



## Analysis of teacher quality services in private Aliyah Madrasa reviewed from organizational culture, transformational leadership, and job satisfaction with the sequential explanatory method

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### Abstract

This study aims to determine the relationship between organizational culture, transformational leadership, job satisfaction with teacher service quality. This study uses a combination of sequential explanatory research design methods, namely a combination research method that combines qualitative and quantitative methods of research in sequence, wherein the first phase the analysis was carried out using quantitative methods, and in the second stage carried out with qualitative methods. The population in this study were permanent teachers at Private Aliyah Madrasa in the City of Jambi with a sample of 112 teachers obtained through Slovin formula. Research shows that there is a positive relationship between organizational culture, transformational leadership, and teacher job satisfaction together with the quality of teacher services with a correlation coefficient of  $r_{y_{123}} = 0.960$  ( $p < 0.01$ ) and the coefficient of determination  $r_{y_{123}} = 0.921$  or 92.1%. Based on the findings of the study it can be concluded that the higher the organizational culture, transformational leadership, and job satisfaction together will be predicted the higher the level of quality of teacher services.

**Keywords:** service quality, organizational culture, transformational leadership, job satisfaction

### 1. Introduction

School is an organization engaged in education, which is one of the determinants of the quality of Human Resources (HR). Through this educational institution, students mentally and intellectually are trained to achieve excellence following the targets set by the school as an educational institution that implements individual empowerment to change for the better and adults. As educators and instructors, teachers are needed in shaping human beings with intelligent character to build the quality of themselves and the quality of school education, so that schools can innovate and have high competitiveness on a local and global scale. To achieve that, the organization must be able to do work better, more effectively, and be more efficient in producing high-quality output at competitive prices. To provide the competitive output, in the future it will no longer rely on comparative advantage alone but must also increase competition.

One of the critical aspects that determines the success of an education unit is the implementation of organizational activities effectively and efficiently. For professional management, school administration is handled by employees who are competent in their fields. All levels of schools or madrasas from elementary to tertiary levels require the support of orderly administrative management. To create educational attainment of quality, school organizations as implementers of education services must strive to be optimal in carrying out quality learning processes, so that students will be produced with quality output.

The spearhead of the achievement of quality education services is closely related to the teacher as a teaching profession in conducting education services in Madrasas. The quality of education in Madrasas can only be achieved if

madrasa heads, teachers and school administration staff as well as school residents can develop commitments that focus on leadership, teamwork, collaboration, acquaintance, and togetherness. The spearhead of the implementation of the attainment of the quality of education in students must be carried out by the teacher along with the organization in line with the objectives and commitment to producing quality educational products. Based on the above factors to improve the quality of service in the organization, it is necessary to build an organizational culture, which is supported by transformational leadership from the leadership so that it can provide job satisfaction to the teachers. With the creation of these conditions, it will affect the quality of services offered to consumers.

For the facts, the problem raised in this study is; 1) Is there a relationship between organizational culture and service quality? 2) Is there a relationship between transformational leadership and service quality? 3) Is there a relationship between job satisfaction and service quality? 4) Is there a relationship between organizational culture and transformational leadership together with service quality? 5) Is there a relationship between organizational culture and job satisfaction together with service quality? 6) Is there a relationship between transformational leadership and job satisfaction with service quality? 7) Are there relationships between organizational culture, transformational leadership, and job satisfaction together with service quality

### 2. Materials & method

This study uses a sequential explanatory research design, which is a combination research method that combines qualitative research methods and quantitative methods in a

sequence, wherein the first phase the research was conducted using quantitative methods, and in the second stage carried out with qualitative methods. The research variable consists of three independent variables, namely Organizational Culture ( $X_1$ ), Transformational Leadership ( $X_2$ ), and job satisfaction ( $X_3$ ) with the dependent variable, namely Service Quality in the organization ( $Y$ ).

The population in this study were permanent teachers at Private Aliyah Madrasah (MAS) in the city of Jambi, amounting to 152 people. The number of samples in this study was 112 teachers obtained through Slovin formula. The instrument used in this study was first tested to measure its validity using the Pearson Product Moment correlation formula and its reliability using the Cronbach Alpha formula. Data analysis uses descriptive statistics and inferential

statistics. Before data analysis is carried out, the requirements for linearity analysis and homogeneity test are tested first. The primary purpose of the qualitative research stage is to verify the results of this quantitative research to prove, strengthen, deepen, expand, weaken, even abort quantitative data that has been obtained.

### 3. Result and discussions

Teachers from madrasas who were sampled were asked to participate in filling out questionnaires about service quality, organizational culture, transformational leadership, and job satisfaction. Liliefors test does data normality test then the results of hypothesis testing can be described in the table below:

**Table 1:** Summary of Hypothesis Tests

No	Relation	Correlation Coefficient	T <sub>count</sub>	t <sub>table (0.01)</sub>	t <sub>table (0.05)</sub>	Summary
1	$X_1 > Y$	$r_{y1} = 0.451$	11.010	2.360	1.658	Hypothesis 1. accepted
2	$X_2 > Y$	$r_{y2} = 0.854$	17.223	2.360	1.658	Hypothesis 2. accepted
3	$X_3 > Y$	$r_{y3} = 0.959$	35.604	2.360	1.659	Hypothesis 3. accepted
4	$X_1, X_2 > Y$	$r_{y12} = 0.953$	2.389	2.360	1.659	Hypothesis 4. accepted
5	$X_1, X_3 > Y$	$r_{y13} = 0.973$	14.17	2.360	1.659	Hypothesis 5. accepted
6	$X_2, X_3 > Y$	$r_{y23} = 0.960$	14.116	2.360	1.659	Hypothesis 6. accepted
7	$X_1, X_2, X_3 > Y$	$r_{y123} = 0.973$	13.66	2.360	1.66	Hypothesis 7. accepted

From the table above, it is known that the strength of the relationship between the variables of Organizational Culture with the quality of teacher services is shown by the correlation coefficient  $r_{y1} = 0.455$ . The criteria for testing the significance of the correlation coefficient are if  $t_{\text{count}} > t_{\text{table}}$ . Based on the calculation results obtained  $t_{\text{count}} = 11.010$  while  $t_{\text{table}} = 1.658$ . This means that the correlation coefficient between Organizational Culture and the quality of Teacher services is very significant. The coefficient of determination between organizational culture and service quality is  $r^2_{y1} = 0.207$ . This means that 20.7% of the variation in service quality can be carried out by organizational culture. Based on the above findings, the hypothesis that there is a positive relationship between organizational culture and service quality is acceptable, meaning that the higher the organizational culture, the higher the level of quality of teacher service. The research that has been done shows the importance of organizational culture and its level as one of the factors that influence the level of service quality in the Ministry of Youth and Sports. As such, HR leaders and managers must use a strategic plan to develop the organizational culture to provide higher quality services.<sup>[6]</sup> Based on the results of the SITOREM (Scientific Identification Theory for Operation Research in Education Management) analysis of the relationship between organizational culture and the quality of teacher services, it is obtained an illustration that behavior and work methods have an important meaning of 36% with an average empirical finding of 4.02, basic assumptions have meaning important at 33% with an average empirical finding of 4.00, and values having significance of 31% with an average empirical finding of 3.72. This means that the higher the organizational culture is created, the higher the quality of teacher services.

The strong relationship between the variables of

transformational leadership and quality of teacher services is shown by the correlation coefficient  $r_{y2} = 0.854$ . Based on the calculation results obtained  $t_{\text{count}} = 17.223$  while  $t_{\text{table}} = 1.658$ . This means that the correlation coefficient between transformational leadership and teacher service quality is significant. The correlation coefficient between transformational leadership and teacher service quality is  $r^2_{y2} = 0.729$ . This means that transformational leadership can explain 72.9% of the variance in the quality of teacher services. Based on the results of the SITOREM (Scientific Identification Theory for Operation Research in Education Management) analysis of transformational leadership with the quality of teacher service, it was obtained an illustration that behaviors that affect idealism have an important meaning of 26% with an average empirical finding of 4.14, the behavior of principals who provided motivating inspiration has an important meaning of 26% with an average empirical finding of 3.97, the behavior of considering personal interests has an important meaning of 23% with an average empirical finding of 3.98. This means that the higher the transformational leadership of the principal, the higher the quality of teacher services<sup>[2]</sup>.

The strength of the relationship between the variable job satisfaction ( $X_3$ ) and the quality of teacher service ( $Y$ ) is indicated by the correlation coefficient  $r_{y3} = 0.959$ . Based on the calculation results obtained  $t_{\text{count}} = 35.604$  while  $t_{\text{table}} = 1.659$ . This means that the correlation coefficient between job satisfaction ( $X_3$ ) and teacher service quality ( $Y$ ) is significant. The coefficient of determination between job satisfaction and teacher service quality is  $r^2_{y3} = 0.920$ . This shows that 92.0% of the variance in the quality of teacher services can be strengthened by teacher job satisfaction, meaning that the higher the job satisfaction, the higher the level of teacher service quality<sup>[5]</sup>. After testing the validity of

the model, continued with structural equation modeling (SEM) using AMOS 18.0 to test the hypothesis. AMOS test results show:  $\chi^2 = 252,551$  (df = 119, p = .000, p  $\geq$  0.05),  $\chi^2 / df$  (Q) = 2,122 ( $\leq$ 3), RMR = .024 ( $\leq$ 0.05), GFI = .915 ( $\geq$ 0.9), IFI = 932 ( $\geq$ 0.9), CFI = 931 ( $\geq$ 0.9), TLI = 900 ( $\geq$ 0.9), RMSEA = 0.063 (received below 0.05 ~ 0.1). Among the dimensions of job satisfaction, appraisal performance and relationships with co-workers have a significant positive effect on service quality, and among the dimensions of service quality, tangibility and reliability have a significant positive effect on customer satisfaction.

The strength of the relationship between the variables of organizational culture ( $X_1$ ) and transformational leadership ( $X_2$ ) together with the quality of teacher service (Y) is  $r_{y12} = 0.953$ . To test the strength of the relationship between variables  $X_1$  and  $X_2$  together with variable Y, it is necessary to test the significance of multiple correlation coefficients. Based on the results of calculations as shown in the table obtained t count = 2.398 and t table = 1.659. This means that the multiple correlation coefficients between organizational culture ( $X_1$ ) and transformational leadership ( $X_2$ ) together with teacher service quality (Y) are significant. The coefficient of determination of the relationship between organizational culture ( $X_1$ ) and transformational leadership ( $X_2$ ) together with teacher service quality (Y) is  $R_{2y12} = 0.908$ . The coefficient of determination shows that 90.8% of the quality of teacher services is supported by factors of organizational culture ( $X_1$ ) and transformational leadership ( $X_2$ ). Organizational culture is a cognitive framework consisting of attitudes, behavioral norms and shared expectations of members of the organization. It is assumed that organizational culture is a common basic asset that has the following characteristics, sensitivity to others, interest in new ideas, willingness to open risk, to take risks, respect for employee placement, availability of open communication options, solidarity, and congeniality.<sup>[2]</sup> The relationship of transformational leadership with service quality is explained by the theory which states that transformational leadership is leadership that involves inspiring all its members to commit to the common vision that gives meaning to the development of their potential. and several problems from a new perspective with the dimensions of the factors, idealism, intellectual stimulation, individualized consideration, and inspirational motivation<sup>[4]</sup>.

The strong relationship between the variables of organizational culture and job satisfaction together with the quality of teacher service is  $r_{y13} = 0.973$ . This means that the correlation coefficient between organizational culture and job satisfaction together with the quality of teacher services is significant. The coefficient of determination of the relationship between organizational culture and job satisfaction together with the quality of teacher services is  $r_{y132} = 0.947$ . The coefficient of determination shows that variables of organizational culture can explain 94.7% of the quality of teacher services and work satisfaction together. Based on the results of testing the hypothesis above it can be concluded that the research hypothesis which states that there is a positive relationship between organizational culture and job satisfaction together with the quality of teacher service can be accepted. The higher the organizational culture and job

satisfaction together, the higher the level of teacher service quality<sup>[3]</sup>.

The strong relationship between the variables of transformational leadership and job satisfaction together with the quality of teacher services is  $r_{y23} = 0.960$ . Based on the calculation results obtained T count = 14.116 and t table ( $\alpha = 0.05$ ) = 1.659. The coefficient of determination shows that 92.1% of the quality of teacher services can be explained by variables of transformational leadership and job satisfaction together. Based on the results of hypothesis testing, it can be concluded that the higher the transformational leadership and job satisfaction, the higher the level of quality of teacher services. Transformational leadership is leadership that transforms employees to pursue organizational goals beyond personal interests. Transformational leaders will try to influence, move and develop their leadership to others<sup>[1]</sup>.

The strength of the relationship between the variables of organizational culture ( $X_1$ ), transformational leadership ( $X_2$ ) and job satisfaction ( $X_3$ ) together with the quality of teacher service (Y) is  $r_{y123} = 0.973$ . The coefficient of determination of the relationship between organizational culture ( $X_1$ ), transformational leadership ( $X_2$ ) and job satisfaction ( $X_3$ ) together with teacher service quality (Y) is  $r_{y123}^2 = 0.947$ . The coefficient of determination shows that organizational culture influences 94.7% of teacher service quality, transformational leadership and job satisfaction meaning that the higher the organizational culture, transformational leadership, and job satisfaction together, the higher the level of service quality. Organizational culture is as a shared social knowledge in the organization in matters relating to rules, norms, and values that shape the attitudes and behavior of members of the organization<sup>[4]</sup>. The findings of this study are reinforced by the theory which stated that transformational leadership is leadership that can create an atmosphere so that the followers of the organization feel the trust, admiration, loyalty, and respect for the leader and they feel motivated to do more than expected<sup>[7]</sup>.

#### 4. Conclusion

1. There is a significant positive relationship between organizational culture and teacher service quality, with a correlation coefficient  $r = 0.207$ . This means that 20.7% variation in services quality. Thus can be stated that a healthy culture will lead to services quality. On the contrary culture, weak will bring on low service quality
2. There is a significant positive relationship between transformational leadership and teacher service quality, with a correlation coefficient  $r = 0.729$ . This means that 72.9% variation in services quality. Thus can be stated that higher the transformational leadership, the higher the results of services quality, on the contrary, the lower the transformational leadership, the lower the effects of services quality
3. There is a very significant positive relationship between job satisfaction and services quality, with a correlation coefficient  $r = 0.902$ . This means that 90,2% variation in services quality
4. There is a significant positive relationship between organizational cultures, together with transformational leadership on teacher service quality. The coefficient of

determination shows that 95,3% teacher service quality can be explained by variables of organizational culture, along with transformational leadership.

5. There is a significant positive relationship between organizational culture, together with job satisfaction on teacher service quality. The coefficient of determination shows that 94,7% teacher service quality can be explained by variables of organizational culture, along with job satisfaction
6. There is a significant positive relationship between transformational leadership, together with job satisfaction on teacher service quality. The coefficient of determination shows that 92,1% teacher service quality can be explained by variables of transformational leadership, along with job satisfaction.
7. There is a significant positive relationship between organizational culture, together with job satisfaction and transformational leadership toward teacher service quality. The coefficient of determination shows that 94, 7% teacher service quality can be explained by variables of organizational culture, together with Job Satisfaction and transformational leadership.

## 5. References

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