

The Influence of Organizational Culture and Visionary Leadership on the Quality of Education Services at SMK Telkom Malang

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Abstract

The quality of educational services at SMK Telkom Malang contributes to student and parent satisfaction while fostering a conducive organizational culture. Visionary leadership plays a crucial role in establishing a clear vision, motivating school elements, and driving innovation through facility improvements and teacher development, creating a comfortable and productive learning environment. However, the declining trend in the Net Promoter Score (NPS) from 44.36 in 2022 to 35.21 in 2024, along with a decrease in new student enrollment over the past seven years, highlights the need for improvement. This study aims to analyze the influence of organizational culture and visionary leadership on the quality of educational services at SMK Telkom Malang within the context of vocational secondary education. This study employs a quantitative approach, with data collected through questionnaires distributed to respondents. Data analysis was conducted using descriptive analysis and multiple linear regression methods with the assistance of SPSS software. The study used 154 respondents as the research sample, drawn from the total population using proportionate stratified random sampling techniques. The population consists of school management, teachers, staff, and students from grades X to XII at SMK Telkom Malang. The findings of this study conclude: 1) there is a significant positive influence of organizational culture on the quality of educational services at SMK Telkom Malang; 2) there is a significant positive influence of visionary leadership on the quality of educational services at SMK Telkom Malang; 3) there is a significant simultaneous positive influence of organizational culture and visionary leadership on the quality of educational services at SMK Telkom Malang; and 4) the descriptive data reveals that respondents' scores for organizational culture tend to fall in

998

IJEBIR, Volume 04 Issue 01, 2025



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the low category, while scores for visionary leadership and educational service quality are in the moderate category. Based on these findings, it is recommended that SMK Telkom Malang strengthens its organizational culture to create an educational environment that is adaptive and responsive to student needs. The school should maintain inspirational visionary leadership to support the achievement of its long-term vision. Additionally, the quality of educational services should be enhanced through the optimization of facilities, programs, safety, comfort, and the commitment of all members of the academic community.

Keywords: organizational culture, visionary leadership, service quality, SMK Telkom Malang.

INTRODUCTION

The development of global currents is very fast, various organizations face great challenges to meet the expectations of society. Educational institutions are no exception, which must also be adaptive to the needs of society and their relevance to the needs of the industrial world. This is especially true for Vocational High Schools (SMK) which are not only required to produce graduates who have academic values but also have competencies that can compete and be well absorbed in the business and industrial world (dudika). SMK Telkom Malang, as one of the educational institutions that focuses on information and communication technology majors, has long been known for its excellent reputation in academic and non-academic achievements. However, recent phenomena show that there are challenges that need to be addressed immediately to maintain the attractiveness and competitiveness of the school.

One of the main indicators of concern is the decline in new applicants at SMK Telkom Malang. Although the school has a good track record in terms of achievement, this trend indicates a gap between the community's perception and the superior value offered. Another factor affecting the school's attractiveness is the competency gap between graduates and industry needs. Feedback from industry partners shows that graduates of SMK Telkom Malang still need to improve *soft skills* such as communication, teamwork, and work ethics, as well as strengthen *hard skills* in mastery of technology and specific expertise relevant to market needs. This directly impacts the absorption rate of graduates in the world of work, which is one of the main benchmarks of the success of a SMK.



In addition, from the internal data of SMK Telkom Malang, the results of the *Customer Experience (CX)* survey for the last 3 years show a consecutive decrease in the *Net Promoter Score (NPS)* value. *NPS* is obtained from the percentage of respondents who choose a value scale of 9 and 10 or in *CX* called *promoters* minus the percentage of respondents who choose a scale value of 0 to 6 or in *CX* known as *detractors*. The number of respondents who fell into the *detractors* category in 2024 was 8.86%. Which means that there are still students who are not satisfied with the educational services they experience. This dissatisfaction includes aspects of teaching methods, communication between teachers and students, and time management that is deemed ineffective. Although this percentage is relatively small, it reflects areas that need to be improved in the education services provided. In the world of education, students' and parents' experiences with the services they receive have a strong influence on loyalty and recommendations, which in turn affect the number of new applicants.

In the theory of service quality proposed by Parasuraman, Zeithaml, and Berry (1985), five main dimensions such as reliability, responsiveness, empathy, assurance, and physical evidence are important factors that determine service user satisfaction. Meanwhile, work culture theory according to Edgar Schein (2010) emphasizes that the values, norms, and basic assumptions adopted by the organization become the foundation that influences individual behavior in achieving common goals. On the other hand, Bass and Avolio (1994) through transformational leadership theory show that leaders who are able to inspire, motivate, and encourage innovation have a major influence in creating a conducive organizational culture and high-quality services.

Various previous studies support the importance of the relationship between transformational leadership, work culture, and service quality. Ali et al. (2021) stated that transformational leadership and a strong work culture have a significant influence on service quality in educational institutions. Similar findings were also revealed by Sondakh (2022), who highlighted that principal leadership and work culture are key factors in supporting digital transformation and improving education services. However, specific research linking these variables in the context of SMK, particularly with the phenomenon of declining enrollment and challenges in graduate competencies, is still very limited.

Departing from this phenomenon and theoretical basis, this study aims to analyze the influence of work culture and leadership on service quality at SMK Telkom Malang. The results of the study are expected to provide deeper insights into service improvement strategies, which are not only relevant to attract new registrants but also improve the competency gap of graduates and meet industry expectations. This research is also

1000



expected to serve as a reference for other schools facing similar challenges in providing quality education services in the modern era.

METHODS

This research is descriptive with a quantitative approach to measure the relationship between variables using statistical analysis. This method aims to understand the influence of organizational culture and visionary leadership on the quality of educational services at SMK Telkom Malang. Data were collected cross-sectionally through a closed questionnaire designed to facilitate analysis. Analysis was conducted descriptively using quantitative methods with the SPSS program, including classical assumption tests such as normality, multicollinearity, and heteroscedasticity tests, as well as multiple linear regression analysis. Hypotheses were tested using the t test for partial analysis and the F test for simultaneous analysis, with the coefficient of determination (Adjusted R Square) to measure the proportion of independent variables to the dependent variable. This research produces conclusions based on empirical data that is processed transparently without manipulation.

Research Results

Validity Test

The use of instruments in research is an important stage in data processing so that valid instruments are needed to support research results. The following are the results of the validity test on the questionnaire with the Pearson correlation test conducted by the researcher.

Table 1. Pearson Test on Each Question Item

Question To	R count	R table	Ket	Question.	R count	R table	Ket
P1	0,557	0,361	Valid	P12	0,803	0,361	Valid
P2	0,727	0,361	Valid	P13	0,649	0,361	Valid
P3	0,721	0,361	Valid	P14	0,682	0,361	Valid
P4	0,797	0,361	Valid	P15	0,710	0,361	Valid
P5	0,413	0,361	Valid	P16	0,5675	0,361	Valid
P6	0,466	0,361	Valid	P17	0,753	0,361	Valid
P7	0,766	0,361	Valid	P18	0,723	0,361	Valid
P8	0,521	0,361	Valid	P19	0,860	0,361	Valid



Question To	R count	R table	Ket	Question.	R count	R table	Ket
P9	0,795	0,361	Valid	P20	0,689	0,361	Valid
P10	0,680	0,361	Valid	P21	0,761	0,361	Valid
P11	0,642	0,361	Valid	P22	0,724	0,361	Valid
P12	0,752	0,361	Valid	P23	0,467	0,361	Valid

Based on the validity analysis results, all question items in the research instrument are declared valid. This is indicated by the calculated R value for each question which is greater than the R table value of 0.361. For example, for the first question (P1), the R value is 0.557, while the R table value is 0.361, so this question is valid. Similarly, other questions, such as P12 which has an R count of 0.803 and P19 with an R count of 0.860, are both greater than the R table value, so they are declared valid. Thus, this instrument can be used because all items have met the validity criteria.

Reliability Test

Table 2. Instrument Reliability Test Results

Reability statistic	
Cronbach alpha's	N of items
.947	24

Based on Table 2, the results of the instrument reliability test show that the Cronbach's Alpha value is 0.947 with a total of 24 items. This value is well above the generally accepted minimum reliability limit of 0.7. Thus, the research instrument has a very high and consistent level of reliability to measure the variables under study.

Classical Assumption Test

In parametric statistics, data testing must fulfill the classic assumption test. The following is a classic assumption test conducted by researchers.

Normality Test

Table 3. Kolmogorov Smirnov Test Normality Test Results

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Varbudaya	0,068	154	0,075



Varkeepership	0,072	154	0,051
Varlayanan	0,067	154	0,092

The Kolmogorov-Smirnov normality test results show that all variables, namely the organizational culture variable (Sig. 0.075), the visionary leadership variable (Sig. 0.051), and the education service quality variable (Sig. 0.092), have a significance value greater than 0.05. Thus, the data on the three variables are normally distributed.

Linearity Test

Table 4. Data Linearity Test Results

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Between Groups</i>	<i>(Combined)</i>	1230,116	12	102,510	5,156	0,000
	<i>Linearity</i>	851,522	1	851,522	42,828	0,000
	<i>Deviation from Linearity</i>	378,594	11	34,418	1,731	0,072
<i>Within Groups</i>		2803,423	141	19,882		
<i>Total</i>		4033,539	153			

The linearity test results show that the significance value for Linearity is 0.000, which indicates a significant linear relationship between the variables tested. Meanwhile, the significance value for Deviation from Linearity of 0.072 (greater than 0.05) indicates no significant deviation from linearity. Thus, the relationship between the variables can be considered linear.

Multicollinearity test

Table 5. Multicollinearity Test Results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	9,696	3,109		3,118	0,002		



Culture	0,177	0,097	0,136	1,820	0,071	0,912	1,097
Leadership	0,720	0,129	0,419	5,594	0,000	0,912	1,097

The multicollinearity test results show a Tolerance value of 0.912 and a VIF of 1.097 for the two independent variables, namely organizational culture and visionary leadership. Tolerance values greater than 0.1 and VIF smaller than 10 indicate the absence of multicollinearity between these variables. This indicates that the regression model fulfills the assumption of multicollinearity.

Heteroscedasticity Test

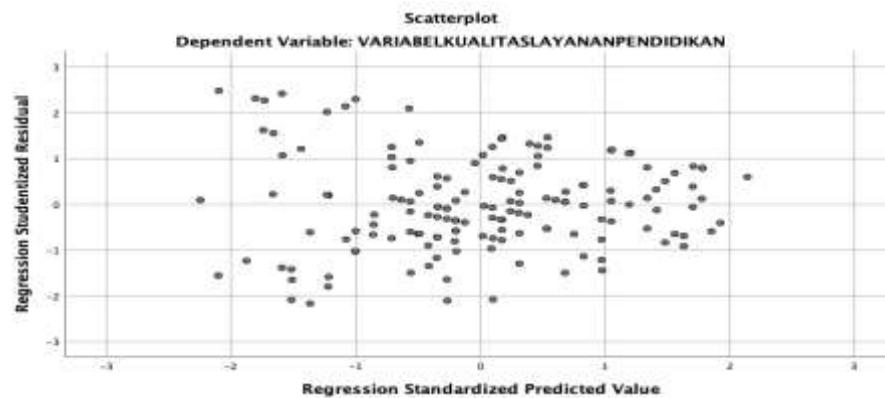


Figure 1. Scatterlot image

The heteroscedasticity test is displayed in the form of a scatter plot and the points on the graph spread randomly without forming a specific pattern, indicating that there is no heteroscedasticity problem in the regression model. Thus, the assumption of homoscedasticity is met, which means that the error variance is constant across the range of values of the independent variable.

Hypothesis Test

**Table 6: Results of the t-test
Coefficients^a**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8,901	3,068		2,901	0,004

1004

Culture	0,192	0,096	0,149	2,001	0,047
Leadership	0,735	0,128	0,427	5,755	0,000

Based on the results of the regression analysis obtained, the regression equation that can be used to describe the relationship between the dependent variable and the independent variable is:

$$Y = a + b_1.X_1 + b_2.X_2$$

$$= 8,901 + 0,192 + 0,735$$

Where Y represents the dependent variable, while the organizational culture variable and the visionary leadership variable are the independent variables considered in this model. The constant coefficient of 8.901 indicates the initial value of Y when both independent variables are zero. That is, without the influence of the two variables, the value of Y is predicted to be 8.901. The organizational culture variable (X1), a coefficient of 0.192 indicates that each one-unit increase in the organizational culture variable (X1) will increase Y by 0.192 units, assuming the visionary leadership variable (X2) remains constant. The t test results for this variable show a Sig. value of 0.047, which is smaller than 0.05, indicating that the organizational culture variable (X1) influence on Y is significant.

Meanwhile, the visionary leadership variable (X2) has a coefficient of 0.735, which means that every one unit increase in the visionary leadership variable (X2) will cause an increase in Y by 0.735 units, assuming the organizational culture variable (X1) remains constant. The t-test result for this variable shows a Sig. value of 0.000, which is much smaller than 0.05, thus showing a significant influence on Y. Overall, both variables, both the organizational culture variable (X1) and the visionary leadership variable (X2), have a positive effect on Y. However, the visionary leadership variable (X2) has a greater influence than the organizational culture variable (X1), given its higher coefficient. Both variables are significant in explaining variation in Y, with the visionary leadership variable (X2) being the more dominant factor in this model.

Simultaneous Significance Test (F Statistical Test)

Table 7. F Statistical Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	982,873	2	491,437	24,258	.000b

1005



	Residuals	3059,023	151	20,258		
	Total	4041,896	153			

a. Predictors: (Constant), culture, leadership

b. Dependent Variable: quality

Based on table 4.16 above, the F count is 24.258 with a probability of 0.000, which is below 0.05. This shows that all independent variables, namely the variables of organizational culture and visionary leadership, have a significant effect simultaneously (together) on the quality of educational services, so thus, the research hypothesis is accepted.

Coefficient of determination

Table 8. Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 ^a	0,243	0,233	4,50094

The results in the Model Summary table show that the R value of 0.493 indicates the strength of the relationship between the independent and dependent variables of 49.3%, meaning that the relationship between the independent and dependent is at a moderate level. The R Square value of 0.243 means that 24.3% of the variability of the dependent variable can be explained by the independent variables in the model. The remaining 75.7% (100-24.3) is explained by other factors outside the analyzed regression model.

DISCUSSION

This study aims to analyze the effect of organizational culture and visionary leadership on the quality of educational services at SMK Telkom Malang. Based on the descriptive analysis above, it is found that for the organizational culture variable, the average value is 30.77, with a maximum value of 36. Based on the distribution of respondents' results for the organizational culture variable, the results show that for the very low category, the *valid percent* is 24.0, the low category is *valid percent* by 32.5, the medium category is *valid percent* by 22.1, the high category is *valid percent* by 18.2 and the very high category is *valid percent* by 3.2. This means that in the organizational culture

1006



variable, the value of respondents tends to be in the low category with a value of 32.5%, then for the high category only 18.2%.

Then for the visionary leadership variable, the average value is 20.441, with a maximum value of 24. Based on the distribution of respondents' results for the visionary leadership variable, the results show that for the very low category, the *valid percent* is 8.4, the low category is *valid percent* by 21.3, the medium category is *valid percent* by 36.1, the high category is *valid percent* by 26.5 and the very high category is *valid percent* by 7.1. This means that in the visionary leadership variable, the value of respondents tends to be in the medium category with a value of 36.1%, then for the high category only 26.5%.

Meanwhile, for the variable quality of education services, the average value is 29.88, with a maximum value of 36. Based on the distribution of respondents' results for the variable quality of education services, the results show that for the very low category, the *valid percent* is 8.44, the low category is *valid percent* by 21.43, the medium category is *valid percent* by 36.36, the high category is *valid percent* by 26.62 and the very high category is *valid percent* by 7.14%. This means that in the variable quality of education services, respondents' values tend to be in the medium category with a value of 36.36%, then for the high category only 7.14%.

Testing the first hypothesis proved that there is a significant influence of organizational culture on the quality of educational services. The results of this study prove that organizational culture has a relationship and affects the quality of educational services at SMK Telkom Malang. A healthy organizational culture will support the achievement of school goals which will also affect the quality of education services at school. This research is reinforced by research (Chair, Ummul, 2020) which shows that organizational culture and leadership together have a significant effect on the quality of educational services in educational institutions. Another study (Kadafid and Aprianti, 2020) shows that resource management and organizational culture together (simultaneously) have a positive and significant effect on service quality at the Sanggar sub-district office, Bima district. The results of this study support the view that organizational culture will be able to create an adaptive, responsive, and student needs-focused educational environment that impacts on the quality of educational services.

Testing the second hypothesis shows a significant influence between visionary leadership and the quality of education services. Visionary leadership is a leadership style that focuses on creating and achieving the organization's long-term vision. A visionary leader has a clear view of the future of the organization and is able to inspire and motivate

1007



team members to work towards that goal. The results of this study confirm that visionary leadership has a significant relationship and influence on improving the quality of educational services at SMK Telkom Malang. This finding is in line with the research of Fatahuddin et al. (2023), which revealed that visionary leadership partially and simultaneously affects employee service quality. Similarly, Yuniarti et al. (2023) stated that leadership has a positive and significant influence on the quality of public services. Leadership is one of the crucial factors in determining the success of service quality (Pasaribu et al., 2021).

Testing the third hypothesis shows a simultaneous significant influence between organizational culture and visionary leadership on the quality of education services. This finding is in line with previous research by Heryanto and Asep (2014), which revealed that the combination of the principal's visionary leadership and school culture jointly influenced education quality management by 40.70%, with the remaining 59.30% influenced by other factors. Another relevant research is a study by Thamrin (2018), which analyzed the effect of visionary leadership and organizational culture on employee performance in Cimahi City Government. The results of this study indicate that the two variables simultaneously have a significant effect on employee performance, which is an important indicator in the quality of organizational services. In addition, research by Chair (2020) analyzed the influence of organizational culture and leadership on the quality of student services at Maros Muslim University, finding that the two variables together had a significant effect on service quality. These findings confirm that visionary leadership and organizational culture complement each other in creating an adaptive, responsive and student needs-focused educational environment, which ultimately improves the quality of educational services. Therefore, the development of a strong organizational culture and the implementation of visionary leadership are important strategies in efforts to improve the quality of education services.

CONCLUSION

The average value of respondents both teachers / employees and students for the assessment of organizational culture at SMK Telkom Malang is 30.77, with a maximum value of 36. Then for the value of respondents on organizational culture variables tends to be in the low category with a value of 32.5%, then for the high category only 18.2%. The average value of respondents both teachers / employees and students for the assessment of visionary leadership at SMK Telkom Malang is 20.441, with a maximum



value of 24. Then for the value of respondents tends to be in the medium category with a value of 36.1%, then for the high category only 26.5%.

The average value of respondents both teachers / employees and students for assessing the quality of educational services at SMK Telkom Malang is 29.88, with a maximum value of 36. Then for the value of respondents on the variable quality of educational services tends to be in the medium category with a value of 36.36%, then for the high category only 26.62%. Based on the results of testing the first hypothesis that there is a significant influence of organizational culture on the quality of education services. The results of this study prove that organizational culture has a relationship and affects the quality of educational services at SMK Telkom Malang.

Based on the results of testing the second hypothesis, there is a significant influence between visionary leadership and the quality of educational services. The results of this study prove that visionary leadership has a significant relationship and influence on improving the quality of educational services at SMK Telkom Malang. Based on the results of testing the third hypothesis, it shows that there is a simultaneous significant influence between organizational culture and visionary leadership on the quality of educational services. The results of this study prove that simultaneously between organizational culture and visionary leadership have a significant relationship and influence on improving the quality of educational services at SMK Telkom Malang.

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