

Improving the Quality of Vocational School Teacher Services through Strengthening Knowledge Management, Interpersonal Communication, Organizational Support and Job Satisfaction

Andi Hermawan, Nika Sintesa, Andri Kusuma Wardani

Sekolah Pascasarjana Universitas Pakuan

Corresponden E-mail : gus.andi.evolutioner@gmail.com

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: Service Quality, Knowledge Management, Interpersonal Communication, Organizational Support, Job Satisfaction, SITOREM Analysis.

I. 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.

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: 438-440).

From various theories presented by Baines, Fill, & Page, (2011: 503-505), Supranto, (2005:231), Tjiptono, (2005:192), Wyckof (2002:59), Hardiansyah (2011:40) , Rambat & Hamdani, (2016:192), Usmara (2003:94), (Ree, 2009:43-44). Manasa Nagabushanam (2013:318), Yaslioglu, Özasan Çalışkan, and Şap (2013), and Rabaa'i and Gable (2012:59), 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).

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), 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

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), 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

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: 76-77).

From various theories presented by Salehzadeh, Asadi, Khazaei Pool, Reza Ansari, and Haroni (2014:206-219), Baran, Shanock, and Miller (2012), Colquitt, LePine, & Wesson, (2015 :82), Zagenczck, Gibney, Few, and Scott (2011:254-281), George and Jones (2012:267), Rhoades and Eisenberger (2002), Nancy Langton and Stephen P. Robbins (2007 : 86), Pohl, Battistelli, and Librecht (2013:193-207), Rhoades & Eisenberger, (2002:698-714), Baran et al. (2012:123-148), 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)

Job satisfaction

According to Gibson, John, James, and Robert (2006: 108-109), 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., (2015:104-126), Robbins (2006:26), As'ad, (2015:4). (Hasibuan, 2001:202), Davis (2005:105), Mangkunegara (2004), Mathis & Jackson, (2006), Kuswadi (2005), Martoyo (2012:115), Handoko (2010:193), 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).

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.

II. 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.

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.

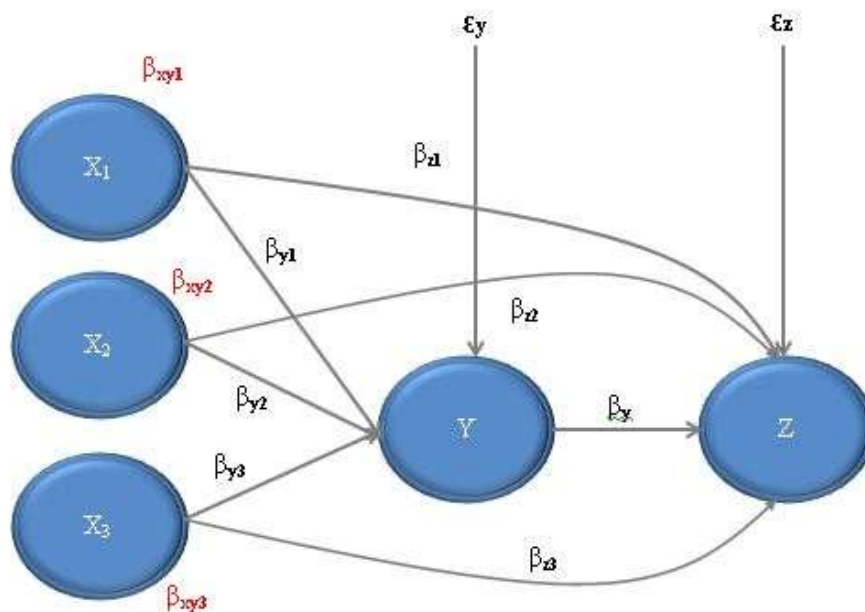


Figure 1. Research Constellation

- X_1 : Knowledge Management
 X_2 : Interpersonal Communication
 X_3 : Organizational Support
 Y : Job Satisfaction
 Z : Service Quality

III. 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_1)	Interpersonal Communication (X_2)	Organizational Support (X_3)	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

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_{Count}	L_{table}		Decision
			$\alpha = 0,05$	$\alpha = 0,01$	
$z - \hat{Y}_1$	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
$y - X_1$	168	0.011	0.065	0.075	Normality
$y - X_2$	168	0.010	0.065	0.075	Normality
$y - X_3$	168	0.012	0.065	0.075	Normality
Normal distribution requirements : $L_{count} < L_{table}$					

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

Grouping	X^2_{hitung}	X^2_{tabel}	Decision
		$\alpha = 0,05$	
y on the basis of X_2	4469.28	7288.01	Homogeneity
y on the basis of X_3	4912.17	7288.01	Homogeneity
Homogeneous population requirement $\chi^2_{count} < \chi^2_{table}$			

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

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	α	Significance Test Results
z on x_1	0,000 ^b	0,005	Significant
z on x_2	0,000 ^b	0,005	Significant
z on x_3	0,000 ^b	0,005	Significant
z on y	0,000 ^b	0,005	Significant
y on x_1	0,000 ^b	0,005	Significant
y on x_2	0,000 ^b	0,005	Significant
y on x_3	0,000 ^b	0,005	Significant
z on x_1 through y	0,000 ^b	0,005	Significant
z on x_2 through y	0,000 ^b	0,005	Significant
z on x_3 through y	0,000 ^b	0,005	Significant
Significant Terms : Sig < α			

Uji Linieritas

Hasil perhitungan secara keseluruhan uji linearitas model regresi dalam penelitian ini dapat dilihat pada rangkuman pada tabel berikut :

Tabel 6. Rangkuman Hasil Uji Linearitas Model Regresi (Uji t)

Relationship Model Between Variables	Sig	α	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

Relationship Model Between Variables	Sig	α	Linearity Pattern Test Results
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
Linear Terms : Sig < α			

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_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Interpersonal Communication (X2)	0.203	5.803	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Organizational Support (X3)	0.225	4.449	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Job Satisfaction (Y)	0.213	4.692	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity

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_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig $\geq$ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Interpersonal Communication (X2)	0,000	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig $\geq$ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity

Independent Variable	Sig.	α	Precondition	Decision
Organizational Support (X3)	0,000	0,05	H ₀ : sig < 0,05 then there is no heteroscedasticity. H ₁ : sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Job Satisfaction (Y)	0,000	0,05	H ₀ : sig < 0,05 then there is no heteroscedasticity. H ₁ : sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity

Path Analysis

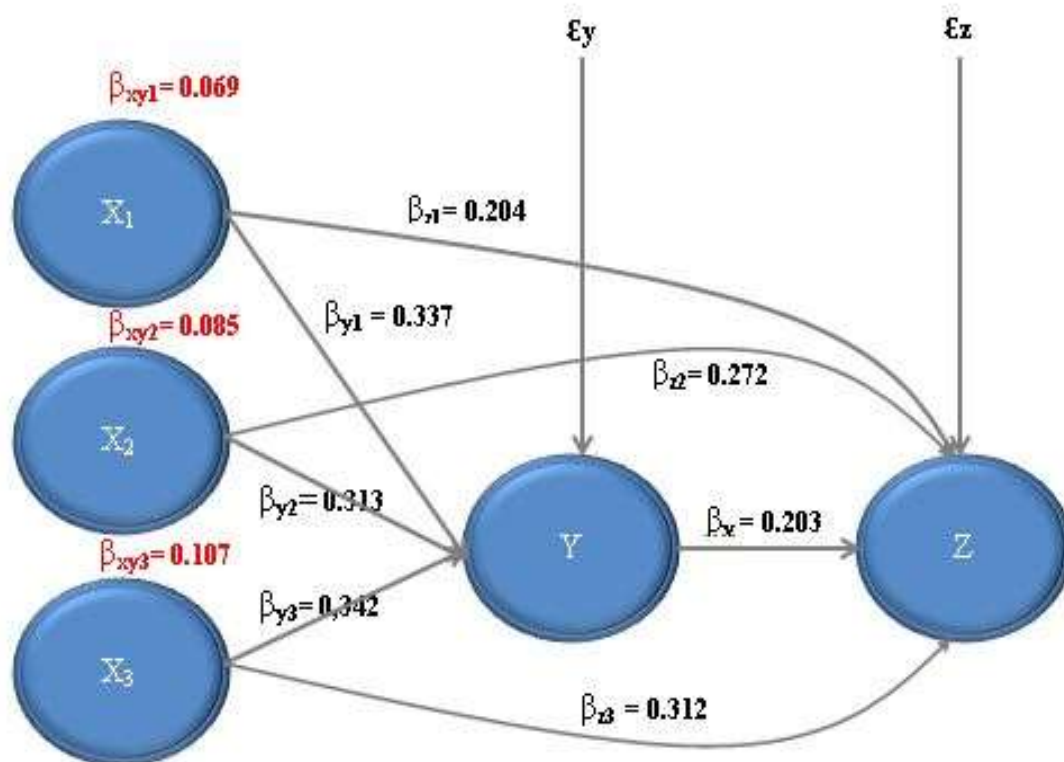


Figure 2. Research Constellation

- X₁ : Knowledge Management
- X₂ : Interpersonal Communication
- X₃ : 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	$H_0 : \beta_{z1} \leq 0$ $H_1 : \beta_{z1} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Interpersonal Communication (X2) on Teacher Service Quality (Z)	0.272	$H_0 : \beta_{z2} \leq 0$ $H_1 : \beta_{z2} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Organizational Support (X3) for Teacher Service Quality (Z)	0.312	$H_0 : \beta_{z3} \leq 0$ $H_1 : \beta_{z3} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Job Satisfaction (Y) on Teacher Service Quality (Z)	0.203	$H_0 : \beta_Y \leq 0$ $H_1 : \beta_Y > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Knowledge Management (X1) on Job Satisfaction (Y)	0.337	$H_0 : \beta_{z1} \leq 0$ $H_1 : \beta_{z1} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Interpersonal Communication (X2) on Job Satisfaction (Y)	0.313	$H_0 : \beta_{z2} \leq 0$ $H_1 : \beta_{z2} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Organizational Support (X3) on Job Satisfaction (Y)	0.342	$H_0 : \beta_{z3} \leq 0$ $H_1 : \beta_{z3} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Knowledge Management (X1) on Teacher Service Quality (Z) through Job Satisfaction (Y)	0.069	$H_0 : \beta_{xy1} \leq 0$ $H_1 : \beta_{xy1} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence
Interpersonal Communication (X2) on Teacher Service Quality (Z) through Job Satisfaction (Y)	0.085	$H_0 : \beta_{xy2} \leq 0$ $H_1 : \beta_{xy2} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence
Organizational Support (X3) on Teacher Service Quality (Z) through Job Satisfaction (Y)	0.107	$H_0 : \beta_{xy3} \leq 0$ $H_1 : \beta_{xy3} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence

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	Z _{count}	Z _{table}	Decision	Conclusion
Knowledge Management (X1) on Teacher Service Quality (Z) through Job Satisfaction (Y)	4.860	1,966	H_0 is rejected H_1 is accepted	proven to mediate
Interpersonal Communication (X2) on Teacher Service Quality (Z) through Job Satisfaction (Y)	4,678	1,966	H_0 is rejected H_1 is accepted	proven to mediate
Organizational Support (X3) on Teacher Service Quality (Z) through Job Satisfaction (Y)	4,608	1,966	H_0 is rejected H_1 is accepted	proven to mediate

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 ($\beta_{y1} = 0,204$) (rangk.III)

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Knowledge Acquisition	1 st	Knowledge Acquisition (23.17%)	3.88
2	Knowledge Gathering	2 nd	Utilization of knowledge (22.54%)	4.10
3	Knowledge Storage	3 rd	Sharing and distribution of knowledge (20.96%)	4.00
4	Processing knowledge into new knowledge	4 th	Processing knowledge into new knowledge (18.12%)	3.61
5	Sharing and distribution of knowledge	5 th	Knowledge Gathering (15.21%)	3.60
6	Utilization of knowledge	6 th	Knowledge Storage (14.21%)	3.60

Komunikasi Interpersonal ($\beta_2 = 0,272$) (rangk.II)

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Emphaty	1 st	Opennes (26.67%)	3.57
2	Equility	2 nd	Equility (25.07%)	4.02
3	Opennes	3 rd	Emphaty (24.88%)	3.68
4	Possitiveness	4 th	Possitiveness (23.38%)	3.74
5	Supportiveness	5 th	Supportiveness (21.38%)	3.74

Dukungan Organisasi ($\beta_3 = 0,312$) (rangk.I)

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Fairness	1 st	Fairness (21.45%)	3.82
2	Job Conditions	2 nd	Supervisor Support (20.24%)	3.84
3	Organizational Rewards	3 rd	Organizational Rewards (19.78%)	3.92
4	Supervisor Support	4 th	Job Conditions (19.64%)	4.04

Kepuasan Kerja (Y) ($\beta_4 = 0,203$) (rank.IV)

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Co- Workers	1 st	Pay (16.95%)	3.85
2	Job	2 nd	Job (16.36%)	4.11
3	Pay	3 rd	Promotion Opportunities (14.31%)	3.65
4	Promotion Opportunities	4 th	Supervisor (13.78%)	4.03
5	Supervisor	5 th	Co- Workers (13.73%)	3.78

Kualitas Layanan Guru

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Assurance	1 st	Reliability (18.48%)	3.78
2	Empathy	2 nd	Responsiveness (17.93%)	3.85
3	Reliability	3 rd	Assurance (16.77%)	4.10
4	Responsiveness	4 th	Empathy (16.77%)	3.76

SITOREM ANALYSIS RESULT

Priority order of indicator to be Strengthened		Indicator remain to be maintained	
1 st	Fairness	1.	Job Conditions
2 nd	Supervisor Support	2.	Equility
3 rd	Organizational Rewards	3.	Utilization of knowledge
4 th	Opennes	4.	Sharing and distribution of knowl
5 th	Emphaty	5.	Job
6 th	Possitiveness	6.	Supervisor
7 th	Supportiveness	7.	Assurance
8 th	Knowledge Acquisition		
9 th	Processing knowledge into new knowledge		
10 th	Knowledge Gathering		
11 th	Knowledge Storage		
12 th	Pay		
13 th	Promotion Opportunities		
14 th	Co- Workers		
15 th	Reliability		
16 th	Responsiveness		
17 th	Empathy		

VI. 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, Positiveness 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.

ACKNOWLEDGEMENTS

Thank you to those who have helped in this research. Hopefully this research is useful for the community.

REFERENCE

- [1]. Marquardt, Michael J.. 2002. *Building the Learning Organization* : Mastering the 5 Elements for Corporate Learning. Palo Alto, CA: Davies- Black Publishing, Inc.
- [2]. Murray, E. Jennex. 2008. *Knowledge Management: Concepts, Methodologies, Tools, and Applications*. New York: Information Science Reference.
- [3]. Hilmi Aulawi, Rajesri Govindaraju, Kadarsah Suryadi, & Iman Sudirman. 2009. "Hubungan Knowledge sharing Behavior Dan Individual Innovation Capability". Jurnal Teknik Industri, 11(2), pp.174–187.
- [4]. Leung, Chan, & Lee, Lee, T. Y., Leung, H. K., & Chan, K. C. 2013. "Improving quality management on the basis of ISO 9000". The TQM Magazine, 11(2)
- [5]. E. Kusumadmo. 2013. *Manajemen Strategik - Pengetahuan*. Yogyakarta, Indonesia: Cahaya Atma.
- [6]. Kinicki, A., & Fugate, M. (2016). *Organizational behavior : a practical, problem-solving approach*. In *McGraw-Hill Education* (First inte). McGraw-Hill Education Singapore. <https://doi.org/LK> - <https://worldcat.org/title/930003718>
- [7]. Robbins, Stephen A. dan Timothy A. Judge. (2018). *Essential of Organizational Behavior*. Essex: Pearson Education Limited.

- [8]. Hermawan, A; Susanti, E (2022), Optimization of Improving Organizational Citizenship Behaviour (OCB) through Personality Strengthening, Interpersonal Communication, and Organizational Justice. Indonesian Journal of Education and Mathematical Science. <https://jurnal.umsu.ac.id/index.php/IJEMS/article/view/12105>
- [9]. Hermawan, A; Indrati, B; Susanti, E (2023), Optimal Solutions to Improve Teachers' Organizational Citizenship Behavior (OCB) by Strengthening Personality, Interpersonal Communication and Organizational Justice. Indonesian Journal of Education and Mathematical Science. <https://jurnal.umsu.ac.id/index.php/IJEMS/article/view/16840>
- [10]. Hermawan, A; Indrati, B; Susanti, E (2023), Teacher Performance Improvement Optimization through Teamwork Strengthening, Interpersonal Communication, Adversity Quotient and Work Motivation. Indonesian Journal of Education and Mathematical Science. <https://jurnal.umsu.ac.id/index.php/IJEMS/article/view/13305>
- [11]. Hermawan, A; Sunaryo, W; Hardhienata, S (2023), Optimal solution for OCB improvement through strengthening of servant leadership, creativity, and empowerment. Aptisi Transactions on Technopreneurship (ATT). <https://att.aptisi.or.id/index.php/att/article/view/307>
- [12]. Hermawan, A; Ghozali, AF; Sayuti, MA (2023), Optimization for Increasing Teacher Performance through Strengthening Teamwork, Interpersonal Communication, Adversity Intelligence, and Work Motivation. Valley International Journal Digital Library, 2023. <https://vipublisher.com/index.php/vij/article/view/72>
- [13]. Hermawan, A; Muhammadi, AM; Indrati, B (2023) Modeling and Optimization of Service Investigation Services: Empirical Study Using Pop-Hrm Approach at Head of Private Smk School in Bogor District, Indonesia. International Journal of Business and Social Science Research. <https://ijbssrnet.com/index.php/ijbssr/article/view/168>
- [14]. Hermawan, A; Setyaningsih, S; Hardhienata, S (2021), Exploratory Sequential Analysis Of Servant Leadership Reviewing From Adversity Intelligence, Proactive Personality, Team Work, Organizational Commitment And Work Motivation. Journal of Positive Psychology and Wellbeing. <https://www.journalppw.com/index.php/jppw/article/view/477>
- [15]. Hermawan, A; Susanti, E (2023), Pemodelan dan Optimasi Penguatan Kepemimpinan Melayani. Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP. <https://jurnal.umsu.ac.id/index.php/JPPG/article/view/16828>
- [16]. Hermawan, A; Setyaningsih, S; Hardhienata, S (2022), Servant Leadership Strengthening Modeling. IJMIE: International Journal of Management, Innovation and Education. <https://journal.unpak.ac.id/index.php/ijmie/article/view/9277>
- [17]. Radnawati, D; Hermawan, A, (2023), Jurnal Internasional: The Optimal Solution for Strengthening the Quality of Teacher Services Through Personality Development and Organizational Justice. International Journal of Social Science Research and Review. <http://repository.istn.ac.id/9509/>
- [18]. Rusnadi, S; Hermawan, A (2023), Strategi Optimal Peningkatan Kualitas Layanan Guru Sekolah Menengah Kejuruan (SMK) Melalui Penguatan Knowledge Management, Komunikasi Interpersonal, Dukungan Organisasi dan Kepuasan Kerja. Jurnal Syntax Admiration. <https://www.jurnalsyntaxadmiration.com/index.php/jurnal/article/view/778>
- [19]. Hermawan, A; Setyaningsih, S; Hardhienata, S (2022), Modeling and of Strengthening Servant Leadership. Edunity Kajian Ilmu Sosial dan Pendidikan, 2022 <https://edunity.publikasikupublisher.com/index.php/Edunity/article/view/12>
- [20]. Hermawan, A; Setyaningsih, S; Hardhienata, S (2022), Pemodelan Penguatan Kepemimpinan Melayani Kepala Sekolah. Jurnal Pendidikan Tambusai, 2022 <https://jptam.org/index.php/jptam/article/view/3050>
- [21]. Hermawan, A (2023), Pemodelan Kepemimpinan Melayani Kepala Sekolah, Penerbit Lembaga Kajian DIALEKTIKA, 2023. ISBN: 978-623-8210-03-9
- [22]. Hermawan, A; Indrati, B; Rohmah, MS (2023), Optimasi Organizational Citizenship Behaviour (OCB) Guru Sekolah Menengah Kejuruan (SMK) Melalui Penguatan Knowledge Management, Kecerdasan Adversitas, Efikasi Diri, Budaya Organisasi dan Motivasi Kerja. Jurnal Syntax Admiration, 2023 <https://www.jurnalsyntaxadmiration.com/index.php/jurnal/article/view/777>
- [23]. Hermawan, A; Sunaryo, W; Hardhienata, S (2022), Optimal Solution For Ocb Improvement Through Strengthening Of Servant Leadership, Creativity, And Empowerment. IJMIE: international Journal of Management, Innovation and Education, 2022 <https://journal.unpak.ac.id/index.php/ijmie/article/view/9275>
- [24]. Hermawan, A; Indrati, B; Rohmah, MS (2023), Optimizing organizational citizenship behavior (OCB) of vocational high school teachers through strengthening knowledge management, adversity

- intelligence, self-efficacy, organizational culture and work motivation. International Journal of Education, Business and Economics Research.(IJEER), 2023. ijeber.com
- [25]. Hermawan, A; Muhammadi, AM; Gozali, AF (2023), Optimasi Peningkatan Engagement Guru Melalui Penguatan Efikasi Diri, Komunikasi Interpersonal, Budaya Organisasi dan Kepuasan Kerja. Jurnal Syntax Admiration, 2023
<https://jurnalsyntaxadmiration.com/index.php/jurnal/article/view/943>
- [26]. Hermawan, A (2021), Penguatan Kepemimpinan Melayani Kepala Sekolah. Bogor: Bukit Mas Mulia, 2021. Penerbit : Bukit Mas Mulia Offset ISBN : 978-623-5812-08-3, HAKI : 00028131
- [27]. Siregar, UR; Hermawan, A (2023), Optimization to Increase Work Productivity Through Strengthening Organizational Culture, Interpersonal Communication, Task Interdependence, Job Satisfaction And Work Motivation. Quest Journals. Journal of Research in Business and Management. ISSN(Online):2347-3002. www.questjournals.org
- [28]. Hermawan, A; et. All (2021), Prosiding Seminar Nasional Manajemen Pendidikan, Jurnal Prosiding Seminar Nasional Manajemen Pendidikan. Hal. 1 – 391. Penerbit : Universitas Pakuan Press P-ISSN : 28278003
- [29]. Hermawan, A (2022), Permodelan Dan Optimasi Penguatan Kepemimpinan Melayani (Studi empiris menggunakan pendekatan POP-SDM pada kepala sekolah SMK Swasta di Kabupaten Bogor).
https://lib.pasca.unpak.ac.id/index.php?p=show_detail&id=14851&keywords=andi+hermawan
- [30]. Hermawan, A (2022), Peningkatan Organizational Citizenship Behavior (OCB) Guru. Penerbit : Bukit Mas Mulia ISBN : 978-623-5812-12-0 HAKI : 000301002
- [31]. Siregar, UR; Hermawan, A (2023), Optimal Strategies for Improving Organizational Image through Personality, Service Leadership, Organizational Culture and Service Quality. International Journal of Economics, Business and Management Research Vol. 7, No.11; 2023 ISSN: 2456-7760. doi.org/10.51505/IJEBMR.2023.72017 URL: <https://doi.org/10.51505/IJEBMR.2023.72017>
www.ijebmr.com
- [32]. Hermawan, A (2023), Model Kepemimpinan Melayani Kepala Sekolah. Penerbit Deepublish Anggota IKAPI (076/DIY/2012) HAKI : 000301002
- [33]. Subandi; Hermawan, A (2023), Strategi dan Cara Menurunkan Stres Kerja Melalui Penguatan Kecerdasan Adversitas, Komunikasi Interpersonal, Interdependensi Tugas dan Kualitas Layanan. Jurnal Syntax Admiration, 2023
<https://www.jurnalsyntaxadmiration.com/index.php/jurnal/article/view/915>
- [34]. Alwi, M; Hermawan, A (2023), Optimasi Penguatan Kualitas Layanan Guru Melalui Pengembangan Kepribadian dan Keadilan Organisasi. Jurnal Syntax Admiration, 2023.
<https://jurnalsyntaxadmiration.com/index.php/jurnal/article/view/914>
- [35]. Hermawan, A; Gozali, AF; Muhammadi, AM (2023), Optimasi Penguatan Komitmen Profesi Guru Melalui Pengembangan Kecerdasan Adversitas, Komunikasi Interpersonal, Interdependensi Tugas dan Kepuasan Kerja. Jurnal Syntax Admiration, 2023
<https://www.jurnalsyntaxadmiration.com/index.php/jurnal/article/view/944>
- [36]. Rusnadi, S; Sumiati; Hermawan, A (2023). Optimal Strategy to Improve the Quality of Vocational Teacher Services through Knowledge Management, Interpersonal Communication, Organizational Support and Job Satisfaction. International Journal of Social Science And Human Research DOI: 10.47191/ijsshr/v6-i11-42, Impact factor- 6.686
- [37]. Alwi, M; Hermawan, A; Elsaudi, F (2024), Optimization to Increase Learning Effectiveness Islamic Religious Education through Transformational Leadership, Implementation of Cooperative Learning Models, and Learning Motivation. Tsaqila| Jurnal Pendidikan dan Teknologi, 2024.
<https://aksaqilajurnal.com/index.php/aksaqila/article/view/507>
- [38]. AK Wardani; Hermawan, A; Setyaningsih, S (2024), Strategy to increase teachers'professional commitment through strengthening transformational leadership, personal value and job satisfaction.. DOI: 10.15980/j.tzzz.2024.03.09. <https://virtus-interpress.org>
- [39]. Hermawan, A; Radnawati, D (2024), Improving Teacher Organizational Citizenship Behavior (OCB) Through Strengthening Transformational Leadership and Self-Efficacy. Krisnadwipayana International Journal of Management Studies, 2024. Krisnadwipayana International Journal of Management Studies. Printed ISSN : 2776-0413. Electronic ISSN : 2775-5029 . <https://doi.org/10.35137/kijms.v4i1.348>
- [40]. Rusnadi, S; Hermawan, A; Indrati, B (2024), Optimal Strategy for Improving the Quality of Teacher Services through Strengthening Knowledge Management, Interpersonal Communication, Organizational Support and Job Satisfaction. Jurnal Penelitian, Pendidikan dan Pengajaran: JPPP, 2024
<https://jurnal.umsu.ac.id/index.php/JPPG/article/view/19023>

- [41]. Siregar, UR; Hermawan, A; Setyaningsih, S (2024), Increasing Teacher Work Productivity through Strengthening Organizational Culture, Interpersonal Communication, Tasks Interdependence, Job Satisfaction and Work Motivation. Indonesian Journal of Education and Mathematical Science, 2024.
<https://jurnal.umsu.ac.id/index.php/IJEMS/article/view/19034>
- [42]. Koro, B; Hermawan, A; Hardhienata, S (2024), Optimization of Strengthening Organizational Culture through the Development of Management Knowledge, Pedagogical Competence, Work Ethics, Organizational Commitment and Work Motivation. Jurnal Penelitian, Pendidikan dan Pengajaran: JPPP, 2024
<https://jurnal.umsu.ac.id/index.php/JPPG/article/view/19026>
- [43]. Hardhienata, S; Sunaryo, W; Hermawan, A (2022), Optimal Solution For Ocb Improvement Through Strengthening Of Servant Leadership, Creativity, And Empowerment. IJMIE: international Journal of Management, Innovation and Education, 2022. <https://journal.unpak.ac.id/index.php/ijmie/index>
- [44]. Siregar, UR; Hermawan, A (2023), Optimization for Reducing Work Stress through Strengthening Adversity Intelligence, Interpersonal Communication, Tasks Interdependence and Service Quality. International journal of multidisciplinary research and analysis ISSN(print): 2643-9840, ISSN(online): 2643-9875 Volume 06 Issue 11 November 2023 DOI: 10.47191/ijmra/v6-i11-38, Impact Factor: 7.022 Page No. 5296-5310. www.ijmra.in
- [45]. Koro, B; Hermawan, A; Hardhienata, S (2023), Organizational culture through the development of management knowledge, pedagogical competence, work ethics, organizational commitment and work motivation. IJMIE: international Journal of Management, Innovation and Education, 2023.
<https://journal.unpak.ac.id/index.php/ijmie/article/view/9779>
- [46]. Indrati, B; Hermawan, A (2023), Output dan mutu pendidikan - Karimiyah, 2023. Volume 3 Issue 1 (2023) Pages 65-78 eISSN 2827-7937, pISSN 2830-3970 DOI: <https://doi.org/10.59623/karimiyah.v3i1.30>
- [47]. Hermawan, A; Elsaudi, F; Alwi, M (2023), Optimasi Peningkatan Efektivitas Pembelajaran Pendidikan Agama Islam. Syntax Idea, 2023
<https://jurnal.syntax-idea.co.id/index.php/syntax-idea/article/view/3010>
- [48]. Hermawan, A, et. All (2023), Pemberdayaan Masyarakat Melalui Revitalisasi Kegiatan Kemasyarakatan di Kelurahan Abadijaya Kecamatan Sukmajaya Kota Depok. Syntax Idea, 2023. JOURNAL SYNTAX IDEA p-ISSN: 2723-4339 e-ISSN: 2548-1398 Vol. 5, No. 10, Oktober 2023
- [49]. Hermawan, A, et. All (2023), Pemberdayaan Masyarakat Melalui Pelatihan Olahan Makanan di Kelurahan Abadijaya Kecamatan Sukmajaya Kota Depok. Syntax Idea, 2023.
<https://jurnal.syntax-idea.co.id/index.php/syntax-idea/article/view/2891>
- [50]. Hermawan, A; Rinaldi; Pratama, SA; Riyadi, MT (2023), Strategi dan Cara Peningkatan Kualitas Pembelajaran Mata Pelajaran Matematika. Syntax Idea, 2023
<https://jurnal.syntax-idea.co.id/index.php/syntax-idea/article/view/3011>
- [51]. Siregar, UR; Hermawan, A (2023), Strategies and Ways to Improve Organizational Culture through Strengthening Management Knowledge, Pedagogical Competence, Work Ethic, Organizational Commitment and Work Motivation. International Journal of Multidisciplinary Research and Analysis (IJMRA). ISSN(print): 2643-9840, ISSN(online): 2643-9875. DOI: 10.47191/ijmra/v7-i02-38
- [52]. Hermawan, A, et. All (2024), Pemberdayaan Masyarakat Melalui Revitalisasi Kegiatan Kemasyarakatan di Kelurahan Abadijaya Kecamatan Sukmajaya Kota Depok. Jurnal Penelitian, Pendidikan dan Pengajaran: JPPP, 2024. Jurnal Penelitian, Pendidikan dan Pengajaran (JPPP) Vol. 5 No. 1, April 2024, pp. 68-77 ISSN: 2721-7795. DOI: 10.30596/jppp.v5i1.18449. www.umsu.ac.id
- [53]. Hermawan, A, et. All (2024), Pemberdayaan Masyarakat Melalui Pelatihan Olahan Makanan di Kelurahan Abadijaya Kecamatan Sukmajaya Kota Depok IHSAN: JURNAL PENGABDIAN MASYARAKAT, 2024.
<https://jurnal.umsu.ac.id/index.php/IHSAN/article/view/18452>
- [54]. Edowai, Y; Hermawan, A, Hardhienata, S (2024), Optimization of Increasing Teacher Engagement through Strengthening Self-Efficacy, Interpersonal Communication, Organizational Culture and Job Satisfaction. Indonesian Journal of Education and Mathematical Science, 2024.
<https://jurnal.umsu.ac.id/index.php/IJEMS/article/view/19029>
- [55]. Hermawan, A; Indrati, B; Susanti, E (2024), Improving The Quality Of Mathematics Learning Through Strengthening Pedagogical Competencies, Effectiveness Of Project Based Learning, Creativity And Achievement Motivation. EDUCATION JOURNAL OF INDONESIA.
<https://publication.umsu.ac.id/index.php/eji/article/view/4104>
- [56]. Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2016). Organizational Behavior. In *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* (7th ed., Vol. 6, Issue August). John Wiley & Sons.
- [57]. Kotler, P., & Armstrong, G. (2008). *Principles of Marketing*. Prentice Hall International, Inc.

- [58]. Baines, P., Fill, C., & Page, K. (2011). *Marketing*. Oxford: OUP Oxford.
- [59]. Supranto, A. (2005). *Pengantar Teknologi Informasi*. Jakarta: Salemba Infotek.
- [60]. Tjiptono, F. (2005). *Strategi Pemasaran*. Yogyakarta: Andi Offset.
- [61]. Wyckof. (2002). *Prinsip Pemasaran* (7th ed.). Jakarta: Erlangga.
- [62]. Hardiansyah. (2011). *Kualitas Pelayanan Publik*. Yogyakarta: Gava Media.
- [63]. Rambat, L., & Hamdani, A. (2016). *Manajemen Pemasaran Jasa*. Jakarta: Salemba Empat.
- [64]. Usmara, A. (2003). *Strategi Baru Manajemen Pemasaran*. Yogyakarta: Amoro Book.
- [65]. Gibson, J. L., Donnelly Jr, J. H., Ivancevich, J. M., & Konopaske, R. (2012). *Organizational Behavior, Structure, and Processes* (14th ed.). New York: McGraw-Hill.
- [66]. Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2019). *ORGANIZATIONAL BEHAVIOUR Improving Performance and Commitment* (6th ed.).
- [67]. Robbins, S. P., & Judge, T. (2018). *Essentials of organizational behavior*. Pearson.
- [68]. Schein, E. H. (2017). *Organizational culture and leadership*. Hoboken: Wiley.
- [69]. Bauer, Talya and Erdogan, Berrin. (2012). *An Introduction to Organizational Behavior*. Unnamed Publisher, Inc
- [70]. Joseph, O. O., & Kibera, F. (2019). Organizational culture and performance: Evidence from microfinance institutions in Kenya. *SAGE open*, 9(1), 2158244019835934.
- [71]. Ganyang, Machmed Tun. (2018). *Manajemen Sumber Daya Manusia (Konsep dan Realita)*. Bogor: IN MEDIA
- [72]. Buchanan, D. A., & Huczynski, A. A. (2019). *Organizational behaviour*. Pearson UK.
- [73]. Schermerhorn, J. R. (2013). *Management* (12th ed.). New Jersey: John Wiley & Sons, Inc.
- [74]. Sugiyono. (2007). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- [75]. Wexley, K. N., & Yukl, G. A. (2005). *Perilaku organisasi dan psikologi personalia*. Jakarta: Bina Aksara.
- [76]. Gomes, F. C. (2001). *Manajemen Sumber Daya Manusia*. Yogyakarta: Andi Offset.
- [77]. Hardhienata, S. (2017). The development of scientific identification theory to conduct operation research in education management. *IOP Conference Series: Materials Science and Engineering*, 166(1), 012007.
- [78]. Kreitner, R., & Kinicki, A. (2010). *Organizational Behavior*. New York: McGraw Hill.
- [79]. Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- [80]. Baran, B. E., Shanock, L. R., & Miller, L. R. (2012). Advancing Organizational Support Theory into the Twenty-First Century World of Work. *Journal of Business and Psychology*, 27, 123–147.
- [81]. Zagenczck, T. J., Gibney, R., Few, W. T., & Scott, K. L. (2011). Psychological Contracts and Organizational Identification: The Mediating effect of Perceived Organizational Support. *Journal of Labor Research*, 32, 254–281.
- [82]. Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2015). *Organizational Behavior*. New York: McGraw-Hill.
- [83]. George, J. M., Jones, G. R., & Sharbrough, W. C. (2015). *Understanding and Managing Organizational Behavior*. New Jersey: Pearson Prentice Hall Upper Saddle River.
- [84]. Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698–714. <https://doi.org/doi/10.1037/0021-9010.87.4.698>
- [85]. Nwancu, C. L. L. (2017). Effect of Gender and Marital Status on Perceived Organizational Justice and Perceived Organizational Support. *Gender & Behavior*, 15(1), 8353–8366.
- [86]. Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2015). Perceived Organizational Support: A Meta-Analytic Evaluation of Organizational Support Theory. *Journal of Management*, 20(10), 1–31. <https://doi.org/10.1177/0149206315575554>
- [87]. Pohl, S., Battistelli, A., & Librecht, J. (2013). The impact of perceived organizational support and job characteristics on nurses' organizational citizenship behaviours. *International Journal of Organization Theory & Behavior*, 16(2), 193–207. <https://doi.org/10.1108/IJOTB-16-02-2013-B002>

Andi Hermawan, Nika Sintesa, Andri Kusuma Wardani
Sekolah Pascasarjana Universitas Pakuan