



RESEARCH ARTICLE

STRATEGIES TO INCREASE SERVICE QUALITY THROUGH STRENGTHENING ORGANIZATIONAL SUPPORT, SERVANT LEADERSHIP, PERSONALITY AND JOB SATISFACTION

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Abstract

In educational institutions, teachers are a core part of the management element. Service quality is the level of service excellence provided by an organization or individual in meeting or exceeding the expectations of customers or service users. This concept reflects how well a service successfully meets the needs, desires, and expectations of its recipients, both from a functional aspect (what is provided) and a process (how it is provided). This research is a quantitative study using Path Analysis and SITOREM analysis. The population of this study was 237 permanent foundation teachers (GTY) of Private Vocational High Schools in Bogor Regency. From this population, a sample was taken using the Slovin formula and obtained a sample of 149 people. The purpose of this study is to find optimal strategies, methods and solutions to improve service quality by strengthening organizational support, servant leadership, personality and job satisfaction.

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Introduction:-

A. Background and Research Objectives

The quality of educational services in Vocational High Schools (SMK) plays a crucial role in producing work-ready and highly competitive graduates. SMK teachers are required not only to master teaching materials but also to possess pedagogical and professional competencies and be adaptable to technological developments and industry needs. However, actual conditions on the ground demonstrate a gap between expectations and reality.

According to 2024 data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), approximately 42% of teachers in Indonesia do not meet optimal academic qualification and professional competency standards. This problem is exacerbated by the unequal distribution of teachers across regions, particularly between urban areas and underdeveloped, frontier, and outermost (3T) regions, as well as limited access to relevant and sustainable professional training.

This gap impacts the low quality of SMK graduates. Data from the Central Statistics Agency (BPS) shows that in February 2024, the highest open unemployment rate (TPT) was among vocational high school (SMK) graduates, at 9.23%, surpassing high school (SMA) graduates (6.54%) and diploma graduates (5.45%). This indicates that many vocational high school graduates lack the skills needed for the workforce.

To address this issue, the government has initiated programs such as the SMK Center of Excellence (SMK PK) and Link and Match 8+i, which aim to align vocational high school curricula with industry needs, including through industrial internships, competency certification, and the involvement of industry teachers. However, the implementation of these programs still faces challenges, such as limited resources and infrastructure in the 3T (frontier, outermost, and remote) areas.

Therefore, improving the quality of educational services in vocational high schools requires a holistic approach that includes improving teacher competency, providing adequate facilities, and close collaboration between the government, the business world, and the community. This is expected to ensure that vocational high school graduates possess relevant skills and are ready to compete in the job market.

The objective of this research is to identify optimal strategies, methods, and solutions to address the problems outlined in the research background. In accordance with the Management Hierarchy and generally limited organizational resources, the solutions include: 1) identifying strategies for improving teacher service quality, 2) identifying ways to implement these strategies, and 3) using SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis to determine optimal solutions for improving teacher service quality.

To improve teacher service quality, the variables suspected of having a positive influence are organizational support, servant leadership, personality, and job satisfaction. The optimal solutions found are then used as recommendations to relevant parties: teachers, principals, school supervisors, school administration institutions, the Bogor Regency Education Office, and the Ministry of Elementary and Secondary Education (Kemendikdasmen-RI).

B. Theoretical Review

1. SITOREM

SITOREM is an abbreviation of "Scientific Identification Theory to Conduct Operational Research in Education Management," which can generally be defined as a scientific method used to identify variables for conducting "Operations Research" in the field of Educational Management (Hardhienata). In the context of correlational research and path analysis, SITOREM is used as a method to: a) identify the strength of the influence between the independent and dependent variables, b) analyze the value of research results for each research variable indicator, c) analyze the weight of each indicator for each research variable based on the criteria of "Cost, Benefit, Urgency, and Importance." Based on the identification of the strength of the influence between research variables, and also based on the weight of each indicator of the independent variable with the greatest contribution, a priority order can be established for indicators that need improvement and those that need to be maintained or developed.

The identification of the strength of the relationship or influence between the independent and dependent variables is expressed as follows:

- [1] In correlational research, the strength of the relationship is expressed based on the magnitude of the correlation coefficient between the research variables. The higher the correlation coefficient, the stronger the relationship between the research variables.
- [2] In Path Analysis research, the strength of influence is expressed by the path coefficient from the independent variable to the dependent variable. The higher the path coefficient, the stronger the influence of the independent variable on the dependent variable.
- [3] Indicator value analysis of the research variables is calculated from the average score of each indicator within the research variable. The average indicator score reflects the actual condition of these indicators from the perspective of the research subjects.

The SITOREM analysis is carried out through the following stages: relationship strength or influence analysis, indicator weight analysis, and indicator value analysis. The final result of the SITOREM analysis is a priority order of indicators that need improvement and indicators that should be maintained or developed.

2. Description of Research Variables

1) Service Quality (Z)

Kotler, Philip, (2009, p. 25) defines service quality as the totality of the characteristics of goods and services that demonstrate their ability to satisfy customer needs, both overt and hidden. Kotler defines service quality indicators as: Tangible: the appearance of physical facilities, equipment, employees, and communication materials;

Dependability: the ability to perform the promised service reliably and accurately; Responsiveness: the willingness to help customers and provide prompt service; Assurance: the knowledge and courtesy of employees and their ability to foster trust and confidence; and Empathy: the willingness to provide in-depth and personalized attention to each customer. Tangible: the appearance of physical facilities, equipment, staff, and communication materials.

Baines et al. (2011, p. 25) explain that service quality is the customer's perception of the difference between the service received and the service expected. In this discussion, Paul Baines et al. defined service quality indicators as: Reliability, which refers to accuracy and consistency in service; Responsiveness, which refers to the willingness and speed of service; Assurance, which refers to sincerity, confidence, and skill in providing service; Empathy, which refers to deep attention to customer needs/problems; and Actuality, which refers to the quality of service facilities, infrastructure, and facilities.

Parasuraman et al. (2011) stated that service quality is the quality of service provided to customers, both internal and external, based on standard service procedures. Similar to previous opinions, Parasuraman et al. proposed the following service quality indicators: Reliability, which refers to consistency in service delivery; Responsiveness, which refers to responsiveness in service delivery; Assurance, which refers to assurance of service quality; Empathy, which refers to careful attention to customer needs; and Actuality, which refers to the quality of service facilities, infrastructure, and facilities provided.

From the explanation of the theories above, it can be synthesized (concept definition) that Service Quality is a measure of how good a service received by customers is compared to the quality of service expected based on standard service procedures that can be measured through indicators: (1) reliability is the company's ability to provide services as promised accurately and reliably, (2) responsiveness is a policy to help and provide fast and accurate service to customers by conveying clear information, (3) guarantee and certainty is a guarantee of service quality, (4) empathy provides sincere and individual or personal attention given to customers by trying to understand consumer desires and (5) is in the form of facilities, infrastructure and service facilities provided that appear to support the implementation of services.

2) Organizational Support (X_1)

When individuals perceive that the organization actively supports their professional and personal needs, for example by providing a proportional workload, performance rewards, and career development opportunities, a sense of responsibility and emotional attachment to the organization will grow. This organizational commitment is reflected in a willingness to persist, work beyond expectations, and defend the institution's interests amidst challenges. This consistent support creates a positive perception that the organization is not just a place to work, but a space for meaningful collaborative growth.

Colquit et al. (2015, p. 632) defines Perceived Organizational Support (POS) as a reflection of the extent to which employees trust their organization to support their well-being and make effective and adequate contributions. According to Colquit, the dimensions of organizational support are (1) Adequate provision, which is the perception of support where the organization provides adequate support. (2) Reward: the organization provides rewards. (3) Job security protection: the perception that organizational members/employees receive protection in their work. (4) Improved working conditions: the perception that the organization supports the improvement of the work of its employees/members. (5) Minimizing political impact: the perception that it minimizes the politicization of members/employees.

George, Jennifer M, Jones R (2012) explain that organizational support is about how the organization cares about the welfare of its members and how it treats them when they are in trouble, and treats them fairly. There are three indicators of organizational support, namely (1) Concern for members/employees, (2) Assistance when members/employees face problems, and (3) Fair treatment of all members.

Robbins et al. (2013, p. 135) explain that organizational support is the level of employee confidence that the organization values employee contributions and cares about their well-being. As stated above, there are indicators of organizational support, namely: (1) Fair rewards for employee contributions, (2) Concern for employee welfare, and (3) Supportive supervision.

Phong Ba Le and Hui Lei (2019) suggest that organizational support (POS) reflects employees' best efforts in carrying out personal tasks and organizational goals as a positive response stemming from their belief in being

valued, having their well-being cared for, and having significant organizational support. The indicators of organizational support proposed by Lei and Lei are: (1) Appreciation: employees' perception of feeling valued by the organization, (2) Care for Their Well-Being: employees' perception of their well-being, and (3) Receiving Significant Organizational Support: employees' perception of having significant organizational support.

Baran et al. (2012, p. 123-147) suggest that organizational support refers to employees' perceptions of the extent to which their work organization values their contributions and cares for their well-being. Baran et al revealed that there are several factors related to organizational support, namely (1) Fairness: employees receive equal fairness in the organization (2) Rewards and working conditions (3) Support from superiors (4) Demographic conditions of employees (5) Personality characteristics of individuals/employees.

Based on these theories, it can be synthesized that organizational support is the extent to which an organization contributes to providing welfare, care, support, and appreciation for its members. Indicators of organizational support include (1) Fairness: perceptions of equal justice (2) Supervisor support: support from superiors for their subordinates (3) Rewards: appreciation for employee achievements and work accomplishments (4) Appreciated: perceptions of being appreciated by the organization (5) Attention to well-being: perceptions of concern for employee welfare Support for improving employee knowledge and skills.

3) Servant Leadership (X₂)

Servant leaders tend to listen empathetically, empower staff, and create a supportive and collaborative work environment. All of this has a direct impact on employee morale and individual concern for the quality of service provided. In the context of education or public organizations, for example, a principal or manager who practices servant leadership will encourage teachers or staff to be more responsive to student or customer needs, more adaptive to change, and more solution-oriented. As a result, service quality improves significantly because it is driven by a sense of responsibility born from example, not just instructions.

Servant leadership is a leadership behavior that prioritizes service, namely service that arises from a person's desire to serve others, with the aim of enabling the individuals served to grow, be healthy, be autonomous, and develop a spirit of service. (Dierendonck, 2010: 1228-1261), Furthermore, Dirk van Dierendonck describes the indicators of servant leadership as follows: (1) Empowering and developing other individuals, namely in terms of active action, self-confidence and mental strength, (2) Humanizing humans (Humality), namely developing the potentials that individuals have in areas that are appropriate to the individual's personality, (3) Expressing oneself according to oneself (Authenticity), namely developing this way of expressing oneself according to one's personality, (4) Developing Interpersonal-Acceptance, namely developing individuals to learn to understand other people's feelings and be aware of the situations that other people are facing, (5) Direction (Providing Direction), namely ensuring the individual's understanding that the direction of their actions/behavior is in accordance with the organization's goals or expectations of themselves, and (6) Stewardship (Obedience), namely encouraging the individual's willingness to be willing to carry out greater tasks and responsibilities.

Servant Leadership is placing those/people being led above the leader's personal interests (Parris & Peachey, 2013: 377-393). The indicators of servant leadership are as follows: 1) Listening (Listening) which automatically responds to every problem by accepting what is said, which allows them to identify the will of the group and helps clarify that will, 2) Empathy (striving to accept and understand others, never rejecting them, but sometimes refusing to acknowledge their performance as good enough, 3) Healing (Healing) which recognizes that as human beings, they have the opportunity to make themselves and others 'whole', 4) Awareness (Consciousness) which is strengthened by general awareness and above all self-awareness, which allows them to see the situation holistically, 5) Persuasion (relying primarily on conviction rather than coercion, 6) Conceptualization (Conceptualization) which seeks to awaken and nurture their and others' ability to dream beautifully, 7) Foresight (Foresight) which intuitively understands the lessons of the past, the present reality, and the likely outcomes of decisions for the future, 8) Stewardship (Stewardship) which is committed first and foremost to serving the needs of others, 9) Commitment to the growth of people (Commitment to the growth of people) namely Nurturing the personal, professional, and spiritual growth of each individual, and 10) Building Community (Building community) namely identifying ways to build community among individuals who work within their institutions, which can provide healing love that is important for health.

Dirk Van Dierendonck (2011, p.1228-1261) Servant leadership is a leader's behavior that prioritizes service, namely service that arises from a person's desire to provide service to others, which aims to enable the individuals served to grow, be healthy, independent, and have a spirit of service. With indicators: (1) Empowering and developing other individuals, namely in terms of active action, self-confidence and mental strength, (2) Humanizing humans, namely developing the potentials of individuals in areas that suit the individual's personality (3) Expressing oneself according to oneself, namely developing the way individuals express themselves according to their personality (4) Developing Interpersonal-Acceptance, namely developing individuals to learn to understand the feelings of others and be aware of the situations that others are facing.

Based on the study of the theoretical concepts above, it can be synthesized that servant leadership is the behavior of a leader who prioritizes service to individuals (subordinates), namely service that arises from a person's desire to serve others, which aims for the individuals served to grow, develop, be healthy, independent, and have a spirit of service. and is not identical to power, organize and direct. Indicators of servant leadership are as follows: 1) Listening behavior, namely behavior based on a deep commitment from a leader to listen actively and respectfully, ask questions to create knowledge, provide time for reflection and silence and become aware of what is unspoken; 2) Behavior of healing emotional turmoil, namely the behavior of a leader in creating emotional healing and his relationship, or relationships with others, because relationships are a force for transformation and integration; 3) Behavior of accepting others, namely the behavior of a leader who tries to understand and accept colleagues and is able to accept others as they are; 4) Behavior of openness and persuasion, namely a leader who emphasizes openness and persuasion to build trust from others; 5) Wise behavior, namely the behavior of a wise leader in making decisions; 6) Humility behavior, namely the behavior of a leader who develops the potential of others in areas that are appropriate to the personal conditions of those others; and 7) Change behavior, namely behavior that is based on a strong desire to make positive changes and prioritize the interests of others to make better changes.

4) Personality (X₃)

Individuals with mature personalities tend to be able to maintain a friendly demeanor, be solution-oriented, and remain calm when faced with pressure or complaints, thus creating a pleasant service experience and building trust. In education, for example, teachers or educational personnel with open and ethical personalities will be better able to establish effective communication with students and parents, and provide meaningful and impactful educational services. Therefore, service quality is determined not only by technical skills, but also by consistent personal character and an orientation toward the common good.

Gibson et al. (2006, p. 294) define personality as a relatively stable set of characteristics, tendencies, and temperaments that have been significantly shaped by inheritance and by social, cultural, and environmental factors. The dimensions and indicators of personality according to Gibson et al. are as follows: 1) Conscientiousness, hardworking, diligent, organized, and persistent; 2) Extroversion, which is the extent to which a person is sociable, gregarious, and assertive; 3) Agreeableness, which is the degree to which a person works well with others by sharing trust, warmth, and cooperation; and 4) Emotional stability. The ability demonstrated by a person to handle stress while remaining calm, focused, and confident; 5) Openness to experience. A person's interest in new things.

Meanwhile, (Daft, 2010) explains personality as a collection of characteristics that underlie relatively stable behavioral patterns in response to ideas, objects, or people in the environment. From this concept, personality can be seen as a distinctive character, formed from stable behavioral patterns that enable the individual to respond to new ideas and appreciate differences. In line with Daft's thinking, (Ryckman, 2008) also defines personality as a dynamic and organized set of characteristics possessed by an individual that uniquely influences their cognition, motivation, and behavior in various situations. This dynamic condition is characterized by the ability to respond to ideas but not be influenced by them because this individual has a unique mindset and is able to adapt to various conditions.

Meanwhile, (Hurlock, 2006) defines personality as a distinctive pattern of thoughts, feelings, and behavior that distinguishes one person from others and that persists over time. This difference is characterized by a distinctive mindset, accompanied by the use of emotions, and an objective perspective in thinking and accepting others' thoughts while maintaining consistency. According to (Uqinu et al., 2007), personality is consistent with an individual's potential, and these potentials help determine it, with indicators such as: 1) ability; 2) independence; 3) discipline; 4) honesty; and 5) willingness to learn.

Lawrence (2006) defines personality as a relatively stable set of characteristics, tendencies, and temperaments (of an individual) that have been significantly shaped by inheritance, as well as social, cultural, and environmental factors. This personality is characterized by: 1) self-confidence; 2) sociability; 3) adaptability; 4) responsibility; and 5) good manners.

Based on these theories, it can be synthesized that empowerment is an effort made by leaders to provide freedom of tasks/authority to members of the organization so that they become more effective and innovative in responding to dynamic changes according to their abilities and creativity so that individuals feel more meaningful about the results of their work which have a good impact on the organization, with the following indicators: (1) Assignment, (2) competency building, (3) organizational support, (4) self-efficacy, (5) innovative in responding to change.

5) Job Satisfaction (Y)

Job satisfaction creates intrinsic motivation that encourages employees or teachers to pay greater attention to the needs of service users, be more responsive in solving problems, and more consistently maintain quality standards. Conversely, job dissatisfaction can lead to apathy, decreased morale, and even substandard service. Therefore, organizations seeking to improve service quality must first ensure that their employees' psychological and professional needs are met fairly and sustainably.

Stephen P. Robbins (2013, p. 172-174) Job satisfaction is an individual's general attitude toward their job. Dimensions of job satisfaction include: (1) Work environment, namely the existence of policies, procedures, and rules; (2) Supervision, namely the supervisor's ability to provide technical assistance and behavioral support; (3) Current pay level, namely the wage received is sufficient and fair compared to other payments received; (4) Promotion opportunities, namely the opportunity for further career advancement; and (5) Relationships with coworkers, namely the presence of pleasant and competent coworkers.

Wood et al (2011, p. 208) define job satisfaction as the extent to which an individual feels positive or negative about their job. The dimensions of job satisfaction according to Wood et al are: (1) Work, namely responsibility, interest, and development; (2) Relationships with coworkers, namely harmonious and respectful relationships; (3) Promotion opportunities, namely the opportunity for further advancement; (4) Pay, namely the suggested pay is sufficient and fair compared to other pay received.

Fred Luthan, (2011, p. 104) explains that job satisfaction is the result of an employee's perception of how well their job delivers what they consider important. The dimensions that can be measured are: (1) The work itself, namely work that provides interesting tasks, opportunities to learn, and opportunities to accept responsibility; (2) Salary, namely the amount of wages received and the degree to which this is considered appropriate compared to others in the organization; (3) Promotion opportunities, namely the opportunity given to advance in the organization; (4) Supervision, namely the supervisor's ability to provide technical assistance and behavioral support; (5) Coworkers, namely the extent to which coworkers are technically proficient and socially supportive.

Based on the study of the theoretical concepts above, it can be synthesized that job satisfaction is an individual's general attitude toward their work, reflecting how a person feels about their job as a whole and about various aspects of their work, which can be positive or negative. Indicators of job satisfaction consist of (1) Work atmosphere, namely the existence of policies, procedures, and rules (2) Supervision, the supervisor's ability to provide technical assistance and behavioral support (3) Current wage level, namely the wage received is sufficient and fair compared to other payments received (4) Promotion opportunities, namely the opportunity for further career advancement.

C. Research Method:-

This study aims to identify optimal strategies, methods, and solutions to improve the quality of teacher service through examining the influence of teacher service quality as the dependent variable and organizational support, servant leadership, personality, and job satisfaction as independent variables. The research method used was a survey with a path analysis approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions to improve teacher service quality.

The study was conducted on permanent foundation teachers (GTY) at Vocational High Schools (SMK) in Bogor Regency, with a population of 237 teachers, and a sample of 149 teachers calculated using the Slovin formula. Data collection in this study used a questionnaire distributed to the teachers as respondents.

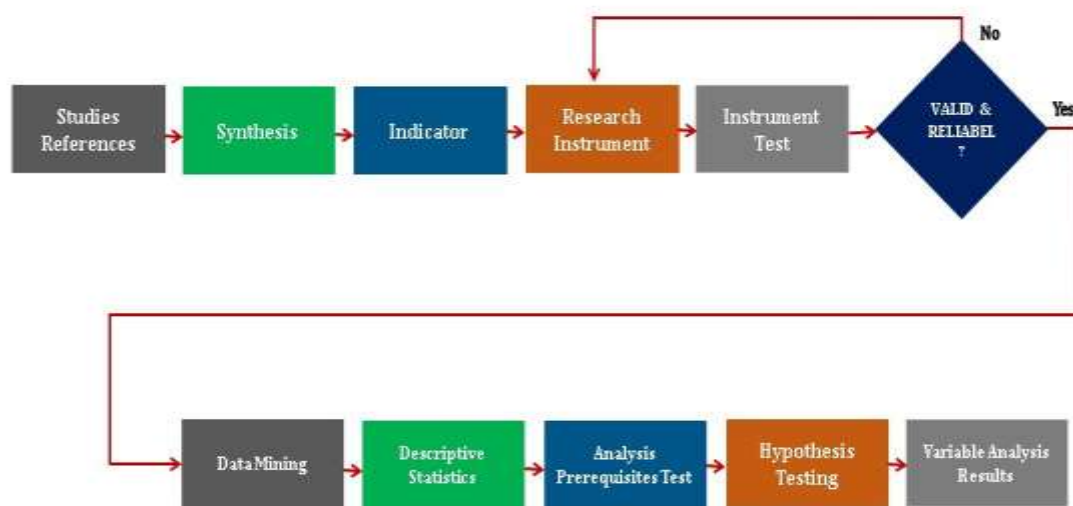


Figure 1. Quantitative research stage

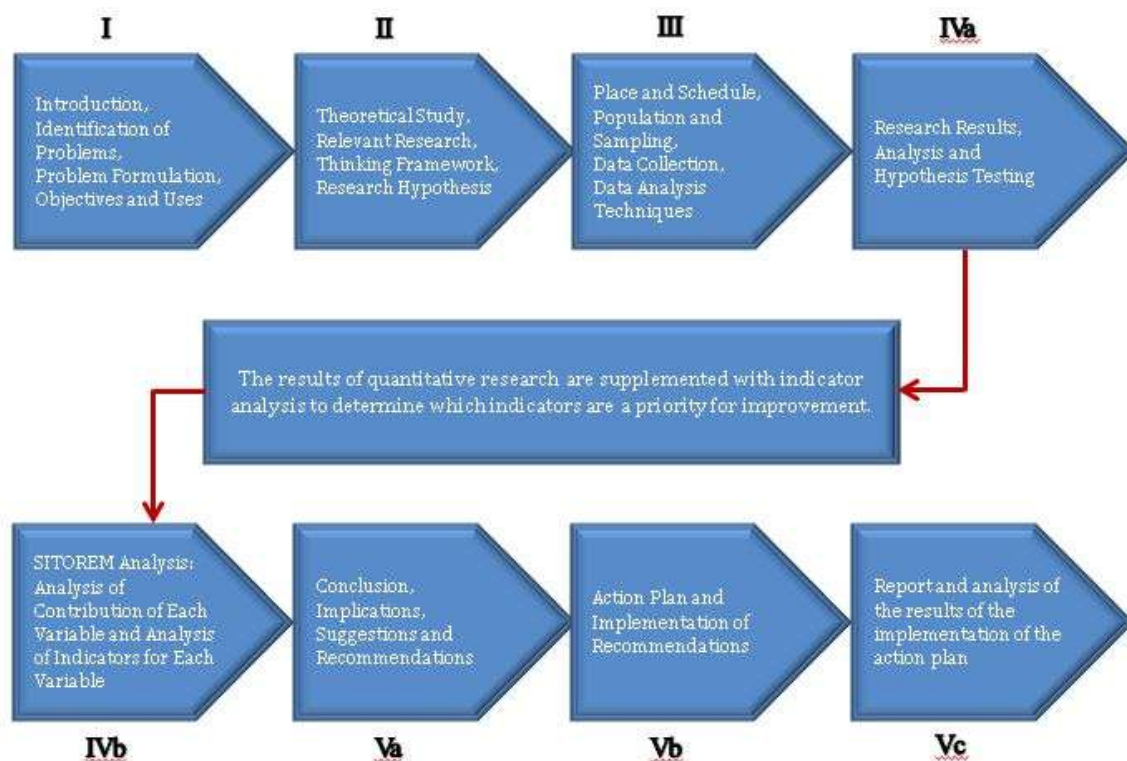


Figure 2. Quantitative and SITOREM research stages

Furthermore, the research constellation can be presented as follows:

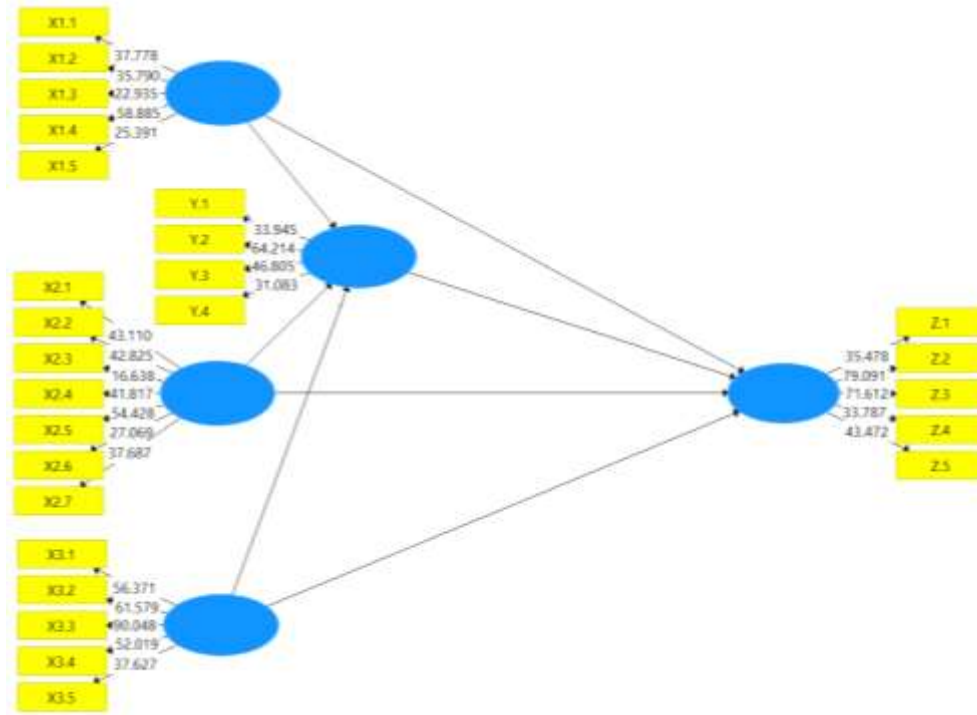


Figure 3. Research Constellation

Description:

- Z** : Service Quality
Y : Job Satisfaction
X1 : Organizational Support
X2 : Servant Leadership
X3 : Personality

D. Results and Discussion:-

1. Outer and Inner Model Evaluation

Outer Model Evaluation

Measurement model evaluation is the stage for evaluating the validity and reliability of a construct. It consists of Construct Validity Evaluation and Construct Reliability Evaluation. Each stage is explained as follows:

1) Convergent Validity Test

Construct validity evaluation is conducted by calculating convergent validity. Convergent validity is determined through factor loading and Average Variance Extracted (AVE) values. An instrument is said to meet convergent validity testing if its factor loading and Average Variance Extracted (AVE) values are above 0.5. The results of the convergent validity testing are presented in the following table:

Table 1. Convergent Validity Test Results

Variable	Indicator	Loading Faktor	AVE
Support Organization (X ₁)	Fairness in rewards	0.846	0.723
	Reward appropriateness	0.868	
	Supportive supervision	0.806	
	Involvement in decision-making	0.904	
	Provision of job-supporting resources	0.824	

Variable	Indicator	Loading Faktor	AVE
Servant Leadership (X ₂)	Listening behavior	0.889	0.771
	Empathy behavior	0.900	
	Healing behavior	0.775	
	Organizational stewardship	0.901	
	Wisdom behavior	0.919	
	Humility behavior	0.863	
	Altruistic calling behavior	0.892	
Personality (X ₃)	Conscientiousness	0.916	0.824
	Agreeableness	0.910	
	Emotional stability	0.939	
	Openness to experience	0.894	
	Extraversion	0.880	
Job Satisfaction (Y)	Coworker relationships	0.853	0.742
	Supervisor supervision	0.906	
	Salary/wage received	0.869	
	Promotion opportunities	0.815	
Service Quality (Z)	Reliability	0.854	0.785
	Responsiveness	0.919	
	Assurance	0.920	
	Empathy	0.856	
	Tangible	0.878	

Based on Table 1 above, it can be seen that all indicators in the table have produced loading factor values greater than 0.7. Furthermore, all variables produce Average Variance Extracted (AVE) values greater than 0.5. Therefore, based on convergent validity, all indicators are declared valid for measuring their respective variables.

1) Discriminant Validity Test

Discriminant validity is calculated using cross-loadings, with the criterion that if the cross-loading value in a corresponding variable is greater than the correlation value of the indicator in another variable, then the indicator is declared valid in measuring the corresponding variable. The results of the cross-loading calculation are presented in the following table:

Table 2. Results of the Cross-Loading Discriminant Validity Test

Indicator	Support Organization (X ₁)	Servant Leadership (X ₂)	Personality (X ₃)	Job Satisfaction (Y)	Service Quality (Z)
X1.1	0.846	0.366	0.307	0.498	0.417
X1.2	0.868	0.383	0.357	0.453	0.528
X1.3	0.806	0.369	0.275	0.398	0.462
X1.4	0.904	0.340	0.322	0.483	0.442
X1.5	0.824	0.386	0.330	0.422	0.372
X2.1	0.387	0.889	0.515	0.554	0.580
X2.2	0.390	0.900	0.565	0.536	0.520

Indicator	Support Organization (X1)	Servant Leadership (X2)	Personality (X3)	Job Satisfaction (Y)	Service Quality (Z)
X2.3	0.390	0.775	0.449	0.518	0.460
X2.4	0.417	0.901	0.563	0.552	0.578
X2.5	0.341	0.919	0.565	0.494	0.503
X2.6	0.367	0.863	0.477	0.466	0.509
X2.7	0.361	0.892	0.513	0.484	0.497
X3.1	0.385	0.567	0.916	0.564	0.538
X3.2	0.369	0.565	0.910	0.509	0.508
X3.3	0.357	0.548	0.939	0.541	0.521
X3.4	0.307	0.546	0.894	0.522	0.571
X3.5	0.279	0.469	0.880	0.491	0.481
Y.1	0.409	0.505	0.621	0.853	0.536
Y.2	0.460	0.566	0.574	0.906	0.560
Y.3	0.491	0.465	0.444	0.869	0.564
Y.4	0.474	0.486	0.340	0.815	0.518
Z.1	0.445	0.554	0.610	0.621	0.854
Z.2	0.484	0.553	0.537	0.608	0.919
Z.3	0.504	0.547	0.476	0.563	0.920
Z.4	0.455	0.473	0.458	0.448	0.856
Z.5	0.435	0.502	0.462	0.539	0.878

Based on the cross-loading measurements in Table 2 above, it can be seen that overall, the indicators for all variables (in bold) produce loading values that are greater than the loading values for the other variables. Thus, the discriminant validity test shows that each indicator is capable of measuring the latent variable corresponding to its indicator.

2) Construct Reliability

Calculations that can be used to test construct reliability are Cronbach's alpha and composite reliability. The test criteria state that if the composite reliability is greater than 0.7 and the Cronbach's alpha is greater than 0.6, the construct is considered reliable. The results of the composite reliability and Cronbach's alpha calculations can be summarized in the following table:

Table 3: Construct Reliability Test Results

Variabel	Cronbach's Alpha	Composite Reliability
Support Organization (X ₁)	0.904	0.929
Servant Leadership (X ₂)	0.950	0.959
Personality (X ₃)	0.947	0.959
Job Satisfaction (Y)	0.884	0.920
Service Quality (Z)	0.931	0.948

Based on Table 3 above, it can be seen that only each variable produces a Chronbach alpha value greater than 0.6 or a composite reliability value greater than 0.7. Thus, based on the calculation of the Chronbach alpha value or composite reliability value, all indicators are declared reliable in measuring their variables.

Inner Model Evaluation

The structural model or inner model evaluation is a stage for evaluating goodness of fit, which includes the coefficient of determination and predictive relevance, as well as hypothesis testing. Each will be explained as follows:

1) Coefficient of Determination (R^2)

The Coefficient of Determination (R^2) is used to determine the extent to which endogenous variables can explain the variability of exogenous variables, or in other words, to determine the extent of the exogenous variable's contribution to the endogenous variables. The R^2 results can be seen in the following table.

Table 4. Results of the Coefficient of Determination (R^2)

Variabel Dependen	R Square	R Square Adjusted
KepuasanKerja (Y)	0.498	0.487
KualitasKerja (Z)	0.533	0.520

Table 4 shows that the R-square value for the Job Satisfaction (Y) variable is 0.498, or 49.8%. This indicates that the variability in the Job Satisfaction (Y) variable is explained by the variables Organizational Support (X1), Servant Leadership (X2), and Personality (X3) at 49.8%. In other words, the influence of the variables Organizational Support (X1), Servant Leadership (X2), and Personality (X3) on the Job Satisfaction (Y) variable is 49.8%. The remaining 50.2% is contributed by other variables not discussed in this study.

The R-square value for the Job Quality (Z) variable is 0.533, or 53.3%. This indicates that the variability in the Job Quality (Z) variable is explained by the variables Organizational Support (X1), Servant Leadership (X2), Personality (X3), and Job Satisfaction (Y) at 53.3%. In other words, the contribution of the variables Organizational Support (X1), Servant Leadership (X2), Personality (X3), and Job Satisfaction (Y) to Work Quality (Z) is 53.3%. The remaining 46.7% is contributed by other variables not discussed in this study.

2) Predictive Relevance (Q^2)

The Q^2 value can be used to measure how well the model produces observed values and its parameter estimates. A Q^2 value greater than 0 (zero) indicates that the model is considered adequate, while a Q^2 value less than 0 (zero) indicates that the model lacks predictive relevance. The following are the results of the Predictive Relevance (Q^2) test:

Table 5. Predictive Relevance (Q^2) Test Results

Variabel Dependen	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Job Satisfaction (Y)	596.000	384.018	0.356
Service Quality (Z)	745.000	446.677	0.400

The results in table 5 show that all variables produce a Predictive Relevance (Q^2) value greater than 0 (zero), which indicates that the model is said to be quite good.

2. Discussion:-

Significance testing is used to determine whether exogenous variables influence endogenous variables. The test criteria state that if the T-statistic value is greater than the T-table (1.96) or the P-value is less than a significant alpha of 5% or 0.05, then a significant influence of the exogenous variables on the endogenous variables is confirmed. The results of the significance test and the model can be seen in the following figure and table.

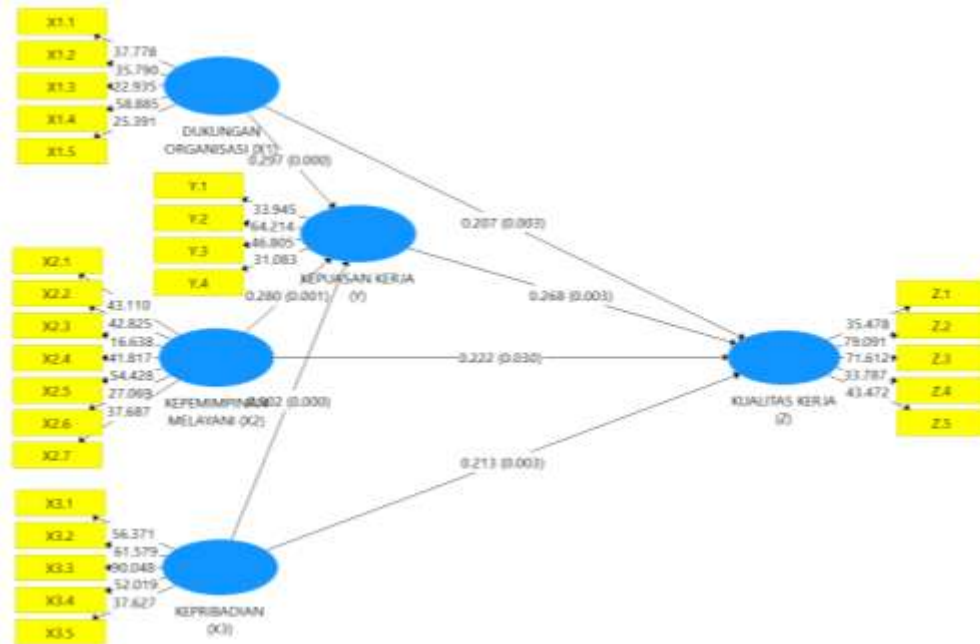


Figure 5 PLS Construct

Table 6 Hypothesis Testing Results

Influence	Coeffisien	T Statistics (O/STDEV)	P Values
Organizational Support (X1) → Job Satisfaction (Y)	0.297	3.948	0.000
Organizational Support (X1) → Job Quality (Z)	0.207	2.957	0.003
Servant Leadership (X2) → Job Satisfaction (Y)	0.280	3.310	0.001
Servant Leadership (X2) → Job Quality (Z)	0.222	2.174	0.030
Personality (X3) → Job Satisfaction (Y)	0.302	3.818	0.000
Personality (X3) → Job Quality (Z)	0.213	2.985	0.003
Job Satisfaction (Y) → Job Quality (Z)	0.268	2.986	0.003

[1] The Effect of Organizational Support (X1) on Job Satisfaction (Y)

The test of the effect of Organizational Support (X1) on Job Satisfaction (Y) yielded a T-statistic of 3.948 with a p-value of 0.000. The test results indicate that the T-statistic is > 1.96 and the p-value is < 0.05 . This indicates that there is a significant effect of Organizational Support (X1) on Job Satisfaction (Y). The resulting coefficient is positive, at 0.297. This means that higher Organizational Support (X1) tends to increase Job Satisfaction (Y).

[2] The Effect of Organizational Support (X1) on Work Quality (Z)

The test of the effect of Organizational Support (X1) on Work Quality (Z) yielded a T-statistic of 2.957 with a p-value of 0.003. The test results indicate that the T-statistic is > 1.96 and the p-value is < 0.05 . This indicates a significant influence of Organizational Support (X1) on Job Quality (Z). The resulting coefficient value is positive, at 0.207. Therefore, higher Organizational Support (X1) tends to improve Job Quality (Z).

[3] The Effect of Servant Leadership (X2) on Job Satisfaction (Y)

The test of the effect of Servant Leadership (X2) on Job Satisfaction (Y) yielded a T-statistic of 3.310 with a p-value of 0.001. The test results indicate that the T-statistic is > 1.96 and the p-value is < 0.05 . This indicates a

significant influence of Servant Leadership (X2) on Job Satisfaction (Y). The resulting coefficient value is positive, at 0.280. Therefore, better Servant Leadership (X2) tends to improve Job Satisfaction (Y).

[4] The Effect of Servant Leadership (X2) on Work Quality (Z)

The test of the effect of Servant Leadership (X2) on Work Quality (Z) yielded a T-statistic of 2.174 with a p-value of 0.030. The test results indicate that the T-statistic is > 1.96 and the p-value is < 0.05 . This indicates that there is a significant effect of Servant Leadership (X2) on Work Quality (Z). The resulting coefficient is positive, at 0.222. This means that better Servant Leadership (X2) tends to improve Work Quality (Z).

[5] The Effect of Personality (X3) on Job Satisfaction (Y)

The test of the effect of Personality (X3) on Job Satisfaction (Y) yielded a T-statistic of 3.818 with a p-value of 0.000. The test results indicate that the T-statistic is > 1.96 and the p-value is < 0.05 . This indicates a significant influence of Personality (X3) on Job Satisfaction (Y). The resulting coefficient value is positive, at 0.302. Therefore, it can be interpreted that a better Personality (X3) tends to increase Job Satisfaction (Y).

[6] The Influence of Personality (X3) on Work Quality (Z)

The test of the influence of Personality (X3) on Work Quality (Z) yielded a T-statistic of 2.986 with a p-value of 0.003. The test results indicate that the T-statistic is > 1.96 and the p-value is < 0.05 . This indicates a significant influence of Personality (X3) on Work Quality (Z). The resulting coefficient value is positive, at 0.213. Therefore, it can be interpreted that a better Personality (X3) tends to increase Work Quality (Z).

[7] The Effect of Job Satisfaction (Y) on Work Quality (Z)

The test of the effect of Job Satisfaction (Y) on Work Quality (Z) yielded a T-statistic of 2.986 with a p-value of 0.003. The test results indicate that the T-statistic is > 1.96 and the p-value is < 0.05 . This indicates a significant effect of Job Satisfaction (Y) on Work Quality (Z). The resulting coefficient is positive at 0.268. Therefore, higher Job Satisfaction (Y) tends to improve Work Quality (Z).

Table 7. Indirect Effect Hypothesis Testin

Indirect Variables	Coefisien	T Statistics (O/STDEV)	P Values
Organizational Support (X1) → Job Satisfaction (Y) → Work Quality (Z)	0.080	2.250	0.025
Servant Leadership (X2) → Job Satisfaction (Y) → Work Quality (Z)	0.075	2.203	0.028
Personality (X3) → Job Satisfaction (Y) → Work Quality (Z)	0.081	2.442	0.015

Table 7 explains the following:

[1] The Effect of Organizational Support (X1) on Work Quality (Z) Through Job Satisfaction (Y)

The test of the effect of Organizational Support (X1) on Work Quality (Z) through Job Satisfaction (Y) yielded a T-statistic of 2.250 with a p-value of 0.025. The test results indicate that the T-statistic is > 1.96 and the p-value is < 0.05 . This indicates that there is a significant effect of Organizational Support (X1) on Work Quality (Z) through Job Satisfaction (Y). Therefore, it can be concluded that Job Satisfaction (Y) mediates the effect of Organizational Support (X1) on Work Quality (Z).

[2] The Effect of Servant Leadership (X2) on Work Quality (Z) through Job Satisfaction (Y)

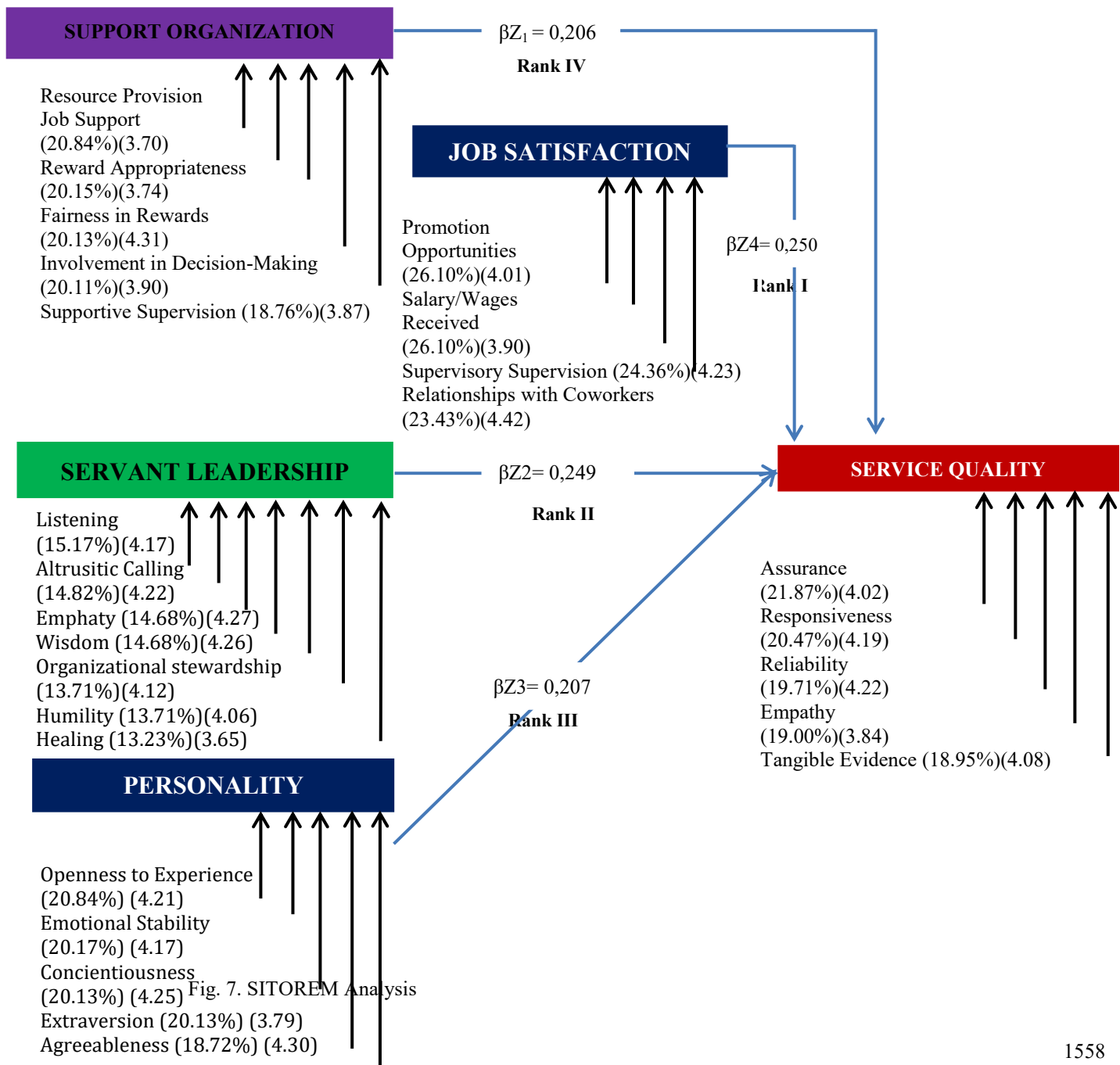
The test of the effect of Servant Leadership (X2) on Work Quality (Z) through Job Satisfaction (Y) yielded a T-statistic of 2.203 with a p-value of 0.028. The test results showed a T-statistic value > 1.96 and a p-value < 0.05 . This indicates a significant effect of Servant Leadership (X2) on Work Quality (Z) through Job Satisfaction (Y). Therefore, it can be concluded that Job Satisfaction (Y) mediates the effect of Servant Leadership (X2) on Work Quality (Z).

[3] The Effect of Personality (X3) on Work Quality (Z) through Job Satisfaction (Y)

The test of the effect of Personality (X3) on Work Quality (Z) through Job Satisfaction (Y) yielded a T-statistic value of 2.442 with a p-value of 0.015. The test results indicated a T-statistic value > 1.96 and a p-value < 0.05 . This indicates a significant effect of Personality (X3) on Work Quality (Z) through Job Satisfaction (Y). Therefore, it can be concluded that Job Satisfaction (Y) mediates the effect of Personality (X3) on Work Quality (Z).

3 Analisis SITOREM

The results of the Indicator Classification Analysis include determining groups of indicators that need immediate improvement and groups of indicators that should be maintained or developed in the future. This is done in the same manner as in the table above for other research variables. Furthermore, based on the ranking of indicators for each research variable, the priority of indicators that need immediate improvement or enhancement, and those that need to be maintained or developed, can be determined. The results of the cytorem analysis are as follows:



D. Conclusion:-

- [1] A strategy was developed to increase service quality by identifying the strength of the influence between the research variables. The strategy for increasing service quality is through strengthening the variables of organizational support, servant leadership, personality, and job satisfaction.
- [2] Methods for strengthening the research variables were developed. Several findings related to indicators in the research variables require improvement, while others require maintenance or development.
- [3] An optimal solution was developed to increase service quality, namely improving weak indicators and maintaining or developing strong indicators. The indicators that need improvement include: 1) Salary/Wages received, 2) Behaviors that heal emotional turmoil (healing), 3) Comfort in interacting with others (extraversion), 4) Provision of Supportive Work Resources, 5) Appropriateness of rewards, 6) Involvement in Decision-Making, 7) Supportive supervision, and 8) Empathy. Meanwhile, the indicators that are maintained and developed are: 1. Promotion Opportunities, 2. Supervisor Supervision, 3. Relationships between colleagues, 4. Listening behavior, 5. Behavior to make changes (Altruistic calling), 6. Empathy behavior, 7. Wisdom behavior, 8. Organizational stewardship behavior, 9. Humility behavior, 10. Openness to Experience, 11. Emotional Stability, 12. Conscientiousness, 13. Agreeableness, 14. Fairness in rewards, 15. Assurance, 16. Responsiveness, 17. Reliability and 18. Tangible evidence.

Based on the analysis, discussion, and proposed hypotheses, the following conclusions can be drawn:

- [1] There is a significant positive direct effect of organizational support (X1) on service quality (Z) with $\beta Z1 = 0.206$, thus strengthening organizational support (X1) can improve service quality (Z).
- [2] There is a significant positive direct effect of servant leadership (X2) on service quality (Z) with $\beta Z2 = 0.249$, thus strengthening servant leadership (X2) can improve service quality (Z).
- [3] There is a significant positive direct effect of personality (X3) on service quality (Z) with $\beta Z3 = 0.207$, thus strengthening personality (X3) can improve service quality (Z).
- [4] There is a significant positive direct effect of organizational support (X1) on job satisfaction (Y) with $\beta Y1 = 0.299$, thus strengthening organizational support (X1) can improve job satisfaction (Y).
- [5] There is a significant positive direct effect of servant leadership (X2) on job satisfaction (Y) with $\beta Y2 = 0.279$, so strengthening self-efficacy (X2) can increase job satisfaction (Y).
- [6] There is a significant positive direct effect of personality (X3) on job satisfaction (Y) with $\beta Y3 = 0.301$, so strengthening personality (X3) can increase job satisfaction (Y).
- [7] There is a significant positive direct effect of job satisfaction (Y) on service quality (Z) with $\beta Z4 = 0.250$, so strengthening job satisfaction (Y) can improve service quality (Z).
- [8] There is a significant positive indirect effect of organizational support (X1) on service quality (Z) through job satisfaction (Y) with $\beta ZY1 = 0.062$, thus job satisfaction (Y) can function effectively as an intervening variable between organizational support (X1) and service quality (Z) because stronger organizational support (X1) will improve service quality (Z) through increased job satisfaction (Y).
- [9] There is a significant positive indirect effect of servant leadership (X2) on service quality (Z) through job satisfaction (Y) with $\beta ZY2 = 0.069$, thus stronger servant leadership (X2) will improve service quality (Z) through job satisfaction (Y).
- [10] There is a significant positive indirect effect of personality (X3) on service quality (Z) through job satisfaction (Y) with $\beta ZY3 = 0.062$, thus strengthening personality (X3) can improve service quality (Z) through job satisfaction (Y).

Based on the conclusions above, a tested constellation model of this research was obtained as described below:

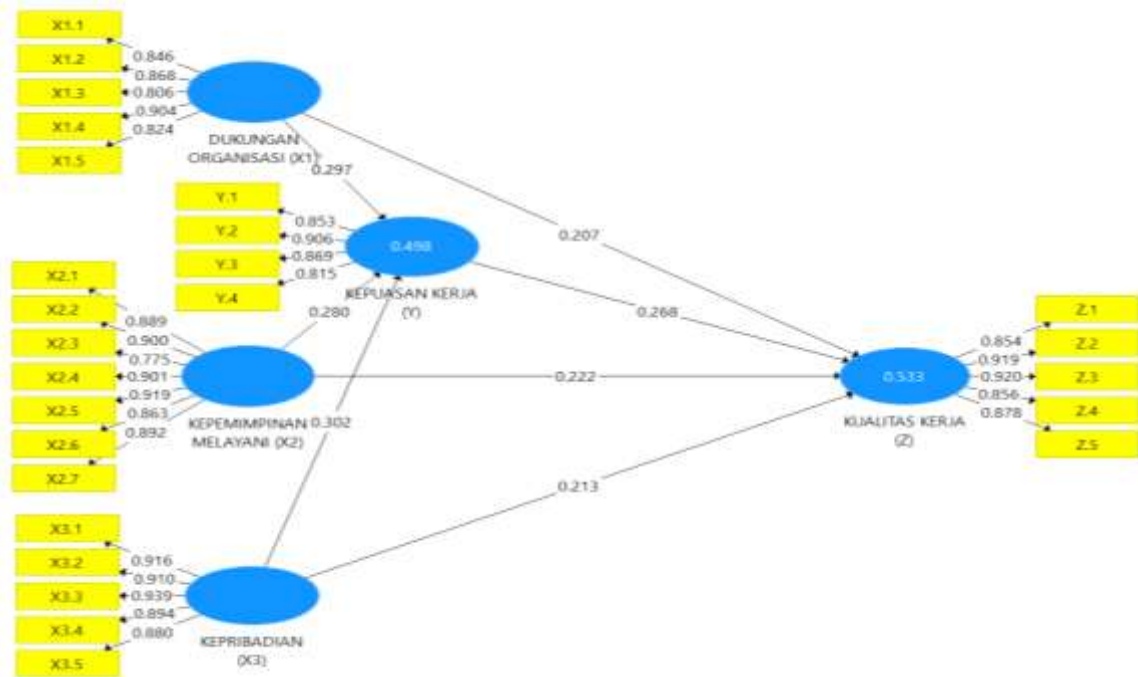


Figure 8. Path Analysis Model

D. Implications

Based on the conclusions above, the implications of this study are as follows:

- [1] The implication of the conclusion is that there is a significant positive direct effect of organizational support on performance. Therefore, strengthening organizational support can improve service quality by strengthening indicators of organizational support that need improvement, namely: 1) provision of job-supporting resources; 2) appropriateness of rewards; 3) supportive supervision; and 4) involvement in decision-making. The indicator that needs to be maintained or developed is fairness in rewards.
- [2] The implication of the conclusion is that there is a significant positive direct effect of servant leadership on service quality. Therefore, strengthening servant leadership can improve service quality by strengthening indicators of servant leadership that need improvement, namely behaviors that heal emotional turmoil (Healing). Meanwhile, the indicators that need to be maintained or developed are 1) Interpersonal acceptance, 2) Wisdom, 3) Altruistic calling, 4) Listening, 5) Humility, and 6) Organizational stewardship.
- [3] The implication of the conclusion is that there is a significant positive direct influence of personality on service quality, so that strengthening personality can improve service quality by strengthening the personality indicator that needs improvement, namely comfort in interacting with others (extraversion). Meanwhile, the indicators that need to be maintained or developed are 1) Agreeableness, 2) Conscientiousness, 3) Openness to experience, and 4) Emotional stability.
- [4] The implication of this conclusion is that there is a direct positive influence of job satisfaction on service quality. Therefore, strengthening job satisfaction can improve service quality by strengthening the job satisfaction indicator that needs improvement, namely salary/wages received. Meanwhile, the indicators that need to be maintained or developed are 1) Relationships between colleagues, 2) Supervisory supervision, and 3) Promotion opportunities.
- [5] The implication of this conclusion is that there is a significant direct positive influence of organizational support on job satisfaction. Therefore, strengthening organizational support can improve job satisfaction by strengthening the indicators of organizational support that need improvement, namely: 1) provision of job-supporting resources; 2) appropriateness of rewards; 3) supportive supervision; 4) involvement in decision-making. Meanwhile, the indicators that need to be maintained or developed are fairness in rewards.
- [6] The implication of the conclusion is that there is a significant positive direct effect of servant leadership on job satisfaction, so that strengthening servant leadership can increase job satisfaction by strengthening the

indicators of servant leadership that need to be improved, namely the behavior of healing emotional turmoil (Healing). Meanwhile, the indicators that need to be maintained or developed are 1) Behavior of accepting others (Interpersonal Acceptance), 2) Wisdom Behavior (Wisdom), 3) Behavior of making changes (Altruistic Calling), 4) Listening Behavior (Listening), 5) Humility Behavior (Humility), and 6) Openness and persuasion Behavior (Organizational Stewardship).

- [7] The implication of the conclusion is that there is a significant positive direct effect of personality on job satisfaction, so that strengthening personality can increase job satisfaction by strengthening the personality indicators that need to be improved, namely comfort in interacting with others (Extraversion). Meanwhile, the indicators that need to be maintained or developed are 1) Agreeableness, 2) Conscientiousness, 3) Openness to experience, and 4) Emotional stability.
- [8] The implication of the conclusion is that there is a significant positive indirect effect of organizational support on service quality through job satisfaction, so it is necessary to improve the indicators that are still weak, namely: 1) provision of job-supporting resources; 2) appropriateness of rewards; 3) supportive supervision; 4) involvement in decision-making. The indicators that need to be maintained or developed are fairness of rewards.
- [9] The implication of the conclusion is that there is a significant positive indirect effect of servant leadership on service quality through job satisfaction, so it is necessary to improve the weak indicator of servant leadership that needs improvement, namely healing behavior.

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