

Original Article

Strategy For Optimal Efforts to Improve The Quality of Teacher Services through Strengthening Knowledge Management, Interpersonal Communication, Organizational Support and Job Satisfaction

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Abstract: Service quality refers to how customers perceive the balance between meeting their requirements and want and accurately delivering goods and services to meet their expectations. These perceptions are directly tied to the caliber of goods, services, and human resources. Successful learning, the application of policies, creative and innovative endeavors, and the democratization of education are all largely dependent on teachers. In the field of education, teachers are the key figures and leaders. Thus, the presence of programs that specifically encourage, accompany, and aid in the ongoing development of teachers' personal and professional attributes is a guarantee of an outstanding education. Preliminary research indicates that the permanent foundation teachers (GTJ) service quality at Bogor Regency's PGRI Vocational High Schools (SMK) is comparatively below ideal. Therefore, research is required to learn more about the factors involved in raising service quality. By investigating the effects of knowledge management, interpersonal communication, organizational support, and job satisfaction factors, this study seeks to enhance the quality of services provided to instructors at vocational schools. In an attempt to enhance the caliber of vocational school teacher solutions, this study employs the SITOREM approach for indicator analysis and the route analysis method to ascertain the relationship between the variables under investigation.

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

I. INTRODUCTION

The promise for education's tomorrow and present lies in competition and challenges. Education is a key component of Human Resources (HR) development and advancement, and as such, it must strive to be better and more competitive with educational advancements in other nations. Because of the greatness in question, this instance can serve as a model for other countries looking to strengthen their educational human resources.

High standards for educational output perfection necessitate that educational stakeholders be cognizant of and take seriously the need to empower educational institutions to function efficiently, which affects the caliber of excellent educational output across all skills. All educational institutions must have professional governance. This is done to ensure that students' knowledge and life skills continue to grow, which is essential for the country's continued growth as it faces the difficulties and changes of the modern world.

The quality of education, of which teachers are a major component, is inextricably linked to the quality of human resources. Providing high-quality educational services is directly tied to having high-quality schools. Consequently, there is a demand for educators who are highly qualified, competent, and committed to their work. Foundation Permanent Teachers (GTJ) are selected employees of the foundation responsible for delivering educational services to the community truthfully, professionally, and equally.

Service quality is a way for customers to evaluate the quality of service they expect (expected service) and the quality of service they receive (perceived service). Public trust in educational institutions is directly tied to the caliber of services the school organisation provides. Teaching staff—in this case, teachers—and their pupils have a service connection that builds trust. The finest service for children, parents, and the community at large is primarily provided by trust, which is linked to the quality of teacher service.

Successful learning, the application of policies, creative and innovative endeavors, and the democratization of schooling are all largely dependent on teachers. In the field of education, teachers are the key figures and leaders. Thus, the presence of



programs that specifically encourage, accompany, and aid in the ongoing development of teachers' individual and professional attributes is a guarantee of excellent education.

30 teachers at 6 (six) PGRI Vocational High Schools (SMK) in Bogor Regency were given questionnaires as part of an initial survey. The results showed that: 1) 42% of teachers were still not performing at their best in terms of delivering services in line with their commitments. Precision and dependability (reliability), which is demonstrated by the instructor's capacity to finish the assignments assigned and their timely completion of the work; 2) 32% of instructors are not at their best when it comes to delivering clear information (responsiveness), as evidenced by the fact that they get information that helps them finish their work and that they give information that is simple to comprehend when colleagues ask inquiries, 3) Instructor training using leisure is successful in providing material, and instructors have a duty to perform their obligations. This indicates that 33% of teachers do not feel ideal about instilling feelings of trust in the institution (Assurance). and 4) 43% of teachers are still not doing their best job of putting efforts into understanding what customers want (empathy), as evidenced by their interactions with coworkers and concern for their fellow employees, and 5) 40% of teachers are still not utilizing the full potential of the institution's real buildings and amenities (Tangibles). This is evident in the use of instructional media facilities that aid the participants' training process, and the education institution's full facilities facilitate instructors' completion of their work.

Given that the standard of teacher service is a crucial component in reaching educational objectives, the survey findings above indicate that there is still room for improvement in the quality of service provided to vocational school teachers. This makes the topic of teacher service quality an intriguing one to study.

In particular, the research aims to enhance independent variables that positively impact the quality of teacher services to develop strategies and methods for increasing the quality of vocational teacher services. These factors include job satisfaction, interpersonal communication, organizational support, and knowledge management. Teachers, principals, supervisors, school organizational organizations, and education offices are among the linked parties subsequently advised to adopt the best option.

II. SERVICE QUALITY

Service quality is measured by comparing the quality that was obtained (perceived quality) with the quality that was anticipated (expected quality). The following are indications of service quality: Reliability, specifically the capacity to consistently deliver services; responsiveness, or the ability to provide services quickly; Assurance, namely ensuring the caliber of services; empathy, namely paying close attention to the demands of the client, and tangibles, such as the physical structure, facilities, and services offered (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, Özarslan Çalışkan, and Şap (2013), and Rabaa'i and Gable (2012:59), can synthesize in order to balance client expectations, which are directly tied to the calibre of goods, services, and human resources, service quality is defined as the customer's assessment of the comparison between meeting demands and wishes and the precision of delivery. Here are some indications of service quality: Reliability is the capability to supply services as promised with accuracy and consistency; responsiveness is the capacity to deliver clear details; assurance is the feeling of trust in the institution; empathy is the effort to understand the needs of the customer; and tangibles are the external appearance and skills of the institution's physical buildings and equipment.

III. KNOWLEDGE MANAGEMENT

Michael J. Marquardt (2012), The process by which an organization (or its people) gathers, arranges, stores, transfers, and applies expertise and knowledge both within and beyond the organization is known as knowledge management. 1) Collecting: acquiring information; 2) Storing: recording and preserving information; 3) Transfer among members: sharing and transferring information among members of the organization; 4) Application: utilizing knowledge in the workplace; and 5) Distribution / Dissemination: sharing knowledge that has been effectively utilized.

Based on a number of theories put forth by Murray, E. Jennex (2008), Hilmi Aulawi et al. (2009), Leung, Chan et al. (2013), and E. Kusumadmo (2013), it can be concluded that knowledge management is the process by which an individual accesses, gathers, stores, processes, uses, and develops personal knowledge in order to support the advancement of both the individual and the organization. The indicators are 1) Knowledge acquisition, 2) Knowledge gathering, 3) Knowledge archiving, 4) Knowledge processing to create new knowledge, 5) Knowledge use and implementation, and 6) sharing of information and distribution.

A) Interpersonal Communication

In 2018, Stephen W. Littlejohn and Karen A. Foss Communication is the spoken sharing of ideas or thoughts (interpersonal terminology). If those who engage in interpersonal communication focus on a few key elements, interpersonal communication can occur successfully. Equality, positivity, empathy, openness, and a supportive attitude are all components of interpersonal communication.

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), Interpersonal communication can be defined as the reciprocal exchange of messages between people in intimate connections in order to accomplish the organization's objectives, as indicated by the following indicators: 1. First, openness; second, equality; third, empathy; fourth, positivity; and fifth, supportiveness.

B) Organizational Support

Organizational support is known as the extent to which workers feel their efforts are valued and the company is concerned about their wellbeing. The following are signs of organizational support: Fair recognition of workers' accomplishments, concern for their wellbeing, and encouraging oversight (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), One way to summarize organizational support is the degree of trust that workers have in the company that treats them fairly, honors their contributions, looks out for their welfare, acknowledges their values, and ensures that they have a safe place to work. The following are indicators of managerial support: 1) Ensuring fairness (justice), 2) Supporting leadership (supervisor support), 3) Organizational rewards (organizational rewards), and 4) Working conditions (job conditions).

C) Job satisfaction

Job satisfaction is defined by Gibson, John, James, and Robert (2006: 108–109) as a person's attitude toward his work, which stems from his employment assessment. The following are indicators of job satisfaction: compensation (wages, honoraria, salary, etc.), Employment (workplace amenities, obstacles, and positional criteria), Promotional prospects (promotional, career-development, and status-enhancing chances), Coworkers (coworkers, collaboration, etc.) and Supervisor (superior leadership, superior-subordinate interactions)

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), In summary, job satisfaction is the attitude of an individual that displays positive or negative feelings about his work or experiences that stem from his view of his labor and the money he receives. The following are indicators of job satisfaction: The first is pay; the second is job conditions; the third is promotion prospects; the fourth is supervising; and the fifth is coworkers.

D) SITOREM

"Scientific Identification Theory to Conduct Operation Research in Education Management" is what SITOREM stands for, and it may be broadly understood as a scientific approach to finding variables (theory) for carrying out "Operation Research" in the field of education management (Soewarto Hardhienata, 2017).

SITOREM is a technique used in the context of Correlational and Path Analysis research to perform: 1. Determine how strongly the independent and dependent variables are related, 2) analyze the value of the research findings for every indicator of the study variable, and 3) analyze the relative importance of each measure for each variable studied using the "Cost, Benefit, Urgency, and Importance" criteria.

A priority list of indicators that must be retained and those that must be improved right away can be created by determining the strength of the connection among the research variables and the importance of each indication of the variable that is independent that contributes the most. The average score for every parameter of every variable being studied is used to calculate and assess research outcome values for each indicator. From the perspective of the research participants, the average score for each indication describes the real state of these indicators.

IV. METHODS

As previously stated, the purpose of this study is to determine how to enhance the quality of services provided by vocational high school teachers by investigating the degree to which knowledge management, interpersonal communication, support from the organization, and job satisfaction are independent variables and teacher service quality is the dependent

variable. The SITOREM method for indicator analysis and a survey approach with a route analysis test methodology to evaluate statistical hypotheses are the research methods utilized to identify the best ways to improve the quality of teacher services.

With a total of 289 instructors, the study focused on foundation permanent teachers (GTY) at PGRI Vocational High Schools (SMK) in Bogor Regency. A sample of 168 teachers was selected using the Slovin formula, which was adapted from Umar.

Teachers who participated in the study were given questionnaires to complete as research tools in order to collect data. The research indicators whose conditions will be investigated are the source of the research instrument pieces. The validity and reliability of the research instrument were assessed before it was given to respondents. The reliability test was calculated using Cronbach's Alpha formula, and the validity test was conducted using the Pearson Product Moment approach. Following the collection of data, tests for homogeneity, normality, linearity, simple correlation, coefficient of determination, partial connection, and statistical examination of hypotheses are conducted.

Following this study, indicator analysis was conducted utilizing Hardhienata's SITOREM method to ascertain the priority order for upgrading indicators as a recommendation to associated parties. SITOREM employs three criteria to determine the priority order for managing indicators: (1) the indicator value derived from data calculations; (2) the importance order for handling indicators based on expert assessments; and (3) the strength of the relationship between variables as determined by hypothesis testing derived from research participants' responses.

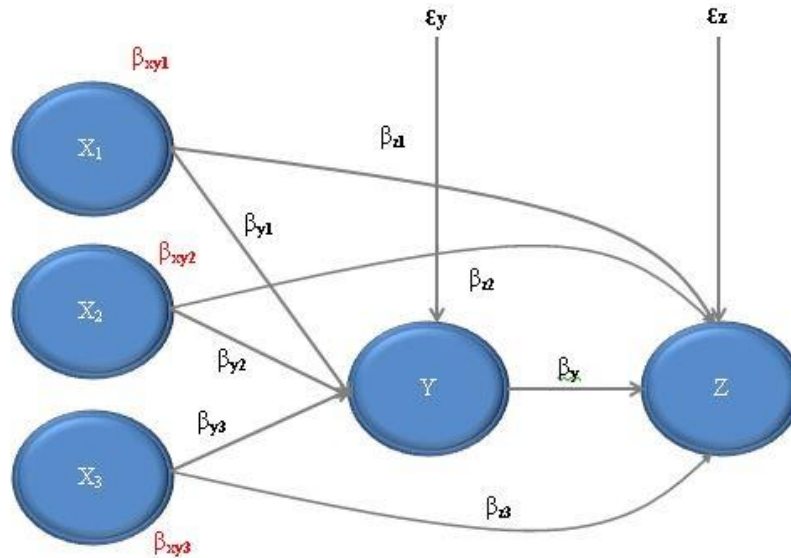


Figure 1. Research Constellation

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

V. 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 Table 1.

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

A) Normality Test

Based on the overall calculation results of the error normality test in this study it can be seen in the summary in Table 2.

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: $L_{\text{count}} < L_{\text{table}}$					

B) Homogeneity Test

Based on the overall calculation results of the error normality test in this study it can be seen in the summary in Table 3.

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
Homogeneous population requirement $\chi^2_{\text{count}} < \chi^2_{\text{table}}$			

C) Regression Model Test

The overall calculation results of the regression model in this research can be seen in the summary in Table 4.

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

Relationship Model Between Variables	Regression Model	Significance Test Results
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

D) 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 Table 5.

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

E) Linearity Test

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in Table 6.

Table 6. Summary of Linearity Test Results of Regression Model (t-Test)

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
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

F) Multicollinearity Test

The purpose of multicollinearity testing is to ascertain whether a relationship between independent variables was discovered by the regression model. The Spearman Test is used in testing. This multicollinearity has the consequence of making the sample highly variable. Consequently, t-count will be less than t-table when the coefficient is evaluated since the standard error is high. Table 7 displays the overall computation results of multicollinearity.

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

Independent Variable	Tolerance	VIF	Precondition	Decision
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

G) Heteroscedasticity Test

The Glejser Test is used in this study to determine whether heteroscedasticity exists. If the significance value is less than 0.05, heteroscedasticity happens; if it is greater than 0.05, homoscedasticity occurs. The following table summarizes the overall computation findings of the study's heteroscedasticity test:

Table 8. Summary of Heteroscedasticity 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
Organizational Support (X3)	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
Job Satisfaction (Y)	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

H) Path Analysis

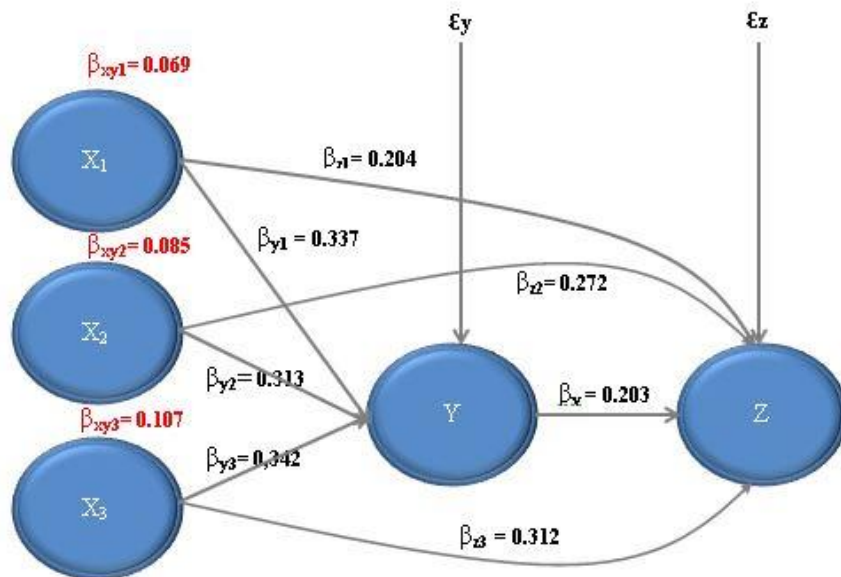


Figure 2. Research Constellation

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

According to path analysis, the connection between the independent and dependent variables is functional, with Job Satisfaction (Y), Knowledge Management (X1), Interpersonal Communication (X2), and Organizational Support (X3) all contributing to Teacher Service Quality (Z). The following is a description of the discussion of research findings.

Table 9. Research Hypothesis

Hypothesis	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

I) Indirect Effect Test

The efficiency of the intervening variable that mediates the independent and dependent variables is evaluated using the indirect impact test. Table 10 shows the indirect influence test results.

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

J) Optimal Solution for Strengthening the Quality of Teacher Services

The best way to improve Teacher Service Quality can be summarized in Table 11 based on the findings of statistical hypothesis testing, indicator priority determination, and indicator value calculation, as previously said.

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 ($\beta y2 = 0,272$) (rangk.II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Empathy	1 st	Openness (26.67%)	3.57
2	Equality	2 nd	Equality (25.07%)	4.02
3	Openness	3 rd	Empathy (24.88%)	3.68
4	Positiveness	4 th	Positiveness (23.38%)	3.74
5	Supportiveness	5 th	Supportiveness (21.38%)	3.74
Dukungan Organisasi ($\beta y3 = 0,312$) (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) ($\beta y4 = 0,203$) (rank.IV)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Coworkers	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	Coworkers (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		Indicators remain to be maintained		
1 st	Fairness	1. Job Conditions		
2 nd	Supervisor Support	2. Equality		
3 rd	Organizational Rewards	3. Utilization of knowledge		
4 th	Openness	4. Sharing and distribution of knowl		
5 th	Empathy	5. Job		
6 th	Positiveness	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	Coworkers			
15 th	Reliability			
16 th	Responsiveness			
17 th	Empathy			

VI. CONCLUSION, IMPLICATIONS AND SUGGESTIONS

The following conclusions can be drawn from the analysis's findings, the discussion of research findings, and the tested hypotheses:

1. A variable development approach that improves the quality of teacher services can be used to strengthen the quality of teacher services.
2. Job satisfaction, support from managers, interpersonal communication, and knowledge maintenance positively impact the quality of teacher services. The outcomes of variable analysis utilizing the Path Analysis approach demonstrated this.
3. Improving currently poor indicators and maintaining high levels of indicators for every variable investigated are the ways to increase the quality of teacher operations.

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

1. Knowledge management, interpersonal communication, and support from management must be developed as external factors, with job satisfaction acting as an intervening variable if the quality of teaching services is to be improved.
2. In order to develop knowledge management, it is crucial to strengthen indicators that are currently lacking, such as knowledge acquisition, knowledge processing into new knowledge, knowledge gathering, and knowledge storage, in addition to maintaining or creating indicators for knowledge utilization and sharing and distribution.
3. The indicators of openness, empathy, positivity, and supportiveness must be strengthened if interpersonal communication is to be fostered. Additionally, the indication of equity must be maintained or improved.
4. Improving the weak indicators—fairness, supervisor support, and organizational rewards—as well as preserving or enhancing the indicator of job conditions are essential if organizational support is to be generated.
5. Improving the poor indicators—Pay, Promotion Opportunities, and Coworkers—as well as preserving or improving the job and supervisor indicators are essential if job satisfaction is to rise.

The following recommendations or suggestions can be made to relevant parties:

1. By fostering knowledge management, interpersonal communication, organizational support, and job satisfaction, school principals can raise the caliber of teaching services. through preserving assurance and enhancing responsiveness, empathy, and reliability.
2. According to the findings of this study, the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) and school organizing organizations must help teachers improve the quality of their services by giving them the right guidance to advance their knowledge management, interpersonal communication, institutional backing, and job satisfaction.

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