

## Service Quality Improvement Strategies Through Strengthening Organizational Culture, Transformational Leadership, Self-Efficacy, and Work Engagement

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> Service Quality, Strengthening Organizational Culture, Transformational Leadership, Self-Efficacy, Work Engagement</p>	<p><i>This study aims to analyze the improvement of service quality through strengthening organizational culture, transformational leadership, self-efficacy, and work engagement. The types of data in this research are quantitative data and qualitative data. The collection of research data was carried out using ariab to give questionnaires to respondents. In this study, the data analysis stage begins with conducting descriptive variable analysis, analysis prerequisite tests, and continued with path analysis. The results of the study show that 1) there is a significant direct positive influence of organizational culture (X1) on service quality (Y), 2) there is a significant direct positive influence of transformational leadership (X2) on service quality (Y), 3) there is a significant direct positive influence of self-efficacy (X3) on service quality (Y), 4) there is a significant direct positive influence of organizational culture (X1) on work engagement (X4), 5) there is a significant positive direct influence of transformational leadership (X2) on work engagement (X4), 6) there is a significant positive direct influence of self-efficacy (X3) on work engagement (X4), 7) there is a significant direct positive influence of work involvement (X4) on service quality (Y), 8) there is a significant indirect positive influence of organizational culture (X1) on service quality (Y) through work engagement (X4), 9) there was a significant indirect positive influence of transformational leadership (X2) on service quality (Y) through work involvement (X4), 10) there was a significant indirect positive influence of self-efficacy (X3) on service quality (Y) through work involvement (X4).</i></p>

### INTRODUCTION

The education sector plays a crucial role in producing a skilled workforce across various levels of expertise. To improve the quality of human resources, several factors such as information technology, competence, work discipline, and the school environment are essential. The government and various stakeholders have implemented initiatives like education and training, workshops, increasing the education budget, improving teacher welfare, and revising the curriculum to enhance education quality. However, despite these efforts, the quality of education and human resources in Indonesia remains lacking, possibly due to the low quality of services provided by teachers. Observations reveal that many teachers fail to consistently deliver quality services, as seen in their slow problem-solving abilities, lack of motivation provided to students, and limited guidance on exploring student potential. Teacher service quality is also affected by the availability of infrastructure, such as e-report cards, which can be a useful tool for assessing student progress and success.

Based on the main data of the South Tangerang City Office Branch Office in 2023, it can be seen that the number of private vocational schoolteachers in the city of South Tangerang dominates compared to teachers at State Vocational Schools, which is 1162 teachers or 82.29% of the 1412 teachers recorded. Considering the large number of teachers, the government and various parties continue to strive to improve the quality of educators (teachers) through various means. These efforts include teacher certification, and further education scholarships. Although various efforts have been made to improve the quality of teacher services, the facts that occurred in the field based on data from the Banten Provincial Education Office Data on South Tangerang City Teachers certified in 2023, it can be seen that teachers who have an educator certificate in 2023 are recorded at 560 people (40%).

Based on the conditions mentioned above, the current weakness is that there are still low educators (teachers) who have educator certificates. A teacher is expected to provide the best service and be able to radiate from within himself a character that can be emulated by his students. Exemplary has its own language or message that is very strong in students. Teachers who have the character of serving leaders aim to open the eyes of students' hearts to learn, so that they are able to live with values or character in society. In addition to the quality of the institution, the role of teachers is also required to have a professional certificate. Where teacher certification is the process of granting educator certificates to teachers. Educator certificates are awarded to teachers who have met the professional standards of teachers. Professional teachers are an absolute requirement for creating quality educational systems and practices.

A preliminary study was conducted to examine the issues related to teacher service quality in private vocational schools in South Tangerang City. The research, which took place between May 29 and June 12, 2023, involved 40 respondents assessed by school principals from five schools. The findings revealed significant challenges in several areas of teacher service quality. Specifically, 34.17% of teachers struggled with Liability, failing to meet class schedules and effectively use teaching materials. Similarly, 35.00% of teachers exhibited problems in Responsiveness, as they did not properly identify or address student issues early on. In terms of Assurance, 34.17% of teachers did not provide sufficient physical and psychological security or additional lessons to underperforming students. Empathy emerged as the area with the most considerable challenges, with 40.83% of teachers not offering adequate support to students and parents or facilitating relationships between students from different schools. Lastly, 40.00% of teachers showed problems in Tangibles, neglecting to maintain school facilities and involve students in such efforts. Overall, the average issue rate across all service quality factors was 37%, highlighting that teacher service quality in these schools is still relatively low, with Empathy being the most problematic area.

The above statement is also supported by several relevant previous studies, where organizational culture is suspected to have an influence on the quality of teacher services, this is in line with research conducted by (Rusmdi, 2022) with the title "The Influence of Employee Differentiation and Organizational Culture on the Service Quality of the Transportation, Communication and Informatics Office of Majalengka Regency", which states that organizational culture has an influence on service quality of 45.15%.

The second factor suspected to affect service quality is transformational leadership, supported by a study by (Sari et al., n.d.) which found a significant positive relationship (0.854) between transformational leadership and the quality of teacher services. The third variable is self-efficacy, as teachers with high self-efficacy are more capable of performing their tasks effectively, thus enhancing the quality of their services. This is corroborated by (Njele, n.d.), who discovered a significant positive relationship (0.782) between self-efficacy and service quality in the telecommunication sector. The fourth variable believed to influence service quality is work involvement, as highlighted in a study by (Azadehdel & Ooshaksaraie, 2013) which demonstrated that service quality can mediate the effects of other variables, with a significant value of 0.53, in the relationship between management commitment and organizational outcomes in banking institutions. These findings collectively suggest that transformational leadership, self-efficacy, and work involvement play crucial roles in enhancing service quality.

These previous studies align with Colquitt's theory of Human Resource Management using a Behavioral Approach, where organizational mechanisms, group mechanisms, and individual characteristics influence individual mechanisms, ultimately impacting individual outcomes. In this context, organizational culture represents the organizational mechanism, transformational leadership the group mechanism, self-efficacy the individual characteristic, and work involvement the individual mechanism, while service quality reflects teacher performance as evaluated by the principal. The principal, acting as an internal customer, assesses the quality of service provided by teachers in line with the school's expectations. Previous studies suggest that organizational culture, transformational leadership, self-efficacy, and work involvement impact service quality, though much of the research has focused on company employees rather than teachers. This opens the opportunity to update the unit of analysis to teachers and adjust the indicators accordingly. Additionally, the use of path analysis and SITOREM analysis in this study offers an updated approach to data analysis.

Good service quality will have an impact on the output or quality of vocational school graduates, where vocational school graduates are widely absorbed by the world of work and industry in accordance with the skill program owned by each graduate. To achieve these goals, a strong organizational culture is needed, leadership that can influence, move, and develop leadership to achieve organizational goals, teachers who have confidence in their ability to succeed in working in every situation and academic activities that always involve teachers

according to their portions. Based on the descriptions above, researchers are interested in researching the quality of services and several factors that affect them, namely organizational culture, transformational leadership, self-efficacy, and work engagement.

The contribution of this research lies in its comprehensive examination of the factors influencing teacher service quality, specifically in the context of educational institutions. By focusing on organizational culture, transformational leadership, self-efficacy, and work engagement, this study provides a deeper understanding of how these elements interact to shape the service quality provided by teachers. Additionally, this research employs path analysis alongside SITOREM analysis, offering a more nuanced and updated approach to evaluating the relationships between these variables and their impact on teacher performance. The findings of this study are expected to inform educational administrators and policymakers about strategies to improve teacher service quality, ultimately enhancing overall educational outcomes.

**METHOD**

The research was carried out in South Tangerang City at a private vocational school accredited A. The selection of the research site uses a minimum population limit. Research on Improving the Quality of Vocational School Teacher Services through Strengthening Organizational Culture, Transformational Leadership, Self-efficacy and Work Involvement (Empirical Study Using Path Analysis Techniques and SITOREM Analysis on Private Vocational School Teachers in South Tangerang City). The research was conducted in 2023, for 6 months from September 2023 to February 2024. The object of research is a research variable or something constructive that can produce variable characteristics and traits that will be the center of attention of the researcher. Referring to the opinion mentioned above, the object of the research is to improve the service quality of vocational schoolteachers through strengthening organizational culture, transformational leadership, self-efficacy and work involvement (Empirical Study Using Path Analysis Techniques and SITOREM Analysis on Private Vocational Teachers in South Tangerang City). The types of data in this research are quantitative data and qualitative data.

Based on data obtained from <https://dapo.kemdikbud.go.id/sp/2/286300>, downloaded on September 26, 2023, at 20:19, data on the number of teachers in 18 Private Vocational Schools was 483 people, spread across A-accredited Private Vocational Schools in South Tangerang City. The researcher chose a private vocational school accredited A because the school has implemented 8 National Education Standards that are well systematized so that the data collection process is more accurate and accountable. Based on the number of teachers, 41.56% of private vocational schoolteachers in South Tangerang City come from vocational schools that are accredited A, the rest are divided into B, C accreditation and expired accreditation certificates. A sample is a part of the number and characteristics possessed by a population. Sampling in this study uses a random proportional sampling technique. Based on the sample criteria above, sample 220 was obtained. The collection of research data was carried out using ariab to give questionnaires to respondents. In this study, the data analysis stage begins with conducting descriptive variable analysis, analysis prerequisite tests, and continued with path analysis.

**RESULTS AND DISCUSSION**

**RESULT**

**Hypothesis Testing**

Table 1. Summary of Hypothesis Testing Results

It	Hypothesis	Coefficient Line	Significance	Results	Conclusion
1	Organizational culture (X1) on service quality (Z)	0,265	.000	H0 rejected H1 accepted	Immediate positive effect
2	Transformational leadership (X2) towards service quality (Z)	0,199	.003	H0 rejected H1 accepted	Immediate positive effect
3	Self-efficacy (X3) on service quality (Z)	0,269	.000	H0 rejected H1 accepted	Immediate positive effect
4	Work engagement (X4) on service quality (Z)	0.023	.000	H0 rejected H1 accepted	Immediate positive effect

5	Organizational culture (X1) towards work engagement (Y)	0.168	.000	H0 rejected H1 accepted	Immediate positive effect
6	Transformational leadership (X2) towards work engagement (Y)	0.064	.000	H0 rejected H1 accepted.	Immediate positive effect
7	Self-efficacy (X3) towards work engagement (Y)	0.177	.003	H0 rejected H1 accepted	Immediate positive effect
8	Organizational culture (X1) towards service quality (Z) through work engagement (Y)	(0.265) (0.023) = 0.006	.000	H0 rejected H1 accepted	Indirect positive effect
9	Transformational leadership (X2) towards service quality (Z) through work engagement (Y)	(0.199) (0.023) = 0.004	.003	H0 rejected H1 accepted	Indirect positive effect
10	Self-efficacy (X3) towards service quality (Z) through work engagement (Y)	(0.269) (0.023) = 0.006	.000	H0 rejected H1 accepted	Indirect positive effect

**Sitorem Analysis**

Table 2. Determination of SITOREM Analysis Results

Self-Efficacy ( $\beta_y = 0.269$ ) Rank (1)				
Early Indicators		Indicators after expert identification		Indicator Value
1	Taraf Keyakinan Diri ( <i>Level Of Confidence</i> )	1st	Taraf Keyakinan Diri ( <i>Level of Confidence</i> ) 36.54 %	4.02
2	Motivation to complete tasks/goals ( <i>Strength</i> )	2nd	Motivation to complete tasks/goals ( <i>Strength</i> ) 34.62 %	3.94
3	Efforts to provide better business results ( <i>Generality</i> )	3rd	Efforts to provide better business results ( <i>Generality</i> ) 28.84%	4,06
Organizational Culture ( $\beta_{X1Y}=0.265$ ), Rank 2				
1	Work Behavior Patterns	1st	Value 34.69 %	4,06
2	Value	2nd	Work Behavior Patterns 34.69 %	4,10
3	Organizational Climate, Orientation in Achieving Work Results	3rd	Organizational Climate Orientation in Achievement of Work Results 30.62 %	4,03

**DISCUSSION**

**Direct positive influence of organizational culture (X1) on service quality (Z)**

Based on the results of the study, there is a direct positive influence of organizational culture on service quality with a coefficient of  $\beta = 0.265$  (significance at 0.000), which means that strengthening organizational culture can improve service quality. Based on the results of previous research, namely Research (Purnomo, 2022) entitled "The Influence of Service Quality and Organizational Culture on Employee Performance at the BNN Office of South Lampung Regency", it was concluded that there is a joint effect on employee performance at the BNN Office of South Lampung Regency, the value of Fhitung = 21,621 and sig.=0.000. These results have meaning, well-developed service quality and high organizational culture and can improve the quality of employee performance well. Similarly, the study (Rusmdi, 2022) concluded that there was a direct influence of organizational culture on service quality of 45.15%. Meanwhile, the indirect influence of organizational culture variables through empowerment on service quality was 13.27%. So that the total influence of organizational culture on service

quality is 58.42%. The results of these previous studies support the proof of the hypothesis that organizational culture provides a positive relationship with service quality.

Based on the results of SITOREM's analysis, it shows that the indicators of organizational culture, namely: (1) work behavior patterns, (2) values, and (3) organizational climate, orientation in achieving work results are indicators that need to be maintained so that service quality can be improved. Based on the results of the above findings, it can be concluded that organizational culture has a significant direct positive effect on service quality, and improving service quality can be done by maintaining organizational culture indicators, namely: (1) values, (2) work behavior patterns, and (3) organizational climate orientation in achieving work results.

#### **Direct positive influence of transformational leadership (X2) on service quality (Z)**

Based on the results of the study, there is a direct positive influence of transformational leadership on service quality with a coefficient of  $\beta = 0.199$  (significance at 0.000), which means that strengthening transformational leadership can improve service quality. Based on the results of previous research, namely Research (Sari et al., n.d.), it was concluded that there was a very significant positive relationship of 0.854 between transformational leadership and teacher service quality. The higher the transformational leadership of the principal, the higher the quality of teacher services. Similarly, a study (Su et al., 2019) concluded that there was a very significant positive relationship of 0.48 ( $p < 0.01$ ) between transformational leadership and employee service quality. The results of these previous studies support the proof that transformational leadership has a direct positive influence on service quality.

Based on the results of the SITOREM analysis, it shows that the transformational leadership indicators are: (1) charisma, (2) ideal influence, (3) displaying optimism, (4) increasing intelligence, and (5) paying attention. Based on the findings above, it can be concluded that transformational leadership has a significant direct positive effect on service quality, and improving service quality can be done by maintaining transformational leadership indicators, namely: (1) ideal influence, (2) displaying optimism, (3) charisma, (4) paying attention, and (5) increasing intelligence.

#### **Direct positive effect of self-efficacy (X3) on service quality (Z)**

Based on the results of the study, there is a direct positive effect of self-efficacy on service quality with a coefficient of  $\beta = 0.269$  (significance at 0.008), which means that strengthening self-efficacy can improve service quality. Based on the results of previous research, namely Research (Njele, n.d.), it was concluded that there was a significant positive relationship of 0.782 between social self-efficacy and service quality. Self-efficacy is one of the dimensions of employee self-efficacy that affects the quality of service. The results of the previous study support the proof that self-efficacy has a direct positive influence on service quality.

Based on the results of the SITOREM analysis, it shows that the indicators of self-efficacy are: (1) level of self-confidence, (2) motivation to complete tasks/goals, and (3) efforts to provide better business results. Based on the results of the above findings, it can be concluded that self-efficacy has a significant direct positive effect on service quality, and improving service quality can be done by improving self-efficacy indicators, namely the encouragement to complete tasks/goals and maintain indicators: (1) self-confidence level, and (2) efforts to provide better business results.

#### **Direct positive effect of work engagement (X4) on service quality (Z).**

Based on the results of the study, there is a direct positive influence of work involvement on service quality with a coefficient of  $\beta = 0.023$  (significance at 0.001), which means that work involvement can improve service quality. Based on the results of previous research, namely Research (Basnet, 2018), it was concluded that there was a very significant positive relationship of 0.586 between work involvement and TQM practice. TQM practices have a significant positive effect on employee work engagement. The same thing was raised by the study (Azadehdel & Ooshaksaraie, 2013) concluding that there was a very significant positive relationship of 0.53 between effective employee engagement and service satisfaction. The results of the previous study support the proof that work involvement has a direct positive influence on service quality.

Based on the results of SITOREM's analysis, it shows that the indicators of work involvement, namely: (1) work that provides satisfaction, (2) opportunities for personal development, (3) active participation in work, and (4) the importance of work for individuals, are indicators that are priorities to be improved to improve service quality. Based on the results of the above findings, it can be concluded that work involvement has a significant direct positive effect on service quality, and improving service quality can be done by improving the indicators of work engagement, namely (1) active participation in work, (2) importance of work for individuals, (3) opportunities for personal development, and (4) work that provides satisfaction.

### **Direct positive influence of organizational culture (X1) on work engagement (Y)**

Based on the results of the study, there is a direct positive influence of organizational culture on work engagement with a coefficient of  $\beta = 0.168$  (significance at 0.000), which means that organizational culture can increase work engagement. Based on the results of previous research, namely Research (Zahreni et al., 2021) has proven that there is a positive influence between organizational culture and employee engagement, based on the results of statistical analysis, it was found that the R square value is 137 and the regression coefficient value of the organizational culture variable is +.266. If a  $p < 0.05$  is obtained, H1 is accepted. The results of the previous research support the proof that organizational culture has a direct positive influence on work engagement. Based on the results of SITOREM's analysis, improving organizational culture can be done through strengthening work involvement. The increase in work involvement is carried out by improving indicators that are still weak, namely: (1) work that provides satisfaction, (2) opportunities for personal development, (3) active participation in work, and (4) the importance of work for individuals. Strengthening organizational culture is carried out by maintaining strong indicators, namely: (1) values, (2) work behavior patterns, and (3) organizational climate, orientation in achieving work results.

### **Direct positive influence of transformational leadership (X2) on work engagement (Y)**

Based on the results of the study, there is a direct positive influence of transformational leadership on work engagement with a coefficient of  $\beta = 0$ . (significance at 0.000), which means that 064 transformational leadership can increase work engagement. Based on the results of previous research, namely Research (Narosaputra, 2022) proves that Transformational Leadership has an influence of 30% on work involvement ( $\Delta R^2 = 0.30$ ,  $\Delta F = 32.54$ ,  $p \leq 0.000$ ) and the rest is influenced by other variables Table 2. Regression Test Results  $R^2$   $\beta$  Sig Transformational Leadership x Work involvement 0.550, 300, 550, 00\*\*\*\*  $p \leq 0.05$ , \*\* $p \leq 0.01$ , \*\*\* $p \leq 0.001$  and the rest are influenced by other variables. Based on the description above, it is suspected that there is a direct positive influence of transformational leadership on work engagement, so that strengthening transformational leadership is predicted to increase work engagement. Based on the results of SITOREM's analysis, the increase in work involvement was carried out by improving indicators that were still weak, namely: (1) work that provides satisfaction, (2) opportunities for personal development, (3) active participation in work, and (4) the importance of work for individuals. Strengthening transformational leadership is carried out by maintaining strong indicators, namely: (1) ideal influence, (2) displaying optimism (3) charisma (4) giving attention, and (5) increasing intelligence.

### **Direct positive effect of self-efficacy (X3) on work engagement (Y)**

Based on the results of the study, there is a direct positive effect of self-efficacy on work engagement with a coefficient of  $\beta = 0.177$  (significance at 0.000), which means that self-efficacy can increase work engagement. Based on the results of previous research, namely Research (Hadi, 2023), it was concluded that stating that work involvement significantly mediates the influence of self-efficacy on employee performance, this proves that work involvement positively mediates the effect of self-efficacy on employee performance as shown by a positive original sample value (beta value) of 8.4%. The results were declared significant because they had a probability value of  $0.006 \leq 0.05$ . So it can be concluded that the hypothesis is accepted. This study proves that self-efficacy can affect employee performance through the mediating role of work motivation and work attachment. Based on the results of SITOREM's analysis, the increase in work involvement is carried out by improving indicators that are still weak, namely: (1) active participation in work, (2) the importance of work for individuals, (3) opportunities to develop individuals, and (4) work that provides satisfaction. Strengthening self-efficacy is carried out by improving weak indicators, namely: (1) encouragement to complete tasks/goals, as well as maintaining or developing indicators: (1) self-confidence level, and (2) efforts to provide better business results.

### **The indirect positive influence of organizational culture (X1) on service quality (Z) through work engagement (Y).**

Based on the results of the study, there is an indirect positive influence of organizational culture on service quality through work engagement with a coefficient of  $\beta = 0.006$  (significance at 0.000), which means that organizational culture can improve service quality through work engagement. Based on SITOREM's analysis, improving service quality can be done through strengthening organizational culture and work engagement. Improving service quality is carried out by improving indicators that are still weak, namely: (1) *Responsiveness*, (2) *Tangibles* and (3) *Assurance*, as well as maintaining or developing indicators: (1) *Reliability*, and (2) *Empathy*. Strengthening organizational culture is carried out by maintaining or developing indicators: (1) values, (2) work behavior patterns, and (3) organizational climate, orientation in achieving work results. Strengthening work

involvement is carried out by improving indicators that are still weak, namely: (1) active participation in work, (2) the importance of work for individuals, (3) opportunities for personal development, and (4) work that provides satisfaction. The direct influence of organizational culture on service quality is = 0.263, while the indirect influence of organizational culture on service quality through work involvement is = 0.006. In this case, the direct influence > from the indirect influence, meaning that work involvement does not function effectively to mediate the influence of organizational culture on service quality. Strengthening organizational culture can directly improve service quality without going through work involvement, namely by strengthening weak organizational culture indicators and maintaining strong organizational culture indicators.

**The indirect positive influence of transformational leadership (X2) on service quality (Z) through work involvement (Y).**

Based on the results of the study, there is an indirect positive influence of transformational leadership on service quality through work engagement with a coefficient of  $\beta = 0.004$  (significance at 0.003), which means that transformational leadership can improve service quality through work engagement. Based on SITOREM's analysis, improving service quality can be done through strengthening transformational leadership and work engagement. Improving service quality is carried out by improving indicators that are still weak, namely: (1) *Responsiveness*, (2) *Tangibles*, and (3) *Assurance*, as well as maintaining or developing indicators: (1) *Reliability*, and (2) *Empathy*.

Strengthening transformational leadership is carried out by maintaining or developing indicators: (1) Ideal influence, (2) displaying optimism, (3) charisma, (4) paying attention, and (4) increasing intelligence. Strengthening work involvement is carried out by improving indicators that are still weak, namely: (1) actively participating in work; (2) the importance of work for individuals; (3) opportunities for personal development, and (4) work that provides satisfaction.

The direct influence of transformational leadership on service quality is = 0.199 while the indirect influence of transformational leadership on service quality through work engagement is = 0.004. In this case, the direct influence > from the indirect influence, meaning that work involvement does not function effectively to mediate the influence of transformational leadership on service quality. Strengthening transformational leadership can directly improve the quality of services without going through work involvement, namely by strengthening weak transformational leadership indicators and maintaining strong transformational leadership indicators.

**Indirect positive effect of self-efficacy (X3) on service quality (Z) through work involvement (Y).**

Based on the results of the study, there is an indirect positive effect of self-efficacy on service quality through work engagement with a coefficient of  $\beta = 0.006$  (significance at 0.000), which means that self-efficacy can improve service quality through work engagement. Based on SITOREM's analysis, improving service quality can be done through strengthening self-efficacy and work engagement. Improving service quality is carried out by improving indicators that are still weak, namely: (1) *Responsiveness*, (2) *Tangibles*, and (3) *Assurance*, as well as maintaining or developing indicators: (1) *Reliability*, and (2) *Empathy*.

Strengthening self-efficacy is carried out by improving weak indicators, namely: (1) encouragement to complete tasks/goals, as well as maintaining or developing indicators: (1) the level of self-efficacy, and (2) efforts to provide better business results. Strengthening work involvement is carried out by improving indicators that are still weak, namely: (1) active participation in work, (2) the importance of work for individuals, (3) opportunities for personal development, and (4) work that provides satisfaction.

The direct effect of self-efficacy on service quality was = 0.269 while the indirect influence of transformational leadership on service quality through work involvement was = 0.006. In this case, the direct influence > from the indirect influence, meaning that work involvement does not function effectively to mediate the influence of self-efficacy on service quality. Strengthening self-efficacy can directly improve the quality of services without going through work involvement, namely by strengthening weak self-efficacy indicators and maintaining strong self-efficacy indicators.

**CONCLUSION**

This study has identified strategies to improve service quality by analyzing the influence of organizational culture, transformational leadership, self-efficacy, and work engagement on service quality. The findings reveal that organizational culture, transformational leadership, and self-efficacy all have significant direct positive effects on service quality, with coefficients of  $\beta_{YX1} = 0.265$ ,  $\beta_{YX2} = 0.199$ , and  $\beta_{YX3} = 0.269$ , respectively. Work

engagement was also found to positively influence service quality ( $\beta_{YX4} = 0.023$ ), though it was less effective as an intervening variable between the other factors and service quality, as the direct influences were stronger than the indirect ones. Based on these results, strengthening organizational culture, leadership, and self-efficacy can enhance service quality. In conclusion, organizational culture, transformational leadership, and self-efficacy play crucial roles in improving service quality directly, while work engagement is a supportive but less impactful factor. For future research, it is suggested to further explore the role of work engagement as a mediator and consider examining additional variables that may have a stronger mediating effect on the relationship between these factors and service quality. Additionally, expanding the study to different educational or organizational settings could provide more generalizable insights.

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