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Improving the Quality of School Services Through School Management Effectiveness, Work Motivation, Professional Commitment, and Completeness of Learning Facilities: Empirical Study Using Path Analysis Techniques and SITOREM Analysis on Private High School Teachers in Wamena City, Papua

¹ Simon Yigibalom, ² Soewarto Hardhienata, ³ Herfina
^{1, 2, 3} Postgraduate Programme, Pakuan University, Indonesia

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Corresponding Author: Simon Yigibalom

Abstract

Simon Yigibalom, This study aims to analyze the factors that influence the improvement of school service quality through the effectiveness of school management, work motivation, professional commitment, and the completeness of learning facilities. This study used a quantitative approach with path analysis techniques and SITOREM analysis to analyze data obtained from teachers in private senior high schools in Wamena City, Papua. In this study, school management effectiveness, work motivation, professional commitment, and learning facility completeness were identified as variables that have a significant relationship with school service quality. The

results showed that effective school management, high work motivation, strong professional commitment and adequate learning facilities play an important role in improving the quality of education services. Through path analysis and SITOREM, this study provides an overview of the interaction between variables and the contribution of each factor in influencing school service quality. The findings are expected to serve as a reference for relevant parties in developing policies to improve the quality of education in private senior high schools, especially in Wamena City, Papua.

Keywords: Service Quality, School Management, Work Motivation, Professional Commitment, Learning Facilities

Introduction

In the era of rapid technological disruption, the professionalism and competence of lecturers in School is a means to build interactions between students, teachers, school staff, principals, and parents, as well as the school environment as a whole. The reciprocal relationship between them is important to build the quality of school services which in turn will have an impact on improving the quality of future school graduates. The process of interaction that occurs in schools involves complex dynamics. These interactions play an important role in shaping school culture, the quality of learning and student development.

According to Law No. 20 of 2003 article 1 paragraph 2 states the meaning of national education which reads, "National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times." Then the Functions and Objectives of National Education are contained in article 3 of Law No. 20 of 2003 which reads: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

Furthermore, teachers are the primary learning agents in schools. Interactions between students and teachers include the delivery of subject matter, academic guidance, feedback and social support. Positive relationships between students and teachers can motivate students to learn and develop self-confidence. The physical and social environment of the school also plays a role in the interaction process. Good school facilities, safety and support from the surrounding community can create conditions that support learning. Through these interactions, the school becomes more than just a place of formal learning, it becomes a vibrant learning community that plays an important role in shaping students' personal and academic development.

Positive and supportive interaction processes can create a stimulating, inclusive and empowering environment in building a good educational continuum.

Service can be defined as a series of actions, processes, or interactions performed by a service provider to fulfill a customer's needs or wants. More than just a transaction, service encompasses an overall experience that involves interpersonal, responsive and quality aspects. Service, as an integral element in various sectors, is constantly undergoing development and transformation. With a focus on customer needs, consistent service quality, and the latest innovations, service providers can play a key role in meeting customer expectations, creating added value, and meeting current and future challenges. An in-depth understanding of the service concept will be the foundation for improving customer experience and succeeding in a changing environment.

SERVQUAL theory creates a framework for evaluating and measuring customer perceptions of service quality by comparing them with their expectations of the service. This theory is based on five dimensions of service quality, namely: (1) *Tangibles* (Physical Evidence): The physical condition of facilities, equipment, personnel, and visual communications, (2) *Reliability*: The ability to deliver promised services consistently and accurately, (3) *Responsiveness*: Availability to assist customers and provide prompt service, (4) *Assurance*: The ability of personnel to inspire customer trust and confidence, and (5) *Empathy*: The ability to understand and respond to individualized customer needs.

To investigate the condition of School Service Quality in Wamena city, preliminary research was conducted on 6 private high schools in Wamena city through the distribution of questionnaire instruments filled out by school students, with the following results:

1. There are 17.52% *reability* of school performance in serving students is still not optimal. This can be seen from the teacher not explaining the subject matter so that not all students can understand it, the teacher does not provide time for discussion and questions and answers in class, the teacher does not provide additional teaching material notes, the school administration officer does not look neat, and the principal does not communicate directly with students.
2. There are 27.61% of school *responsiveness* in serving students is still not optimal. This can be seen from the lack of teachers in responding to complaints from students, the lack of principals listening to student complaints, the lack of BP teachers in responding quickly to student problems, the lack of schools meeting student needs related to learning support facilities, and administrative officers who are less friendly in serving students.
3. There are 23.19% of school *assurance* in serving students is still not optimal. This can be seen from the lack of teachers in this school who have good competence, the lack of school security to be used as a place of learning, the lack of kindness of teacher behavior that can provide student comfort in learning, the lack of learning facilities that function properly,

and the lack of the school receiving suggestions and criticism from students.

4. There are 26.08% of school *empathy* in serving students is still not optimal. This can be seen from the school still views the social status of students in services, students do not get the same opportunities from schools to develop their potential, schools have not provided relief for underprivileged students, schools have not responded well to student complaints, and schools have not made maximum efforts in helping the difficulties of students who are slow in their learning achievement.
5. There are 25.78% *tangible* schools in serving students are still not optimal. This can be seen from the lack of neatness and cleanliness of the learning space, the lack of comfort and beauty of the school building, the lack of comfort and cleanliness of the school canteen, the lack of diversity and new books in the school library, and the lack of cleanliness and number of restroom facilities at school.

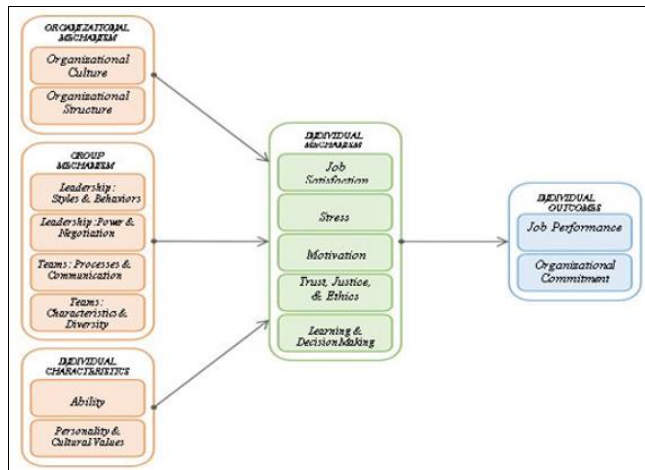
Based on the *state of the art* study above, it shows that research on the theme of Service Quality in educational institutions is still actual to be researched and there are still research opportunities in the Papua region, especially in Senior High Schools (SMA) related to the theme of service quality. Thus, in this dissertation, the researcher proposes the research theme "Improving the Quality of Service of Private High Schools in Wamena, Papua".

Library Study

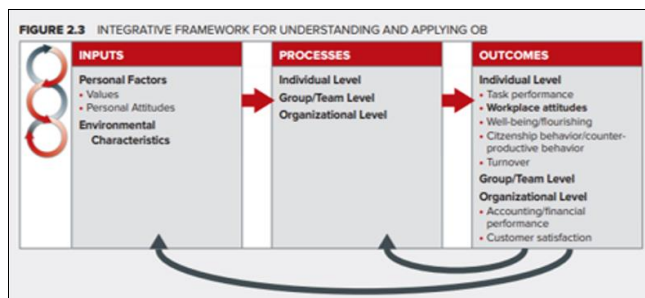
The main theory (Grand Theory) in this research is Organizational Behavior. Lately the theory has become an interesting and popular topic of discussion in many circles, not only limited to academics or educators but also among politicians and bureaucrats. This is very reasonable because organizational 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) 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)^[28] 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 School Management Effectiveness on Service Quality

Organizational Management Effectiveness is the activity of managing organizational management resources starting from planning, organizing, implementing, and supervising organizational activities so as to achieve organizational goals. The indicators are: 1) Leadership reliability, 2) Organizational structure, 3) Employee involvement, 4) Management Information System, 5) Organizational productivity.

Organizational Service Quality is an assessment of the level of organizational service to users in meeting or exceeding the expectations of users of the organization. The indicators of Organizational Service Quality are (1) *Reliability*, namely reliability and consistency in providing the services expected by users; (2) *Responsiveness*, namely the response or *responsiveness* of service providers in responding to community needs; (3) *Assurance*, namely a guarantee of trust so that users do not feel hesitant and anxious to become customers; (3) *Empathy*, namely attention to users through communication or relationships in an effort to understand user needs; (4) *Tangible*, namely the physical appearance of both facilities, equipment facilities, performance, and good communication to convince users.

2. Direct Effect of Principal's Work Motivation on Service Quality

Work Motivation is an encouragement from within and outside a person to do his job well so as to advance the organization where he works. The Work Motivation Indicators are 1) Desire to work, 2) Responsibility (sense of responsibility), 3) Desire to advance, 4) Self-actualization needs, 5) Achievement opportunities, 6) Awards from the work environment, 7) Compensation. Organizational Service Quality is an assessment of the level of organizational service to users in meeting or exceeding the expectations of users of the organization. The indicators of Organizational Service Quality are (1) *Reliability*, namely reliability and consistency in providing the services expected by users; (2) *Responsiveness*, namely the response or *responsiveness* of service providers in responding to community needs; (3) *Assurance*, namely a guarantee of trust so that users do not feel hesitant and anxious to become customers; (3) *Empathy*, namely attention to users through communication or relationships in an effort to understand user needs; (4) *Tangible*, namely the physical appearance of both facilities, equipment facilities, performance, and good communication to convince users.

3. Direct Effect of Professional Commitment on Service Quality

Professional Commitment is the level of individual belief and acceptance of organizational goals and their desire to remain in the organization. The dimensions and indicators of professional commitment are *Affective Commitment*, namely (1) a sense of attachment, (2) dedication, and (3) *passion*. *Continuance Commitment*, namely (4) compensation, (4) achievement opportunities, and (6) *rewards*. *Normative Commitment*, namely (7) responsibility and (8) awareness.

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4. Direct Effect of Completeness of Learning Facilities on Service Quality.

Learning facilities are facilities and infrastructure available to support the learning process in an organization. The indicators of learning facilities are 1) School buildings and classrooms, 2) ICT facilities, 3) Library and completeness of material books, 4) Sports and laboratory facilities, 5) Optimization of media or tools.

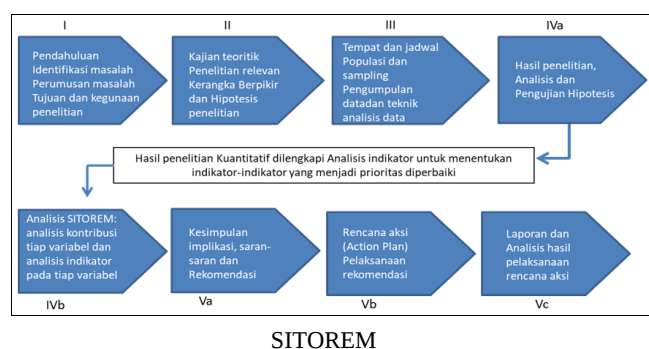
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Research Methods

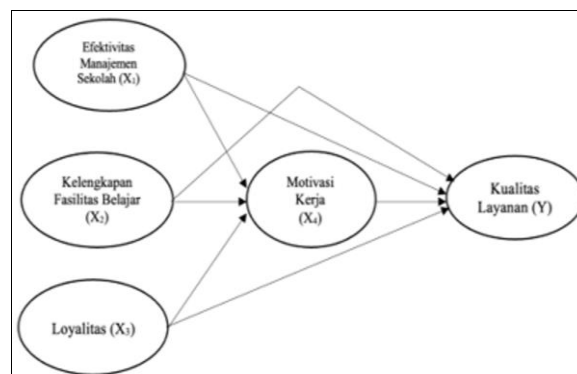
The research approach is a research plan and procedure that includes steps: From broad assumptions to detailed methods in data collection, analysis, and interpretation (Creswell, 2016: 3). The research approaches used in this study are explained as follows:

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.



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). 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	School Name	Number of SL / Teacher / Staff	Number of Samples (Respondents)
1	SMK YPK Beth	26	26
2	SMA YPPK Santotomas	25	25
3	SMA YPPGI	20	20
4	SMA PGRI	28	28
5	SMA Kristen Wamena	23	23
6	SMA YPPGI Piramod	28	28
Total Jumlah Sampel		170	150

Results and Discussion

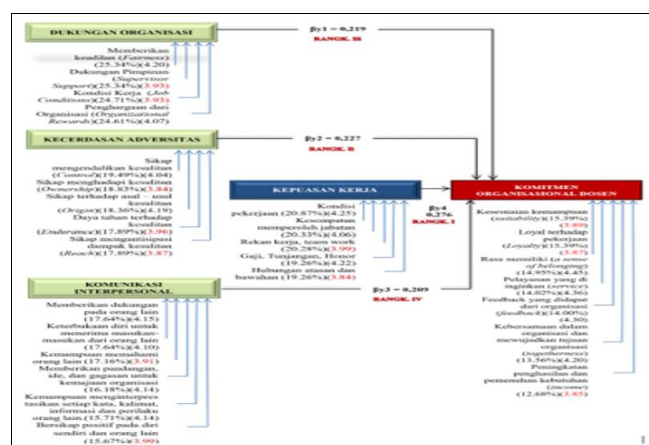
Based on the identification of the strength of influence between research variables, and based on the weight of each indicator of the independent variable that has the greatest contribution, the priority order of indicators that need to be improved immediately and those that need to be maintained can 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:

S. No	Influence between Research Variables	Path Coefficient	Coefficient of Determination	Contribution (%)
1	Influence between School Management Effectiveness and Service Quality	$ry_1 = 0,069$ (4)	$(ry_1)^2 = 0,031$	3,1%
2	The influence between Work Motivation and Service Quality	$ry_2 = 0,268$ (1)	$(ry_2)^2 = 0,003$	0,3%
3	Influence between Professional Commitment and Service Quality	$ry_3 = 0,266$ (2)	$(ry_3)^2 = 0,035$	3,5%
4	The Influence between Completeness of Learning Facilities and Service Quality	$ry_4 = 0,125$ (3)	$(ry_4)^2 = 0,024$	2,4%

2. Sitorem Analysis



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