



# Enhancing Quality of Teacher Services through Strengthening Knowledge Management, Interpersonal Communication, Organizational Support and Job Satisfaction

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## Abstract

Customer perceptions regarding the comparison between fulfilling needs and desires and the accuracy of delivery to balance customer expectations which are closely related to the quality of products, services and human resources are called Service Quality. Teachers are the main aspect and key determinant of successful learning, policy implementation and creative, innovative efforts, as well as the democratization of education. Teachers are the main players and spearheads in the world of education. Therefore, the existence of programs that concretely always support, accompany and help to continue to develop the personal and professional qualities of teachers is a guarantee for brilliant education. Based on preliminary research, it is known that the permanent foundation teachers (GTY) of PGRI Vocational High Schools (SMK) in Bogor Regency have relatively suboptimal service quality. Therefore, research is needed to obtain information on variables related to improving service quality. The aim of this research is to make efforts to improve the quality of service for vocational school teachers by conducting research on the influence of the variables knowledge management, interpersonal communication, organizational support and job satisfaction. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis in order to obtain optimal solutions in an effort to improve the quality of vocational school teacher services.

**Keywords:** Interpersonal communication, Job satisfaction, Knowledge management, Organizational support, Service quality, SITOREM Analysis.

## 1. Introduction

Challenges and competition are the hopes for how education will face the present and the future. Education as part of the main pillar of development and development of human resources (HR) is not left behind or only able to survive but must be strived to be superior and able to compete with educational progress in other countries. The excellence referred to in this case means that it can be a reference for other nations in developing human resources in the field of education.

High expectations for the perfection of educational output require the awareness and seriousness of educational stakeholders to empower educational institutions so that they can run effectively, which has an impact on the quality of superior educational output with all competencies. Professional governance is needed by every educational institution. This is done to ensure the continuity of increasing students' knowledge and life competencies as basic capital for nation development in facing the changes and challenges of the times.

The quality of human resources cannot be separated from the quality of education, where one of the main components is teachers. Quality schools are closely related to providing quality educational services. Therefore, teachers are needed who have high qualifications, competence and dedication in carrying out their professional duties. Foundation Permanent Teachers (GTY) are the foundation's chosen personnel who are tasked with providing services to the community in a professional, honest, fair and equitable manner in the provision of educational services.

Service quality is a form of consumer assessment of the level of service received (perceived service) and the level of service expected (expected service). The trust of the public who use educational services is closely related to the quality of the school organization's services. The level of trust is built through the service relationship of teaching staff, in this case teachers, with their students. The quality of teacher service is related to trust, which essentially provides the best service to students, parents and the surrounding community.

Teachers are the main aspect and key determinant of successful learning, policy implementation and creative, innovative efforts, as well as the democratization of education. Teachers are the main players and spearheads in the world of education. Therefore, the existence of programs that concretely always support, accompany and help to continue to develop the personal and professional qualities of teachers is a guarantee for brilliant education.

Based on a preliminary survey conducted by distributing questionnaires to 30 teachers at 6 (six) PGRI Vocational High Schools (SMK) in Bogor Regency, data was obtained that: 1) 42% of teachers were not yet optimal in implementing their abilities to provide services in accordance with what was promised. accurate and reliable (Reliability), where this can be seen from the Instructor having the ability to complete the tasks given and the Instructor completing the work in accordance with the timeliness, 2) 32% of teachers are not optimal in implementing clear information delivery (Responsiveness), where this can be seen from the Instructor obtain information that is useful for completing their work and the Instructor provides information that is easy to understand if colleagues ask questions, 3) 33% of teachers are not optimal in implementing feelings of trust in the Institution (Assurance), where this can be seen from the Instructor training using time which is effective in delivering material and instructors have an obligation to complete their tasks, and 4) 43% of teachers are not yet optimal in implementing efforts to understand consumer desires (empathy), which can be seen from instructors establishing communication with co-workers and instructors caring about co-workers and other employees, and 5) 40% of teachers are not yet optimal in implementing the appearance and capabilities of the institution's physical facilities and infrastructure (Tangibles), where this can be seen from the use of learning media facilities to support the process of training training participants and the complete training institution facilities make it easier for instructors finish the job.

The survey results above show that the quality of service for vocational school teachers still needs to be improved and considering that the quality of teacher service is an important element related to achieving educational goals, the quality of teacher service is interesting to research.

The aim of the research is to produce strategies and methods for improving the quality of vocational teacher services, namely by strengthening independent variables that have a positive influence on the quality of teacher services. These variables are Knowledge Management, Interpersonal Communication, Organizational Support, and Job Satisfaction. The optimal solution found is then used as a recommendation to related parties, namely teachers, school principals, school supervisors, school organizing institutions and education offices.

### *1.1. Service Quality*

Service quality is a comparison between the quality received (perceived quality), after receiving the service, and the expected quality (expected quality), the service quality indicators are as follows: Reliability, namely consistency in providing services, Responsiveness, namely quick response in providing services, Assurance, namely guaranteeing the quality of services, Empathy, namely careful attention to customer needs, and Tangibles, the facilities, infrastructure and service facilities provided (Kotler, 2000).

From various theories presented by Baines, Fill, & Page, (2011); Supranto, (2005:231); Tjiptono, (2005); Wyckof (2002); Hardiansyah (2011); Rambat & Hamdani, (2016:192); Usmara (2003:94) and (Ree, 2009:43-44). Manasa Nagabushanam (2013); Yaslioglu, Özaslan Çalışkan, and Şap (2013) and Rabaa'i and Gable (2012), can synthesize that Service Quality is the customer's perception of the comparison between fulfilling needs and desires. as well as the accuracy of delivery to balance customer expectations which are closely related to the quality of products, services and human resources. Service Quality indicators are as follows: 1) Ability to provide services as promised accurately and reliably (Reliability), 2) Delivery of clear information (Responsiveness), 3) Feeling of trust in the institution (Assurance), 4) Striving to understand consumer desires (Empathy), and 5) Appearance and capabilities of the Institution's physical facilities and infrastructure (Tangibles).

### *1.2. Knowledge Management*

Marquardt, Michael J. (2012) Knowledge Management is the activity of an organization (organization members) in collecting, organizing, storing, transferring and using knowledge and experience inside and outside the organization. Dimensions include: 1) Collecting: gathering knowledge; 2) Storing: documentation and storage of knowledge; 3) Transfer among members: exchange and transfer of knowledge between members of the organization; 4) Application: application of knowledge in work; and 5) Distribution / Dissemination: distribution of knowledge that has been successfully applied.

From various theories presented by Murray, E. Jennex. (2008); Hilmi Aulawi, et.all. (2009); Leung, Chan, et.all. (2013) and E. Kusumadmo. (2013) it can be synthesized that Knowledge Management is an individual's activity in accessing, collecting, storing, processing, utilizing and developing personal knowledge to support the progress of himself and the organization. Indicators: 1) Acquisition of knowledge, 2) Collection of knowledge, 3) Storage of knowledge, 4) Processing of knowledge into new knowledge, 5) Utilization/application of knowledge, and 6) Sharing and distribution of knowledge

### *1.3. Interpersonal Communication*

Stephen W. Littlejohn & Karen A foss (2018) Communication (in Interpersonal terms) is the verbal exchange of thoughts or ideas. Interpersonal communication can take place effectively, if there are several aspects that must be paid attention to by the perpetrators of interpersonal communication. Aspects in interpersonal communication are: Openness, Empathy, Supportive Attitude, Positive Attitude and Equality.

From various theories presented by John R. Schermerhorn, et. al. (2017); Amit Kumar Singh, (2014); John R. Schermerhorn, et. al. (2011); John R. Schermerhorn, Jr., James G. Hunt. (2011) and Fred Luthans, (2016) it can be synthesized that interpersonal communication is the activity of sending and receiving messages reciprocally carried out by individuals who have close relationships to achieve the desired goals in the organization with indicators: 1). Openness, 2) Equality, 3) Empathy, 4) Positivity, and 5) Supportiveness

### *1.4. Organizational Support*

Organizational support is the degree to which employees believe the organization values their contributions and cares about their welfare. Indicators of organizational support are as follows: Fair appreciation for employee contributions, care for their welfare, and supportive supervision (Robbins & Judge, 2013).

From various theories presented by Salehzadeh, Asadi, Khazaei Pool, Reza Ansari, and Haroni (2014); Baran, Shanock, and Miller (2012); Colquitt, LePine, & Wesson, (2015); Zagenczek, Gibney, Few, and Scott (2011); George and Jones (2012); Rhoades and Eisenberger (2002); Nancy Langton and Stephen P. Robbins (2007); Pohl, Battistelli, and Libreht (2013); Rhoades & Eisenberger, (2002); Baran et al. (2012), it can be synthesized that organizational support is the level of employee confidence in the workplace organization which provides justice, respects contributions, pays attention to welfare, provides recognition of employee values, and provides guaranteed working conditions to employees. Indicators of Organizational Support are as follows: 1) Providing justice (Fairness), 2) Leadership support (Supervisor Support), 3) Awards from the organization (Organizational Rewards), and 4) Working Conditions (Job Conditions)

### *1.5. Job satisfaction*

According to Gibson, John, James, and Robert (2006) job satisfaction is an individual's attitude towards his work, which originates from his perception of his work. Indicators of job satisfaction are as follows: Pay (salary, wages, honorarium, etc.), Job (work conditions: facilities, challenges, position requirements), Promotion opportunities (opportunities for promotion, career development, status improvement), Supervisor (Superior supervision, superior-subordinate relationships), and Co-Workers (colleagues, teamwork, etc.)

From various theories presented by Colquitt et al., (2015); Robbins (2006) and As'ad, (2015). Hasibuan (2001); Davis (2005); Mangkunegara (2004); Mathis & Jackson, (2006); Kuswadi (2005); Martoyo (2012) and Handoko (2010), it can be synthesized that Job satisfaction is an individual's attitude that reflects pleasant or unpleasant feelings towards his work, or experiences, which originate from his perception of his work and the income he receives. Indicators of job satisfaction are as follows: 1). Salary (Pay), 2). Conditions of employment (Job), 3). Promotion opportunities (Promotion opportunities), 4). Supervision (Supervisor), and 5). Co-workers (Co-workers).

## **2. Sitorem**

SITOREM is an abbreviation for "Scientific Identification Theory to Conduct Operation Research in Education Management", which can generally be interpreted as a scientific method used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (Soewarto Hardhienata, 2017).

In the context of Correlational and Path Analysis research, SITOREM is used as a method to carry out: 1). Identify the strength of the relationship between the Independent Variable and the Dependent Variable, 2) Analysis of the value of the research results for each indicator of the research variable, and 3) Analysis of the weight of each indicator for each research variable based on the criteria "Cost, Benefit, Urgency and Importance".

Based on identifying the strength of the relationship between research variables, and based on the weight of each indicator of the independent variable that has the greatest contribution, a priority order of indicators that need to be immediately improved and those that need to be maintained can be arranged. Analysis of research result values for each research variable indicator is calculated from the average score for each indicator of each research variable. The average score for each indicator is a description of the actual condition of these indicators from the point of view of the research subjects.

## **3. Methods**

As explained above, this research aims to find ways to improve the service quality of vocational high school teachers through research on the strength of influence between teacher service quality as the dependent variable and knowledge management, interpersonal communication, organizational support and job satisfaction. as the independent variable. The research method used is a survey method with a path analysis test approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions for improving teacher service quality.

The research was carried out on foundation permanent teachers (GTY) of PGRI Vocational High Schools (SMK) in Bogor Regency with a teacher population of 289 people, with a sample of 168 teachers calculated using the Slovin formula taken from Umar.

Data collection in this research used research instruments in the form of questionnaires which were distributed to teachers as research respondents. The research instrument items are derived from the research indicators whose conditions will be explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability. The validity test was carried out using the Pearson Product Moment technique, while for the reliability test a calculation was used using the Cronbach's Alpha formula. After the data is collected, homogeneity tests, normality tests, linearity tests, simple correlation analysis, coefficient of determination analysis, partial correlation analysis, and statistical hypothesis testing are then carried out.

SITOREM stands for "Scientific Identification Theory to Conduct Operation Research in Education Management", which can generally be interpreted as a scientific method used to identify variables (theories) to conduct "Operation Research" in the field of Education Management (Soewarto Hardhienata, 2017). In the context of Correlation and Path Analysis research, SITOREM is used as a method to conduct: 1). Identifying the strength of the relationship between Independent Variables and Dependent Variables, 2) Analysis of the value of research results for each research variable indicator, and 3) Analysis of the weight of each indicator for each research variable based on the criteria of "Cost, Benefit, Urgency and Importance".

Next, indicator analysis was carried out using the SITOREM method from Hardhienata to determine the priority order for improving indicators as a recommendation to related parties as a result of this research. In determining the priority order for handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from hypothesis testing, (2) the priority order for handling indicators resulting from expert assessments, and (3) the indicator value obtained from data calculations. obtained from the answers of research respondents.

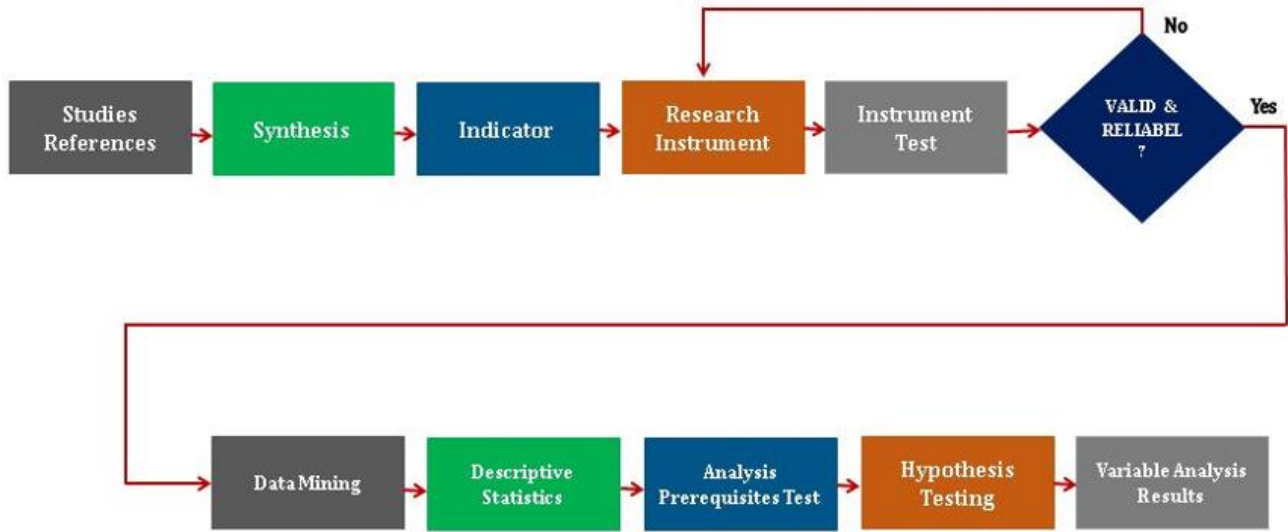


Figure 1. Quantitative Research Stages.

In short, this research design consists of two major stages, namely:

- a) This research consists of quantitative research to prove the research hypothesis
- b) Verifying the results of quantitative research through SITOREM analysis, as in the research steps in the image below.

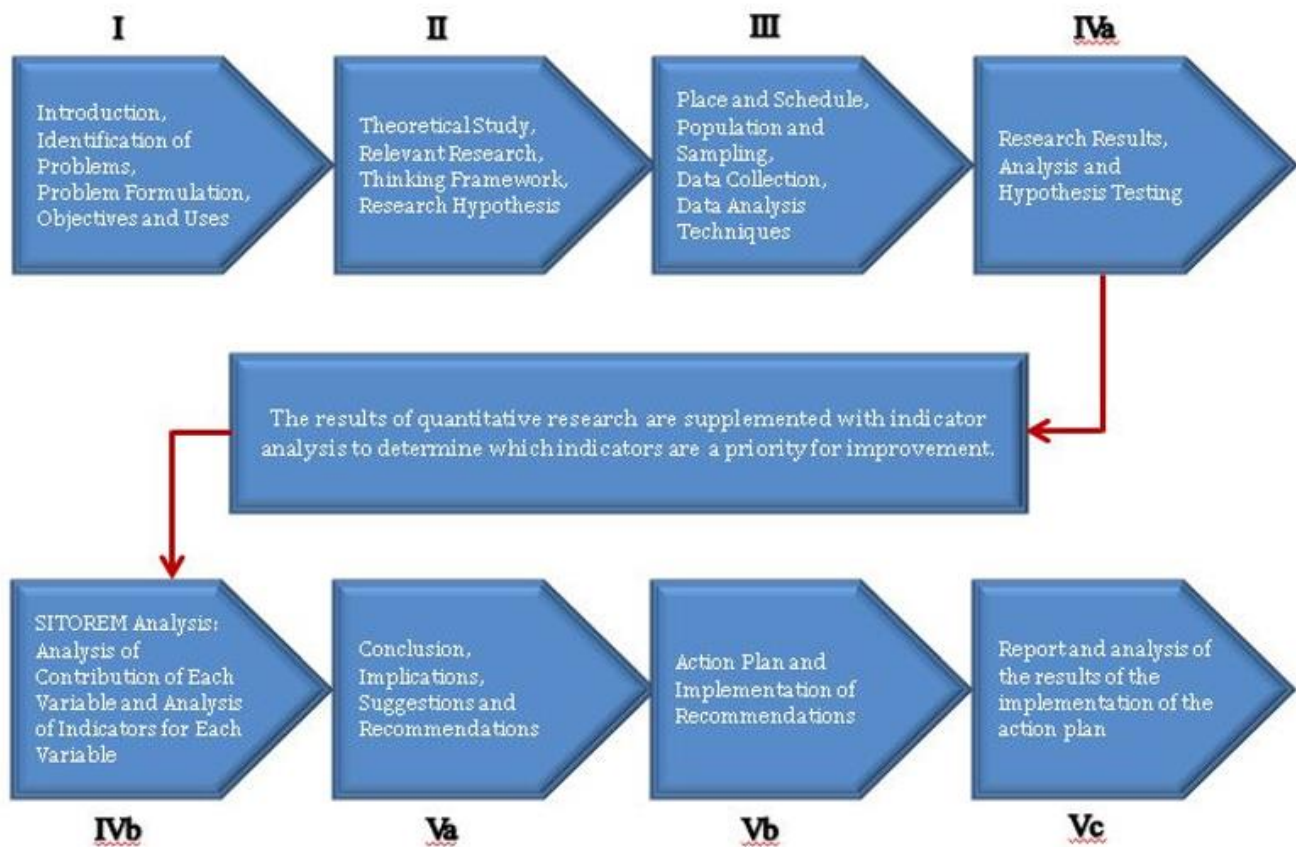


Figure 2. Path Analysis research design and SITOREM analysis.

Based on the identification of the strength of the relationship between research variables, and based on the weight of each independent variable indicator that has the greatest contribution, a priority order of indicators that need to be improved immediately and those that need to be maintained can be arranged. The analysis of the research result value of each research variable indicator is calculated from the average score of each indicator of each research variable. The average score of each indicator is a picture of the actual condition of the indicators seen from the perspective of the research subject.

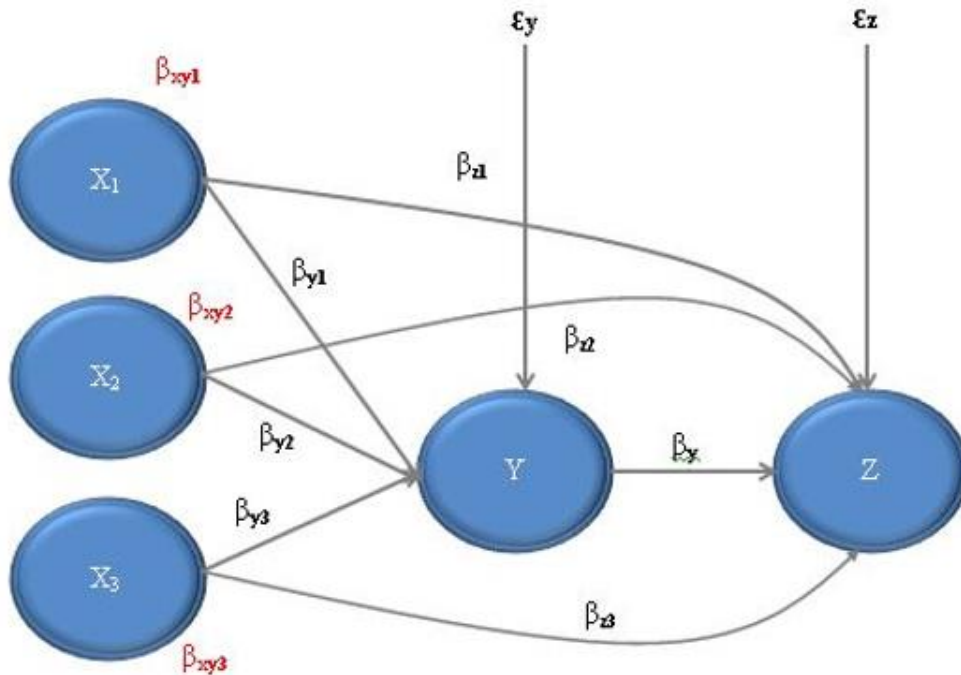


Figure 3. Research Constellation.

- X<sub>1</sub> : Knowledge Management
- X<sub>2</sub> : Interpersonal Communication
- X<sub>3</sub> : Organizational Support
- Y : Job Satisfaction
- Z : Service Quality

#### 4. Result and Discussion

Based on the results of the analysis of statistical descriptions for research variables, symptoms of central data can be revealed as listed in the following table:

Table 1. Summary of statistical description of research variables.

| Description     | Knowledge management (X <sub>1</sub> ) | Interpersonal communication (X <sub>2</sub> ) | Organizational support (X <sub>3</sub> ) | Job satisfaction (Y) | Service quality (Z) |
|-----------------|--|---|--|----------------------|---------------------|
| Mean            | 121.05                                 | 126.75  | 122.91                                   | 122.80               | 126.28              |
| Standard error  | 1.21728                                | 1.75046                                       | 1.19771                                  | 1.77186              | 1.25326             |
| Median          | 124                                    | 134   | 126.5                                    | 130                  | 130                 |
| Mode            | 121                                    | 150   | 130                                      | 149                  | 136                 |
| Stand deviation | 16.6906                                | 24.001  | 16.4221                                  | 24.2945              | 17.1838             |
| Sample variance | 278.575                                | 576.049                                       | 269.687                                  | 590.223              | 295.284             |
| Kurtosis        | 0.58266                                | 1.64903                                       | 1.64832                                  | 0.5498               | 0.85695             |
| Skewness        | -0.9844                                | -1.4904                                       | -1.3927                                  | -0.7772              | -1.0468             |
| Range           | 70                                     | 101   | 81                                       | 101                  | 77                  |
| Minimum score   | 74                                     | 52  | 64                                       | 59                   | 75                  |
| Maximum score   | 144                                    | 153   | 145                                      | 160                  | 152                 |

##### 4.1. Normality Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 2. Estimated standard error normality test.

| Estimate error     | n   | L <sub>count</sub> | L <sub>table</sub> |          | Decision  |
|--------------------|-----|--------------------|--------------------|----------|-----------|
|                    |     |                    | α = 0,05           | α = 0,01 |           |
| z - $\hat{Y}_1$    | 168 | 0.009              | 0.065              | 0.075    | Normality |
| z - $\hat{Y}_2$    | 168 | 0.012              | 0.065              | 0.075    | Normality |
| z - $\hat{Y}_3$    | 168 | 0.010              | 0.065              | 0.075    | Normality |
| z - $\hat{Y}_4$    | 168 | 0.008              | 0.065              | 0.075    | Normality |
| y - X <sub>1</sub> | 168 | 0.011              | 0.065              | 0.075    | Normality |
| y - X <sub>2</sub> | 168 | 0.010              | 0.065              | 0.075    | Normality |
| y - X <sub>3</sub> | 168 | 0.012              | 0.065              | 0.075    | Normality |

Note: Normal distribution requirements : L<sub>count</sub> < L<sub>table</sub>

##### 4.2. Homogeneity Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

**Table 3.** Summary of data variance homogeneity test.

| Grouping                | $X^2_{hitung}$ | $X^2_{tabel}$   | Decision    |
|-------------------------|----------------|-----------------|-------------|
|                         |                | $\alpha = 0.05$ |             |
| z on the basis of $X_1$ | 3714.91        | 6132.59         | Homogeneity |
| z on the basis of $X_2$ | 3823.33        | 7288.01         | Homogeneity |
| z on the basis of $X_3$ | 4592.84        | 8451.28         | Homogeneity |
| z on the basis of y     | 4613.17        | 6192.48         | Homogeneity |
| y on the basis of $X_1$ | 3710.50        | 6132.59         | Homogeneity |
| y on the basis of $X_2$ | 4469.28        | 7288.01         | Homogeneity |
| y on the basis of $X_3$ | 4912.17        | 7288.01         | Homogeneity |

**Note:** Homogeneous population requirement  $\chi^2_{count} < \chi^2_{table}$

#### 4.3. Regression Model Test

The overall calculation results of the regression model in this research can be seen in the summary in the following table:

**Table 4.** Regression model.

| Relationship model between variables | Regression model                      | Significance test results |
|--------------------------------------|---------------------------------------|---------------------------|
| z on $x_1$                           | $\hat{y} = 39.508 + 0.645X_1$         | Significant               |
| z on $x_2$                           | $\hat{y} = 54.744 + 0.523X_2$         | Significant               |
| z on $x_3$                           | $\hat{y} = 58.693 + 0.533X_3$         | Significant               |
| z on y                               | $\hat{y} = 39.508 + 0.645X_1$         | Significant               |
| y on $x_1$                           | $\hat{y} = 62.423 + 0.447X_2$         | Significant               |
| y on $x_2$                           | $\hat{y} = 72.122 + 0.382X_3$         | Significant               |
| y on $x_3$                           | $\hat{y} = 46.152 + 0.577X_5$         | Significant               |
| z on $x_1$ through y                 | $\hat{y} = 46.77 + 0.30X_2 + 0.26X_5$ | Significant               |
| z on $x_2$ through y                 | $\hat{y} = 34.12 + 0.37X_1 + 0.33X_4$ | Significant               |
| z on $x_3$ through y                 | $\hat{y} = 51.45 + 0.34X_2 + 0.20X_4$ | Significant               |

#### 4.4. Regression Model Significance Test

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

**Table 5.** Summary of regression model significance test results (F Test).

| Relationship model between variables | Sig.               | $\alpha$ | Significance test results |
|--------------------------------------|--------------------|----------|---------------------------|
| z on $x_1$                           | 0.000 <sup>b</sup> | 0.005    | Significant               |
| z on $x_2$                           | 0.000 <sup>b</sup> | 0.005    | Significant               |
| z on $x_3$                           | 0.000 <sup>b</sup> | 0.005    | Significant               |
| z on y                               | 0.000 <sup>b</sup> | 0.005    | Significant               |
| y on $x_1$                           | 0.000 <sup>b</sup> | 0.005    | Significant               |
| y on $x_2$                           | 0.000 <sup>b</sup> | 0.005    | Significant               |
| y on $x_3$                           | 0.000 <sup>b</sup> | 0.005    | Significant               |
| z on $x_1$ through y                 | 0.000 <sup>b</sup> | 0.005    | Significant               |
| z on $x_2$ through y                 | 0.000 <sup>b</sup> | 0.005    | Significant               |
| z on $x_3$ through y                 | 0.000 <sup>b</sup> | 0.005    | Significant               |

**Note:** Significant Terms: Sig <  $\alpha$

#### 4.5. Linearity Test

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

**Table 6.** Summary of the results of the linearity test of the regression model (t-Test).

| Relationship model between variables | Sig.  | $\alpha$ | Linearity pattern test results |
|--------------------------------------|-------|----------|--------------------------------|
| z atas $x_1$                         | 0.000 | 0.005    | Linier                         |
| z atas $x_2$                         | 0.000 | 0.005    | Linier                         |
| z atas $x_3$                         | 0.000 | 0.005    | Linier                         |
| z atas y                             | 0.000 | 0.005    | Linier                         |
| y atas $x_1$                         | 0.000 | 0.005    | Linier                         |
| y atas $x_2$                         | 0.000 | 0.005    | Linier                         |
| y atas $x_3$                         | 0.000 | 0.005    | Linier                         |
| z atas $x_1$ melalui y               | 0.000 | 0.005    | Linier                         |
| z atas $x_2$ melalui y               | 0.000 | 0.005    | Linier                         |
| z atas $x_3$ melalui y               | 0.000 | 0.005    | Linier                         |

**Note:** Linear Terms: Sig <  $\alpha$ .

#### 4.6. Multicollinearity Test

Multicollinearity testing aims to determine whether the regression model found any correlation between independent variables or independent variables. Testing uses the Spearman Test. The effect of this multicollinearity is that it causes high variability in the sample. This means that the standard error is large, as a result, when the coefficient is tested, tcount will be a smaller value than ttable. The overall calculation results of the multicollinearity test are as follows:

Table 7. Summary of multicollinearity test.

| Independent variable             | Tolerance | VIF   | Precondition  | Decision                                     |
|----------------------------------|-----------|-------|---|--|
| Knowledge management (X1)        | 0.227     | 4.408 | H <sub>0</sub> : VIF < 10, there is no multicollinearity<br>H <sub>1</sub> : VIF > 10, there is multicollinearity | Ho accepted<br>There is no multicollinearity |
| Interpersonal communication (X2) | 0.203     | 5.803 | H <sub>0</sub> : VIF < 10, there is no multicollinearity<br>H <sub>1</sub> : VIF > 10, there is multicollinearity | Ho accepted<br>There is no multicollinearity |
| Organizational support (X3)      | 0.225     | 4.449 | H <sub>0</sub> : VIF < 10, there is no multicollinearity<br>H <sub>1</sub> : VIF > 10, there is multicollinearity | Ho accepted<br>There is no multicollinearity |
| Job satisfaction (Y)             | 0.213     | 4.692 | H <sub>0</sub> : VIF < 10, there is no multicollinearity<br>H <sub>1</sub> : VIF > 10, there is multicollinearity | Ho accepted<br>There is no multicollinearity |

4.7. Heteroscedasticity Test

In this research, to test whether there is heteroscedasticity using the Glejser Test where if the significant value is <0.05 then heteroscedasticity occurs, if on the contrary the significance value is ≥ 0.05 then homoscedasticity occurs. The overall calculation results of the heteroscedasticity test in this study can be seen in the summary in the following table:

Table 8. Summary of Heteroscedacity Test.

| Independent variable             | Sig.  | α    | Precondition  | Decision                                      |
|----------------------------------|-------|------|---|---|
| Knowledge management (X1)        | 0.000 | 0.05 | H <sub>0</sub> : sig < 0,05 then there is no heteroscedasticity.<br>H <sub>1</sub> : sig ≥ 0,05 then there is heteroscedasticity. | Ho accepted<br>There is no heteroscedasticity |
| Interpersonal communication (X2) | 0.000 | 0.05 | H <sub>0</sub> : sig < 0,05 then there is no heteroscedasticity.<br>H <sub>1</sub> : sig ≥ 0,05 then there is heteroscedasticity. | Ho accepted<br>There is no heteroscedasticity |
| Organizational support (X3)      | 0.000 | 0.05 | H <sub>0</sub> : sig < 0,05 then there is no heteroscedasticity.<br>H <sub>1</sub> : sig ≥ 0,05 then there is heteroscedasticity. | Ho accepted<br>There is no heteroscedasticity |
| Job satisfaction (Y)             | 0.000 | 0.05 | H <sub>0</sub> : sig < 0,05 then there is no heteroscedasticity.<br>H <sub>1</sub> : sig ≥ 0,05 then there is heteroscedasticity. | Ho accepted<br>There is no heteroscedasticity |

4.8. Path Analysis

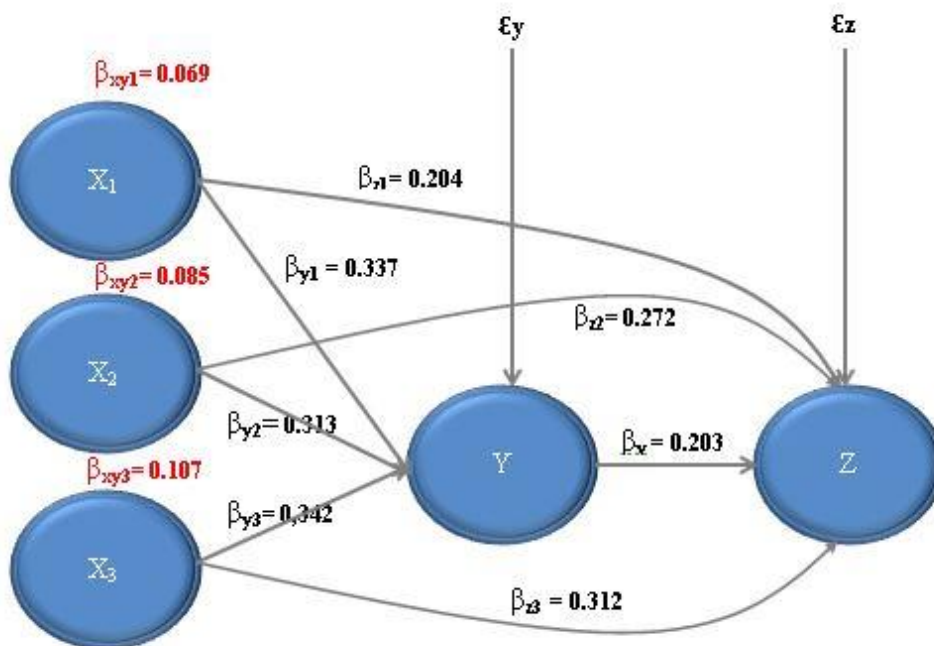


Figure 4. Research constellation

- X<sub>1</sub> : Knowledge Management
- X<sub>2</sub> : Interpersonal Communication
- X<sub>3</sub> : Organizational Support
- Y : Job Satisfaction
- Z : Service Quality

The influence between the independent variable and the dependent variable when viewed from path analysis, then this relationship is a functional relationship where Teacher Service Quality (Z) is formed as a result of the working of the Knowledge Management (X1), Interpersonal Communication (X2), Organizational Support (X3) functions, and Job Satisfaction (Y). Discussion of research results can be described as follows:

Table 9. Research Hypothesis.

| Hypotesis  | Path  | Statistic test   | Decision   | Conclusion                  |
|--|-------|--|--|-----------------------------|
| Knowledge Management (X1) on Teacher Service Quality (Z)                                     | 0.204 | H <sub>0</sub> : β <sub>z1</sub> ≤ 0<br>H <sub>1</sub> : β <sub>z1</sub> > 0   | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Direct Positive Influence   |
| Interpersonal Communication (X2) on Teacher Service Quality (Z)                              | 0.272 | H <sub>0</sub> : β <sub>z2</sub> ≤ 0<br>H <sub>1</sub> : β <sub>z2</sub> > 0   | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Direct Positive Influence   |
| Organizational Support (X3) for Teacher Service Quality (Z)                                  | 0.312 | H <sub>0</sub> : β <sub>z3</sub> ≤ 0<br>H <sub>1</sub> : β <sub>z3</sub> > 0   | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Direct Positive Influence   |
| Job Satisfaction (Y) on Teacher Service Quality (Z)  | 0.203 | H <sub>0</sub> : β <sub>z</sub> ≤ 0<br>H <sub>1</sub> : β <sub>z</sub> > 0     | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Direct Positive Influence   |
| Knowledge Management (X1) on Job Satisfaction (Y)  | 0.337 | H <sub>0</sub> : β <sub>z1</sub> ≤ 0<br>H <sub>1</sub> : β <sub>z1</sub> > 0   | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Direct Positive Influence   |
| Interpersonal Communication (X2) on Job Satisfaction (Y)                                     | 0.313 | H <sub>0</sub> : β <sub>z2</sub> ≤ 0<br>H <sub>1</sub> : β <sub>z2</sub> > 0   | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Direct Positive Influence   |
| Organizational Support (X3) on Job Satisfaction (Y)  | 0.342 | H <sub>0</sub> : β <sub>z3</sub> ≤ 0<br>H <sub>1</sub> : β <sub>z3</sub> > 0   | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Direct Positive Influence   |
| Knowledge Management (X1) on Teacher Service Quality (Z) through Job Satisfaction (Y)        | 0.069 | H <sub>0</sub> : β <sub>x1z</sub> ≤ 0<br>H <sub>1</sub> : β <sub>x1z</sub> > 0 | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Indirect Positive Influence |
| Interpersonal Communication (X2) on Teacher Service Quality (Z) through Job Satisfaction (Y) | 0.085 | H <sub>0</sub> : β <sub>x2z</sub> ≤ 0<br>H <sub>1</sub> : β <sub>x2z</sub> > 0 | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Indirect Positive Influence |
| Organizational Support (X3) on Teacher Service Quality (Z) through Job Satisfaction (Y)      | 0.107 | H <sub>0</sub> : β <sub>x3z</sub> ≤ 0<br>H <sub>1</sub> : β <sub>x3z</sub> > 0 | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Indirect Positive Influence |

4.9. Indirect Effect Test

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the independent variable and the dependent variable. The results of the indirect influence test are as follows:

Table 10. Research Hypothesis.

| Indirect Influence   | Zcount | Ztable | Decision   | Conclusion        |
|--|--------|--------|--|-------------------|
| Knowledge management (X1) on teacher service quality (Z) through job satisfaction (Y)        | 4.860  | 1.966  | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Proven to mediate |
| Interpersonal communication (X2) on teacher service quality (Z) through job satisfaction (Y) | 4.678  | 1.966  | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Proven to mediate |
| Organizational support (X3) on Teacher service quality (Z) through job satisfaction (Y)      | 4.608  | 1.966  | H <sub>0</sub> is rejected<br>H <sub>1</sub> is accepted | Proven to mediate |

4.10. Optimal Solution for Strengthening the Quality of Teacher Services

Based on the results of statistical hypothesis testing, determining indicator priorities, and calculating indicator values as described above, a recapitulation of research results can be made which is the optimal solution for strengthening Teacher Service Quality as follows:

Table 11. SITOREM Analysis.

| Knowledge management (βy1 = 0,204) (rangk.III)    |   |                                     |  |                 |
|---|---|-------------------------------------|--|-----------------|
| Indicator in initial state                        |   | Indicator after Weighting by Expert |  | Indicator value |
| 1   | Knowledge acquisition                   | 1 <sup>st</sup>                     | Knowledge Acquisition (23.17%)                   | 3.88            |
| 2   | Knowledge gathering                     | 2 <sup>nd</sup>                     | Utilization of knowledge (22.54%)                | 4.10            |
| 3   | Knowledge storage                       | 3 <sup>rd</sup>                     | Sharing and distribution of knowledge (20.96%)   | 4.00            |
| 4   | Processing knowledge into new knowledge | 4 <sup>th</sup>                     | Processing knowledge into new knowledge (18.12%) | 3.61            |
| 5   | Sharing and distribution of knowledge   | 5 <sup>th</sup>                     | Knowledge Gathering (15.21%)                     | 3.60            |
| 6   | Utilization of knowledge                | 6 <sup>th</sup>                     | Knowledge Storage (14.21%)                       | 3.60            |
| Komunikasi Interpersonal (βy2 = 0,272) (rangk.II) |   |                                     |  |                 |
| Indicator in Initial State                        |   | Indicator after Weighting by Expert |  | Indicator value |
| 1   | Emphaty                                 | 1 <sup>st</sup>                     | Opennes (26.67%)                                 | 3.57            |
| 2   | Equility                                | 2 <sup>nd</sup>                     | Equility (25.07%)                                | 4.02            |
| 3   | Opennes                                 | 3 <sup>rd</sup>                     | Emphaty (24.88%)                                 | 3.68            |
| 4   | Possitiveness                           | 4 <sup>th</sup>                     | Possitiveness (23.38%)                           | 3.74            |
| 5   | Supportiveness                          | 5 <sup>th</sup>                     | Supportiveness (21.38%)                          | 3.74            |
| Dukungan Organisasi (βy3 = 0,312) (rangk.I)       |   |                                     |  |                 |
| Indicator in Initial State                        |   | Indicator after Weighting by Expert |  | Indicator value |
| 1   | Fairness                                | 1 <sup>st</sup>                     | Fairness (21.45%)                                | 3.82            |
| 2   | Job Conditions                          | 2 <sup>nd</sup>                     | Supervisor Support (20.24%)                      | 3.84            |



|   |   |                                      |                                  |                 |
|---|---|--------------------------------------|----------------------------------|-----------------|
| 3   | Organizational Rewards                  | 3 <sup>rd</sup>                      | Organizational Rewards (19.78%)  | 3.92            |
| 4   | Supervisor Support                      | 4 <sup>th</sup>                      | Job Conditions (19.64%)          | 4.04            |
| Kepuasan Kerja (Y) ( $\beta_{y4} = 0,203$ ) (rank.IV) |   |                                      |                                  |                 |
| Indicator in Initial State                            |   | Indicator after Weighting by Expert  |                                  | Indicator value |
| 1   | Co- workers                             | 1 <sup>st</sup>                      | Pay (16.95%)                     | 3.85            |
| 2   | Job                                     | 2 <sup>nd</sup>                      | Job (16.36%)                     | 4.11            |
| 3   | Pay                                     | 3 <sup>rd</sup>                      | Promotion Opportunities (14.31%) | 3.65            |
| 4   | Promotion opportunities                 | 4 <sup>th</sup>                      | Supervisor (13.78%)              | 4.03            |
| 5   | Supervisor                              | 5 <sup>th</sup>                      | Co- Workers (13.73%)             | 3.78            |
| Kualitas Layanan guru                                 |   |                                      |                                  |                 |
| Indicator in initial state                            |   | Indicator after Weighting by Expert  |                                  | Indicator value |
| 1   | Assurance                               | 1 <sup>st</sup>                      | Reliability (18.48%)             | 3.78            |
| 2   | Empathy                                 | 2 <sup>nd</sup>                      | Responsiveness (17.93%)          | 3.85            |
| 3   | Reliability                             | 3 <sup>rd</sup>                      | Assurance (16.77%)               | 4.10            |
| 4   | Responsiveness                          | 4 <sup>th</sup>                      | Empathy (16.77%)                 | 3.76            |
| Sitorem analysis result                               |   |                                      |                                  |                 |
| Priority order of indicator to be strengthened        |   | Indicator remain to be maintained    |                                  |                 |
| 1 <sup>st</sup>                                       | Fairness                                | 1. Job Conditions                    |                                  |                 |
| 2 <sup>nd</sup>                                       | Supervisor support                      | 2. Equility                          |                                  |                 |
| 3 <sup>rd</sup>                                       | Organizational rewards                  | 3. Utilization of knowledge          |                                  |                 |
| 4 <sup>th</sup>                                       | Openness                                | 4. Sharing and distribution of knowl |                                  |                 |
| 5 <sup>th</sup>                                       | Emphaty                                 | 5. Job                               |                                  |                 |
| 6 <sup>th</sup>                                       | Possitiveness                           | 6. Supervisor                        |                                  |                 |
| 7 <sup>th</sup>                                       | Supportiveness                          | 7. Assurance                         |                                  |                 |
| 8 <sup>th</sup>                                       | Knowledge acquisition                   |                                      |                                  |                 |
| 9 <sup>th</sup>                                       | Processing knowledge into new knowledge |                                      |                                  |                 |
| 10 <sup>th</sup>                                      | Knowledge gathering                     |                                      |                                  |                 |
| 11 <sup>th</sup>                                      | Knowledge storage                       |                                      |                                  |                 |
| 12 <sup>th</sup>                                      | Pay                                     |                                      |                                  |                 |
| 13 <sup>th</sup>                                      | Promotion opportunities                 |                                      |                                  |                 |
| 14 <sup>th</sup>                                      | Co- workers                             |                                      |                                  |                 |
| 15 <sup>th</sup>                                      | Reliability                             |                                      |                                  |                 |
| 16 <sup>th</sup>                                      | Responsiveness                          |                                      |                                  |                 |
| 17 <sup>th</sup>                                      | Empathy                                 |                                      |                                  |                 |

## 5. Conclusions, Implications and Suggestions

Based on the results of the analysis, discussion of research results and hypotheses that have been tested, it can be concluded as follows:

1. Strengthening the Quality of Teacher Services can be done by using a variable development strategy that has a positive effect on the Quality of Teacher Services.
2. Variables that have a positive influence on Teacher Service Quality are Knowledge Management, Interpersonal Communication, Organizational Support and Job Satisfaction. This was proven from the results of variable analysis using the Path Analysis method.
3. The way to strengthen the quality of teacher services is to improve indicators that are still weak and maintain good indicators for each research variable.

Based on the research conclusions above, the following implications can be drawn in this research:

1. If the quality of teacher services is to be strengthened, it is necessary to develop Knowledge Management, Interpersonal Communication and Organizational Support as exogenous variables with Job Satisfaction as an intervening variable.
2. If Knowledge Management is to be developed, it is necessary to improve indicators that are still weak, namely: Knowledge Acquisition, Processing knowledge into new knowledge, Knowledge Gathering, and Knowledge Storage as well as maintaining or developing indicators: Utilization of knowledge and Sharing and distribution of knowledge.
3. If Interpersonal Communication is to be developed, it is necessary to improve the indicators that are still weak, namely, Openness, Empathy, Possitiveness and Supportiveness, as well as maintaining or developing the indicator: Equity.
4. If Organizational Support is to be developed, it is necessary to improve the weak indicators, namely: Fairness, Supervisor Support and Organizational Rewards, as well as maintaining or developing the indicator: Job Conditions.
5. If Job Satisfaction is to be increased, it is necessary to improve the weak indicators, namely Pay, Promotion Opportunities and Co-Workers, as well as maintaining or developing the indicators: Job and Supervisor.

Suggestions or recommendations that can be given to related parties are as follows:

1. School principals need to improve the quality of teacher services by developing Knowledge Management, Interpersonal Communication, Organizational Support and Job Satisfaction. by improving: Reliability, Responsiveness and Empathy as well as by maintaining Assurance
2. The Ministry of Education, Culture, Research and Technology (Kemdikbudristek) and school organizing institutions need to develop teachers in strengthening the quality of teacher services by providing appropriate direction to strengthen the development of Knowledge Management, Interpersonal Communication, Organizational Support and Job Satisfaction in accordance with the results of this research.

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