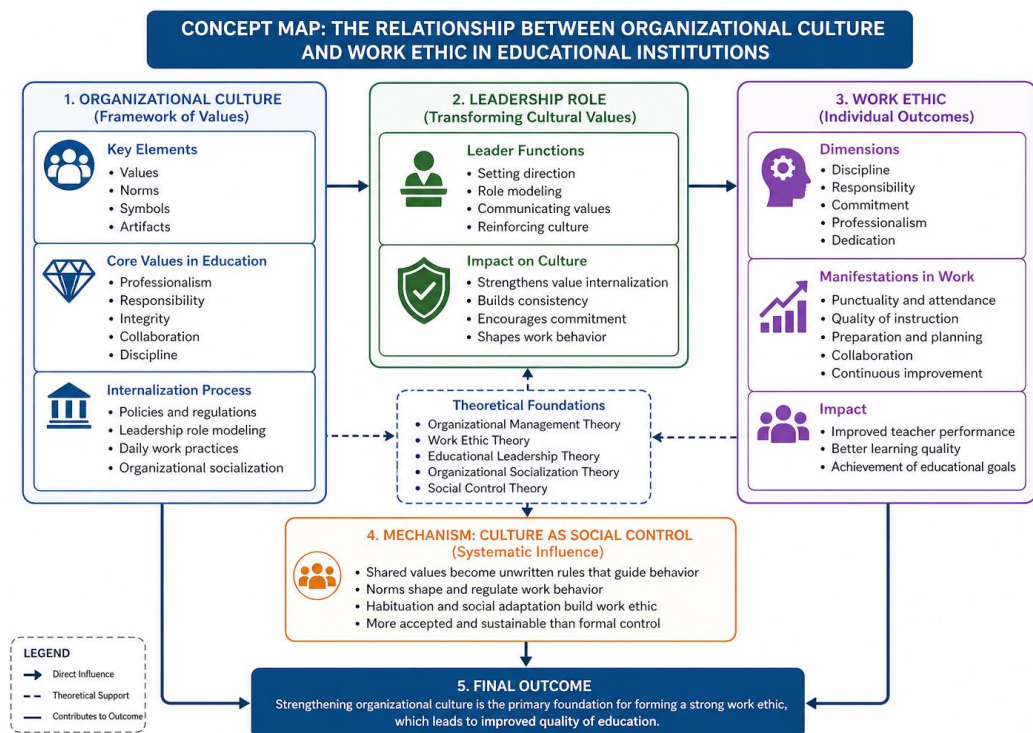


Figure 1 The Relationship Organizational Culture and Work Ethic in Educational

CONCLUSION

Organizational culture plays a fundamental role in shaping the work ethic of educators and educational staff within educational institutions. As a system of shared values and norms, it influences attitudes, behavior, behaviors, discipline, responsibility, and professional commitment. A positive organizational culture encourages educators to perform their duties responsibly and consistently, while leadership that is aligned with these cultural values strengthens the internalization of a strong work ethic. Thus, organizational culture serves not

only as a guide for behavior but also as a strategic foundation for improving educators' work ethic and achieving better educational quality.

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