STRATEGY FOR IMPROVING SERVICE QUALITY THROUGH STRENGTHENING TRANSFORMATIONAL LEADERSHIP, TECHNOLOGICAL LITERACY, AND VOCATIONAL TEACHER CREATIVITY

[1]Jayadih, [2]Bibin Rubini, [3]Eka Suhardi

[123] Postgraduate School Pakuan University

Abstract

This study aims to find ways to improve the quality of teacher services in private vocational schools in South Tangerang City by strengthening the variables of transformational leadership, technological literacy, and teacher creativity. The research method used in this study is a survey method with a path analysis approach. The subjects in this study consisted of all 1021 teachers of private vocational schools in South Tangerang City, spread across 75 educational units in 7 sub-districts, namely Ciputat, East Ciputat, Pamulang, Pondok Aren, Serpong, North Serpong and Setu sub-districts and the sample for this study was 162 teachers. The data collection technique used a questionnaire with instruments developed by the researcher. The data analysis method used in this study is a multiple regression test, with the results of the study namely There is a positive direct influence of Transformational Leadership (X1) on Service quality (Y), There is no direct positive influence of Technological Literacy (X2) on Service quality (Y), and There is a direct positive influence of Creativity (X3) on Service quality (Y).

INTRODUCTION

Schools, as organizations engaged in educational services, need to have service standards by the National Education Standards set by the Government (Nurgiansah & Widyastuti, 2019). The National Education Standards (SNP) are used as a reference for curriculum development and education implementation to realize national education goals (Sibarani & Sinamo, 2020). SNP in Indonesia has been regulated in Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning SNP as amended by Government Regulation Number 4 of 2022. National Education Standards are the key to realizing a quality education system (Trisnawati et al., 2022). The National Education Standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia (Sukatin et al., 2023). The scope of SNP consists of 8 (eight) standards, namely: (i) Graduate Competency Standards; (ii) Content Standards; (iii) Process Standards; (iv) Educational Assessment Standards; (v) Education Personnel Standards; (vi) Facilities and Infrastructure Standards; (vii) Management Standards; and (viii) Financing Standards.

Schools with good quality education services should have a comprehensive and up-to-date curriculum, adequate and quality facilities, a comfortable and safe environment, highly qualified and experienced teaching staff, innovative and effective teaching methods, a fair and transparent evaluation system, quality and diverse extracurricular programs, personal and career development support, and community activities that strengthen relationships between learners, teaching staff and parents (Budur et al., 2024).

Good quality school services can have a positive impact on learners, parents, and the school's image in the community, such as: helping learners learn effectively and efficiently, improving academic performance, preparing for a better future, developing social and emotional skills, and being ready to face challenges in life and the world of work (Farrukh et al., 2019). With good quality services and learning processes, parents will trust the school, parents will feel comfortable with their children's learning at school, and then public interest will increase to send them to the school (Nursaptini et al., 2021). With high interest, the school can select the best prospective students (Durlak et al., 2022). Eventually, the quality of learning in schools will improve the quality of human resources, develop individual potential, improve the welfare of society, encourage technological and scientific progress, and form democratic and responsible citizens (Trisnawati et al., 2022).

However, the quality of education services in Indonesia is currently not as expected, namely, there are still education units that are below the Minimum Service Standards (MSS) set by the government (Kishik & Pors, 2022). SPM as stipulated in Government Regulation no 2 of 2018 is the Education SPM is a provision regarding the type and quality of basic education services which are mandatory government affairs that every learner is entitled to obtain at a minimum (Sibarani & Sinamo, 2020). The quality of basic services for each type of basic service of Education SPM includes standards for the quantity and quality of goods

and/or services; standards for the quantity and quality of educators and education personnel; and procedures for meeting standards (Singh et al., 2021). Some of the service quality issues that are often faced are the lack of adequate facilities and infrastructure, the lack of qualified educators, and the lack of funds invested in the education sector (Singh et al., 2021). In addition, issues such as lack of innovation in learning methods, and lack of access to education for people in remote areas. However, the government and various parties have made efforts to improve the quality of education services through various programs and reforms (Cassar & Ko, 2023). Some of the programs include the provision of School Operational Assistance (BOS) for all schools from elementary to high school levels and Education Operational Assistance (BOP) for Early Childhood Education (PAUD), the Smart Indonesia Program (PIP) for underprivileged children, Merdeka Belajar and improving the quality of human resources through the Educator Certification Program and distributing assistance in the form of educational facilities (Nuryoso et al., 2023). This education service program must be continued, considering that the portrait of education in several regions is still relatively low, below the minimum service standards for education (Pérez-Pérez et al., 2020).

The quality of education services in Banten Province, especially in South Tangerang City, is still relatively low, not by the minimum service standards expected, this is reflected in the achievement of the quality of education figures published by the Banten Provincial Education Quality Assurance Agency (LPMP) for South Tangerang City in 2018, for elementary schools of 5.46, junior high schools of 5.42, high schools of 5.46 and vocational schools of 5.32. Meanwhile, the ideal quality target according to the national education standard is 7.00. From this data, the quality score for SMK is at the bottom of all education levels. From the same data source, the quality scores for each of the national education standards for SMKs are as follows; the graduate competency standard is 6.33, the content standard is 5.74, the process standard is 6.48, the assessment standard is 6.04, the educator and education personnel standard is 3.08, the infrastructure standard is 3.14, the management standard is 5.82, and the financing standard is 5.93. From this data, the achievement of the standards of educators and education personnel and infrastructure standards is still far from the ideal national education standards. With the results of these preliminary findings, it is necessary to pursue a more in-depth study to reveal and analyze the positive and dominant factors that affect the quality of school services so that improvements and strengthening can be made on indicators that are still not optimal (Ramadhan et al., 2023).

Based on a review of national and international journal literature over the past four years, shows that the theme of research on service quality still has opportunities to continue to be researched and developed. The following are some service quality journals from various countries:

Arya Johansen & Fachrodji (2022) in a journal entitled The Effect of Service Quality, Price Perception and School Image on WOM Intention Mediated by Satisfaction Variables. This study aims to determine the effect of Service Quality, Price Perception, and School Image on WOM (Word of Mouth) Intention mediated by Satisfaction Variables at SMK YADIKA 4 Tangerang. The results showed that service quality, price, and school image partially had a positive and significant effect on student satisfaction, and student satisfaction partially had a significant effect on WOM intention. School image is the variable that has the strongest influence on learner satisfaction.

Shahid et al. (2021) in a journal entitled Modeling and Optimization of Improving Teacher Service Quality. This study aims to find ways and strategies to improve Teacher Service Quality (Y) by increasing Job Satisfaction (X1) and Work Motivation (X2) with Professional Commitment (X3) as an intervening variable. The results showed that there is a positive and significant direct effect of job satisfaction on service quality so increasing job satisfaction can improve teacher service quality. There is a positive and very significant direct effect of work motivation on service quality so increasing work motivation can improve service quality. there is a positive and very significant direct effect of professional commitment on service quality so increasing professional commitment can improve teacher service quality.

Hassan et al. (2020) in a journal entitled Investigation on Mediating Role of Corporate Image of University on the Link between Service Quality and Student Loyalty. The main objective of this study is to measure the effects of service quality and corporate image on student satisfaction and loyalty. The Stimulus-Organism-Response (SOR) model was adopted in formulating the relationship between these constructs. The scope of this study focused on learners from Technical and Vocational Education and Training (TVET) and Higher Learning Institutions (HLIs) namely the University of Kuala Lumpur (UniKL). The structural model shows that there are significant and direct effects of service quality and corporate image on learners' satisfaction and loyalty. In addition, learner satisfaction also has a significant and direct effect on learner loyalty.

Based on the above, although many studies have been conducted to improve service quality in schools, comprehensive and continuous research is still needed to determine existing needs and shortcomings. Therefore, research on service quality in schools, especially in vocational schools, is still very much needed to achieve the desired educational success.

Service Quality

Service quality is one of the determinants of success in carrying out tasks. Service quality is a form of interaction that must be good and harmonious between the service provider and its customers. Budur et al. (2024) state that service quality is the customer's perception of the difference between the service received compared to the expected service. The quality of this service is influenced by several factors, including

Reliability, namely accuracy, and constancy in service; Responsiveness, namely willingness and speed in providing services; Assurance, namely sincerity, confidence, and skill in serving; Empathy, namely deep attention to customer needs or problems; and Tangibles, namely the quality of facilities, infrastructure, and service facilities.

Service quality according to Djafar et al. (2023) is the perception that customers have about the level of service they receive compared to the services they feel and expect. Indicators that affect service quality are; 1) Reliability, the ability to perform services reliably, accurately, and consistently. 2) Responsiveness, the ability to provide fast service. 3) Assurance, knowledge, and courtesy of employees and their ability to convey trust, 4) Empathy, caring, and individualized attention to customers, 5) Tangibles, tangible parts of the service, and physical aspects of the environment.

Based on the statements of these experts, it can be conceptually synthesized that service quality is the level of service provided compared to what customers expect and perceive. Operational service quality in this study is the principal's assessment of the level of service provided by teachers compared to what the principal expects and perceives, which is measured using a questionnaire instrument with indicators: 1) Physical appearance and resources used, 2) Consistent and providing feedback, 3) Responsive and attentive, 4) Competent, professional and trustworthy, and 5) Attentive and caring.

Transformational Leadership

According to Torlak & Kuzey (2019) transformational leadership is defined as a leadership style that motivates its members to commit to a shared vision and helps them develop their potential and address problems from a new perspective. Indicators that distinguish transformational leadership include 1) Idealized Influence, namely the charisma of the leader, 2) Intellectual Stimulation, namely the intellectual stimulation provided by the leader, 3) Individualized Consideration, namely the attention given by the leader to everyone, and 4) Inspirational Motivation, namely the motivation provided by the leader to motivate his subordinates.

Meanwhile, Nilawati (2021) formulates transformational leadership more based on the behavior of leaders who change the values, beliefs, and needs of their followers to be realized in the organization. The key for transformational leaders is that they strive to empower and improve followers. It is further explained that the characteristics of transformational leadership include: (a) Charisma refers to behaviors that provide a vision and sense of mission; instill pride; earn respect and trust; (b) Inspiration refers to behaviors that communicate high expectations; use symbols to focus efforts; express important goals in simple ways; (c) Intellectual stimulation refers to behaviors that increase intelligence, rationality; and careful problem solving; and (d) Individual consideration which refers to behaviors that provide personal attention; treat

each employee individually.

Naziroh et al. (2021) state that transformational leadership is considered to improve subordinate performance by motivating and developing employees to achieve the highest performance that exceeds expectations. The dimensions of transformational leadership consist of: (1) vision, (2) inspiring communication, (3) leadership support, (4) intellectual stimulation, (5) individual recognition, (6) inspiring motivation, and (7) individual consideration. Meanwhile, Buil I, et al. (2019) stated that transformational leadership is a leadership style that changes followers to overcome their interests through changes in morals, ideals, interests, and values. Indicators of transformational leadership include: (1) encouraging followers to overcome their self-interest, (2) providing feedback, (3) setting high-performance standards, (4) helping followers to be more creative and innovative, and (5) paying attention to followers' needs.

Based on some of the opinions of the experts above, it can be synthesized that transformational leadership is the action of someone who can influence, inspire, direct, and move followers to make changes through empowerment in achieving certain goals. Indicators: (1) Charismatic, a leader who can influence his team members with personal appeal and strong self-confidence, (2) Inspirational, a leader who inspires and motivates his team members, (3) Reformer, a leader who creates positive and innovative changes, (4) Considerative, a leader who cares and understands the needs of his team members individually.

Technological Literacy

Subandowo (2022) explains that technological literacy is the ability to utilize technology to search, assess, combine, create, and convey information to enrich the learning process through problem-solving and critical thinking. Indicators of technological literacy include: 1) Working with files/software, 2) creating an electronic portfolio, 3) adaptability to various digital media, and 4) maintaining a personal website/blog." Becker et al. (2010) define technological literacy as the ability to use, manage, assess, and understand technology. With indicators; Knowledge; ways of thinking and acting, and abilities.

According to Dai et al. (2022), technological literacy can be defined as the ability to use, manage, assess, and understand technology, with indicators of; 1) creativity and innovation, 2) communication and collaboration, 3) research and information fluency, 4) Critical Thinking, Problem-Solving & Decision-Making, and 5) Digital Citizenship. Technological literacy is the ability to find, contact, explore, assess, and utilize information in various ways, with indicators; Communication skills, Digital citizenship, and Learning environment. Hassan & Akbar (2020).

Research conducted by Mahmood et al. (2022) defines technological literacy as innovation, change, or modification of the natural environment to meet perceived human needs and needs. With indicators of 1) knowledge, 2) capabilities, and 3) critical thinking and decision-making. Meanwhile, Hadjri et al. (2019)

define technological literacy as the ability to understand, use, and organize technology at a level that allows effective use of technology to solve problems, expand one's abilities, evaluate them, and make decisions, with indicators of knowledge, ability and critical thinking and decision making.

Meanwhile, according to Subandowo (2022), "The definition of technological literacy refers to a way of thinking about how technology can be a tool used to solve a problem. Technological proficiency refers to a person's ability to work independently or collaborate with others effectively, responsibly, and appropriately in using technological tools to collect, manage, synthesize, evaluate, create, and communicate information." (2017). Indicators of technological literacy include 1) technology mastery, 2) technology management, 3) technology integration, 4) technology evaluation, 5) technology innovation, and 6) technology communication."

Based on the description above, it can be synthesized that technological literacy is a person's ability to understand and use digital technology effectively in various aspects of life. The indicators in technological literacy include: 1) the ability to use hardware and software, 2) the ability to manage digital information, 3) the ability to communicate digitally, and 4) the ability to develop digital learning media.

Creativity

Creativity is the use of new ideas in working, solving problems, and taking innovative actions. Some factors that can support creativity include (a) enjoying learning new things, (b) trying to find opportunities or new and better ways of working, (c) confidence in working, and (d) openness to accepting new and better ideas. (Dachner et al., 2021). Meanwhile, Subandowo (2022) suggested that creativity is the activity of transforming original ideas into useful products, services, or processes. Some stated indicators of creativity are (a) developing unique ideas that are different from existing ones, (b) creating benefits for the organizational environment, and (c) realizing them in verbal form (suggestions), processes (methods), or finished products.

Creativity is a person's behavior to express and realize the potential of thinking power to produce something new and unique or the ability to combine something that already exists into something else so that it is more interesting. Creativity indicators are; (1) curiosity; (2) persistent development of ideas; (3) respect for students' ideas; (4) implementation of novelty in learning activities; and (5) daring to take risks (Colquitt, J., LePine, J., & Wesson, 2019).

According to Starko (2013), the purpose of creativity is to make something better, more meaningful, or more beautiful, and involves an effort to achieve this. The indicators of creativity according to Starko are: (1) novelty, (2) originality, (3) feasibility, and (4) culture. Meanwhile, according to Sawyer, (2012), creativity is a combination of new ideas or concepts expressed in the form of action. The characteristics of creativity include: (1) creativity must be something new, innovative, or original, (2) creativity involves a

combination of two or more thoughts or concepts that have never been combined before by individuals, and (3) creativity must be expressed to the world in a certain way.

Based on the above, it can be synthesized that creativity is a person's mental attitude to express and produce new ideas that are different, original, unique, and useful for others. With the following indicators: (1) Fluency, the ability to generate many ideas or ideas in a short time, (2) Flexibility, adjusting to changes that occur to make work more efficient, (3) Elaboration, creating new ideas or ideas that are more innovative, (4) Originality, formulating something new and different from what has existed before.

Method

The POP-SDM research method or Modeling and Optimization of Strengthening Management Resources (Naziroh et al., 2021) is a sequential exploratory method that begins with research on the theme of service quality. The next research stage enters the quantitative stage to test the constellation of models built and hypothesis testing. Model testing and hypothesis testing were carried out using the Partial Least Square Structural Equation Modeling (PLS-SEM) technique using the SmartPLS version 4.0 application (Jamali et al., 2022). After the Service Quality model was established and the research hypotheses were tested, to obtain strategies and ways to improve teacher Service Quality, Sitorem analysis was conducted. The Sitorem technique makes it easier for researchers to determine which indicators of the dependent and independent variables should be improved or maintained so that in building a strategy to improve teacher service quality can be prioritized starting from handling indicators that are still weak but have a large effect (influence) on service quality variables (Sugiyono, 2020).

The qualitative research phase is the pre-modeling phase up to the pre-model test phase in the POP-SDM method above (Jaya, 2021). Qualitative research was conducted for 5 (five) months, starting from April to August 2023, gradually starting from the preparation of the research proposal to determine the findings of the research hypothesis. Data collection was carried out using interview techniques with sources or informants. Sources of qualitative research data were taken from 6 (six) private vocational schools in the South Tangerang City area, with 12 informants, namely the principal and 1 teacher from each school. Data analysis was carried out after the interview process was completed. The information obtained was sorted out to be further analyzed whether the information was related to the Service Quality variable.

Quantitative analysis was conducted using the PLS-SEM method using the Smart-PLS version 4.0 application. The population of this study were all private vocational school teachers in South Tangerang City, totaling 1021 people, who were spread across 75 educational units in 7 sub-districts, namely Ciputat, East Ciputat, Pamulang, Pondok Aren, Serpong, North Serpong and Setu sub-districts and a research sample of 162 respondents. The research data collection was carried out using the technique of giving questionnaires to respondents. The instrument used to measure the dependent variable, namely Service

Quality (Y), and independent variables, namely Transformational Leadership (X1), Technological Literacy (X2), and Creativity (X3). Service Quality and Transformational Leadership variables are measured using a behavior rating scale, with 5 options, namely: Always (Sl), Often (Sr), Sometimes (Kk), Never (P), and Never (TP). Creativity and Entrepreneurship variables were measured using a Likert scale, with 5 options, namely; Strongly Agree (SS), Agree (S), Undecided (R), Disagree (TS), and Strongly Disagree (STS). Meanwhile, Technological Literacy was measured using a multiple-choice test with 5 options (Zaluchu, 2020).

Results

Hypothesis Test Analysis

Hypothesis testing is the final stage of testing a constellation of models that have been built. Based on this figure, there are 17 paths tested in the research using the bootstrapping method. The t-statistical results chart of the Service Quality model significance test is presented in the figure.
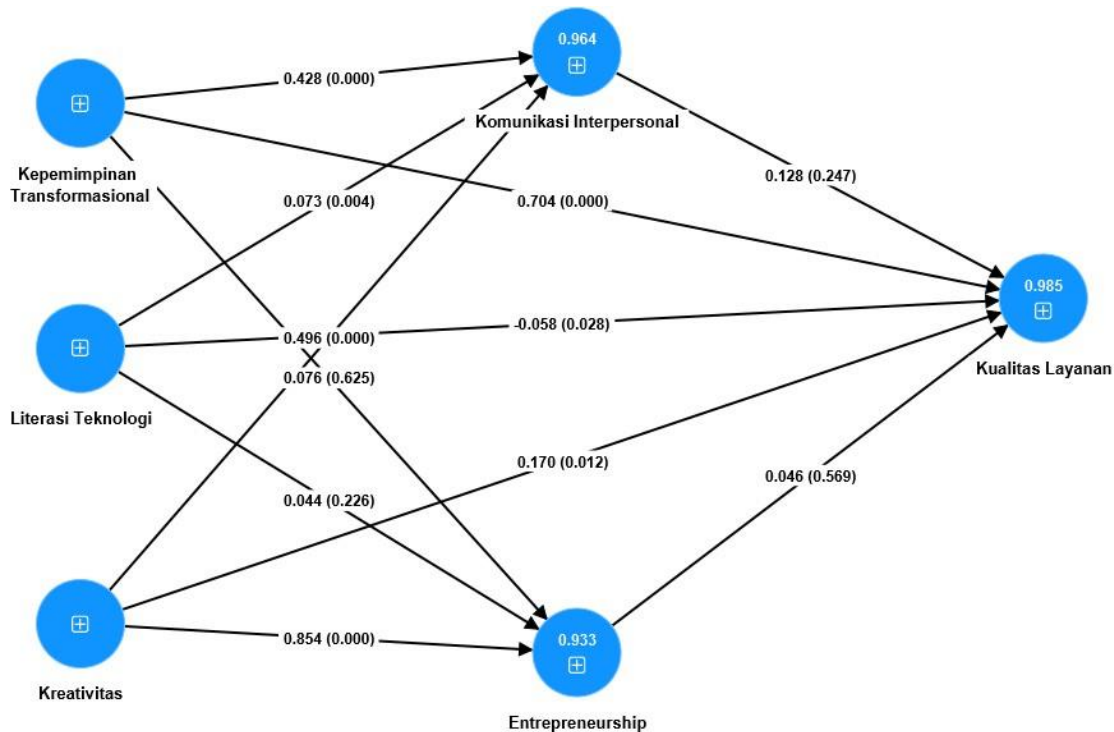

Figure 1. Chart of T-Statistic Results for the Service Quality Model Significance Test

Figure 1 shows the t-statistical value of each path in the Service Quality model constellation. The Transformational Leadership and Service Quality paths are not significant, the Service Quality is not significant, and the Creativity and service Quality paths are not significant because the t-statistic value is less than 1.96, while the other paths are significant. The following is a recapitulation of the significance

assessment for each pathway.

Table 1. Recapitulation of Path Coefficient values, T-statistics, p-value Service Quality Structural Model of Service

Quality

	Correlation Path	*Path Coefficient*	*T Statistics*	*P Values*
	Direct Effect = 3 jalur			
1.	Tranformational_Leadership -> Service_Quality	0,704	8,564	0,000
2.	Creativity -> Service_Quality	0,170	2,505	0,012
3.	Technology Literacy -> Service_Quality	-0,058	2,203	0,028
	Total Indirect Effect = 3 jalur			
1.	Tranformational_Leadership -> Service_Quality	0,058	1,198	0,231
2.	Creativity -> Service_Quality	0,103	2,645	0,008
3.	Technology Literacy -> Service_Quality	0,011	1,601	0,109
	Indirect Effect = 4 jalur			
1.	Tranformational_Leadership -> Service_Quality	0,762	12,513	0,000
2.	Komunikasi Interpersonal -> Service_Quality	0,128	1,157	0,247
3.	Creativity -> Service_Quality	0,273	4,644	0,000
4.	Technology Literacy -> Service_Quality	-0,046	1,823	0,068

The following are the results of hypothesis testing for all paths in the service quality model:

1) There is a positive direct influence of Transformational Leadership (X1) on Service quality (Y), meaning: **H0: rejected, H1: accepted**

2) There is no direct positive influence of Technological Literacy (X2) on Service quality (Y), meaning: **H0: accepted, H1: rejected**

3) There is a direct positive influence of Creativity (X3) on Service quality (Y), meaning: **H0: rejected, H1: accepted**

The conclusion of the hypothesis test above is that 10 H0 hypothesis paths are rejected and 1 H0 hypothesis path is accepted, with the description in the following table:

Table 2. Recapitulation of Hypothesis Test Results

No	Hypothesis **Path**	**H₀**	**H₁**	Conclusion
1	$X_1 \rightarrow Y$	Accepted	Rejected	There is no direct positive influence
2	$X_2 \rightarrow Y$	Accepted	Rejected	There is no direct positive influence
3	$X_3 \rightarrow Y$	Accepted	Rejected	There is no direct positive influence

Hypothesis Test Analysis

Based on the model obtained above, it can be concluded that path analysis in a mathematical equation scheme shows the magnitude of the causal relationship between variables as follows:

Substructural Model-1: Service Quality Path Relationships

The model of influence between variables in substructural-1 consists of one endogenous variable Service Quality (Y) and five exogenous variables, namely Transformational Leadership, Technological Literacy, and Creativity plus one residual variable, namely εy, so that the path model in substructural-1 is obtained as follows. : $\hat{Y} = \beta y1 X1 + \beta y2 X2 + \beta y3 X3 + \varepsilon y$.
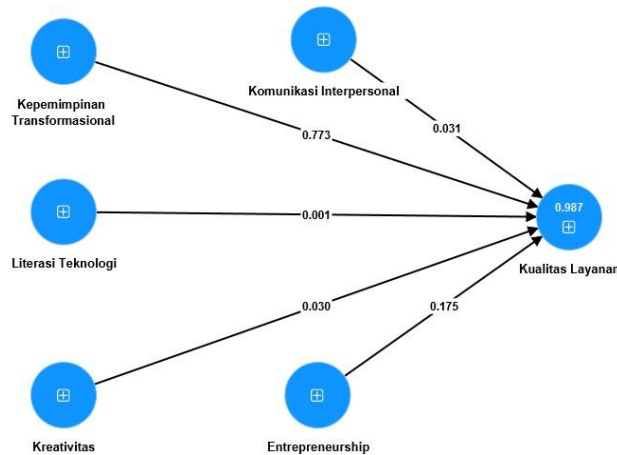

Figure 2. Service Quality Substructural Model-1 Chart

The mathematical equation of substructural model-1 is:

$\hat{Y} = 0.773\ X1 + (0.001)\ X2 + 0.039 X3 + \varepsilon 0.114$

Based on the magnitude of the path coefficient value of each independent variable on the Service Quality variable, it shows that the influence of the personal Transformational Leadership variable has the strongest effect of 81.5% on Service Quality performance compared to other independent variables. Furthermore, the largest effect is followed by the Creativity variable (0.126), and Technological Literacy (-0.047)

SITOREM Analysis

Contribution Analysis (Coefficient of Determination)

Table 3. Partial analysis of the contribution of independent variables

Path ($yx_{(k-n)}$)	Correlation ($\beta_{y(k-n)}$)	Determination Coefficient (R-square)	Effect Size (f-square)	Contribution (%)	Contribution Rank
X_1 -> y	0,773	0,598	1,107	76,53%	1
X_2 -> y	0,001	0,000	0,064	0,10%	5
X_3 -> y	0,030	0,001	0,053	2,97%	4

The large path coefficient values in the table above indicate that the variable that has the greatest influence on Service Quality is Transformational Leadership, followed by Creativity and Technological Literacy.

Analysis of Indicator Classification Determination

TRANSFORMATIONAL LEADERSHIP (β_{yx1}=0,773), Rank 1		
First Indicator	**Indicators after Expert Assessment**	**Indicator Value**
1 Charismatic	1st Charismatic (29%)	4,01
2 Pembaharu	2nd Inspiratif (27%)	4,15
3 Inspiratif	3rd Consideration (22%)	3,90
4 Consideration	4th Pembaharu (21%)	3,97
TECHNOLOGY LITERACY (β_{yx2}=0,001), Rank 5		
First Indicator	**Indicators after Expert Assessment**	**Indicator Value**
1 Menggunakan Perangkat Keras dan Lunak	1st Menggunakan Perangkat Keras dan Lunak (26%)	4,08
2 Mengelola Informasi	2nd Mengelola Informasi (26%)	4,14
3 Berkomunikasi Sec Digital	3rd Berkomunikasi Sec Digital (25%)	3,92
4 Media Pembelajaran	4th Media Pembelajaran (23%)	3,96
CREATIVITY (β_{yx3}=0,030), Rank 4		
First Indicator	**Indicators after Expert Assessment**	**Indicator Value**
1 *Fluency*	1st *Fluency* (27%)	3,98
2 Originality	2nd Originality (27%)	3,95
3 Flexibility	3rd Flexibility (23%)	4,09

4	Elaborasi	4th	Elaborasi (23%)	4,18
SERVICE QUALITY				
First Indicator		**Indicators after Expert Assessment**		**Indicator Value**
1	Penampilan fisik dan sumber daya yang digunakan	1st	Penampilan fisik dan sumber daya yang digunakan *(21%)*	4,02
2	Konsisten dan memberikan umpan balik	2nd	Kompeten, profesional dan dapat dipercaya *(21%)*	3,92
3	Cepat tanggap dan memiliki perhatian	3rd	Konsisten dan memberikan umpan balik *(19%)*	3,99
4	Kompeten, profesional dan dapat dipercaya	4th	Cepat tanggap dan memiliki perhatian *(19%)*	4,15
5	Perhatian dan memiliki kepedulian	5th	Perhatian dan memiliki kepedulian *(19%)*	4,24

Priority Order of Indicators to be Improved		**Sequence of Indicators to be maintained/Developed**	
1)	Konsideratif	1)	Karismatik
2)	Pembaharu	2)	Inspiratif
3)	*Fluency*	3)	Flexibility
4)	Originalitas	4)	Elaborasi
5)	Berkomunikasi Sec Digital	5)	Menggunakan Perangkat Keras dan Lunak
6)	Media Pembelajaran	6)	Mengelola Informasi
7)	Kompeten, profesional dan dapat dipercaya	7)	Penampilan fisik dan sumber daya yang digunakan
8)	Konsisten dan memberikan umpan balik	8)	Cepat tanggap
		9)	Perhatian dan memiliki kepedulian

Conclusion

Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, the following conclusions can be drawn:

1. Based on the survey results, the following factors were found to improve the quality of teacher services: 1) Transformational Leadership, 2) Technological Literacy, 3) Creativity

2. The strategies and methods found in this research to improve the quality of teacher services are as follows:

a. Based on variable analysis using PLS-SEM, it was found that the strategy for improving Service Quality was carried out by strengthening Transformational Leadership, Creativity, and Technological Literacy.

b. Based on SITOREM analysis, the ways to strengthen Transformational Leadership, Creativity, and Technological Literacy are:

1) Strengthening the Transformational Leadership of school principals by improving indicators that are still weak, namely: (a) considerative and (b) reformer; and maintaining good indicators, namely: (a) Charismatic and (b) Inspirational.

2) Strengthening teacher creativity by improving weak indicators, namely: (a) Fluency and (b) Originality; and maintaining good indicators, namely: (a) Flexibility and (b) Elaboration.

3) Strengthening teachers' Technological Literacy by improving weak indicators, namely: (a) Communicating digitally and (b) Learning Media; and maintaining good indicators, namely: (a) Using Hardware and Software and (b) Managing Information.

4) Improving Service Quality indicators that are still weak, namely: (a) Competent, professional, and trustworthy and (b) Consistent and providing feedback and maintaining good indicators, namely: (a) Physical appearance and resources used, (b) Responsive and attentive and (c) Attentive and caring.

Conflicts of Interest

The writers have disclosed no conflicts of interest.

Author's Affiliation

[1]Jayadih, [2]Bibin Rubini, [3]Eka Suhardi

[123] Postgraduate School Pakuan University

HOW TO CITE THIS ARTICLE

REFERENCES

Arya Johansen, F., & Fachrodji, A. (2022). The Effect of Service Quality, Price Perception, and School Image on WOM Intention Mediated by Satisfaction Variables at Yadika 4 Vocational School, Tangerang. *International Journal of Innovative Science and Research Technology*, *7*(1), 492–504. www.ijisrt.com492

Budur, T., Demir, A., & Ahmed, N. S. (2024). Does empowerment work? The role of education in service quality. *Global Business and Organizational Excellence*, *43*(3), 20–31. https://doi.org/https://doi.org/10.1002/joe.22249

Cassar, G., & Ko, T. (2023). Peer effects in subjective performance evaluation. *Contemporary Accounting Research*, *40*(3), 1704–1732. https://doi.org/https://doi.org/10.1111/1911-3846.12876

Colquitt, J., LePine, J., & Wesson, M. (2019). *Organizational Behavior. Improving Performance and Commitment in the Workplace* (Vol. 53, Issue 2).

Dachner, A. M., Ellingson, J. E., Noe, R. A., & Saxton, B. M. (2021). The future of employee development. *Human Resource Management Review*, *31*(2), 100732. https://doi.org/https://doi.org/10.1016/j.hrmr.2019.100732

Dai, H. D., Ratnapradipa, K., Michaud, T. L., King, K. M., Guenzel, N., Tamrakar, N., Puga, T., & Sussman, S. (2022). Vaping Media Literacy, Harm Perception, and Susceptibility of E-Cigarette Use Among Youth. *American Journal of Preventive Medicine*, *63*(5), 852–860. https://doi.org/https://doi.org/10.1016/j.amepre.2022.05.012

Djafar, N., Yantu, I., Sudirman, S., Hinelo, R., & Hasiru, R. (2023). Pengaruh Kualitas pelayanan Terhadap Keputusan Pembeli Di CV. Mufidah Kota Gorontalo. *Journal of Economic and Business Education*, *1*(2), 77–81. https://ejurnal.ung.ac.id/index.php/JEBE/index%0APengaruh

Durlak, J. A., Mahoney, J. L., & Boyle, A. E. (2022). What we know, and what we need to find out about universal, school-based social and emotional learning programs for children and adolescents: A review of meta-analyses and directions for future research. *Psychological Bulletin*, *148*(11–12), 765–782. https://doi.org/10.1037/bul0000383

Farrukh, M., Lee, J. W. C., & Shahzad, I. A. (2019). Intrapreneurial behavior in higher education institutes of Pakistan. *Journal of Applied Research in Higher Education*, *11*(2), 273–294. https://doi.org/10.1108/JARHE-05-2018-0084

Hassan, S., Shamsudin, M. F., Hasim, M. A., Mustapha, I., Zakaria, M. H., Daril, M. A. M., & Jaafar, J. (2020). Investigation of the mediating role of the corporate image of the university on the link between service quality and student loyalty. *Journal of Critical Reviews*, *7*(8), 117–121. https://doi.org/10.31838/jcr.07.08.24

Jamali, A. R., Bhutto, A., Khaskhely, M., & Sethar, W. (2022). Impact of leadership styles on faculty performance: The moderating role of organizational culture in higher education. *Management Science Letters*, *12*(1), 1–20. https://doi.org/10.5267/j.msl.2021.8.005

Jaya, I. M. L. M. (2021). *Metode Penelitian Kuantitatif dan Kualitatif: Teori, Penerapan, dan Riset Nyata*. Penerbit Quadrant.

Kishik, S., & Pors, J. G. (2022). Planetary concerns as interruptions to aspiration-raising policy discourses: exploring potentialities for alternative modalities of aspiration. *Journal of Education Policy*, *5*(2), 1–22. https://doi.org/10.1080/02680939.2023.2288332

Mahmood, M., Batool, S. H., Rafiq, M., & Safdar, M. (2022). Examining digital information literacy as a determinant of women's online shopping behavior. *Information Technology & People*, *35*(7), 2098–2114. https://doi.org/10.1108/ITP-05-2021-0397

Naziroh, N., Entang, M., & Setyaningsih, S. (2021). Peningkatan Organizational Citizenship Behaviour (Ocb) Guru Dengan Cara Penguatan Kepemimpinan Transformasional Dan Efikasi Diri. *Jurnal Manajemen Pendidikan*, *9*(2), 129–134. https://doi.org/10.33751/jmp.v9i2.4245

Nilawati. (2021). Pengaruh Kepemimpinan Transformasional, Pengawasan Dan Etika Kerja Terhadap Disiplin Kerja Pegawai Pada Biro Umum Sekretariat Daerah Aceh. *Jurnal AKMAMI (Akuntansi Manajemen Ekonomi)*, *2*(1), 115–125. http://jurnal.ceredindonesia.or.id/index.php/akmami/article/view/141

Nurgiansah, T. H., & Widyastuti, T. M. (2019). Membangun Kesadaran Hukum Mahasiswa PPKn UPY dalam Berlalu Lintas. *Jurnal Pendidikan Kewarganegaraan*, *2*(2), 2580–0086.

Nursaptini, N., Nzobonimpa, C., Sobri, M., Novitasari, S., Indraswati, D., & Sutisna, D. (2021). Mentoring Children with Learning Difficulties in Inclusive Primary Schools. *JPI (Jurnal Pendidikan Inklusi)*, *4*(2), 85. https://doi.org/10.26740/inklusi.v4n2.p85-91

Nuryoso, Saputra, D., Qawim, M. M., Hariyadi, A., & Utomo, S. (2023). Kepemimpinan Kepala Sekolah Dalam Menerapkan Konsep Merdeka Belajar. *Equity In Education Journal*, *5*(1), 14–22. https://doi.org/10.37304/eej.v5i1.8256

Pérez-Pérez, M., Serrano-Bedia, A. M., & García-Piqueres, G. (2020). An analysis of factors affecting students´ perceptions of learning outcomes with Moodle. *Journal of Further and Higher Education*, *44*(8), 1114–1129. https://doi.org/10.1080/0309877X.2019.1664730

Ramadhan, M. R., Salsabila, M., & Asy, H. (2023). Strategi Kepala Sekolah dalam Meningkatkan Kualitas Layanan Pendidikan Melalui Gaya Servant Leadership. *Jurnal Manajemen Pendidikan Dasar, Menengah Dan Tinggi [JMP-DMT]*, *4*(4), 412–422. https://doi.org/10.30596/jmp-dmt.v4i4.15613

Sibarani, S., & Sinamo, N. (2020). Implementation of Educational Policy in Indonesia. *KnE Social*

Sciences, *1*, 433–440. https://doi.org/10.18502/kss.v4i14.7900

Singh, C. K. S., Mostafa, N. A., Mulyadi, D., Madzlan, N. A., Ong, E. T., Shukor, S. S., & Singh, T. S. M. (2021). Teacher educators' vision of an 'ideal' teacher. *Studies in English Language and Education*, *8*(3), 1158–1176. https://doi.org/10.24815/siele.v8i3.19355

Sjahid, N., Hidayat, R., & Hardhienata, S. (2021). Pemodelan Dan Optimasi Penguatan Kualitas Layanan Guru. *Jurnal Manajemen Pendidikan*, *9*(2), 81–88. https://doi.org/10.33751/jmp.v9i2.4235

Subandowo, M. (2022). Teknologi Pendidikan di Era Society 5.0. *Sagacious Jurnal Ilmiah Pendidikan Dan Sosial*, *9*(1), 24–35.

Sugiyono. (2020). *Metode Penelitian Kualitatif*. Alfabeta, CV.

Sukatin, S., Munawwaroh, S., Emilia, E., & Sulistyowati, S. (2023). Pendidikan Karakter dalam Dunia Pendidikan. *Anwarul*, *3*(5), 1044–1054. https://doi.org/10.58578/anwarul.v3i5.1457

Torlak, N. G., & Kuzey, C. (2019). Leadership, job satisfaction and performance links in private education institutes of Pakistan. *International Journal of Productivity and Performance Management*, *68*(2), 276–295. https://doi.org/10.1108/IJPPM-05-2018-0182

Trisnawati, W., Putra, R. E., & Balti, L. (2022). Tinjauan Aksiologi Pada Profil Pelajar Pancasila Kurikulum Merdeka Belajar. *Jurnal Muara Pendidikan*, *7*(2), 286–294. https://doi.org/10.52060/mp.v7i2.985

Zaluchu, S. E. (2020). Strategi Penelitian Kualitatif dan Kuantitatif Di Dalam Penelitian Agama. *Evangelikal: Jurnal Teologi Injili Dan Pembinaan Warga Jemaat*, *4*(1), 28. https://doi.org/10.46445/ejti.v4i1.167