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From Organizational Values to Concrete Practice: An Analysis of the Gap Between Stated Values and Teachers' Work Culture

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ABSTRACT

This study aims to examine the gap between officially articulated organizational values and the work culture of teachers. The research focuses on aspects such as punctuality in instruction, academic collaboration, the updating of teaching practices, and the implementation of moral and spiritual values. A qualitative approach with a case study design was employed. Data were collected through interviews with the school principal, the vice-principal for curriculum, and representatives of subject-matter teachers, supplemented by observations and field notes. A thematic analysis was conducted by comparing the stated organizational values with the behaviors observed in the teachers' professional practice. Preliminary findings indicate that while teacher attendance is generally good, punctuality in arriving for classes requires further strengthening. Social collaboration among teachers is also reasonably good, yet it has not fully evolved into structured academic collaboration. Furthermore, the presence of complete instructional materials is not always accompanied by the implementation of innovative teaching strategies in the classroom. Conversely, the practice of moral and spiritual values shows a relatively high degree of alignment. This study underscores that the cultivation of organizational values requires leadership by example, professional guidance, the provision of necessary resources, and continuous assessment ensuring that these values do not remain mere slogans but instead become embedded within the teachers' work culture.

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1. Introduction

Organizational values serve as a guide that directs the attitudes and actions of members, while also acting as a benchmark for professionalism in the execution of educational duties. In a school environment, values such as discipline, a sense of responsibility, collaboration, and innovation are expected to be reflected in the daily behavior of teachers as they carry out their work (Badaruddin, 2023). Nevertheless, values that have been formulated and disseminated are not guaranteed to be internalized into consistent work habits (Salma & Balela, 2024). Participatory and inspirational leadership can serve as an approach to fostering harmonious working relationships and strengthening teacher engagement within the life of the school organization (Aisah & Hanif, 2025). In the context of SMP Negeri 3 Ajibarang, preliminary research findings indicate that discipline, innovation, and collaboration are the primary aspects emphasized, although their implementation remains hindered by certain challenges. This situation underscores the importance of examining the connection between the values championed by the school and the professional practices of its

teachers. Such an inquiry is essential to determine the extent to which organizational values truly function as a guide for the delivery of education, rather than remaining merely as formal statements within school policies and documents.

The study of organizational culture provides a foundation for understanding how values, norms, and customs influence the behavior of members within an educational institution (Ningsih, 2024). The professional culture among teachers is shaped not only by formal regulations but also by professional interactions, the example set by leadership, collaboration among educators, and the routines involved in conducting instruction (Kusumawati, 2023). Consistent leadership behavior, the firm application of rules, and the cultivation of collective responsibility are critical aspects of managing institutional culture (Khomsatun & Hanif, 2026). According to Edgar H. Schein, organizational culture encompasses basic assumptions, core values, and observable artifacts. This framework helps explain potential gaps between an organization's stated values and the behaviors observed in practice. This research focuses on the relationship between these two aspects at SMP Negeri 3 Ajibarang, specifically regarding punctuality, academic collaboration, and innovation in teaching. A research gap will be identified by examining and comparing previous studies to determine the extent to which this relationship has been explored within similar school contexts.

This study aims to examine the gap between the stated organizational values and the teachers' work culture at SMP Negeri 3 Ajibarang. Employing a qualitative approach, the research utilizes observation, interviews, and documentation (Purnasari et al., 2026). This analysis is essential for understanding how teachers interpret organizational values, apply them in their professional practice, and how these values are influenced by the work environment (Nugraha & Rostianti, 2026). The study addresses three primary research questions: First, how are organizational values interpreted and articulated at SMP Negeri 3 Ajibarang? Second, how are these values applied in terms of punctuality, academic collaboration, and pedagogical innovation? Third, what factors contribute to the gap between the stated values and the teachers' actual work practices, and how can this gap be addressed? These three questions serve as the foundation for data collection and analysis. Consequently, the research findings are expected to provide an empirical portrait of the alignment or lack there of between organizational values and work culture, while also offering a basis for developing recommendations to improve school governance (Terayanti & Suriansyah, 2026).

This study is premised on the notion that the gap between organizational values and teachers' work practices may vary across different aspects of school culture. Values that are consistently implemented in one area do not necessarily show the same level of application in others. Preliminary research findings suggest that moral and spiritual exemplification are relatively consistent, whereas punctuality in instruction, academic collaboration, and pedagogical innovation require further investigation. These initial indications serve as a basis for exploring the factors influencing the implementation of values, rather than as definitive conclusions drawn before the full analysis of the data. This study posits that instilling organizational values cannot be achieved solely through socialization and the establishment of rules; rather, it requires a supportive work climate, professional guidance, adequate resources, leadership by example, and continuous assessment. Aligning teachers' competencies with institutional goals necessitates a targeted human resource development program (Putri et al., 2026). Furthermore, competency-based human resource development can be employed to align teachers' capabilities with instructional needs and institutional objectives (Ilmi & Harahap, 2026). Consequently, the values of professionalism and innovation championed by the school can be operationalized through the enhancement of competencies tailored to instructional requirements (Khomsatun & Hanif, 2026). This perspective will be tested against empirical evidence to develop a deeper understanding of the school's professional culture.

2. Literature Review

Organizational values are fundamental principles that guide members of an organization in determining their attitudes, making decisions, and carrying out their duties (Haji & Purwanti, 2024). According to Edgar H. Schein, organizational culture encompasses artifacts, espoused beliefs and values, and the underlying assumptions that shape the behavior of its members. Espoused values represent the principles that an organization explicitly communicates as a guide for action; however, these may not always be fully realized in daily practice (Ningrum & Elviana, 2022). In educational institutions, organizational values serve to direct teacher professionalism, foster a unified orientation, and support the achievement of school goals. Within such institutions, values should not merely serve as normative principles; rather, they must be integrated into the management and execution of educational activities so that the dimensions of knowledge, spirituality, and morality can reinforce one another (E. Sari & Hanif, 2026). Consequently, organizational values cannot be understood solely through a vision, mission, slogans, or written regulations; their alignment with actual behavior must also be examined. This study utilizes organizational values as a metric to analyze the relationship between the principles established by a school and their implementation within the teachers' work culture.

In this study, organizational values are distinguished into two analytical forms: officially proclaimed values and values enacted in practice (enacted values). Budarti (2026), in her research on the internalization of work values and organizational cultural identity, identified a gap between formal work values and their practical application. This distinction is necessary because the mere presence of values in organizational documents or communications does not automatically imply that these values have become established work habits. In the context of SMP Negeri 3 Ajibarang, the "TERBAIK" values a slogan emphasizing discipline and innovation as well as the "BerAKHLAK" values included in the research instrument, can serve as a basis for identifying the principles communicated to members of the school community (Kaimudin, 2026). Nevertheless, the origin, meaning, and application of each value must be traced to ensure there is no conflation between the school's official values and the value framework employed in the research instrument. Subsequently, the proclaimed values are compared against evidence of teachers' behavior, gathered through interviews, observations, and documentation. In this way, this categorization serves as a foundation for identifying both the alignment and potential gaps within the organization's values (Nuriya, 2026).

Teacher work culture consists of patterns of habits, norms, attitudes, and professional behaviors that emerge through interactions and the execution of duties within a school environment (Adintya et al., 2024). This culture encompasses more than just adherence to rules; it also includes a sense of responsibility, communication, collaboration, competency development, and a commitment to the quality of instruction (Ramani et al., 2023). From an organizational culture perspective, the behavior of members is influenced by their core values, environmental expectations, the examples set by leadership, and recurring habits. The cultivation of values within a school must be translated into consistent institutional practices, supported by the act of leading by example. Strategies employed by school principals integrating spiritual, social, and academic values can serve as a framework for understanding the formation of school culture (Rahmania & Hanif, 2025). In educational institutions, teacher work culture plays a vital role in facilitating the coordination of instruction, fostering a conducive working atmosphere, and enhancing the quality of students' learning experiences. Furthermore, work culture serves as an indicator of the extent to which organizational values have been integrated into professional practice. Consequently, this study examines teacher work culture as an empirical subject, analyzing how organizational values are manifested in the daily activities and interactions at SMP Negeri 3 Ajibarang.

The work culture of teachers can be categorized based on observable behavioral dimensions, which can then be compared against established organizational values (Yusup et al., 2023). This study employs four initial dimensions: discipline and time management; interaction and cooperation; professionalism and innovation; and adherence to regulations and moral-spiritual

exemplarity (Musliman et al., 2023). The dimension of discipline and time management encompasses punctuality and consistency in the execution of duties. The dimension of interaction and cooperation relates to communication, knowledge exchange, and professional collaboration among teachers. The dimension of professionalism and innovation includes the enhancement of competence, reflection on teaching and learning, and efforts to improve pedagogical practices (Noviantari & Jaga, 2026). Meanwhile, the dimension of adherence to regulations and moral-spiritual exemplarity pertains to integrity, a sense of responsibility, and behavior that reflects ethical values. These four dimensions serve as an initial framework for data coding, which remains subject to adjustment based on field findings, ensuring that the analysis stays open to emerging behavioral patterns throughout the research process.

A "value gap" refers to a situation where the principles espoused by an organization are not fully reflected in its actual behaviors and practices (D. Susanti, 2026). This concept can be explained by the distinction between "espoused values" the values articulated or communicated by an organization and "enacted values" the values demonstrated through concrete actions. Such a gap does not necessarily imply a rejection of the organization's values; rather, it may stem from differences in interpretation, resource limitations, established work routines, the level of leadership support, or the specific circumstances under which tasks are performed. In a school context, values such as discipline, collaboration, and innovation may be formally established as organizational expectations, yet their actual implementation requires empirical verification. Consequently, this study employs the concept of a value gap to interpret the relationship between policy documents, accounts from informants, and observational data (A. S. Sari et al., 2025). By comparing these various data sources, the study aims to provide a more objective understanding of the alignment between the organization's values and the professional culture of teachers at SMP Negeri 3 Ajibarang.

In this study, value gaps are categorized based on areas of practice and the degree of alignment between espoused values and observed behaviors (Abdullah et al., 2024). This categorization aims to distinguish aspects of the work culture that are already well-aligned from those that require improvement. Key areas of analysis include punctuality in instruction, academic collaboration, and pedagogical innovation (Rosmayni et al., 2023). Meanwhile, moral-spiritual exemplification is examined as an aspect that based on preliminary findings appears to show a relatively high degree of alignment. This hypothesis remains to be verified through a comparison of data from interviews, observations, and documentation. Operationally, each aspect is analyzed by identifying the intended values, actual behavioral evidence, the nature of any alignment or gap, and potential influencing factors. The results of this analysis are then presented in a data comparison matrix to identify recurring patterns and discrepancies across different sources (A. S. Sari et al., 2025). This categorization serves as a foundation for characterizing the teachers' work culture and developing recommendations to strengthen the internalization of organizational values.

3. Methods

This study was conducted at SMP Negeri 3 Ajibarang, focusing on the alignment between the organization's stated values and the teachers' work culture. The selection of this site was based on preliminary findings indicating that while organizational values were explicitly communicated, there appeared to be discrepancies in how they were applied within professional activities (Assyakurrohim et al., 2023). The research centers on four dimensions of work culture: discipline and time management; academic interaction and collaboration; professionalism and instructional innovation; and adherence to regulations alongside the embodiment of moral and spiritual role modeling. These four dimensions serve as a lens to examine how organizational values are interpreted and enacted in daily professional practice. Employing a variety of techniques also enabled the researchers to triangulate information gathered from diverse sources (A. S. Sari et al., 2025). Consequently, the unit of analysis for this study is the degree of alignment or the existence of gaps between the organization's

stated values and the teachers' work behaviors within the institutional context of SMP Negeri 3 Ajibarang.

This study employs a qualitative approach with a case study design to understand the gap between organizational values and the work culture of teachers at SMP Negeri 3 Ajibarang. A qualitative approach was chosen because the phenomena under investigation involving the interpretation of values, professional habits, social interactions, and organizational conditions cannot be explained solely through numerical measurement (Muhtadi, 2025). The case study design allows the researcher to examine these phenomena in depth, taking into account the school context as the setting where organizational values are implemented. The research data consist of interview responses, observational findings, and field notes. These three sources are utilized to gain an understanding of the relationship between established organizational values and the actual work practices of teachers (Alexsandy & Nugraha, 2026). Consequently, this study aims to develop a contextual understanding of teachers' work culture, rather than to produce statistical generalizations applicable to all educational institutions (Septiana et al., 2024).

The primary data for this study were obtained from three groups of informants: the school principal, the vice principal for curriculum affairs, and representatives of subject-matter teachers at SMP Negeri 3 Ajibarang. The inclusion of school principals, vice principals, and teachers as sources of information is a common approach in qualitative research conducted within school settings (Rahman et al., 2026). These three groups were selected based on their distinct roles and experiences in understanding and implementing organizational values. The school principal provides a perspective on policies, institutional values, and efforts to strengthen the work culture. The vice principal for curriculum affairs offers insights into how policies are translated into the management of instruction and academic coordination. Meanwhile, subject-matter teachers describe how these values are applied in the execution of their duties and their daily professional interactions. These varying perspectives allow the researcher to compare viewpoints at both the policy and practical levels (Susanto et al., 2025). Nevertheless, the adequacy of the data must still be evaluated based on the depth of information, the relevance of the responses, and the consistency across sources, while also taking into account the limited number of informants.

Data collection was conducted through interviews, observations, and field notes, in accordance with the data available for the study. Interviews were used to explore the participants' understanding of organizational values, their experiences in implementing them, the challenges encountered, and the steps taken to strengthen the teachers' work culture. In qualitative research, interviews allow researchers to gain in-depth information regarding the experiences and perspectives of informants insights that cannot be fully captured through direct observation alone (A. S. Sari et al., 2025). Observations focused on behaviors relevant to the research dimensions, such as punctuality, interactions among teachers, the implementation of instruction, and professional modeling. Field notes were utilized to record events, circumstances, and contexts that help explain the findings derived from interviews and observations. Employing these three techniques enabled the researcher to compare the participants' statements with observed behaviors and contextual information. Consequently, each data source complements the others in verifying the robustness of the findings. Comparing data across different techniques facilitates the assessment of consistency through triangulation (Khairunisa et al., 2025). The execution of these methods remained strictly aligned with the actual evidence collected, ensuring that no unsubstantiated methodological claims were made.

The research data were analyzed using qualitative thematic analysis to identify patterns, meanings, and the interrelationships between organizational values and teachers' work culture. Thematic analysis was employed to recognize and organize patterns and themes emerging from the data through a process of coding and interpretation (Febriandiela & Fitrisia, 2023). The analysis was conducted in several stages: reading and immersing oneself in the entire dataset, coding relevant information, grouping codes into categories, and developing themes based on the identified patterns. Subsequently, interview data were compared with observational findings and field notes to identify

alignments, discrepancies, and potential gaps in values. The analytical categories encompassed punctuality, academic collaboration, pedagogical innovation, adherence to regulations, and the embodiment of moral spiritual exemplars. Interpretation involved linking empirical findings to the concepts of organizational values, teachers' work culture, and value gaps all of which were addressed in the literature review. The results are presented as a thematic narrative, supported by quotations from participants and verified field evidence, ensuring that the research conclusions can be traced back to the underlying data (Heriyanto & Nurislaminingsih, 2025).

4. Results and Discussion

4.1 Teacher Discipline and Punctuality

Research results indicate that teacher attendance discipline at SMP Negeri 3 Ajibarang is generally quite good; however, punctuality in entering the classroom is not yet entirely consistent. Adherence to teaching schedules remains an issue in the implementation of instruction (Yusup et al., 2023). These two aspects—presence at the school and the timely commencement of instruction must be distinguished, as a teacher's arrival at the school does not necessarily guarantee that lessons will begin according to the schedule. Preliminary findings, gathered from information provided by the school principal, the vice principal for curriculum, and subject teachers, suggest that disciplinary issues are most apparent during the transition between class periods. Observational records further reveal a gap of approximately 5–12 minutes before the next lesson begins. These findings indicate that time-related discipline encompasses distinct dimensions: presence within the school environment and the punctual execution of instruction. Research by Rachman (2023) on teacher discipline regarding classroom attendance highlights that arriving late to class can remain an issue, even when a school has already prioritized teacher discipline. Consequently, the assessment of a disciplinary culture should encompass both aspects, ensuring that teacher professionalism is not measured solely by attendance, but also by consistency in carrying out teaching duties (D. D. Susanti et al., 2025).

Discrepancies in punctuality are particularly evident during the actual delivery of instruction, rather than merely regarding a teacher's presence at the school. Efforts to improve teacher discipline specifically concerning classroom attendance through the implementation of rewards and punishments highlight that arriving late to class is an issue that must be addressed within the teaching and learning process (Asnawi, 2022). Such situations may stem from factors like transitioning between classrooms, preparing instructional materials, completing prior tasks, or managing administrative coordination. Preliminary observations indicate instances where, even after the bell for a change of period has rung, some teachers remain in the staff room. Through interviews, these observations can be cross-referenced with the teachers' own explanations regarding the reasons for their late arrival. This comparison is essential for distinguishing between delays rooted in individual work routines and those influenced by the school's operational circumstances. Consequently, findings regarding punctuality should not be interpreted solely as a matter of individual compliance; rather, they must be examined through the interplay of professional responsibilities, work habits, and the organization of school activities (Wahyuni & Liana Dewi, 2026).

Lateness in arriving to class should be understood within the context of the diverse obligations teachers face during school hours. Beyond teaching, teachers may need to set up LCD projectors and instructional media, finalize quizzes, handle administrative coordination, or carry out additional duties. Suboptimal planning of these administrative tasks can consume time that should otherwise be dedicated to instructional activities (Afifi & Hidayat, 2026). If not managed effectively, such tasks can potentially affect a teacher's punctuality. Interview data and field notes should be utilized to determine which specific activities contribute to lateness and the frequency with which such instances occur. This analysis is not intended to justify lateness, but rather to identify factors that can still be improved. These findings highlight the need for better-planned allocation of working time, adequate operational support, and a strengthened sense of personal responsibility (Reza et al.,

2024). Consequently, gaps in discipline can be examined as the intersection between a teacher's commitment and the working conditions within the organization.

The difference between attendance discipline and instructional punctuality indicates that teacher discipline should be understood as a multidimensional form of professional behavior. Punctuality in teaching is an important aspect of instruction and requires particular attention through school supervision (Yusup et al., 2023). Presence at school is indeed one measure of discipline, yet effectiveness in carrying out duties is also determined by how promptly teachers begin their lessons. Work discipline encompasses punctuality, compliance with regulations, and commitment to teaching duties (Susanti et al., 2025). Delays during the changeover between periods can reduce students' effective learning time and lead to inconsistency in the enforcement of school rules. From the perspective of organizational management, discipline concerns not only compliance with formal provisions but also a sense of responsibility in fulfilling work commitments. Therefore, the school needs to set clear punctuality benchmarks, strengthen coordination during lesson changeovers, and evaluate their implementation regularly. These efforts should be accompanied by adequate operational arrangements so that discipline becomes a professional habit rather than merely an administrative requirement.

Gaps in punctuality cannot be adequately explained solely as a matter of individual compliance, as work behavior is also influenced by a school's operational conditions. Mulyani et al. (2025) indicate that teacher performance is linked to several factors, including workload, support from the school principal, work discipline, and the availability of facilities and infrastructure. Similarly, Pangesa et al. (2025) demonstrate that workload and the non-physical work environment are relevant factors in explaining teacher performance. The preparation of learning materials, the completion of prior tasks, the handling of additional duties, and administrative coordination can all affect a teacher's readiness to enter the classroom. To understand the underlying causes, accounts from the school principal, the vice principal for curriculum, and the teachers should be compared with observational records regarding the transition between class periods. If lateness is linked to recurring work routines, fostering a stronger sense of personal responsibility should be the priority. Conversely, if clear operational obstacles are identified, adjustments to scheduling, task distribution, and the availability of resources must be considered. This analysis underscores the importance of a balanced managerial approach: while teachers remain responsible for their punctuality, the school must ensure that its operational systems consistently support the fulfillment of that responsibility.

4.2 From Social Cooperation to Academic Collaboration

The culture of kinship and mutual cooperation (*gotong royong*) at SMP Negeri 3 Ajibarang reflects a form of social capital that facilitates collaboration among teachers; however, academic collaboration is not yet consistently practiced. Social cooperation typically manifests in the form of committee work, assistance with school events, and mutual support among colleagues. In contrast, academic collaboration requires more focused engagement in areas such as lesson planning, assessment development, the exchange of teaching strategies, and reflection on student learning outcomes. While a "learning community" can strengthen teacher collaboration and reflection, the current lack of a fully developed collaborative culture compounded by limited support from school management remains a significant challenge (Faridah et al., 2025). A professional culture among teachers can flourish when leadership creates space for knowledge exchange and fosters communities of practice that support collective learning (Suryani et al., 2026). It is necessary to compare the perspectives of the school principal, the vice principal for curriculum, and teacher representatives to understand how these two forms of cooperation unfold. If the data indicates that committee-based collaboration is more consistent than discussions on assessment or peer observation, it suggests that the strength of social ties has not yet fully evolved into a professional learning culture. These findings underscore the importance of distinguishing social solidarity from pedagogical collaboration (Harjaya & Idawati, 2022).

Familiarity among teachers does not automatically lead to structured and sustained professional collaboration. Academic collaboration requires mutually agreed-upon goals, clearly allocated time, mechanisms for sharing practices, and opportunities to evaluate the learning process. Professional learning communities can be fostered through group discussions, collaborative lesson planning, and reflection on teaching practices though their implementation often faces challenges related to time constraints and the level of collaborative competence among staff (Sri Mulyani & Supendi, 2024). In the context of this study, robust committee-based activities can be contrasted with practices such as the collaborative review of teaching modules, the joint development of assessments, and peer observation. If such academic activities remain infrequent, it suggests that while collaboration has taken root in the social sphere, it has not yet fully evolved into a routine for professional development. This situation warrants further examination, taking into account work schedules, the distribution of tasks, and the support provided by leadership. Consequently, strengthening a collaborative culture should focus on transitioning from incidental cooperation toward planned, systematic professional learning one that is oriented specifically toward improving the quality of student learning (Faridah et al., 2025).

The practice of peer-to-peer guidance among teachers represents a potential avenue for strengthening academic collaboration at SMP Negeri 3 Ajibarang. Preliminary research notes indicate that some teachers have assisted their colleagues in using tools such as Canva, Quizizz, and the *Platform Merdeka Mengajar* (Independent Teaching Platform). This practice highlights an opportunity for knowledge exchange rooted in genuine, practical needs including the effective use of technology for instruction. Forums for sharing, collective reflection, and peer support can empower teachers to develop innovative pedagogical approaches, such as the integration of digital technology (Wulandari & Hariyati, 2026). While such support currently occurs spontaneously on an individual basis, it could be evolved into a more organized framework for sharing best practices. One approach is to optimize the "Learning Community" (*Komunitas Belajar* or *Kombel*) through thematic discussions, demonstrations of instructional media, collaborative development of teaching materials, and reflection on the outcomes of classroom implementation (Imrotin, 2025). Ultimately, the success of this strategy should be measured by the level of teacher engagement and tangible shifts in instructional practice, rather than merely by the number of activities conducted. In this way, informal collaboration can serve as a foundation for building a more structured and sustainable professional culture.

Strong social ties among teachers serve as an organizational asset that can be leveraged to enhance the quality of instruction. However, cohesion within committees or during joint activities does not automatically lead to the exchange of pedagogical knowledge. Agustina et al. (2024) found that a lack of collaboration among teachers, the absence of structured regular meetings, and limited knowledge sharing remain obstacles to the effective implementation of professional learning communities. The gap between social cohesion and the limited discussion regarding assessment or classroom observation highlights the need to broaden the definition of cooperation within the school environment. Professional collaboration provides teachers with opportunities to exchange teaching strategies, evaluate assessment results, and find solutions to students' learning difficulties. Musliman et al. (2023) demonstrate that collaboration—such as through *Lesson Study* can be carried out via lesson planning, observation of instruction, and collective reflection. If such activities are not conducted consistently, the wealth of knowledge possessed by individual teachers remains underutilized as a shared learning resource. Consequently, the development of a professional culture must bridge the sense of camaraderie with a shared professional responsibility. In this way, the success of collaboration is measured not merely by the harmony of social relationships, but also by the teachers' capacity to work together to improve both the instructional process and student learning outcomes.

Academic collaboration requires more structured organizational mechanisms than informal social interaction. While spontaneous collaboration may arise from personal closeness or immediate,

short-term needs, professional collaboration demands a clear agenda, defined timelines, an allocation of roles, and concrete follow-up actions. Giyanto et al. (2022) identify a lack of clarity regarding meeting topics and the absence of periodic evaluations as obstacles to the implementation of professional learning communities. Observations of peer-to-peer guidance such as teachers assisting one another with tools like Canva, Quizizz, and the *Platform Merdeka Mengajar* (Independent Teaching Platform) reveal a potential for knowledge sharing that could be further developed. Nevertheless, these practices warrant closer examination to determine whether they are being conducted consistently and are reaching a broader range of teachers. Strengthening professional learning communities can be achieved through thematic discussions, the collaborative development of teaching materials, and reflection on the learning process. Imrotin (2025) demonstrates that such communities can be effectively activated through systematic planning and the sharing of best practices that result in tangible outcomes. To ensure these efforts do not merely become ceremonial activities, every meeting should lead to actionable follow-ups that can be implemented and evaluated. In this way, the institutionalization of professional collaboration has the potential to transform individual initiatives into a collective working habit, thereby supporting the continuous improvement of teacher competence.

4.3 Pedagogical Innovation: Documentation versus Classroom Practice

The value of educational innovation is not necessarily reflected consistently across the teaching practices of all educators. One issue that warrants examination is the potential gap between the completeness of instructional materials and their actual implementation in the classroom. Mulya Sari et al. (2024) identified that some teachers continue to rely on a single teaching method and make limited use of instructional media when attempting to implement differentiated instruction. Preliminary research findings indicate that while comprehensive differentiated lesson modules have been developed, classroom activities in some instances remain dominated by the lecture method. Furthermore, the use of digital media appears to vary among teachers. This situation requires verification through an examination of instructional materials, classroom observations, and interviews with relevant stakeholders (Ariyani et al., 2024). If such a gap is confirmed, it suggests that meeting administrative requirements does not automatically translate into a shift in pedagogical strategy. Consequently, the success of educational innovation should be evaluated based on the alignment between lesson planning and execution, the level of student engagement, and the teacher's efforts to tailor strategies to individual learning needs rather than merely by the presence of instructional documentation.

Consolidating pedagogical innovations requires guidance that is targeted and aligned with the specific needs of each teacher. Rifaid (2023) found that mentoring activities can enhance teachers' abilities to design and utilize instructional media. Factors such as varying levels of digital proficiency, time constraints, administrative burdens, and the availability of resources can influence the implementation of these innovations. Based on the improvement proposals outlined in the preliminary data framework, several alternatives can be considered: individual mentoring, thematic professional learning communities (PLCs), the provision of a repository for teaching modules, the simplification of administrative tasks, and clinical supervision. Antoro (2022) demonstrates that clinical supervision encompassing planning, implementation, observation, and reflection can improve teachers' competence in applying instructional models. Individual mentoring can assist teachers in overcoming technical difficulties, while thematic PLCs serve as a forum for exchanging strategies and evaluating their application. A module repository also has the potential to reduce redundant work, provided that the materials are adapted to the specific needs of the classroom. These strategies should be implemented incrementally and evaluated through the observation of teaching practices and teacher reflection. Ultimately, the success of consolidating these innovations is determined by tangible changes in classroom instruction, rather than merely by the completion of documentation or the execution of guidance activities.

The gap between the completeness of instructional documentation and actual teaching practice indicates that administrative success is an insufficient metric for assessing the internalization of reform-oriented values. Meeting administrative requirements must be distinguished from improving the quality of instructional practice, as the administrative burden can diminish the time available for teachers to plan, implement, and evaluate instruction (Romadhoni & Hanif, 2026). A comprehensive set of differentiated lesson modules does not necessarily reflect instruction that accommodates students' needs, unique characteristics, and active participation if the actual delivery remains dominated by lectures. Murwanti and Wulandari (2023) found that the implementation of the *Kurikulum Merdeka* (Independent Curriculum) in junior high schools still faces challenges regarding the application of differentiated instruction and the execution of diagnostic assessments. Within the framework of "espoused values" versus "enacted values," reforms proposed as organizational values must be manifested through observable pedagogical decisions. Consequently, the assessment of a teacher's professional culture should focus on the alignment between the planning, implementation, and reflection phases of instruction. Similarly, the use of technology should be evaluated based on its contribution to the learning process, rather than merely the presence of digital media. Therefore, academic supervision and the evaluation of instructional materials should prioritize the quality of implementation, student engagement, and the teacher's efforts to refine instructional strategies based on the actual needs within the classroom.

4.4 Moral and Spiritual Exemplarity

Not all dimensions of organizational values exhibit the same degree of alignment or gap. Preliminary research observations suggest that moral and spiritual exemplars are well-integrated into the daily practices at SMP Negeri 3 Ajibarang. This is evidenced by the polite demeanor of the school community, the tradition of welcoming students, communal prayers, and the practice of performing prayers in congregation. Such practices align with findings by Shodiq and Kuswanto (2024), who identify teacher role-modeling along with routines like communal prayer, greetings (offering smiles and friendly salutations), *tadarus* (reciting the Quran), and congregational prayer—as integral components of religious character education. These collective routines help reinforce the internalization of values by providing school members with opportunities to observe and replicate desired behaviors. Similarly, Zahro et al. (2023) demonstrate that teacher role-modeling and school activities play a significant role in fostering religious behaviors among students, including prayer, Quranic recitation, the cultivation of discipline, and the practice of tolerance. Nevertheless, this alignment requires verification through repeated observation, accounts from informants, and relevant documentation. These findings serve as a useful point of comparison for understanding why certain values are more easily put into practice than others. If supported by sufficient evidence, these results indicate that the internalization of values is closely linked to shared habits and visible role-modeling. Consequently, efforts to strengthen discipline, cooperation, and innovation can draw lessons from the moral and spiritual practices that have already taken root.

4.5 Explaining Variations in Value Alignment

Variations in the degree of alignment among values suggest that the internalization of organizational values may occur unevenly. Values reinforced through shared habits, role modeling, and recurring interactions are likely to be more readily observable in daily behavior. Conversely, the implementation of pedagogical innovations and academic collaboration may require specific competencies, time, resources, and adequate organizational support. Comparing the moral-spiritual practices identified in preliminary findings with the obstacles encountered during innovation and collaboration efforts may help explain these variations, although the causal relationships remain to be tested through field data. The internalization of organizational values can be strengthened through performance management that integrates indicators of professionalism, discipline, responsibility, and role modeling. Mubarok et al. (2023) found that organizational culture has a positive and significant impact on teacher discipline. This approach positions values as an integral part of task execution and performance evaluation, rather than merely as institutional slogans (Khilmi Khasib &

Hanif, 2026). The managerial implication is to sustain established positive habits while simultaneously strengthening guidance, resource provision, and assessment in areas where consistency is lacking. Ultimately, the internalization of values cannot be achieved through socialization alone; it requires a work environment that enables teachers to understand, enact, and uphold these values within their professional practice.

5. Conclusion

This study reveals that the gap between organizational values and teachers' work practices at SMP Negeri 3 Ajibarang should be understood through various dimensions of work culture. Three key areas are highlighted: punctuality in instruction, academic collaboration, and pedagogical innovation. Regarding discipline, punctuality in entering the classroom must be distinguished from a teacher's general attendance at school. In terms of collaboration, social relationships and mutual assistance do not necessarily translate into structured professional activities. As for innovation, the mere completeness of instructional materials does not always reflect the implementation of diverse teaching strategies. In contrast, moral-spiritual role modeling shows a relatively better degree of alignment, according to preliminary findings. These results indicate that the teachers' work culture possesses both inherent strengths and aspects that require further reinforcement.

This study presents a contextual portrait of the relationship between articulated organizational values and the work culture of teachers within a school environment. By triangulating data from interviews, documents, and observed behaviors, the study identifies discrepancies between values that are promoted and those actually practiced in professional work. In practical terms, these findings can serve as a foundation for strengthening work culture through teacher mentoring, the optimization of professional learning communities focused on instructional practice, clinical supervision, and the development of observable and assessable work culture indicators. Such efforts should be directed toward fostering tangible behavioral change, rather than merely satisfying administrative requirements or disseminating organizational slogans. From a scholarly perspective, this research offers an analytical framework that links organizational values, professional behavior, and working conditions within the context of educational management. Consequently, the management of organizational culture must emphasize the continuous cultivation of values through role modeling, systemic support, reflection, and evaluation.

This study is limited in terms of the range of informants, the specific location, and the potentially constrained duration of observation. While the involvement of the school principal, the vice-principal for curriculum, and representative subject-matter teachers provides an initial perspective, it may not fully capture the entire spectrum of teachers' experiences and work practices. Furthermore, observations conducted at specific times and under particular circumstances may limit the understanding of behavioral consistency over the long term. The limited scope of data sources should also be considered when interpreting the relationship between organizational values and the factors influencing their implementation. Consequently, future research should aim to include a larger number of teachers, conduct repeated observations, examine relevant performance documentation, and compare work culture practices across multiple schools. Future studies could also develop more structured indicators of value-alignment gaps to better support the assessment of organizational culture. Such an approach is expected to yield a deeper understanding of strategies for instilling organizational values and enhancing teacher professionalism.

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