



Exploring organizational culture, quality assurance, and performance in higher education

ABSTRACT

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This study aims to examine the relationship between organizational culture, quality assurance, and organizational performance, and test the quality assurance can be a mediator in their relationship. The research design uses quantitative methods using a questionnaire instrument. The sample is determined based on the Slovin formula. Data were analysed using Partial Least Square (PLS). This research found that organizational culture can influence organizational performance and quality assurance. Also, quality assurance influences organizational performance positively and significantly. The mediation testing found that quality assurance can positively and significantly be a mediator in the relationship between organizational culture and organizational performance. This research indicates that the organizational culture climate has a very strategic role in driving the performance and implementation of the organization's quality assurance in higher education.

Keywords: organizational culture, quality assurance, organizational performance, Islamic higher education

| DOI:10.18860/mec-j.v3i2.7529

INTRODUCTION

Organizational culture in any part of the world has a very vital role in any organization. To encourage an organization to improve its performance and maintain it continuously, it requires an organizational culture. In-depth studies have shown that organizational culture plays a role in improving employee performance (Ali Alsheikh, Abd Halim, Ahmad Alremawi, & Bin A Tambi, 2018; Biswas, 2009) and organizational performance (Alghamdi, 2018; de Hilal, Wetzel, & Ferreira, 2009; Dong-qin, Surname, & Surname, 2006; García-Fernández, Martelo-Landroguez, Vélez-Colon, & Cepeda-Carrión, 2018; Gorondutse & Hilman, 2018; Ibrahim, Mahmood, & Bakar, 2018; Lu & Li, 2008; Mallak et

al., 2003; Ogbonna & Harris, 2000; Yesil & Kaya, 2013; Yu & Wang, 2018), developing flexibility (Weihong & Dan, 2008), effectivity (Deem, DeLotell, & Kelly, 2015; B. T. Gregory, Harris, Armenakis, & Shook, 2009; I. P. Gregory, Coleman, & Cooper, 2001; J. H. Kim, Kim, & Kim, 2011; Zheng, Yang, & McLean, 2010), leadership and innovation (Purwadita, Sudiro, Mugiono, & Idris, 2018; A. Sani, Wekke, Ekowati, Abbas, & Idris, 2018; Achmad Sani, Ekowati, Wekke, & Idris, 2018), and organizational efficiency (Aktaş, Çiçek, & Kiyak, 2011). Manufacturing and service industries are required to develop a conducive and innovative organizational culture always to be able to survive and compete with other organizations in the future (Hogan & Coote, 2014; Imam, Abbasi, Muneer, & Qadri, 2013; Ouchi & Wilkins, 1985; Pietersen, 2017).

To encourage performance improvement, organizations must periodically evaluate and control quality. The government also continues to encourage universities to adopt and follow external quality assurance standards both nationally and internationally such as accreditation, ISO standards, and world-class universities and credible audit and assessment institutions both at the ASEAN and Asian levels and even at the international level. It is to be able to foster a culture of excellence and produce quality universities to produce superior graduates. However, in practice, not a few universities in Indonesia implement half-hearted quality assurance or only carry out administrative processes to meet accreditation targets. It can be said that not all tertiary institutions have an awareness of the importance of quality assurance. Higher education institutions in Indonesia, especially Islamic tertiary institutions which have already implemented and formed an internal quality assurance unit, have not been maximized in implementing quality assurance systematically and measurably. In general, there are several obstacles or deficiencies in the implementation of quality assurance at Islamic universities including (1) low leadership capability, (2) low commitment from leaders and lecturers, (3) mental attitude of lecturers who are less supportive in implementing the learning process, and (4) the low quality of service to students (Nirmalawati, 2009).

To ensure quality assurance is well implemented and to get a good increase in organizational performance, it is necessary to have other factors that support higher education in encouraging high performance such as organizational culture. Organizational culture can be one of the main instruments in triggering excellent organizational performance (Kotter & Heskett, 2011). It can occur with a culture that develops support for the organization's strategy and can answer or overcome environmental challenges quickly. Organizational culture is also capable of being a critical factor in organizational success but, at the same time, can also be a significant factor in organizational failure (Balthazard, Cooke, & Potter, 2006; Schein, 1985). Organizational culture differences in each organization require that organizations always adapt to the circumstances that develop in their work environment (Ibrahim et al., 2018). Previous studies regarding the relationship between organizational culture and organizational performance can be seen in the results of Xenikou and Simosi (2006), Shiva and Suar (2012) and Yildirim and Birinci (2013). They found a strong relationship between organizational culture and organizational performance. The same relationship regarding cultural influences on performance was also confirmed by several studies that showed positive and significant findings (Ali Alsheikh et al., 2018; Ibrahim et al., 2018; Imam et al., 2013; Yu & Wang, 2018). Meanwhile, the relationship between quality assurance and organizational performance was investigated by Al Ghamdi (2018), who found that organizational culture can be a predictor of organizational performance. However, none of the previous studies has tried to investigate the role of quality assurance in the relationship between organizational culture and organizational

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performance. Thus, this study was conducted to confirm empirically about the relationship between organizational culture, organizational performance, and quality assurance and to test quality assurance as a mediator in the relationship between organizational culture and organizational performance.

LITERATURE REVIEW

Organizational culture

For the past two decades, experts have been very concerned about organizational culture. Culture is an integrated pattern of human behavior consisting of thoughts, language, actions, and other products. Organizational culture influences how things work in the organization (Ibrahim et al., 2018). The culture of the organization will also change the attitudes and behavior of all members of the organization. An influential culture in an organization can provide coercion or encouragement to its members to act or behave as expected by the organization (T. Kim & Chang, 2019). Robbins and Timoty (2009) stated that culture is a system of shared meanings shared by members of an organization that distinguishes the organization from other organizations. Organizational culture is a system of values obtained and developed by the organization and the essential habits and philosophies of its founders, which are formed into rules that are used as guidelines in thinking and acting in achieving organizational goals. A culture that grows to be healthy can drive the organization towards better development (S. P. Robbins, 2003).

Hogan and Coote (2014) explained that organizational culture is a pattern of underlying assumptions found or developed by a group of people when they learn to solve problems, adapt to the external environment, and integrate with the internal environment. This fundamental assumption has been proven to be well applied to solve the problem it faces and is considered valid. Therefore, it is taught to new members as an appropriate way to perceive, think, and have a strong understanding of the relationship problem. Besides, Luthans (2006) indicated that Organizational culture is the norms and values that direct the behavior of members of the organization. Each member will behave by the prevailing culture to be accepted by the environment.

Meanwhile, according to Robbins and Coulter (2007), organizational culture refers to innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability. Each organization has a different culture that can distinguish between one organization with another organization. This culture will encourage someone to behave in a particular organization. Culture can affect all the activities of employees in the organization whether they work, how to look at work, work with colleagues, and look to the future (S. P. Robbins & Timothy, 2009).

Quality Assurance

Quality assurance is all plans and systematic actions that are important to provide trust that is used to satisfy the particular needs of quality. These needs are a reflection of customer needs that need to be achieved, maintained, and improved that becomes a quality service (Bejan et al., 2015).

The ISO international standardization institute provides a quality assurance definition as part of management in the form of systemic planning and activities that are focused on assuring that quality requirements have been met. Meanwhile, Minister of Education Regulation No.63 of 2009 concerning the Education Quality Assurance System describes education quality assurance as a systemic and integrated activity by educational units or

programs, organizers of educational units or programs, local governments, the Government, and the community to increase the level of intelligence of the nation's life through education (Lestari, 2012). In general, it can be assumed that quality assurance is all planned and systematic actions that are implemented and demonstrated to provide sufficient confidence that the resulting product will satisfy customer needs for a certain level of quality.

The purpose of quality assurance is to assist in continuous improvement through best practices and be willing to innovate, to make it easy to get help, both financial loans in the form of assistance from facilities from reputable and trusted institutions. Also, it is to provide information to the community according to the target and time consistently (Alzafari & Ursin, 2019).

Meanwhile, the purpose of the quality assurance system according to the education unit as written in the Minister of Education 63 of 2009 article 41 is intended to fulfill minimum service standards within two years of the issuance of the principle permit for establishment or opening and operation of educational units or programs. Also, it gradually meets national education standards within the medium-term framework stipulated in the strategic plans or education programs (Ariani, 2003). Based on several types of services, identify five groups of characteristics used by customers in evaluating the quality of services, including tangibles, which include physical facilities, equipment, employees, and communication facilities. Second, reliability is the ability to fulfill the promised service immediately and satisfactorily. Third, responsiveness refers to the desire of staff to help customers and provide services responsively. Fourth, assurance that includes the ability, courtesy, and trustworthiness of staff or free from risk or doubt. The last is empathy, which includes ease in making good communication relationships, and understanding the needs of customers.

Organizational Performance

The concept of organizational performance is related to the survival and success of an organization. One of the organizational goals is to maintain a competitive advantage and achieve high performance. Organizational performance is a reflection of the way the organization in maximizing tangible assets and intangible assets of the organization to achieve its objectives (S. Robbins & Coulter, 2007). According to Mangkunegara (2005), performance is the result of the quality and quantity of work achieved by an employee in carrying out his duties by the responsibilities given to him. While As'ad (1998) stated that performance is the result achieved by someone according to the applicable measurement for the work in question. In addition, performance is a measure that can be used to determine the comparison of the results of the implementation of tasks, responsibilities given by the organization in a certain period and can be used relative to measure organizational performance.

There are many ways to measure performance. However, in general, organizational performance measurement can be grouped into non-financial performance measurement and financial performance measurement (Pituringasih, 2011). Supriyanto (2008) revealed that the performance measurement in higher education is based on the realization of Tridharma of Higher Education (teaching, research, and service community) at a particular time. In addition, to improve the competitiveness of institutions, it is necessary to strive for indicators of higher education performance including a) the quantity and quality and relevance of admissions and graduates, b) the quantity and quality and relevance of research and development results, and c) the quantity and quality and relevance of activities community service (Brodjonegoro, 2004). The higher

the quantity and quality of the implementation of the Tridharma of Higher Education carried out by the lecturer, the higher the level of performance of the higher education. Thus, the performance of an institution includes non-financial performance consisting of the level of accreditation, the number of student admissions each year, the number of student graduations, and the implementation of Tridharma of higher education). Meanwhile, financial performance can be seen from the high level of income, which consists of the number of student admissions each year and the acquisition of research grants and expenses (Pituringsih, 2011).

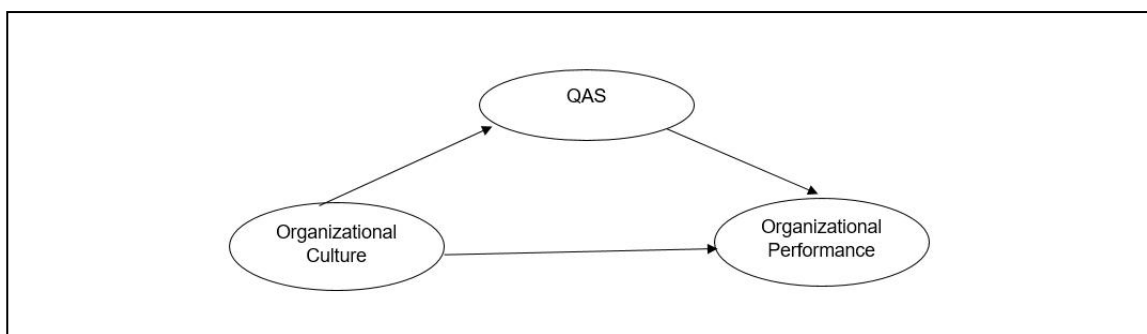
Performance is a measure of organizational success, the extent to which it is moving and the extent to which it has reached its target. Organizational performance can be seen from various sides, both in terms of individuals, groups, and the organization as a whole. Individually, for example, it can be seen by looking at the extent to which employee performance reaches targets. As a group, it can also be understood from how teamwork works, and organizationally can be seen from the overall performance of the organization, for example, the extent to which the vision and mission achieved, organizational profitability, and out or the outcome produced reaches the target or not. Thus, organizational performance can be an evaluation of the leadership style applied by leaders whether the leadership is effective and successful or not.

Conceptual Framework and Hypotheses

The system of values or norms that exist within an organization is a value system that guides the members of the organization to behave and run the organization by the direction of goals that have been set together (S. Robbins, 2009). The statement can be assumed that, when all members of the organization implement or run the wheels of the organization based on the culture that becomes a collective agreement within the organization, then they will not deviate from what has become the goal of the organization. Thus, in general, the goals of the organization are closer to being achieved. Xenikou and Simosi (2006) and Marasabessy (2008) found that culture plays a vital role in improving organizational performance. It was confirmed by the findings of Shiva and Suar (2012), Ibrahim (2018), and Imam et al. (2013) that found organizational culture has a direct effect on organizational performance. Also, Yildirim and Birinci (2013) and Yu and Wang (2018), in their research, also found that culture directly influences organizational performance. Marasabessy (2008), Abroza (2015) and Asy'ari (2013) identified that organizational culture in higher education has a significant role in developing organizational performance.

Furthermore, relating to the relationship between organizational culture and quality assurance, Christianingsih (2011), Al Ghamdi (2018), and Lestari (2012) found that to be able to implement the system properly within an organization, it is necessary to have a culture that can support the implementation of the system. In other words, quality assurance can be implemented directly and indirectly well and optimally if it is supported by a high organizational culture.

Based on theoretical and empirical understanding, the conceptual framework and hypotheses are arranged as follows.

Figure 1. Conceptual model

- (1) Hypothesis 1: Organizational Culture Influences Organizational Performance
- (2) Hypothesis 2: Organizational Culture influences Quality Assurance
- (3) Hypothesis 3: Quality Assurance Influences organizational performance
- (4) Hypothesis 4: Quality Assurance mediates the relationship between organizational
- (5) culture and organizational performance.

METHOD

This research was classified in explanatory research with data analysis using PLS. The independent variable is organizational culture (X) with indicators consisting of norms, discipline, stability, attitudes, and aggressiveness (Mano, 2014). Meanwhile, the dependent variable is organizational performance (Y) with indicators consisting of financial performance measurement and non-financial performance measurement. Financial performance was measured from the level of absorption of the budget and the level of income from research grants obtained by Islamic higher education institutions every year (Pituringasih, 2011). Moreover, Non-Financial performance is measured based on non-financial performance measurements at tertiary institutions consisting of the level of accreditation, the number of student admissions, the number of lecturers' research, and community service each year (Brodjonegoro, 2004). Quality assurance system (Z) is a mediating variable with indicators consisting of tangibles, reliability, responsiveness, assurance, and empathy. All variables were measured using 5 Likert scales.

The sample was determined using the Slovin formula (Sevilla, 1992) as follows.

$$n = \frac{N}{1 + Ne^2}$$

Inf:

n = Samples

N = Population

e = Error Tolerance

To calculate the existing sample first is determining the tolerance limit, and in this study, the error tolerance is set at 10%. Thus, then the sample can be calculated according to the total population of the object of research, with a total of 1019 employees. The sample used was 91 employees from Islamic Higher education institution.

$$n = N / (1 + N \cdot e^2)$$

$$n = 1019 / (1 + 1019 \times 0,1^2)$$

$$n = 1019 / (1 + 1019 \times 0,01)$$

$$n = 1019 / (1 + 10.19)$$

$$n = 1019 / (11.19)$$

$$n = 91.0634 (91)$$

Partial least squares (PLS) analysis was used for data analysis. It is relevant for samples of less than 200 (Chin, 1995). Smart PLS version 3 is the software used in testing the model. In this study, three paths were proposed in the measurement model. Thus, the sample size of 91 exceeded the minimum requirement of 50.

RESULTS AND DISCUSSIONS

Measurement Model

The first stage in PLS analysis is to assess the construct validity and reliability. Validity can be seen through the convergent validity and discriminant validity. Convergent validity is seen from Loading Factor value and Average variance extracted (AVE). An instrument is said to meet the test of convergent validity if it has a loading factor exceeding 0.6 (Ghozali, 2006) and AVE above 0.5 (Chin, 1995). The convergent validity of the variables is presented in Table 1.

Table 1. The convergent validity is measured by the value of loading factors of all variables.

Variables	Indicators	Loading Factor	Cut off	Inf.
Organizational Culture (X)	X.1	0.748	0.6	Valid
	X.2	0.766	0.6	Valid
	X.3	0.732	0.6	Valid
	X.4	0.767	0.6	Valid
	X.5	0.670	0.6	Valid
Quality Assurance (Z)	Z.1	0.808	0.6	Valid
	Z.2	0.817	0.6	Valid
	Z.3	0.774	0.6	Valid
	Z.4	0.768	0.6	Valid
	Z.5	0.783	0.6	Valid
Organizational Performance (Y)	Y.1	0.718	0.6	Valid
	Y.2	0.810	0.6	Valid

As table 1 shown, the value of loading factors exceeds 0.6 ranging from 0.674 to 0.817, which indicates adequate validity from all variables. The value of loading factors exceeds the minimum criteria, which mean that all variables are valid. It can be concluded that the model used to explain the relationship of all indicators with their latent variables, organizational culture, quality assurance, and organizational performance is declared

valid as it has fulfilled the criteria for measuring convergent validity > 0.6 . Therefore, these indicators can be declared valid to measure the variables.

Factor analysis is used to test the validity measurement. Discriminant validity is measured by Cross Loadings. Loadings of 0.55–0.62 are considered adaptable, 0.63–0.70 are considered very good, and above 0.71 are considered excellent (Ghozali, 2006). Discriminant validity was assessed by checking loadings to see that the value within the same construct correlates highly amongst themselves. As shown in table 3, The bold and italic values are higher than across the column. Thus, all items have loadings higher than the acceptable level.

Table 2. The value of cross loading used to measure the discriminant validity, which compares the values of one variable to others in the same column.

Variables	Organizational Culture	Organizational Performance	Quality Assurance
X.1.1	0,748	0,610	0,570
X.1.2	0,709	0,486	0,617
X.2.1	0,766	0,448	0,624
X.2.2	0,737	0,601	0,663
X.3.1	0,732	0,528	0,659
X.3.2	0,803	0,639	0,709
X.4.1	0,767	0,574	0,686
X.4.2	0,755	0,531	0,555
X.5.1	0,670	0,446	0,501
X.5.2	0,678	0,502	0,642
Y.1.1	0,499	0,718	0,338
Y.1.2	0,470	0,708	0,357
Y.2.1	0,607	0,803	0,404
Y.2.2	0,554	0,778	0,395
Y.2.3	0,650	0,811	0,518
Z.1.1	0,605	0,336	0,808
Z.1.2	0,677	0,408	0,817
Z.1.3	0,655	0,456	0,774
Z.1.4	0,608	0,338	0,768
Z.1.5	0,775	0,521	0,783

The second stage is to assess the construct reliability by measuring the value of Average Variance Extracted (AVE), Cronbach Alpha, and Composite Reliability. The criteria for each of these tests is that if AVE has a value greater than 0.5, Cronbach alpha is higher than 0.6, and composite reliability is higher than 0.7; then it is declared reliable (Ghozali, 2006).

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Table 3. The results of average variance extracted (AVE), alpha Cronbach, and composite reliability.

Variables	AVE	Cut off	Alpha Cronbach	Cut off	Composite Reliability	Cut off	Inf.
Organizational Culture (X)	0.544	0.5	0.907	0.6	0.922	0.7	Reliable
Quality Assurance (Z)	0.624	0.5	0.850	0.6	0.892	0.7	Reliable
Organizational performance (Y)	0.585	0.5	0.822	0.6	0.875	0.7	Reliable

As table 3 shown, all variables exceed the acceptable criteria, which indicate adequate reliability. The value of AVE is above 0.5, and composite reliability is above 0.7. Also, Alpha Cronbach exceeds 0.6, ranging from 0.822 to 0.907, which means excellent and perfect (Ghozali, 2006).

The Goodness of Fit Model

The next stage is the Goodness of fits model (GFM). GFM is used to determine the ability of endogenous variables to explain the diversity of exogenous variables. To find out the contribution of exogenous variables to endogenous variables based on Q² (Q-square predictive relevance).

Table 4. The results of determinant coefficient for organizational performance and quality assurance.

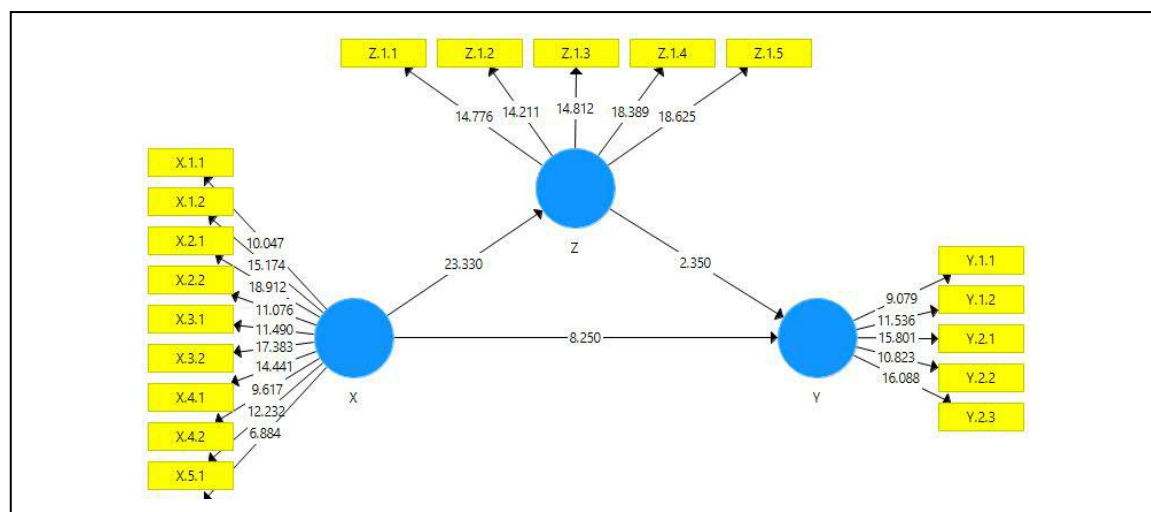
Variables	R ²
Organizational Performance	0.568 (56.8%)
Quality Assurance	0.722 (72.2%)
$Q^2 = 1 - (1 - R1^2) \times (1 - R2^2)$	
$Q^2 = 1 - (1 - 0.568) \times (1 - 0.722)$	
$Q^2 = 1 - (0.432) \times (0.278)$	
$Q^2 = 1 - 0.1201$	
$Q^2 = 0.8799$ (87.9%)	

R² of the Organizational Performance variable has a value of 0.568. It shows that the Organizational Performance variable can be explained by organizational culture and Quality assurance variables of 56.8%. The remaining percentage of 43.2% was contributed by other variables outside this study. It means the value of organizational performance in moderate level (Ghozali, 2006). Whereas, for R² of the Quality assurance variable has a value of 0.722. It also shows that organizational culture variables can explain the quality assurance variable by 72.2%, which means in strong level (Ghozali, 2006). The remaining percentage of 27.8% is the contribution of other variables that are not a concern in this study. Q² (Q-Square Predictive Relevance) of this study amounted to 0.879. It also means that the overall model of 87.9% can explain the diversity of organizational performance variables. In other words, the contribution of organizational culture and quality assurance variables to an organizational performance by 87.9% and the remaining 12.1% are the contribution of other variables not a concern in this study.

Structural Model

Structural Model is the next stage that needs to be measured. The significance of each path coefficient is calculated by bootstrapping with 5000 samples using the replacement method. As figure 2 and table 6 shown, all hypotheses are supported.

Figure 2. The correlation of organizational culture (X), quality assurance (Z), and organizational performance (Y). The values presented in T-statistic



Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Inf.
X -> Y	1.013	1.017	0.106	8.250	0.000	Significance
X -> Z	0.849	0.850	0.037	23.330	0.000	Significance
Z -> Y	0.329	0.339	0.126	2.350	0.009	Significance
X-Z-Y	0.280	0.288	0.108	2.595	0.010	Significance

As we hypothesized, organizational culture (path coefficient = 1.013, t-value = 8.250, p-value = 0.00) and quality assurance (path coefficient = 0.329, t-value = 2.350, p-value = 0.009) are significantly related to organizational performance. Therefore, H1 and H3 are supported. Quality assurance is also significantly associated with organizational performance (path coefficient = 0.849, t-value = 23.330, p-value = 0.000). Thus, H2 is supported. Moreover, quality assurance is also significantly mediate the relationship between organizational culture and organizational performance (path coefficient = 0.280, t-value = 2.595, p-value = 0.010). Therefore, H4 is also supported.

The value of the coefficient of a direct relationship between organizational culture and organizational performance is higher than the value of the coefficient of the relationship between organizational culture and organizational performance mediated by quality assurance, with a comparison of the coefficient values of 1.013 > 0.280. Thus, it can be said that quality assurance has a role as a partial mediation (Baron & Kenny, 1986).

Organizational Culture, Quality Assurance, and Organizational Performance

The primary purpose of this study is to explore the role of quality assurance in mediating the relationship between organizational culture and organizational performance. Based on the findings, organizational culture influences organizational performance. This

finding supported the previous research conducted by Xenikou and Simosi (2006) and Marasabessy (2008) that culture plays an essential role in improving organizational performance. It also supports the findings of Shiva and Suar (2012), who also explicitly found that culture has a direct influence on organizational performance. Meanwhile, Yildirim and Birinci (2013), in their research, also found that culture has a direct effect on organizational performance.

Organizational culture influences quality assurance. These results prove that there is a reasonably strong relationship between the two variables with a positive and linear correlation. It means that if the organizational culture is high, then the quality assurance variable is also high. It also means that changes in the value of organizational culture variables through the five indicators, including norms, discipline, stability, attitudes, and aggressiveness, also have an impact on quality assurance. The value of the indicator of aggressiveness has the highest average value and indicators of norms, discipline, and stability have the lowest average value when compared with other indicators. It means that respondents consider something related to integrity in work relationships to be an essential point that must be considered more than the organizational culture factors that are implemented. Thus, the better the organizational culture, the higher the success of quality assurance implementation. This finding is relevant to several previous studies conducted by Christianingsih (2011) and Lestari (2012) who have succeeded in finding that to be able to implement the system properly within an organization; a culture is needed to support the implementation of the system.

This study also found that quality assurance has a significant effect on organizational performance. With a positive and linear correlation, there is a reasonably strong relationship between the two variables. It means that changes in the value of the variable quality assurance through its five indicators such as tangible, reliability, responsiveness, assurance, and empathy also impact on organizational performance. Thus, the higher the implementation of quality assurance is carried out, the higher the performance of the organization. The value of tangible, as one of the indicators, have the highest average values and other indicators such as reliability, responsiveness, and assurance have the lowest average values when compared with other indicators. It means that something related to physical facilities and equipment supporting the system becomes an important point that must be considered for the effective implementation of quality assurance. These results support previous studies such as Marasabessy (2008), Abroza (2015), and Ashyari (2013) who find that quality assurance influences organizational performance.

Finally, it is known that quality assurance has a proven role as a mediating variable between organizational culture and performance. It shows that both directly and indirectly, organizational culture influences organizational performance. Thus, the higher the implementation of quality assurance and organizational culture, the higher the performance of the organization. It is consistent with research conducted by Xenikou and Simosi (2006), and Marasabessy (2008) who find that culture plays a vital role in improving organizational performance. It is supported by the results of Shiva and Suar's (2012) research, which also firmly found that culture has a direct influence on organizational performance.

Yildirim and Birinci (2013), in their research, also found that culture has a direct effect on organizational performance. Marasabessy (2008), Abroza (2015), and Ash'ari (2013)

indicate that the culture that develops in higher education has a very significant role in improving organizational performance. Meanwhile, related to the relationship between organizational culture and quality assurance systems, the findings of this study support Christianingsih (2011) and Lestari (2012) who find that to be able to implement the system properly within an organization, culture is needed to support the implementation of the system.

CONCLUSION

Organizational culture, as previously predicted, can prove to be one of the most critical things in encouraging high organizational performance. The more employees who obey and discipline the rules of the organization, the higher the performance of the organization. Organizational culture can also be a predictor of the effective implementation of quality assurance. In other words, the better the culture that exists in the organization, the better the implementation of the quality assurance system in the organization. Also, quality assurance, as previously succeeded by researchers, has proven to be a trigger for high organizational performance. The higher the success of the implementation of quality assurance, the higher the performance of the organization. Moreover, quality assurance can also be a predictor of high organizational performance. Finally, quality assurance can also be a mediator of the relationship between organizational culture and organizational performance. Thus, organizational culture does not only directly affect organizational performance, but also indirectly influences through quality assurance.

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