Jurnal Penelitian, Pendidikan dan Pengajaran (JPPP)
Vol. 5 No. 2, Agustus 2024, pp. 184-194
ISSN: 2721-7795. DOI: 10.30596/jppp.v5i2.19023

Optimal Strategy for Improving the Quality of Teacher Services through Strengthening Knowledge Management, Interpersonal Communication, Organizational Support and Job Satisfaction

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ABSTRACT

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

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

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1. INTRODUCTION

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

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

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

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

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

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

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

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

2. LITERATURE REVIEW

2.1 Service Quality

From various theories presented by Kotler, (2000: 438-440), 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, Özaslan 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).

2.2 Knowledge Management

From various theories presented by Marquardt, Michael J. (2012), 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.

2.3 Organizational Support

From various theories presented by Robbins & Judge, (2013: 76-77), 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)

2.4 Job Satisfaction

From various theories presented by Gibson, John, James, and Robert (2006: 108-109), 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).

2.5 SITOREM

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

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

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

3. RESEARCH METHOD

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.

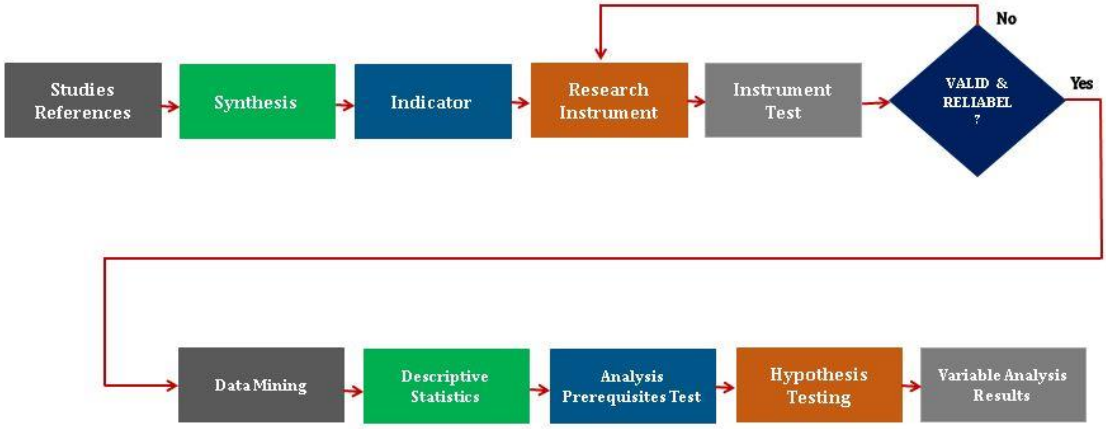

Figure 1.
Quantitative Research Step

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.

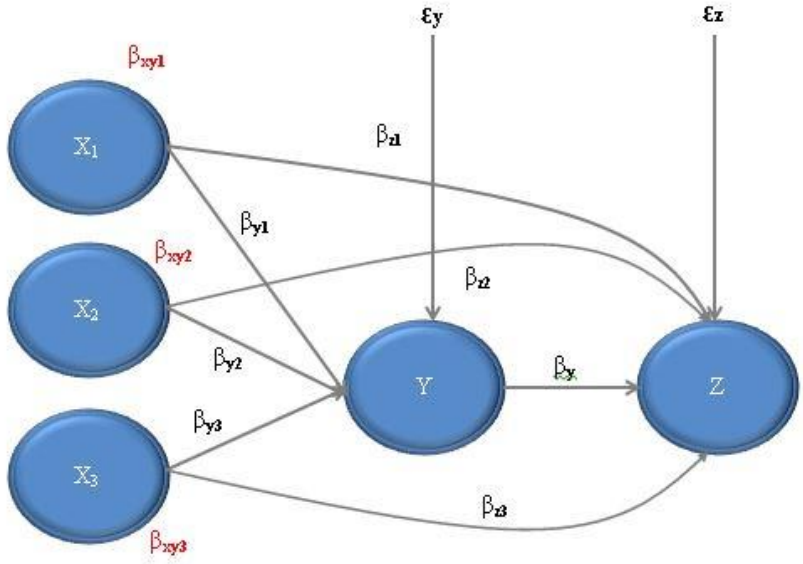

Figure 2.
Research Constellation

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

4. RESULTS 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

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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
			α = 0,05	**α = 0,01**	
$\mathbf{z - \hat{Y}_1}$	168	0.009	0.065	0.075	Normality
$\mathbf{z - \hat{Y}_2}$	168	0.012	0.065	0.075	Normality
$\mathbf{z - \hat{Y}_3}$	168	0.010	0.065	0.075	Normality
$\mathbf{z - \hat{Y}_4}$	168	0.008	0.065	0.075	Normality
$\mathbf{y - X_1}$	168	0.011	0.065	0.075	Normality
$\mathbf{y - X_2}$	168	0.010	0.065	0.075	Normality
$\mathbf{y - X_3}$	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
		α = 0,05	
z on the basis of X_1	3714.91	6132.59	Homogenity
z on the basis of X_2	3823.33	7288.01	Homogenity
z on the basis of X_3	4592.84	8451.28	Homogenity
z on the basis of y	4613.17	6192.48	Homogenity
y on the basis of X_1	3710.50	6132.59	Homogenity
y on the basis of X_2	4469.28	7288.01	Homogenity
y on the basis of X_3	4912.17	7288.01	Homogenity
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			

Linearity Test

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

Table 6.
Summary of Linearity Test 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 on x_1 through *y*	0,000	0,005	Linier
z on x_2 through *y*	0,000	0,005	Linier
z on x_3 through *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 ≥ 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 ≥ 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 ≥ 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

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Path Analysis

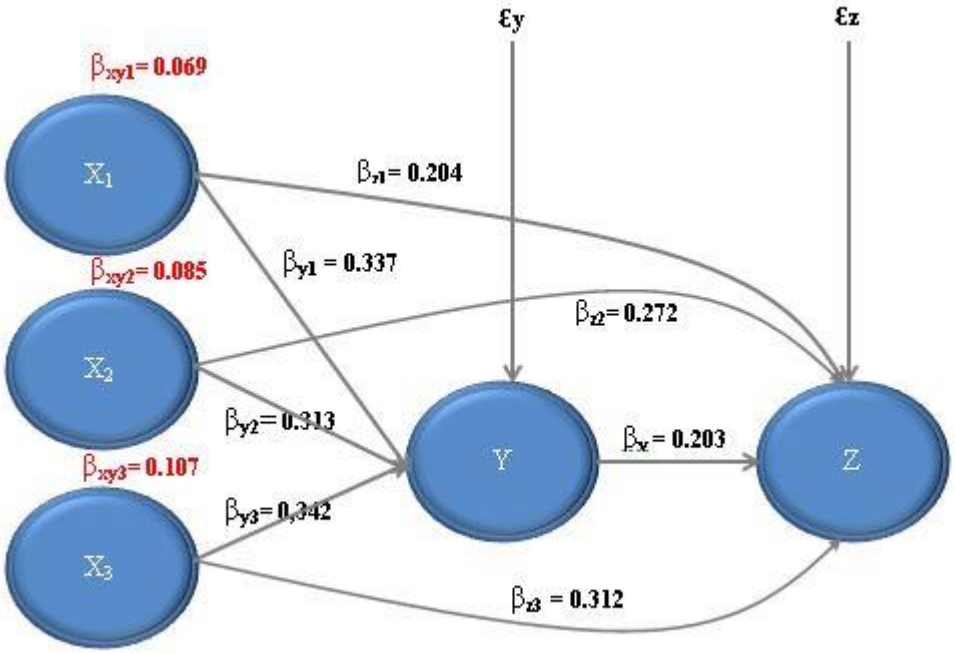

Figure 3.
Research Constellation

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	$H_0 : \beta z_1 \leq 0$ $H_1 : \beta z_1 > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Interpersonal Communication (X2) on Job Satisfaction (Y)	0.313	$H_0 : \beta z_2 \leq 0$ $H_1 : \beta z_2 > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence

Organizational Support (X3) on Job Satisfaction (Y)	0.342	$H_0 : \beta z_3 \leq 0$ $H_1 : \beta z_3 > 0$	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	$H_0 : \beta x_{Y2} \leq 0$ $H_1 : \beta x_{Y2} > 0$	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	$H_0 : \beta x_{Y3} \leq 0$ $H_1 : \beta x_{Y3} > 0$	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

	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
Knowledge Management ($\beta y1 = 0{,}204$) (rank III)				
1	Knowledge Acquisition	1st	Knowledge Acquisition (23.17%)	3.88
2	Knowledge Gathering	2nd	Utilization of knowledge (22.54%)	4.10
3	Knowledge Storage	3rd	Sharing and distribution of knowledge (20.96%)	4.00
4	Processing knowledge into new knowledge	4th	Processing knowledge into new knowledge (18.12%)	3.61
5	Sharing and distribution of knowledge	5th	Knowledge Gathering (15.21%)	3.60
6	Utilization of knowledge	6th	Knowledge Storage (14.21%)	3.60
Interpersonal Communication ($\beta y2 = 0{,}272$) (rangk.II)				
	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Emphaty	1st	Opennes (26.67%)	3.57
2	Equility	2nd	Equility (25.07%)	4.02
3	Opennes	3rd	Emphaty (24.88%)	3.68
4	Possitiveness	4th	Possitiveness (23.38%)	3.74
5	Supportiveness	5th	Supportiveness (21.38%)	3.74

Organisational Support (βy3 = 0,312) (rangk.I)				
	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Fairness	1st	Fairness (21.45%)	3.82
2	Job Conditions	2nd	Supervisor Support (20.24%)	3.84
3	Organizational Rewards	3rd	Organizational Rewards (19.78%)	3.92
4	Supervisor Support	4th	Job Conditions (19.64%)	4.04
Job Satisfaction (Y) (βy4 = 0,203) (rank.IV)				
	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Co- Workers	1st	Pay (16.95%)	3.85
2	Job	2nd	Job (16.36%)	4.11
3	Pay	3rd	Promotion Opportunities (14.31%)	3.65
4	Promotion Opportunities	4th	Supervisor (13.78%)	4.03
5	Supervisor	5th	Co- Workers (13.73%)	3.78
Teacher Service Quality				
	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Assurance	1st	Reliability (18.48%)	3.78
2	Empathy	2nd	Responsiveness (17.93%)	3.85
3	Reliability	3rd	Assurance (16.77%)	4.10
4	Responsiveness	4th	Empathy (16.77%)	3.76

SITOREM ANALYSIS RESULT

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

5. CONCLUSIONS

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

a. 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.
b. 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.
c. 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.

ACKNOWLEDGEMENT

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

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