

# The Effect of Situational Leadership and Teacher Performance toward the Quality of Education Services

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**Abstract:** The purpose of this study was to analyze and determine the effect of situational leadership and teacher performance on the quality of vocational high school education services in Pringsewu Regency. This research is a quantitative research with ex-post facto method. This study uses a random sampling technique with a sample of 425 teachers. Data was collected using a questionnaire in the form of a questionnaire. Hypothesis testing using simple linear regression analysis and multiple regression analysis through the F test and t test to determine the effect of the independent variable on the dependent variable at the 95% confidence level ( $\alpha = 0.05$ ). The results showed that: (a) situational leadership had a positive and significant effect on the quality of educational services by 33%, (b) teacher performance had a positive and significant effect on the quality of educational services by 24%, and (c) situational leadership and teacher performance had a positive effect, and significant to the quality of education services by 45%.

**Keywords:** situational leadership, teacher performance and quality of education services

## I. INTRODUCTION

Vocational schools are one of the government's efforts to improve quality human resources with high skills and competitiveness. Vocational high school is a vocational secondary education that prepares students to work in certain fields, can adapt to the work environment, can see job opportunities and can develop themselves in the future to become a professional workforce. According to education services in schools as public services, it is stated in Article 5 paragraph 2 of Law No. 25 of 2009 concerning public services, which include education, teaching, employment, housing, communication, information, environment, health, social security, energy, banking, transportation, natural resources, tourism, and other strategic sectors [20].

Quality is something that is dynamic and continues to move, if it moves forward it is said that there is an increase in quality, if it moves backward, it is said that the quality is decreasing. Quality can mean superiority or excellence, which is exceeding generally accepted standards. Something can be said to be of quality if there is a match between the conditions possessed by the desired service and the intentions of the person who wants it.

The quality of educational services is the value given by students as far as the educational services provided are in

accordance with the expectations of students. Students will say a quality educational service if it fits their specifications[4]. Educational services in schools are part of the community and public schools. The quality of educational services is a product or service in accordance with the established quality standards. Quality in education includes the quality of input, process, output, and outcome. Then, the process of quality education will create an atmosphere where learning is active, innovative, creative, effective, and fun [14].

Based on the results of observational data on the accreditation value of private vocational schools in Pringsewu Regency, it was found that of the 31 private vocational schools in Pringsewu Regency, 4 schools were not accredited, 11 schools received C accreditation, 15 schools received accreditation B and only 1 school received accreditation A. Researchers identify that private vocational high schools in Pringsewu must further improve the quality of services in their education, such as paying attention to situational leadership and compensation for teacher work as optimally as possible. Because these vocational schools are schools whose educational programs lead to the provision of special skills or skills so that graduates are ready to enter the world of work.

The Ministry of National Education is currently really serious about placing Vocational High Schools (SMK) in the position of 70% versus 30% for Senior High Schools (SMA). Vocational education development programs and activities are oriented towards the strategic objectives of developing vocational secondary education which refer to the Strategic Plan of the Ministry of Education and Culture, namely "the availability and affordability of quality, relevant, and equitable vocational secondary education services in all provinces, districts and cities". In addition, in the outline of the 2012 vocational schools development program compiled by the 2012 Directorate General of Secondary Education, it is stated that the government's priority in the development of the education sector in 2009-2014 is "Increasing access to quality, affordable, relevant, and affordable education. Efficiently towards the promotion of the welfare of the people's life, independence, nobility of character, and a strong national character.

Development in the field of education is directed at achieving economic growth that is supported by harmony

between the availability of educated personnel and the ability to create jobs or entrepreneurship, and answer the challenges of labor needs. Based on this description, it can be seen that one of the government's priorities is to increase access to quality education. Increasing the quality of national education as a necessity for the implementation of the constitutional function of the national education system in the intellectual life of the nation. However, efforts to improve the quality of education is not an easy task because it is influenced by many factors, for that it is necessary to strive for various ways so that the quality of our education, especially at the vocational level, is increasing. It is recognized that various factors can affect the formation of the quality of education, for example instrumental input, teaching and learning processes, infrastructure, teacher and student ratios, adequate libraries and so on. One effort that can be carried out is to pay attention to the school itself as an institutional system.

Based on the characteristic approach of leadership, the traits or characteristics of the leader in making the organization effective through its members consist of: 1) Intelligence (Intelligence). Leaders who are able to streamline the organization to achieve goals, generally have intelligence above the average of their followers; 2) Maturity and breadth of social views. Leaders who are able to streamline the organization to achieve goals, generally have emotional maturity above the average of their followers, so they are always able to control critical situations; 3) Have motivation and desire for achievement (Drive). Leaders who are able to streamline the organization, generally have a great motivation to get things done well compared to their followers; 4) Interpersonal Relationships. Leaders who are able to streamline the organization to achieve goals, generally know that their efforts to achieve something are very dependent on other people, especially members of the organization; 5) Integrity, refers to the tendency and honesty to translate words into actions [15]. Leaders have a higher moral capacity in overcoming various dilemmas based on prevailing values.

Effective leadership that can be: applied by principals to be able to improve teacher performance and the quality of educational services in schools, because situational leadership is leadership that is adapted to the maturity level of subordinates with certain tasks that include in terms of knowledge, skills, experience and psychology [11].

Based on the findings in the field, there are still very few schools that prioritize the quality of education services. Principals generally have quite heavy duties and responsibilities, and to be able to carry out their functions optimally, school principals need to apply the right leadership. But it doesn't just stop at the right leadership, but the leadership that is applied must also be effective. Effective leadership depends on the interaction between the situation and the behavior of the leader, so situational leadership is appropriate.

Another important factor that affects the quality of

educational services is teacher performance. Teacher performance is the foundation of organizational performance, so that good individual performance will have a linear impact on organizational performance [19]. Performance is the result of work in quality and quantity achieved by someone in carrying out the tasks assigned to him in accordance with standards or standards. criteria that have been set [4]. In addition, "teacher performance is one of the concerns of many aspects in the world of education. This is related to the teacher's role as a determinant of success in educational activities. Its role is directly related to the education process and the final results of the process" [2].

Teacher performance is a series of tasks carried out within a certain period in the school system to achieve organizational goals. Teacher performance can also be said as the results achieved in carrying out their professional duties in accordance with established performance standards. learning and evaluation of learning outcomes [1]. Performance is also the result of work that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities, in an effort to achieve organizational goals [17].

While the quality of education relies on the quality of teacher work, and this will also be one of the determinants of the pace of state development, so that many countries continue to improve the quality of education through improving the quality of teacher performance [13]. Therefore, teachers have a great influence and have a very important role to achieve organizational goals in the education system.

Based on the aim of the Vocational High School, namely to create competent graduates in accordance with their respective fields, and of course it is necessary to carry out the teaching and learning process as well as possible. A good learning process can be carried out by good educators, good teaching staff means that a teacher as an educator must have the competencies needed in teaching and learning activities in the classroom. The quality of the teacher will support the teaching and learning process that will bring students to achieve the goals in learning.

Based on the explanation of the data above, it can be concluded that the quality of educational services is influenced by many factors including the lack of facilities and infrastructure in schools, leadership in schools that are not conducive, situational leadership in the quality of educational services has also not been fulfilled, and the lack of cooperation between leaders and teachers is also a factor in the quality of education services in schools. In addition, there are still teachers who have not shown optimal performance in carrying out their main duties and functions as educators. All of these components need to be studied in order to be able to answer what factors affect the quality of vocational high school education services in Pringsewu Regency. Referring to these conditions, the researcher is interested in conducting a more in depth study of the influence of situational leadership

and teacher performance on the quality of vocational high school education services in Pringsewu Regency.

## II. LITERATURE REVIEW

### A. *Quality of Education Services*

The quality of educational services plays a very important role in determining the success of education. The quality of education services in schools is the extent to which schools can demonstrate the availability, completeness, feasibility of school facilities and infrastructure, educators and education staff in carrying out educational services in schools. The quality of educational services is the degree of fulfillment of the needs and desires of students and parents of students as well as the accuracy of delivery to balance or exceed their expectations in the resulting learning process [17].

The quality of education services can be defined as the ability of higher education to manage operationally and efficiently the components related to higher education, so as to produce added value to these components according to applicable norms/standards. The quality of education services also implies the degree of excellence in managing education effectively and efficiently to give birth to academic excellence in students who are declared to have passed for one level of education or completed a certain learning program [22]. Educational services have several indicators consisting of: 1) Reliability in the teaching and learning process is carried out well and smoothly then the teacher is able to convey the subject matter properly; 2) Assurance, namely the establishment of good communication between students and teachers; 3) Empathy is the role of a teacher in paying attention to students who do not understand the material being taught and then motivating students to continue learning; 4) Responsiveness of teachers must be skilled in matters of learning in the classroom; 5) Tangible is the teacher helps students immediately with material that has not been understood, for the school environment itself to create a safe, clean, table and chair in good and neat condition [21].

There are three main factors that affect the quality of education services, namely: 1) Perceived service with services that are actually expected and desired); 2). Expected service means if the service received by consumers or perceived is as expected); 3). Perceived service, the quality of service is perceived as good and satisfying [3]. If the service received by students exceeds what they expect, then the service quality is ideal. Conversely, if the service received by students is lower than what they expect, then the service quality is perceived as Therefore, good or bad service quality in an organization that is provided depends on the ability of the organization to meet the expectations of a consumer (student).

### B. *Situational Leadership*

Leadership is defined as a process that can influence and direct personal or group activities in an effort to identify and motivate to achieve goals [16]. Situational leadership will always try to adapt to the situation and conditions of the

organization, and is flexible in adapting/adjusting to the situation and conditions of the organization maturity of subordinates and their work environment. This is in accordance with current conditions and situations that require leaders to be accommodating and aspirational to their work environment. The definition of situational leadership is "a leadership contingency theory that focuses on followers readiness/maturity" [3]. The essence of situational leadership theory is that a leader's leadership style will vary, depending on the level of readiness of his followers.

Situational leadership is the development of a model of leadership character with the main focus on situational factors as a determining variable of leadership ability. Studies on situational leadership try to identify the characteristics of the situation or circumstances as the main determining factors that make a leader successful in carrying out organizational tasks effectively and efficiently. This model discusses aspects of leadership more based on its function, no longer just based on the personality traits of the leader [5]. In addition, situational leadership is a leadership style that adapts to the situation, especially the maturity of the leader [23]. So that in applying the leadership style, a leader is more guided by the readiness of the teacher to accept the style. So the approach to the teacher will be different, because of the heterogeneous age, tenure and background of the teacher. Situational leadership emphasizes the importance of these factors. Contextual factors such as the nature of the work performed by the unit leader, the nature of the external environment and the characteristics of the followers. Theories in this group are often identified as contingency theory which can be contrasted with universal theories of the general qualities of effective leadership [9].

There are several indicators in situational leadership, namely: (1) Dictating, namely the leader's ability to define the roles that his followers need to perform tasks; (2) Selling is a leader's ability to provide structured instructions for his subordinates; (3) Participation, namely the interaction between leaders and subordinates; (4) Delegation is the leadership's ability to hand over responsibility for the implementation of work to subordinates in order to carry out work effectiveness [6].

### C. *Teacher Performance*

Performance comes from the word Job Performance or Actual performance which means work performance or actual achievement achieved by someone. The definition of performance (work achievement) is the result of work in quality and quantity achieved by a teacher in carrying out his functions in accordance with the responsibilities given to him. In the big Indonesian dictionary, performance is defined as something achieved, demonstrated achievement, or work ability [22]. A teacher is one of the important components of success in education. "Work teacher's performance is a unity of mind that is characterized by vigor, dedication, and absorption. Vigor refers to high levels of energy when working. Dedication refers to intense work engagement and

includes feelings of inspiration, pride, enthusiasm, and challenge. Absorption is marked by focus of work" [8].

Teacher performance does not just happen, but is influenced by certain factors, both internal and external factors that can have an impact on teacher performance. Internal factors that influence include ability, skill, personality, perception and motivation. While external factors include salary, facilities and infrastructure and the physical work environment. One of the external factors that can improve teacher performance is the provision of compensation which includes salaries, bonuses, incentives or others [12].

Teacher performance is a form of work performance shown by teachers to schools/organizations. Performance can be used as a measure of the extent to which the success of the school/organization in achieving the goals that have been set, performance is often used as a term to refer to the achievement or level of success of individuals and groups [10]. Work success will be shown through organizational success in achieve goals or targets. Teachers are said to have good performance if they are able to produce good work performance, the intended work performance is none other than quality, quantity and completion time in accordance with the work standards set. Teacher performance can be viewed from several indicators which include: (1) Performance; (2) Material mastery; (3) Professional mastery of teacher and education; (4) Mastery of ways of adjustment; (5) Personality to carry out tasks well [24].

III.METHOD

This study uses a quantitative approach with the ex-post facto method. The population in this study were a number of teachers of vocational high schools in Pringsewu district, namely 1030 teachers from 34 vocational high schools. This study uses a random sampling technique based on area, that is the sampling of population members is carried out randomly without regard to the strata in a particular population. So that a sample of 425 teachers was selected from nine vocational high schools, namely, SMKS YPT, SMKS Karya Bakti, SMKS Khghalib, SMKS Muhammadiyah 1, SMK Yadika, SMK Patria, SMKS Widya Yahya, SMKS Yapema and SMKS Yasmida.

IV.RESULT AND DISCUSSION

Hypothesis testing is done using the SPSS program. The data that have been revealed in this study are the quality of education services (Y), situational leadership (X1) and teacher performance (X2). The overall data obtained are each sought for the highest value, lowest value and average. An overall picture of descriptive statistics from research variable data is presented in the following table:

TABLE 1.1: Descriptive Statistical Data Of Research Variables

Component	Variable		
	Y	X <sub>1</sub>	X <sub>2</sub>
N	80	80	80
Lowest value	42	45	50
Highest value	62	65	68
Average	53,53	56,51	60,24

(Source: Data processed by calculation of SPSS 21)

Information:

N = number of respondents

Y = quality of education service

X<sub>1</sub> = situational leadership

X<sub>2</sub> = teacher performance

Multiple regression test results can be seen in Table 1.2 Based on Table 1.2, it can be seen the results of the regression coefficient test, namely that the independent variable has a positive effect on the dependent variable.

TABLE 1.2: Multiple Regression Coefficient

Model	B
Constant	0,94
Situational Leadership	0,38
Teacher Performance	0,40

(Source: Data processed with SPSS 21 calculations)

The multiple regression equation, it can be seen that the multiple regression coefficient is positive so that an increase in 1 score of situational leadership and 1 score of teacher performance together will be able to improve the quality of education services by 1,85. Hypothesis testing can be seen in the following table.

TABLE 1.3: Coefficient of Situational Leadership Determination on Education Service Quality

R	R Square
0,57	0,33

(Source: Data processed with SPSS 21 calculations)

Based on the analysis in table 1.3, it is known that the value of R<sup>2</sup> = 0,33. This explains that the situational leadership variable has a tendency of 33% towards the quality of education services while the remaining 67% is influenced by other factors.

TABLE 1.4: Coefficient of Determination of Teacher Performance on the Quality of Education Services

R	R Square
0,49	0,24

(Source: Data processed with SPSS 21 calculations)

Based on the analysis in Table 1.4, it is known that the value of R<sup>2</sup> = 0,24. This explains that the teacher performance

variable has a tendency of 24% towards the quality of education services while the remaining 76% is influenced by other factors.

TABLE 1.5: Result Analysis and Performance Situational Leadership Influence on the Quality of Service Teacher Education

Model	Df	F	Sig.
Regresi	3		
Residual	76	20,67	0,001
Total	79		

(Source: Data processed with SPSS 21 calculations)

Based on the results of the analysis, it is known that the results of  $F_{\text{count}} = 20.67 > F_{\text{table}} = 2,72$  with a probability of 0.05 then  $H_0$  is rejected or it is concluded that there is a significant influence of situational leadership and teacher performance on the quality of educational services. The tendency of the two variables together to the variable of the quality of education services can be seen in the following table.

TABLE 1.6: Coefficient of Determination of Situational Leadership and Teacher Performance on the Quality of Education Services

R	R Square
0,67	0,45

(Source: Data processed with SPSS 21 calculations)

Based on the analysis in Table 1.6, it is known that the value of  $R^2 = 0,45$ . This explains that the situational leadership and teacher performance variables together have a tendency of 45% towards the quality of educational services, while the remaining 55% is influenced by other factors not included in this study.

#### A. The Effect of Situational Leadership on The Quality of Education Service

Based on this analysis, it explained that the results of the statistical analysis between situational leadership and the quality of education services in Table 1.3 obtained a correlation coefficient ( $r$ ) = 0,57 and determination coefficient ( $r^2$ ) = 0,33. The analysis explains that situational leadership contributes to the quality of education services by 33%. This shows that there is a considerable influence between situational leadership on the quality of educational services.

Situational Leadership is the development of a model of leadership character with the main focus on situational factors as a determining variable of leadership ability. Studies on situational leadership try to identify the characteristics of the situation or circumstances as the main determining factors that make a leader successful in carrying out organizational tasks effectively and efficiently. This model discusses aspects of leadership more based on its function, no longer just based on the personality traits of the leader [5]. Other studies explain that there is a significant influence between situational leadership on service quality. Situational leadership is the appropriate leader behavior that varies depending on the

situation at hand. Such as task demands (task requirement), expectations and behavior of colleagues (peers' expectations and behavior), characteristics, culture and organizational policies. The results show that situational leadership has the most significant influence on the quality of educational services [18].

Based on the opinion and research results above, that there is an influence of situational leadership on the quality of educational services. Whatever the size of the contribution given by situational leadership will always affect the quality of educational services. Therefore, the positive increase that occurs in situational leadership will improve the quality of educational services.

The existence of influence and linear regression as well as a positive correlation between situational leadership and quality of educational services proves the theory which states that situational can improve the quality of educational services in the literature in line with the proposed framework.

#### B. The Effect of Teacher Performance on The Quality of Education Services

Based on the results of statistical analysis between teacher performance on the quality of educational services, it was found that there was a small effect between teacher performance on the quality of educational services. Teacher performance is a form of work performance shown by teachers to schools/organizations. Performance can be used as a measure of the extent to which the success of the school/organization in achieving the goals that have been set, performance is often used as a term to refer to the achievement or level of success of individuals and groups. Work success will be demonstrated through the success of the organization in achieving its goals or targets. Teachers are said to have good performance if they are able to produce good work performance, the work performance in question is none other than quality, quantity and completion time in accordance with the work standards set [10].

In line with the research entitled the relationship between perceptions of the quality and service of education with the satisfaction of parents of state vocational high school students. Based on the results of research at the State Vocational School of Mojokerto City, it is known that parents' perceptions of the quality of education are in the medium category, educational services are in the high category, and parental satisfaction is in the medium category. Schools have an important task to provide quality educational services to students and parents [7]. From the results of the study, it can be concluded that the quality of service in education is very important in achieving the goals for the learning process to be achieved).

Based on the opinions and results of the research above, that there is an effect of teacher performance on the quality of educational services. Whatever the size of the contribution given by the teacher's performance will always affect the quality of education services. Therefore, a positive increase in

teacher performance will improve the quality of educational services. The existence of influence and linear regression as well as a positive correlation between teacher performance and quality of education services proves the theory which states that teacher performance can improve the quality of educational services in the literature in line with the proposed framework.

### C. The Effect of Situational Leadership and Teacher Performance on The Quality of Education Services

Based on the analysis that has been done, it is explained that situational leadership and teacher performance contribute to the quality of education services by 45%. This shows that there is an influence between situational leadership and teacher performance on the quality of educational services.

The quality of education services can be defined as the ability of higher education to manage operationally and efficiently the components related to higher education, so as to produce added value to these components according to applicable norms/standards. The quality of educational services also implies the degree of excellence in managing education effectively and efficiently to give birth to academic excellence in students who are declared to have passed for one level of education or completed a certain learning program [22].

Based on opinion above, it gives us an indication that the quality of education services has five indicators in educational services including: 1) Reliability in the teaching and learning process is carried out well and smoothly, then the teacher is able to convey the subject matter well; 2) Assurance is the establishment of good communication between students and teachers; 3) Empathy from the role of a teacher in paying attention to students who do not understand the material being taught and then motivating students to continue learning; 4) Responsiveness in this case the teacher must be skilled in learning in the classroom. Such as immediately answering questions from students if there are questions and difficulties; 5). Tangible is the teacher helps students immediately with material that has not been understood, for the school environment itself to create a safe, clean, table and chair in good and neat condition [21].

Based on the opinion and research results above, that there is an influence of situational leadership and teacher performance contributing to the quality of educational services. Regardless of the size of the contribution given by the three independent variables will always affect the quality of education services. Therefore, the positive improvement that occurs in situational leadership and teacher performance will improve the quality of educational services.

The existence of influence and linear regression as well as a positive correlation between situational leadership and teacher performance on the quality of educational services proves the theory which states that situational leadership and teacher performance can improve the quality of educational

services in the literature in line with the proposed framework.

## V. CONCLUSION

Based on the results of research and discussions that have been carried out it can be concluded that, there is a positive and significant on influence of situational leadership toward the quality of education services by 33% which is the coefficient of determination. The higher the increase in situational leadership, the higher the quality of educational services. In addition, there is a positive and significant effect on teacher performance on the quality of education services by 24% which is the coefficient of determination. The better the improvement in teacher performance, the higher the quality of educational services. Furthermore, there is also a positive and significant influence on situational leadership and teacher performance on the quality of education services by 45% which is the coefficient of determination. The better the improvement in situational leadership and teacher performance, the higher the quality of educational services.

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