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Improving Lecturer Service Quality through Strengthening Transformational Leadership, Organizational Support, Self-Efficacy, and Job Satisfaction: Empirical Study using Path Analysis Techniques and SITOREM Analysis on Lecturers at Muhammadiyah University Tangerang

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Abstract

"Improving lecturer service quality through strengthening transformational leadership, organizational support, self-efficacy, and job satisfaction" (Empirical Study Using Path Analysis Techniques and SITOREM Analysis on Lecturers at Muhammadiyah University Tangerang), This research aims to produce strategies and ways to improve the quality of lecturer services by strengthening the variables Transformational Leadership and Organizational Support as

independent variables and the variables Self-efficacy and Job Satisfaction as intervening variables. The samples selected based on the Slovin formula from a population of 462 resulted in a total of 215 samples taken by proportional random sampling in 32 study programs at Muhammadiyah University, Tangerang. This research uses a survey method with a path analysis approach and is followed by SITOREM analysis.

Keywords: Lecturer Service Quality, Transformational Leadership, Organizational Support, Self-efficacy and Job Satisfaction

Introduction

Education is a major factor in nation building and is an aspect of life whose existence cannot be separated from rapid change. Advances in information and communication technology that are globalizing also heighten the challenges and competition that require adjustments that must also be made quickly. Challenges and competition also become expectations of how education faces the present and the future. Education as part of the main pillars 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. Excellence in this case means that it can become a reference for other nations in the development of human resources in the field of education. For the continuity of the process in education requires a good governance system. The implementation of good governance is expected to offer a new paradigm in the world of education. Experience proves that efforts to improve the quality of education are not as simple and easy as imagined. Many aspects of education need to be reorganized so as to create a conducive climate for efforts to improve the quality of education.

The quality of education can be improved by applying the concept of TQM in this concept learners are primary customers who directly receive the benefits of services. Educational institutions must place students as the largest stakeholder's. Students must be included in every strategic decision-making step of the educational organization. High expectations for the perfection of educational outputs require awareness and seriousness of educational stakeholders to empower educational institutions to run effectively which has an impact on the quality of superior educational outputs with all the competencies of service quality is an important element related to achieving national education goals and developing the whole Indonesian human being.

The quality of human resources cannot be separated from the quality of education, where one of the main components is the lecturer. Quality educational institutions are closely related to the provision of quality educational services. Therefore, a lecturer is needed who has high qualifications, competence and dedication in carrying out his professional duties. lecturers are

the chosen personnel of educational institutions who are tasked with providing services to the community in a professional, honest, fair and equitable manner in the delivery of educational services. Service quality is a form of consumer assessment of the level of service received (perceived service) with the level of service expected (expected service). The trust of the community of education service users is closely related to the quality of the organization's services. The level of trust is built through the service relationship of educators, in this case lecturers, towards their students. The quality of lecturer services is related to trust, which essentially provides the best service to students, parents and the surrounding community. UMT is required to identify students and their needs to create a quality lecturer service (Service Excellent). The current reality is that there are still many low levels of lecturer service quality provided by UMT.

Quality services will provide satisfaction to students. The quality of lecturer services is addressed by the existence of student motivation in higher education and students will tell about satisfying academic services to others. Satisfaction according to Tjiptono, (2004: 146) states that satisfaction or dissatisfaction is the customer's response to evaluating the perceived mismatch / discrepancy between previous expectations and the actual performance of the product felt after its use. The level of quality of lecturer services for educational services can be known by comparing expectations with the reality that students feel. The quality of lecturer service will be achieved if there is a match between the services provided to students. As stated by Wadwa and Radja, (2006: 222) that the Quality of Service of lecturers for the services they receive is seen from the suitability between expectations and the performance of the services they receive. Departing from the basic concept of customer satisfaction, higher education is basically a service industry that provides educational services or services whose purpose is to provide satisfaction to its customers (students). According to Tilaar, (202: 11) today higher education is faced with demands for quality and accountability for the educational services it provides, so that quality services must be provided to satisfy its customers.

To strengthen the background of this study, the researchers distributed a preliminary survey questionnaire to measure the quality of lecturer services to 30 respondents who were permanent lecturers at Universitas Muhammadiyah Tangerang (UMT) by focusing on five service quality indicators. The questionnaire was distributed on January 22-28, 2024 where the following conclusions were obtained:

1. There are 33% of lecturers who have not optimally implemented accuracy and constancy in service (Reliability), where lecturers have the ability to complete the assigned tasks, complete work according to timeliness and meet the achievement of competency standards determined by the University.
2. There are 35% lecturers who have not optimally implemented the willingness and speed of service (Responsiveness), where lecturers obtain useful information to complete their work, provide information that is easy to understand if a fellow teacher asks, and report to the leadership about the tendency to decrease student enthusiasm for learning.
3. There are 32% of lecturers who have not optimally implemented seriousness, confidence and skills in

servicing (Assurance), where lecturers teach by using effective time to deliver material, have an obligation to complete assignments given by the university, and choose various types of learning resources and media appropriately used in learning.

4. There are 32% of lecturers who have not optimally implemented deep attention to customer needs / problems (Empathy), where lecturers establish communication with coworkers and other employees, have concern for coworkers and other employees, and establish good communication with students.
5. There are 31% lecturers who have not optimally implemented the quality of facilities, infrastructure and service facilities (Tangibles), where lecturers utilize university facilities and infrastructure to support lectures, complete facilities make it easier for lecturers to complete their tasks, and utilize learning media prepared by universities to support lectures.

The survey results above show that the quality of lecturer services needs to be improved, so it is necessary to find strategies and ways to improve the quality of lecturer services. Given that the quality of lecturer services is the key to achieving educational goals, the quality of lecturer services is interesting to study. The actuality of the research theme (state of the art) is marked by the fact that there are still researchers who conduct research on the theme of lecturer service quality, which indicates that the theme is not obsolete. This is shown through the research of Nurtania and Abdul Sadad (2013) which states that teaching staff, employees, curriculum, and governance together (simultaneously) have a significant influence on service quality. Elias Milana (2018) entitled Impact of Job Satisfaction on Public service quality in Syria shows a negative gap between expected services and services received for all quality dimensions.

The service quality gap indicates that companies are failing to meet their customers' expectations. This study also found that there is no significant relationship between job satisfaction and service quality at The Syria General Establishment for Insurance. This result is in accordance with many studies that found no significant relationship to be developed (such as Iaffaldano & Muchinsky, 1985; Brown & Mitchell, 1993; Armstrong, 2006; Simpson, 2006). Thus, this result differs from previous studies that showed a significant relationship between job satisfaction and service quality (such as Hartline & Ferrell, 1996; Yoon & Suh, 2003; Yee *et al.*, 2008; Ghayas & Hussain, 2015; Kiragu, 2015).

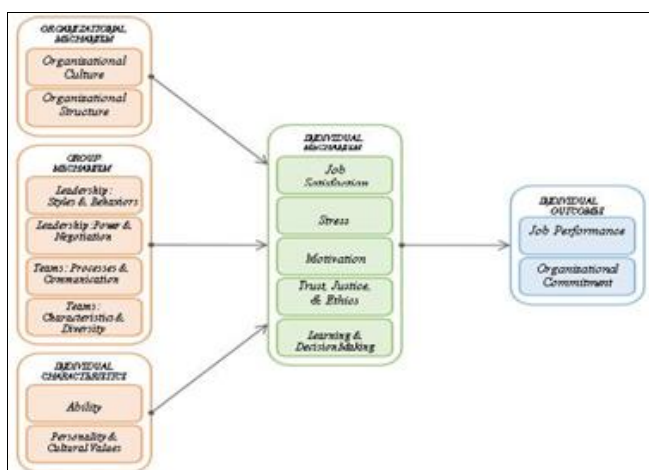
Library Study

The main theory (Grand Theory) in this research is Organizational Behavior. Lately the theory has become an interesting and popular topic of discussion in many circles, not only limited to academics or educators but also among politicians and bureaucrats. This is very reasonable because organizational behavior is easy to understand, increasingly complex organizational problems, and plus various human problems with various characters and behaviors have become the main challenges that organizations often face.

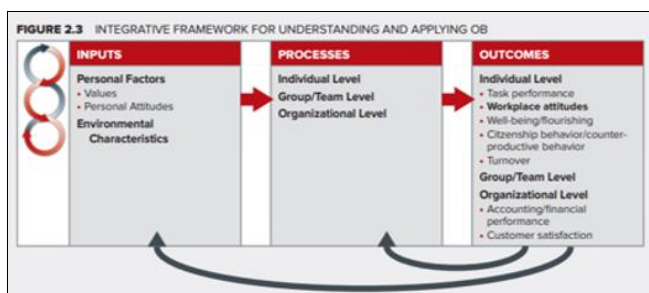
An explanation of Organizational Behavior, among others, is stated by Aeni & Wiwaha (2022) that organizational behavior is the behavior of individuals and groups that have an impact on the organization. Darim (2020) ^[2] in his

research focuses on three determinants of behavior in an organizational environment, namely individuals, groups, and structures. In addition, the organizational behavior approach utilizes the understanding gained about individuals, groups, and the impact of structure on behavior to improve work effectiveness in an organization. Thus, an organization can be defined as an entity consisting of individuals who interact and work together to achieve their goals.

Another explanation was put forward by Colquitt *et al.* (2019) [1] that organizational behavior is a field of study aimed at understanding, explaining, and ultimately improving the attitudes and behavior of individuals and groups in organizations. In more detail Colquitt *et al.* (2014) describe the mechanism of organizational behavior as follows:



Based on the above organizational behavior model, there are five important components of organizational behavior theory, namely Organizational Mechanisms, Group Mechanisms, Individual Characteristics, Individual Mechanisms and individual outcomes. It can be stated that organizational behavior basically has basic consistency. This means that behavior does not appear randomly, but can be predicted and then modified according to the differences and uniqueness of each individual in the organizational group.



1. Direct Effect of Transformational Leadership with Service Quality

Transformational leadership is the behavior of leaders who are able to create fundamental changes and are based on values, beliefs, attitudes, behavior, emotions in order to achieve a predetermined vision, with indicators: 1) Idealized influence, where the leader acts as a role model, 2) Inspirational motivation, namely the leader creates a clear picture of the future state optimistically, 3) Intellectual stimulation, namely the leader stimulates people to be creative and innovative, 4) Individual consideration, where

leaders develop people by creating a supportive weather environment.

Service quality is a comparison between the quality received (perceived quality) by customers, after receiving services, with the expected quality, with indicators: 1) Reliability, namely accuracy and accuracy in providing services, 2) Responsiveness, namely the speed of response in providing services, 3) Assurance, namely assurance, confidence and skill in providing services, 4) Empathy, namely special attention to customer needs and problems in providing services, and 5) Tangibles, namely the appearance, infrastructure and service facilities provided in providing services.

2. Direct Effect of Organizational Support with Service Quality

Organizational support is the level of member confidence in the organization where they work that provides justice, appreciates contributions, pays attention to welfare, provides recognition for the existence of members, and guarantees working conditions to members, with indicators: 1) Providing Justice (Fairness), 2) Supervisor Support, 3) Organizational Reward, and 4) Job Conditions.

Providing justice, leadership support, appreciation from the organization, and working conditions are indicators of organizational support to encourage and develop the quality of lecturer services. Good organizational support will encourage the creation of good lecturer service quality as well. This provides an overview of the relationship between organizational support and lecturer service quality.

3. Direct Effect of Self-Efficacy with Service Quality

Self-efficacy is an individual's belief that he/she is able to manage and decide on the actions needed to carry out tasks well, both verbal and non-verbal well in certain situations, with indicators: 1) Task difficulty (Magnitude), 2) Mastery of the task at hand (Generality), 3) Stability of his beliefs (Strength), 4) Things received (Past Performance), 5) Symbolic models (Vicarious Experience), 6) Communication (Verbal Persuasion), and 7) Emotional Attitudes (Emotional Cues).

Task difficulty, mastery of the task at hand, steadiness of beliefs, things received, symbolic models, communication, and emotional attitudes are indicators of self-efficacy to encourage and develop the quality of lecturer services. Good self-efficacy will encourage the creation of good quality lecturer services as well. This provides an overview of the relationship between self-efficacy and lecturer service quality.

4. Direct Effect of Job Satisfaction with Service Quality.

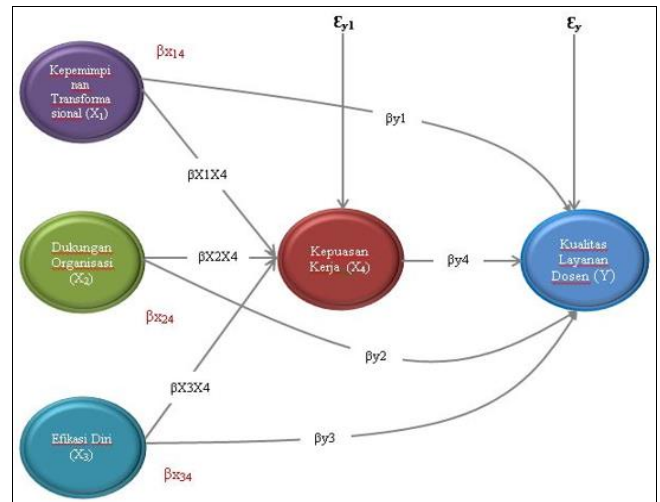
Job Satisfaction is an individual's attitude that reflects pleasant or unpleasant feelings towards his job, or experiences, which stem from his perception of his job with the income received, with indicators: 1) Salary (Pay), 2) Working conditions (Job), 3) Promotion opportunities, 4) Supervision (Supervisor) and 5) Co-Workers.

Salary, working conditions, promotion opportunities, supervision and coworkers which are indicators of job satisfaction encourage and develop the quality of lecturer services. Good job satisfaction will encourage the creation of good lecturer service quality as well. This provides an overview of the relationship between job satisfaction and lecturer service quality.

Research Methods

The research approach is a research plan and procedure that includes steps: From broad assumptions to detailed methods in data collection, analysis, and interpretation (Creswell, 2016: 3). The research approaches used in this study are explained as follows:

1. From the research objectives, this research is descriptive, which is a study that aims to explain the characteristics of the research variables.
2. From the type of study (type of investigation), this type of research is verification or causality (causal study), because this research wants to find the cause or causal relationship of one or more problems.



The Path Analysis

Determination of the number of research samples in this quantitative stage uses proportional random sampling techniques based on the Taro Yamane Formula. What is meant by the sample is part of the number and characteristics that represent and are owned by the population. In this study the error rate and confidence level used is 5%. The following is the Taro Yamane formula:

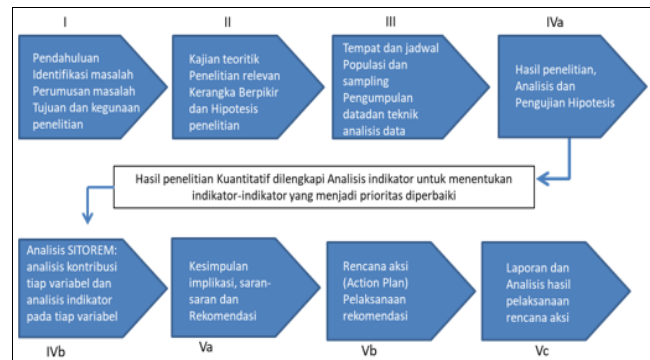
$$n = \frac{N}{N d^2 + 1} \quad n = \frac{462}{462 \cdot 0.05^2 + 1} = \frac{462}{2.155} = 214.3852 \approx 215$$

Results and Discussion

Based on the identification of the strength of influence between research variables, and based on the weight of each indicator of the independent variable that has the greatest contribution, the priority order of indicators that need to be improved immediately and those that need to be maintained can be arranged. The use of SITOREM Analysis is carried out through the following stages:

1. Contribution Analysis (coefficient of determination).

At this stage, the contribution of the independent variables to the dependent variable is analyzed, namely by using the coefficient of determination calculation formula. The coefficient of determination is calculated from the square of the correlation coefficient (or the correlation coefficient is squared) (Supardi, 2013: 188). Based on the path analysis research design in this study, the contribution analysis can be designed as described in the table below:

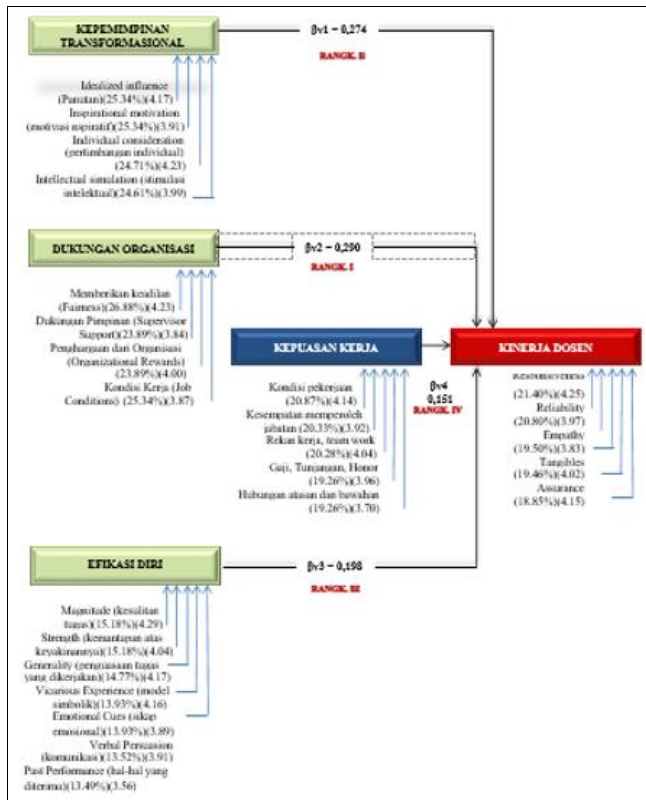


SITOREM

Path analysis and SITOREM analysis are combined research methods that combine path analysis research methods whose results are strengthened by using SITOREM analysis. Through SITOREM Analysis, the results of the Path Analysis research are analyzed in more detail on the indicators of the research variables, so as to find indicators that need to be immediately improved and maintained or developed. In the context of this study, in addition to using Path Analysis, it also uses sitorem analysis. Scientific Identification Theory to Conduct Operation Research in Education Management (sitorem), is a scientific method used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (Hardhienata, 2017) [5]. SITOREM analysis is carried out by identifying and analyzing three things, namely: a) Identification of the strength of the influence between the independent variable and the dependent variable; b) Analysis of the value of the research results for each indicator of the research variable, and c) Analysis of the weight of each indicator of each research variable based on the criteria "Cost, Benefit, Urgency and Importance.

S. No	Influence between Research Variables	Path Coefficient	Determination Coefficient	Contribution (%)
1	The influence between transformational leadership and lecturer service quality	0,274	0,572	57,2%
2	The influence between organizational support and lecturer service quality	0,290	0,636	63,6%
3	The influence between self-efficacy and lecturer service quality	0,198	0,616	61,6%
4	The influence between job satisfaction and lecturer service quality	0,151	0,463	46,3%

2. Sitorem Analysis



This research aims to produce strategies and ways to improve the quality of lecturer services by strengthening the variables Transformational Leadership and Organizational Support as independent variables and the variables Self-efficacy and Job Satisfaction as intervening variables. The samples selected based on the Slovin formula from a population of 462 resulted in a total of 215 samples taken by proportional random sampling in 32 study programs at Muhammadiyah University, Tangerang. This research uses a survey method with a path analysis approach and is followed by SITOREM analysis.

The results of this research can be concluded: 1) There is a significant positive direct influence between transformational leadership (X1) on the quality of lecturer services (Y) with $\beta_{y1} = 0.274$, so that strengthening transformational leadership (X1) can improve the quality of lecturer services (Y), 2) There is a significant positive direct effect between organizational support (X2) on the quality of lecturer services (Y) with $\beta_{y2} = 0.290$, so that strengthening organizational support (X2) can improve the quality of lecturer services (Y), 3) There is a significant positive direct influence between self-efficacy (X3) on the quality of lecturer services (Y) with $\beta_{y3} = 0.198$, so that strengthening self-efficacy (X3) can improve the quality of lecturer services (Y), 4) There is a significant positive direct effect between job satisfaction (X4) on the quality of lecturer services (Y) with $\beta_{y4} = 0.151$, so that strengthening job satisfaction (X4) can improve the quality of lecturer services (Y), 5) There is a significant positive direct effect between transformational leadership (X1) on job satisfaction (X4) with $\beta_{x1x4} = 0.189$, so that strengthening transformational leadership (X1) can increase job satisfaction (X4), 6) There is a significant positive direct effect between organizational support (X2) on job satisfaction (X4) with $\beta_{x2x4} = 0.163$, so that strengthening organizational support (X2) can increase

job satisfaction (X4), 7) There is a significant positive direct influence between self-efficacy (X3) on job satisfaction (X4) with $\beta_{x3x4} = 0.213$, so that strengthening transformational leadership (X1) can increase job satisfaction (X4), 8) There is a significant positive indirect effect between transformational leadership (X1) on the quality of lecturer services (Y) through job satisfaction (X4) with $\beta_{14y} = 0.189$, so that strengthening transformational leadership (X1) can improve the quality of lecturer services (Y) through job satisfaction (X4). Job satisfaction (X4) cannot function effectively as an intervening variable between transformational leadership (X1) and lecturer service quality (Y) because the direct influence is greater than the indirect influence, 9) There is a significant positive indirect effect between organizational support (X2) on the quality of lecturer services (Y) through job satisfaction (X4) with $\beta_{24y} = 0.174$, so that strengthening organizational support (X2) can improve the quality of lecturer services (Y) through job satisfaction (X4). However, job satisfaction (X4) cannot function effectively as an intervening variable between organizational support (X2) and lecturer service quality (Y) because the direct influence is greater than the indirect influence, 10) There is a significant positive indirect effect between self-efficacy (X3) on lecturer service quality (Y) through job satisfaction (X4) with $\beta_{34y} = 0.171$, so that strengthening self-efficacy (X3) can improve lecturer service quality (Y) through job satisfaction (X4). However, job satisfaction (X4) cannot function effectively as an intervening variable between self-efficacy (X3) and lecturer service quality (Y).

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