



## **Strategies for Improving Teacher Service Quality Through Strengthening Organizational Citizenship Behavior (OCB), Interpersonal Communication, Organizational Climate, and Work Motivation**

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### **Abstract**

*This study aims to formulate effective strategies for improving teacher service quality through a multi-factor approach, namely Organizational Citizenship Behavior (OCB), interpersonal communication, organizational climate, and work motivation. Teacher service quality is an important indicator in the continuous improvement of education quality. The research method used is a quantitative approach with an explanatory causal design. Data were collected through questionnaires administered to teachers from various educational levels and analyzed using path analysis techniques. The results of the study indicate that OCB, interpersonal communication, organizational climate, and work motivation significantly and simultaneously influence the improvement of teacher service quality. OCB acts as a mediating factor that strengthens the influence of other variables on service quality. The practical implications of these findings highlight the importance of strengthening organizational culture, interpersonal communication training, and reward and motivation systems to promote teacher professionalism. An integrative strategy based on strengthening organizational behavior and a humanistic approach is recommended as a model for improving teacher service quality in the Indonesian educational context.*

**Keywords:** *teacher service quality, OCB, interpersonal communication, organizational climate, work motivation, service improvement strategy*



## INTRODUCTION

Improving the quality of educational services, particularly in the context of services provided by teachers, is an important issue in the world of education. Teachers not only play the role of educators but also as facilitators who contribute to the character formation and development of students. Therefore, improving the quality of teacher services is one of the determining factors in creating an optimal learning experience for students (Ahmad & Khan, 2023). Factors influencing the quality of these services include various aspects, such as organizational citizenship behavior (OCB), interpersonal communication, organizational climate, and work motivation.

Organizational Citizenship Behavior (OCB) refers to voluntary behaviors performed by individuals that are not part of their formal duties but contribute to the smooth operation and effectiveness of the organization. In an educational context, positive OCB can create a more harmonious work environment, enhance collaboration among teachers, and improve the quality of relationships between teachers and students as well as among colleagues (Podsakoff et al., 2020). Research indicates that teachers who exhibit high OCB tend to be more dedicated and perform better in providing educational services to students (Liao & Tseng, 2023).

Interpersonal communication is also a key aspect in creating a supportive organizational climate. Teachers with good communication skills tend to be more effective in interacting with students and colleagues and are better at resolving conflicts that may arise in the school environment. Good communication can strengthen social relationships and enhance mutual respect among all parties within the school (Chou & Wang, 2022). Therefore, developing interpersonal communication skills among teachers is very important to improve the overall quality of educational services.

A positive organizational climate, which includes a supportive work atmosphere, mutual respect, and clarity in roles and tasks, also influences teacher motivation and performance. Recent research shows that a positive organizational climate is closely related to increased job satisfaction and teacher motivation (Kurniawan, 2022). A healthy and inclusive organizational climate will encourage teachers to perform at their best in fulfilling their educational duties.

Teachers' work motivation is a very important factor in creating better service quality. Teachers who are intrinsically or extrinsically motivated are more likely to improve the quality of teaching and pay more attention to students (Sari & Iqbal, 2021). Research shows that strengthening work motivation, either through fair rewards or continuous professional development, can improve teacher performance and job satisfaction (Yoon & Park, 2020).

To improve the quality of teacher services, a strategy is needed that integrates the



strengthening of OCB, interpersonal communication, a positive organizational climate, and work motivation. This aligns with recent findings indicating that the success of educational organizations heavily depends on these non-technical factors, which interact and support one another. Research by Zainuddin & Tarmizi (2022) reveals that effective management of these aspects can significantly improve the quality of education provided by teachers.

Recent studies also support the importance of a holistic approach to human resource management in the education sector. In a study by DiStefano & Smith (2021), it was found that enhancing OCB and interpersonal communication significantly impacts the quality of educational services provided by teachers. On the other hand, research by Chou & Wang (2022) revealed that strengthening a supportive organizational climate and increasing teacher motivation can make a significant contribution to educational success.

By strengthening OCB, interpersonal communication skills, organizational climate, and work motivation, it is hoped that the quality of services provided by teachers will improve, which in turn will contribute to an overall improvement in the quality of education.

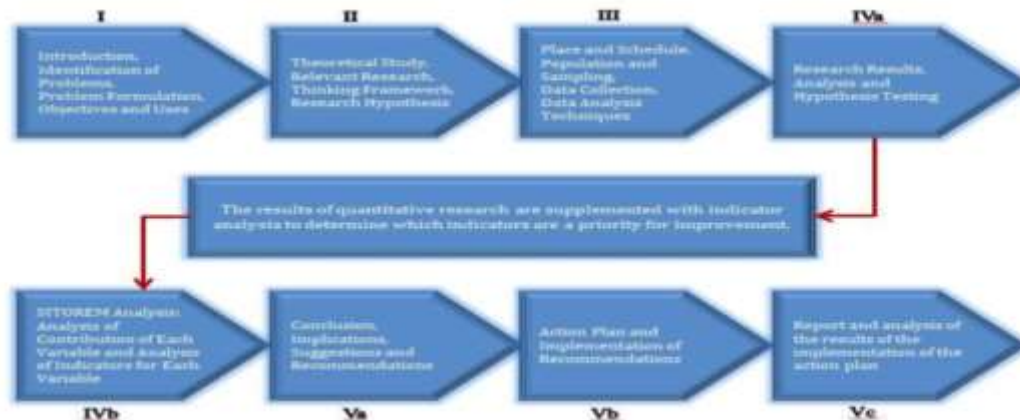
## METHOD

This research design is divided into two categories, namely:

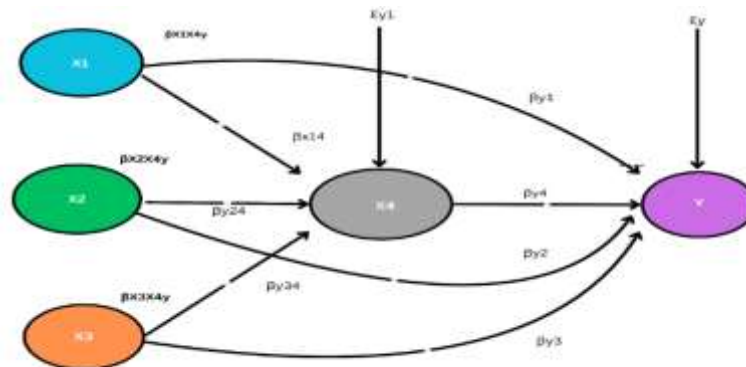
1. Quantitative research in the form of a survey to prove the research hypothesis.
2. Verification of quantitative research results using SITOREM analysis.

These steps can be seen in the chart below, Path Analysis research design and analysis SITOREM. These steps can be seen in the chart below. The research design is a comprehensive plan for the research, starting with a preliminary study to identify problems, formulate hypotheses and their operational implications, followed by a theoretical review to strengthen the variables to be studied so that their depth can be measured, then the definitive determination of the location and population to obtain the research sample, followed by the formulation of problems answered by the research results, then the use of SITOREM analysis to measure indicators that can be maintained or improved for recommendations based on the discussion, followed by conclusions and implications of the research results presented, as well as recommendations that can be provided based on the research results, then the Action Plan is implemented based on the recommendations from the SITOREM results, and finally a report is prepared after implementation.



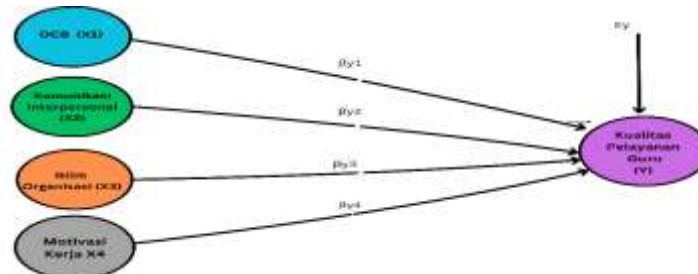


Sumber: Widodo Sunaryo dan Sri Setyaningsih (2018)

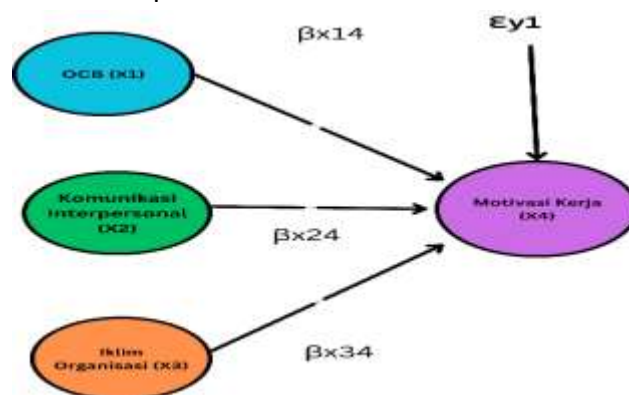


The dependent/endogenous variable in this study is Service Quality (Y), while the independent/exogenous variables are OCB (X1), Interpersonal Communication (X2), Organizational Climate (X3), and Work Motivation (X4) as intervening variables. According to Sugiyono (2019, pp. 69–70), independent (exogenous) variables are stimulus, predictor, or antecedent variables that influence or cause changes in or the emergence of dependent variables. Dependent variables (endogenous) are output, criteria, or consequent variables that are influenced or result from the presence of independent variables. Intervening variables are intermediary variables that theoretically influence the relationship between independent and dependent variables, making the relationship indirect, unobservable, and unmeasurable.

### 1) Inter-variable Path Relationship Model in Substructure-1



### 2) Inter-variable Path Relationship Model in Substructure-2



## RESULTS AND DISCUSSION

The research data presented in this section were obtained from measurements of Teacher Service Quality Improvement, Organizational Citizenship Behavior, Interpersonal Communication, Organizational Climate, and Work Motivation, based on respondents' responses to the variable instrument items. Data were collected from 217 respondents. The description of the research data obtained from each variable Improvement in Teacher Service Quality (Y), Organizational Citizenship Behavior (X1), Interpersonal Communication (X2), Organizational Climate (X3), and Work Motivation (X4) was derived from the responses of the research sample and then processed using descriptive statistical calculations. The data used as the basis for the description of the research results are the instrument item scores referring to the four research variables, namely Teacher Service Quality Improvement (Y) as the endogenous variable, Organizational Citizenship Behavior (X1), Interpersonal Communication (X2), Organizational Climate (X3) as the exogenous variables, and Work Motivation (X4) as the intervening variable.

## a) Normality Test

| No | Galat Taksiran | n   | L <sub>hitung</sub> | L <sub>tabel</sub> |                 | Keputusan |
|----|----------------|-----|---------------------|--------------------|-----------------|-----------|
|    |                |     |                     | $\alpha = 0,05$    | $\alpha = 0,01$ |           |
| 1  | $y - x_1$      | 217 | 0,0446              | 0,0639             | 0,0703          | Normal    |
| 2  | $y - x_2$      | 217 | 0,0391              | 0,0639             | 0,0703          | Normal    |
| 3  | $y - x_3$      | 217 | 0,0396              | 0,0639             | 0,0703          | Normal    |
| 4  | $y - x_4$      | 217 | 0,0432              | 0,0639             | 0,0703          | Normal    |
| 5  | $X_4 - X_1$    | 217 | 0,0569              | 0,0639             | 0,0703          | Normal    |
| 6  | $X_4 - X_2$    | 217 | 0,0534              | 0,0639             | 0,0703          | Normal    |
| 7  | $X_4 - X_3$    | 217 | 0,0434              | 0,0639             | 0,0703          | Normal    |

Persyaratan distribusi Normal :  $L_{hitung} < L_{tabel}$

## b) Homogeneity Test

| No | Pengelompokan          | $\chi^2_{hitung}$ | $\chi^2_{tabel}$ | Kesimpulan |
|----|------------------------|-------------------|------------------|------------|
|    |                        |                   | $\alpha = 0,05$  |            |
| 1. | Y atas dasar $X_1$     | 4534,79           | 7765,41          | Homogen    |
| 2. | Y atas dasar $X_2$     | 4288,56           | 7092,33          | Homogen    |
| 3. | Y atas dasar $X_3$     | 4514,37           | 7234,28          | Homogen    |
| 4. | Y atas dasar $X_4$     | 3733,54           | 6002,65          | Homogen    |
| 5. | $X_3$ atas dasar $X_1$ | 4286,49           | 7619,48          | Homogen    |
| 6. | $X_3$ atas dasar $X_2$ | 4112,51           | 7092,33          | Homogen    |
| 7. | $X_4$ atas dasar $X_1$ | 4390,23           | 7234,28          | Homogen    |

Persyaratan populasi homogen  $\chi^2_{hitung} < \chi^2_{tabel}$

## c) Test the linearity of the regression model.

| No | Uji Linearitas                                                                                  | F <sub>hitung</sub> | F <sub>tabel</sub> | Sig.  | Kesimpulan |
|----|-------------------------------------------------------------------------------------------------|---------------------|--------------------|-------|------------|
| 1. | Peningkatan Kualitas Pelayanan Guru (Y) → Organizational Citizenship Behavior (X <sub>1</sub> ) | 1,688               | 3,89               | 0,012 | Linear     |
| 2. | Peningkatan Kualitas Pelayanan Guru (Y) → Komunikasi Interpersonal (X <sub>2</sub> )            | 3,331               | 3,89               | 0,404 | Linear     |
| 3. | Peningkatan Kualitas Pelayanan Guru (Y) → Iklim Organisasi (X <sub>3</sub> )                    | 2,234               | 3,89               | 0,170 | Linear     |
| 4. | Peningkatan Kualitas Pelayanan Guru (Y) → Motivasi Kerja (X <sub>4</sub> )                      | 1,224               | 3,89               | 0,481 | Linear     |
| 5. | Motivasi Kerja (X <sub>4</sub> ) → Organizational Citizenship Behavior (X <sub>1</sub> )        | 1,745               | 3,89               | 0,160 | Linear     |
| 6. | Motivasi Kerja (X <sub>4</sub> ) → Komunikasi Interpersonal (X <sub>2</sub> )                   | 3,406               | 3,89               | 0,030 | Linear     |

## Measurement accuracy rate

Based on the theoretically constructed causal model, a path analysis diagram and the calculated values of each path coefficient will be obtained. The model testing is as follows:

## 1) Path Influence Model Between Variables in Substructure-1

The model of the influence between variables in substructure-1 consists of one variable, namely Teacher Service Quality Improvement (Y), and four variables, namely Organizational

Citizenship Behavior (X1), Interpersonal Communication (X2), Organizational Climate (X3), and Work Motivation (X4), as well as one residual variable, namely  $\epsilon y_1$ . Based on this influence, the path model in Substructure-1 is as follows  $\hat{y} = \beta y_1 x_1 + \beta y_2 x_2 + \beta y_3 x_3 + \beta y_4 x_4 + \epsilon y$ . The results of the test yielded the following path coefficients for Substructure-1:

| Coefficients <sup>a</sup> |                                          |                             |            |                           |        |      |
|---------------------------|------------------------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model                     |                                          | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|                           |                                          | B                           | Std. Error | Beta                      |        |      |
| 1                         | (Constant)                               | 75.422                      | 8.327      |                           | 9.057  | .000 |
|                           | Organizational Citizenship Behavior (X1) | .130                        | .045       | .192                      | 2.870  | .004 |
|                           | Komunikasi Interpersonal (X2)            | .572                        | .055       | .655                      | 10.329 | .000 |
|                           | Iklim Organisasi (X3)                    | .219                        | .044       | .273                      | 4.948  | .000 |
|                           | Motivasi Kerja (X4)                      | .279                        | .079       | .235                      | 3.546  | .000 |

| ANOVA <sup>a</sup> |            |                |     |             |       |                   |
|--------------------|------------|----------------|-----|-------------|-------|-------------------|
| Model              |            | Sum of Squares | df  | Mean Square | F     | Sig.              |
| 1                  | Regression | 1991.797       | 1   | 1991.797    | 8.235 | .004 <sup>b</sup> |
|                    | Residual   | 52000.166      | 215 | 241.861     |       |                   |
|                    | Total      | 53991.963      | 216 |             |       |                   |

a. Dependent Variable: Peningkatan Kualitas Pelayanan Guru (Y)

b. Predictors: (Constant), Organizational Citizenship Behavior (X1), Komunikasi Interpersonal (X2), Iklim Organisasi (X3), Motivasi Kerja (X4)

## 2) Model of the Influence of Paths Between Variables in Substructure-2

The path influence model between variables in substructure-2 consists of one variable, namely the path coefficient of X1 to X4 is  $\beta y_1 = 0.208$ , X2 to X4 is  $\beta y_2 = 0.502$ , X3 to X4 is  $\beta y_3 = 0.029$ , X4. Based on this influence, the path model in substructure-2 is as follows:  $\hat{y} = \beta x_1 y_1 + \beta x_2 y_1 + \beta x_3 y_1 + \epsilon y_1$ . The results of the test yielded the following path coefficients in substructure-2:

| Coefficients <sup>a</sup> |                          |                             |            |                           |       |      |
|---------------------------|--------------------------|-----------------------------|------------|---------------------------|-------|------|
|                           |                          | Unstandardized Coefficients |            | Standardized Coefficients |       |      |
| Model                     |                          | B                           | Std. Error | Beta                      | t     | Sig. |
| 1                         | (Constant)               | 49.070                      | 6.917      |                           | 7.095 | .000 |
|                           | OCB                      | .119                        | .033       | .208                      | 3.561 | .000 |
|                           | KOMUNIKASI INTERPERSONAL | .369                        | .044       | .502                      | 8.296 | .000 |
|                           | IKLIM ORGANISASI         | .020                        | .041       | .109                      | 1.844 | .000 |

| ANOVA <sup>a</sup> |            |                |     |             |        |                   |
|--------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model              |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
| 1                  | Regression | 14454.579      | 3   | 4818.193    | 43.160 | .000 <sup>b</sup> |
|                    | Residual   | 23778.434      | 213 | 111.636     |        |                   |
|                    | Total      | 38233.014      | 216 |             |        |                   |

a. Dependent Variable: MOTIVASI KERJA

b. Predictors: (Constant), IKLIM ORGANISASI, OCB, KOMUNIKASI INTERPERSONAL

### 3) Indirect influence

| Pengaruh                                                                                                              | Coefficients | Std. Error | t statistik | Sig.   |
|-----------------------------------------------------------------------------------------------------------------------|--------------|------------|-------------|--------|
| Organizational Citizenship Behavior (X1) terhadap Peningkatan Kualitas Pelayanan Guru (Y) Melalui Motivasi Kerja (X4) | 0,119        | 0,033      | 3,561       | 0,0000 |
| Komunikasi Interpersonal (X2) terhadap Peningkatan Kualitas Pelayanan Guru (Y) Melalui Motivasi Kerja (X4)            | 0,369        | 0,044      | 8,296       | 0,0000 |
| Iklim Organisasi (X3) terhadap Peningkatan Kualitas Pelayanan Guru (Y) Melalui Motivasi Kerja (X4)                    | 0,020        | 0,041      | 1,844       | 0,0000 |

## CONCLUSION

1. A strategy was developed to improve the quality of teacher services by identifying the strengths of the influence between research variables. The strategy for improving the quality of teacher services is through strengthening the variables of Organizational Citizenship Behavior (OCB), Interpersonal Communication, Organizational Climate, and Work Motivation.
2. Methods for strengthening research variables were developed. Some findings related to indicators within research variables require improvement, while others should be maintained or further developed.



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