

The Moderating Role of Principal's Effective Leadership on Service Quality Towards Vocational High School Teachers' Satisfaction

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Abstract

Vocational education is expected to be at the forefront in producing graduates who are useful and effective for society and the nation. Human resources, particularly teachers, must be prioritized as a key factor in determining the success of the learning objectives in schools. The objectives of this research are: (1) to determine the direct effect of service quality and effective school leadership on teacher job satisfaction; (2) to examine the moderating effect of school leadership in enhancing service quality to improve teacher job satisfaction in vocational schools. This study uses a quantitative research approach with an ex post facto model. The research population and sample consist of 187 teachers from vocational high schools (SMK). The findings of the study indicate that: (1) service quality has a significant positive effect on teacher job satisfaction in SMKs; (2) effective school leadership has a significant positive effect on teacher job satisfaction in SMKs; (3) the moderating variable of effective school leadership strengthens the impact of service quality on teacher job satisfaction. This study recommends that vocational schools improve service quality and develop effective school leadership to achieve the school's vision, mission, goals, and objectives.

Keywords: *Service Quality, Vocational Schools (SMK), Satisfaction, Teacher, Leadership.*

Introduction

The success of an education system can be determined by the human resources (HR) working within it. Human resources are at the forefront of driving the organizational wheels to achieve the vision, mission, and goals of the organization, institution, or agency. Education in Indonesia still faces many challenges in improving its quality and ensuring its equitable distribution. The SDGs (Sustainable Development Goals) program launched by the government is expected to address educational issues and achieve progress in high-quality education in Indonesia (Safitri, Yunianti & Rostika, 2022).

Educational institutions are one form of implementation of an organization. Education is inseparable from human resources, facilities, performance, and job satisfaction. Baluyos, Rivera, & Baluyos (2019) state that the job satisfaction of human resources in an organization is a dominant factor in realizing a healthy and high-performing organization. Job satisfaction in an organization can be influenced by many factors, such as motivation, type of work, compensation, work environment, and others. According to Malayu (2007), job satisfaction is a form of positive emotion that is pleasing and increases an individual's love for their work. This attitude will foster good morale, enhance discipline, and improve work performance. Teacher job satisfaction will impact the improvement of teachers' performance in carrying out their duties.

Job satisfaction is also related to several factors such as task delegation, wages or salaries, promotions, supervision from leaders, coworkers, and work social conditions (Luthans, 2006). Robbins & Judge (2015; 49) state that job satisfaction is a positive feeling about one's job resulting from an evaluation of its characteristics. Providing services and facilities will support user satisfaction in the field of education (Alam, 2022).

Education is one way to improve the quality of human resources. With quality education, the young generation produced will also be of high quality. To support superior and high-quality education, several

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key elements must be in place, such as facilities provided by the government or institutions, the curriculum, the school or learning environment, and quality teachers. Quality teachers are crucial to the success of learning activities in educational institutions. Teachers, as important components of education, must develop in accordance with the demands of the times and the changes in the environment. Teachers must also have a professional attitude and a broad understanding of the subjects they teach and the characteristics of the students in their workplace. According to Indonesian Government Regulation No. 19 of 2017, teachers are professional educators whose main duties include educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education (Mansoor et al., 2024).

In Kudus Regency, from 2017 to the present, vocational schools (SMKs) are well-known. Several private vocational schools under the guidance of the Djarum Foundation serve as role models for schools in other parts of Indonesia. The Djarum Foundation oversees six SMKs, which are part of a group of 23 private vocational schools in Kudus Regency. The Djarum Foundation provides infrastructure assistance and management support for the development of these SMKs. Ironically, non-Djarum Foundation-supported SMKs have yet to show the enthusiasm to become "sisters" to the Djarum Foundation's SMKs.

According to news from krjogja.com (Sunday, July 24, 2024), the success of several vocational schools (SMKs) supported by the Djarum Foundation has made them role models for the Education Office in regions outside Java. However, this is ironic, as many private SMKs in Kudus Regency are experiencing setbacks in terms of performance, student numbers, and school productivity. According to our database, there are 26 private SMKs located in Kudus Regency, Central Java. In terms of accreditation status, 10 (38.46%) private SMKs in Kudus Regency have been accredited with grade A, 12 (46.15%) have grade B accreditation, 4 (15.38%) have grade C accreditation, and the rest have not been accredited (0.00%). In terms of standardization, 1 (3.85%) private SMK in Kudus Regency has ISO 9001:2000 certification, 11 (42.31%) have ISO 9001:2008 certification, and the remaining schools (53.85%) are not certified. (sumber: <https://daftarsekolah.net/sekolah/smk/swasta/jawa-tengah/kab-kudus> in year 2024).

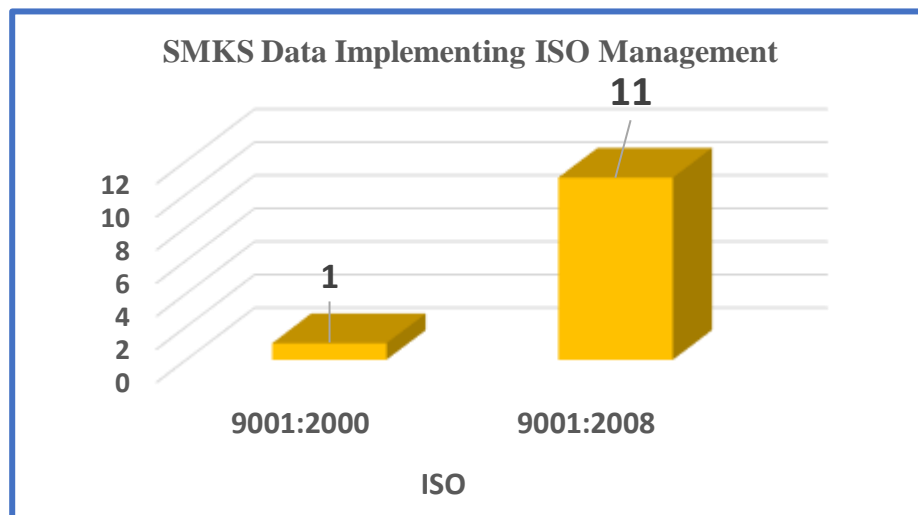


Figure 1. SMKS Data Implementing ISO Management

Sources: <https://daftarsekolah.net/sekolah/smk/swasta/jawa-tengah/kab-kudus> tahun 2024

Comparison of private vocational schools fostered by Djarum Foundation and private vocational schools not fostered by Djarum Foundation in Kudus district Central Java.

Table 1. Pre-Research Satisfaction Level Data

No	Description	SMKS Fostered by Djarum Foundation	SMKS not Fostered by Djarum Foundation
1	Student skills competition achievement	District level	Not yet
2	Industry link and match	Provincial level	Not all
3	Visionary leadership	already	Quite complete
4	Learning facilities and infrastructure	Already done	Not yet reached 50%
5	Tracer study	complete	Average not good
6	Industry assessment of teacher performance	75% more absorbed	Average Below UMR
7	Income or salary received	Good average	Not limited
8	Acceptance of new students	Average above UMR	Quite good
9	Average teacher discipline	limited	Still centered on the Foundation. The principal does not yet have full authorit
10	School governance management	Good	Not yet

Source: Pre -research

The data above shows a significant gap between the governance system of Djarum Foundation-supported vocational schools (SMKS) and those that are not supported by Djarum Foundation. This issue has become a serious problem that must be addressed so that the gap does not widen further. Djarum Foundation-supported SMKS have become role models for vocational schools across Indonesia, but ironically, surrounding private SMKS are not able to replicate their success. One of the results of the quality report for private SMKS that are not supported by Djarum Foundation still falls short of expectations. The data obtained from the website raporpendidikan.kemdikbud.go.id shows that these SMKS: (1) have literacy skills in the medium category (62.22%, where students achieve minimum competency); (2) have numeracy skills in the medium category (53.33% of students have achieved minimum competency); (3) have character development in the good category, though it decreased by 1.89; (4) have a safe school climate in the good category (achievement decreased by 3.33 from 2023); (5) have a climate of diversity in the good category (achievement increased by 2.78 from 2023); (6) have learning quality in the medium category (achievement decreased by 6.85 from 2023); (7) have graduate absorption rates where the data is not available due to inadequate participation in the tracer study. This indicates the need for improvements and the active participation of school stakeholders in improving the quality of education in these SMKS.

The phenomenon of teacher exodus from private SMKS in Kudus Regency, where many choose to apply for the ASN PPPK (Public Service Employee) program, has become a separate issue for these vocational schools. The shortage of vocational teachers, both normative and adaptive, is a complex problem. Senior teachers are opting to apply for the ASN PPPK because they feel that working in their private SMK does not meet their expectations. They are dissatisfied with the services provided and the management by the foundation that owns the school. In 2021, nearly 35% of private SMK teachers participated in the ASN PPPK selection, as they believed working at their school did not offer any firm guarantees. School principals and the foundations lack standardized management for teacher governance.

Based on the research gaps from previous studies, there are differences in the results regarding service quality and satisfaction. These research findings are explained as follows: The studies suggest that to make consumers feel comfortable and satisfied during the learning process, certain conditions must be met. Based on the research gap concerning school leadership, some studies mention that school leadership has a positive impact on teacher job satisfaction (Subarto, Solihin, & Qurbani, 2021). Meanwhile, there are gaps in studies regarding the impact of service quality on teacher job satisfaction. Research conducted by Fatmawati, Nur, Y., & Mariah (2023) and Budiarto, Udayana & Lukitaningsih (2022) stated that service

quality does not affect job satisfaction, while studies by Mattah, Kwarteng, & Mensah (2018) and Chandra et al. (2019) indicated that service quality has a significant positive effect on job satisfaction.

Based on the research gap above, there is a strong motivation to conduct further research to improve service quality, work motivation, and supervision, with school leadership moderating these factors, to enhance teacher job satisfaction in private SMKs in Kudus Regency. Based on the gap phenomenon and research gaps, this research aims to explore the use of variables related to school leadership, service quality, and teacher job satisfaction in private SMKs.

Methodology

This study was conducted at vocational schools (SMKs) in Kudus Regency, Central Java Province. The research approach used is a quantitative ex post facto approach. The population of this study consists of all private SMK teachers not supported by the Djarum Foundation, with a total of 187 teachers. The population in this study is also used as the sample for the research. Data collection was done using questionnaires distributed to the research respondents. Data analysis was conducted using Smart PLS software. The research procedure starts with problem identification through observation and literature review to determine the research hypothesis, define variables, and identify data sources. It also involves developing instruments, determining primary and secondary data, performing data analysis, and drawing research conclusions. The procedure flowchart is illustrated in the following diagram.

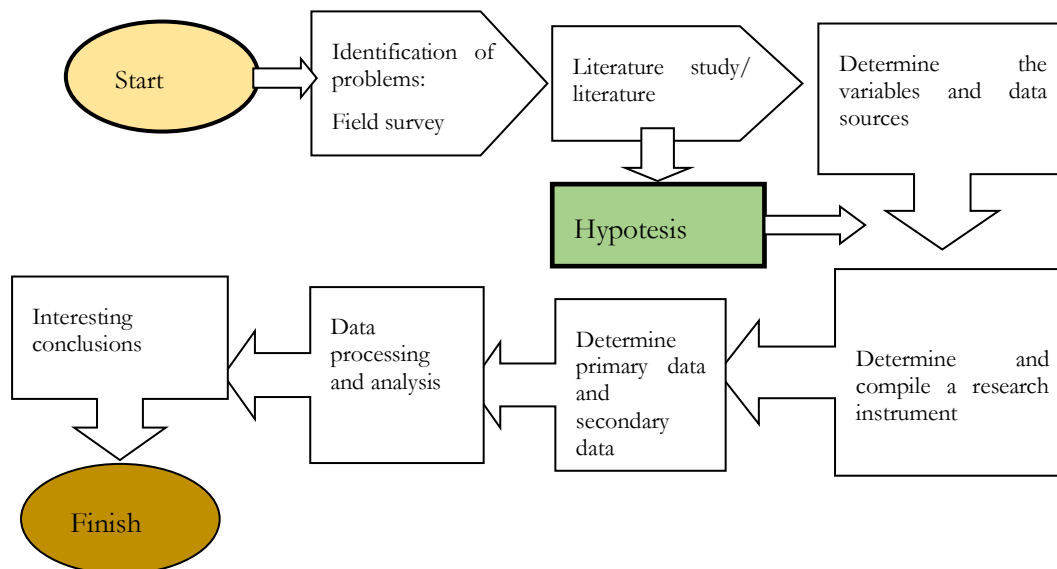
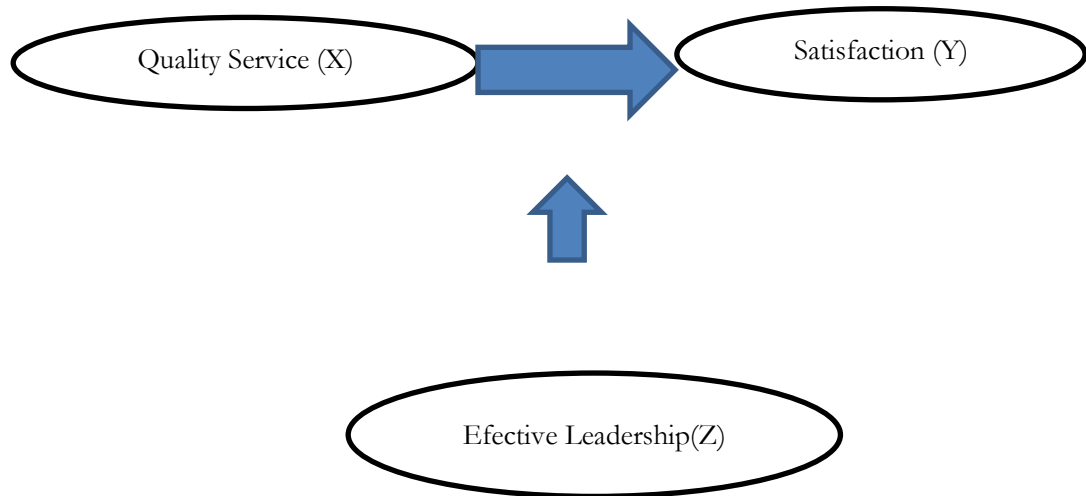


Figure 2. Research Implementation Procedure



Gambar 3. Models of Hypotesis of Research

Hipotesis Penelitian

- Ha1: Service quality has a positive effect on job satisfaction of non-Djarum Foundation private vocational school teachers in Kudus Regency
- Ha2: Principal leadership has a positive effect on job satisfaction of non-Djarum Foundation private vocational school teachers in Kudus Regency
- Ha3: Principal leadership strengthens service quality on job satisfaction of non-Djarum Foundation private vocational school teachers in Kudus Regency

Results

variable is said to be reliable if the Cronbach Alpha value is > 0.6 (Sekaran, 1992). Based on the analysis results, the Cronbach Alpha and Rho_A values are obtained as follows:

Table 2. Construct Reliability and Validit-Coposite Reliability

<i>Variable</i>	<i>Cronbach's Alpha</i>	<i>Rho_A</i>	<i>Composite Reliability</i>
Effective Leadership (Z)	0,763	0,816	0,829
Job Satisfaction	0,833	0,835	0,882
Service Quality (X)	0,818	0,854	0,872
Moderating Effect 1	0,888	1,000	0,820

he SmartPLS output results for composite reliability values can be shown in table 1:

The SmartPLS output results show that the composite reliability values for all constructs are above 0.70. With the resulting values, all constructs have good reliability according to the minimum value limits that have been required. Furthermore, the results of the Variant Analysis (R²) or Determination Test are to

determine the extent of the influence of the independent variables on the dependent variables, the value of the determination coefficient can be shown in table 2:

Table 3. R-square Value

Variabel	R Square	R Square Adjusted
Job Satisfaction (Y)	0,255	0,243
Percentage of Influence	25,5%	24,3%

Resources: Result of Analysis Smart PLS 2024

Based on the r-square value in the table above, it shows that teacher job satisfaction is able to explain the variability of the job satisfaction construct by 0.243 or 24.3%, and the remaining 75.7% is explained by other constructs outside those studied in this study.

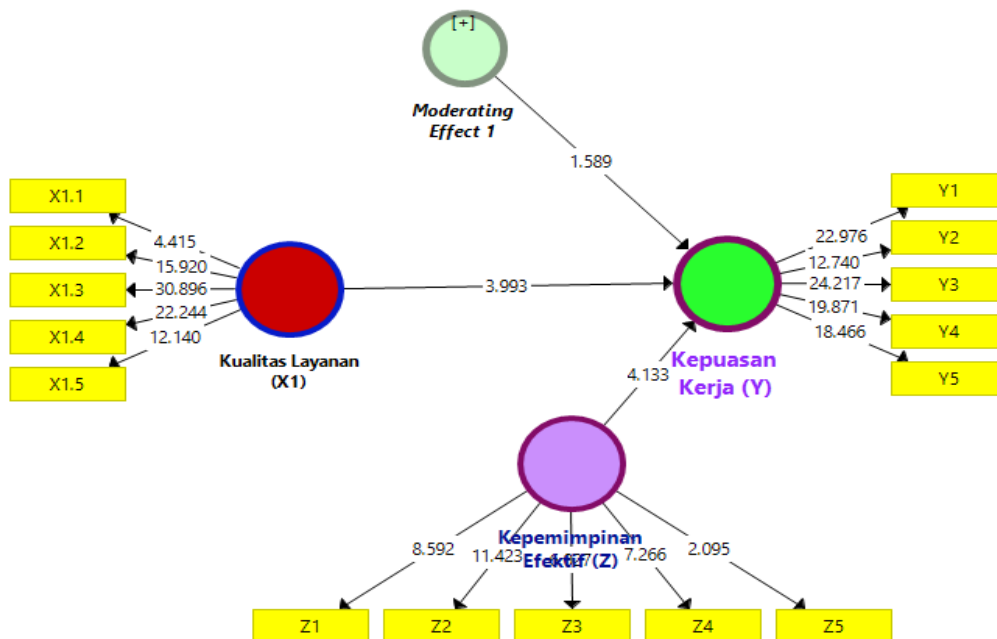


Figure 2. Smartpls Analysis Results

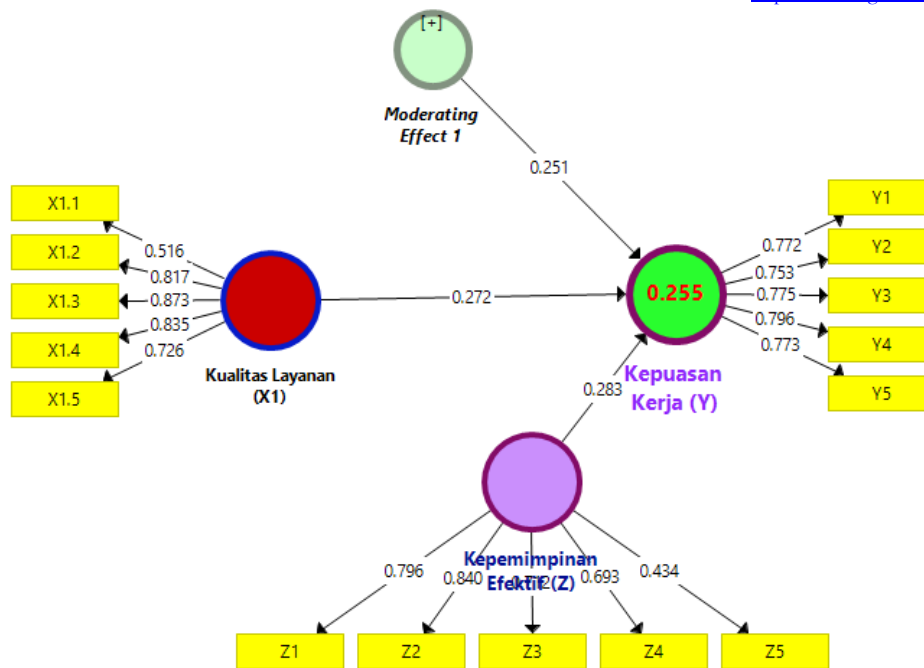


Figure3. Result of Analysis SmartPLS

Table 4. Result of Path Coefficients

	<i>Original Sampe</i>	<i>Sample Mean</i>	<i>Standart Deviation</i>	<i>P Value</i>
<i>Service Quality → Satisfaction</i>	0,283	0,282	0,063	0,000
<i>Efective leadership → Satisfaction</i>	0,272	0,260	0,063	0,000
<i>Moderatinf Effect</i>	0,251	0,243	0,161	0,060

Based on the table above, it shows that the influence of the service quality variables, effective leadership of the principal and the moderation variables are stated to be significant because the P value is less than 0.1 (significance 10%).

Table 5. Summary of Hypothesis Testing Results

No	Hipotesis	Hasil P Value	Keterangan
1)	Ha1: Service quality has a positive effect on job satisfaction of non-Djarum Foundation private vocational school teachers in Kudus Regency	0.000<0.1 and 0.000<0.05	Ha1 accepted
5)	Ha2: Principal leadership has a positive effect on job satisfaction of non-Djarum Foundation private vocational school teachers in Kudus Regency	Large influence 0.283 or 28.3%	Ha2 accepted

No	Hipotesis	Hasil P Value	Keterangan
6)	Ha3 Principal leadership strengthens service quality on job satisfaction of non-Djarum Foundation private vocational school teachers in Kudus Regency	0.002 < 0.05 and 0.002 < 0.1	

Sumber: Result of analysis SmartPLS

Result of Simple Slope Analysis

According to Kenny (2018) in Hair et al. (2021), the moderation effect can be expressed in the following categories; (a) 0.005 is stated as a low moderation effect, 0.010 is stated as a moderate moderation effect and a value of 0.025 is stated as a high moderation effect.

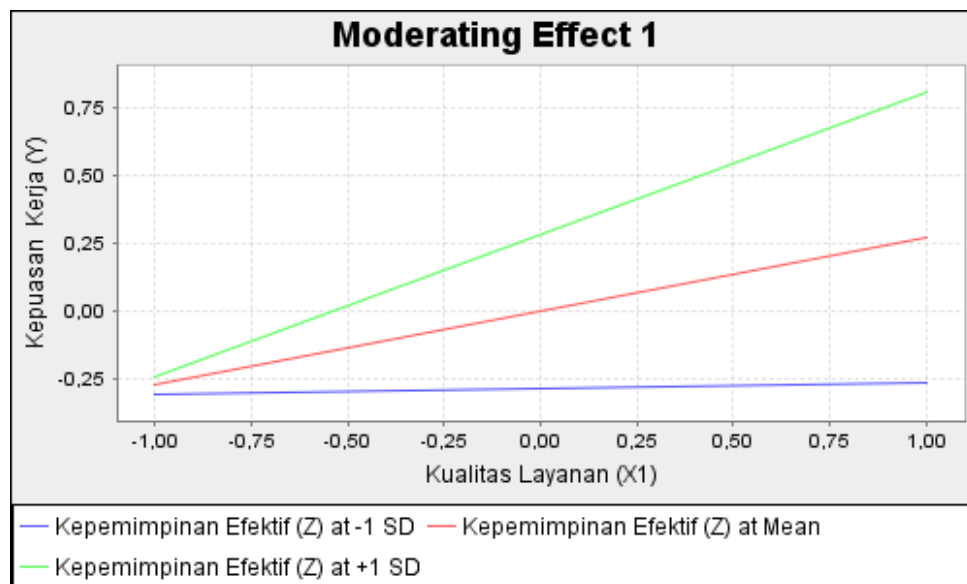


Figure 3. The Moderation Effect of Principal's Effective Leadership on Service Quality Variables on Job Satisfaction

Based on the diagram above, it can be concluded that the variable of effective school leadership (Z) is able to moderate and enhance the impact of the service quality variable on teacher job satisfaction. The green line indicates that in the high perception group of effective school leadership, the quality of SMK services positively affects teacher job satisfaction and has a significant impact. The red line shows that in the moderate group of effective school leadership, the leadership is able to enhance the quality of SMK services with respect to teacher job satisfaction. The blue line indicates that in the low perception group of effective school leadership, it tends to improve the quality of SMK services with respect to teacher job satisfaction and has a significant impact.

Based on the SmartPLS analysis results on the f -square, the moderating effect of school leadership (Z) on the service quality variable towards job satisfaction in private SMKs not supported by the Djarum Foundation is 0.08, which falls into the high category. Moderation in this context means that school leadership plays a role in strengthening or weakening the relationship between service quality and teacher satisfaction. More specifically, effective school leadership can serve as a factor that strengthens the impact of service quality. An effective school leader ensures that teachers have access to the facilities and resources needed to teach well. This includes providing relevant training and professional development, as well as creating a supportive and collaborative school environment. An effective school leader will maintain open communication with teachers, provide constructive feedback, and listen to their aspirations. This can

improve teachers' perceptions of the quality of services provided, making these services more effective in enhancing their satisfaction.

Good leadership not only focuses on administrative aspects but also offers emotional and professional support to teachers. A school leader who can provide motivation and attention to teachers' well-being will strengthen the positive impact of service quality on teacher job satisfaction. An effective school leader creates a positive work culture where teachers feel valued and have opportunities for growth. This reinforces the relationship between service quality (such as teaching quality and facilities) and teacher job satisfaction.

Based on the research findings, as outlined in the hypothesis testing, the discussion of the obtained results can be stated as follows:

Service Quality Has a Positive Effect on Teacher Job Satisfaction at Private SMKs Not Supported by Djarum Foundation in Kudus District

Based on the data analysis, service quality has a significant positive impact on teacher job satisfaction. This indicates that the higher the service quality, the greater the increase in teacher job satisfaction.

The SERVQUAL model (Parasuraman, Zeithaml, and Berry, 1985) explains that service quality consists of five main dimensions: tangibles (physical facilities), reliability (dependability), responsiveness (willingness to help), assurance (confidence), and empathy (caring). This concept measures the gap between consumer expectations and their perceptions of the service received. The relationship between service quality theory and various satisfaction theories can be understood as follows:

Equity Theory

Equity theory suggests that individuals will feel satisfied or dissatisfied depending on whether they perceive fairness or unfairness in reciprocal relationships. In the context of services, consumers compare what they receive (e.g., service quality) with what they give (e.g., price or time invested).

Discrepancy Theory

Discrepancy theory states that satisfaction occurs when there is a gap (discrepancy) between expectations and reality. If the service received exceeds expectations, satisfaction increases. Conversely, if the service is worse than expected, dissatisfaction arises. Discrepancy theory is closely related to the SERVQUAL model, as SERVQUAL essentially measures the gap between consumer expectations and perceptions of service quality. A large discrepancy between expectations and experiences leads to customer dissatisfaction.

Need Fulfillment Theory

Need fulfillment theory focuses on how satisfaction is influenced by how well an individual's needs or expectations are met. Satisfaction is achieved when the service or product fulfills the consumer's needs or expectations. In the context of SERVQUAL, if service quality meets consumer needs and expectations in terms of reliability, responsiveness, empathy, and other dimensions, consumer satisfaction will be achieved. Therefore, high service quality helps fulfill customer needs.

Social Reference Group Theory

Social reference group theory emphasizes that individuals often measure their satisfaction and evaluation based on the norms or standards of their social group. Satisfaction is often influenced by social comparison with reference groups (e.g., friends, family, or colleagues). An individual's experience and expectations of service quality can be influenced by the views of their social group. If their social group is satisfied with a particular service (e.g., due to high levels of empathy or responsiveness), individuals influenced by this group will also have higher expectations of service quality.

Herzberg's Two-Factor Theory

Herzberg's theory distinguishes between motivator factors and hygiene factors in determining job satisfaction. Hygiene factors (e.g., salary or working conditions) can cause dissatisfaction if they are absent or inadequate, but their presence does not necessarily motivate satisfaction. On the other hand, motivator factors (e.g., achievement or recognition) can enhance satisfaction. Service quality in the SERVQUAL model can serve as either a motivator or hygiene factor. For example, reliability and responsiveness of service (motivator factors) can increase satisfaction, while issues such as inaccuracies or delays in service (hygiene factors) can lead to dissatisfaction. Darawong & Widayati (2022) state that service quality in schools will provide satisfaction to users or clients (students, teachers, etc.).

Expectancy Theory

Expectancy theory suggests that satisfaction or motivation arises from the comparison between an individual's expectations and the outcomes they receive. If the outcome exceeds expectations, satisfaction increases. Conversely, if the outcome is worse than expected, dissatisfaction occurs. Expectancy theory is highly relevant to SERVQUAL because SERVQUAL essentially measures the gap between consumer expectations and perceptions of service quality. If the service quality received meets or exceeds customer expectations, satisfaction will be achieved.

The SERVQUAL service quality model and the mentioned satisfaction theories are interconnected in how service quality affects consumer perceptions, expectations, and ultimately, satisfaction. SERVQUAL emphasizes the importance of understanding the gap between customer expectations and perceptions, which is closely related to the Discrepancy Theory and Expectancy Theory. On the other hand, the Equity Theory, Need Fulfillment Theory, and Herzberg's Two-Factor Theory can explain how specific factors in service quality impact customer satisfaction or dissatisfaction.

Empirically, teacher job satisfaction in SMKs will be achieved when they feel comfortable and well-served in performing their tasks. Teachers receive fair treatment, supporting facilities for self-development, recognition, and the fulfillment of their expectations. Teachers at private SMKs not supported by Djarum Foundation state that service quality positively influences their job satisfaction. This research supports previous studies by Widya et al. (2023) and Supriyanto et al. (2024), which state that service quality has a significant positive effect on job satisfaction.

Effective Leadership of School Principals Has a Positive Effect on Teacher Job Satisfaction at Private SMKs Not Supported by Djarum Foundation in Kudus District

Based on the results of the data analysis, it is statistically stated that the effective leadership of school principals has a significant positive effect on teacher job satisfaction at private SMKs not supported by Djarum Foundation in Kudus District (H_a is accepted, and H_0 is rejected). The relationship between the effective leadership of the school principal and teacher job satisfaction can be analyzed by linking leadership theory and job satisfaction theory. An effective school principal's leadership can directly influence teacher job satisfaction, which in turn can affect teacher performance and motivation. Leadership theory suggests that a school principal's leadership style greatly affects teachers' performance and well-being. Shila, J. M., & Sevilla, A. V. (2015) state in their research in India that school leadership has a significant impact on teacher satisfaction and teacher commitment to the school.

Job satisfaction theory focuses on the factors that make individuals feel satisfied with their work. Herzberg divides the factors affecting job satisfaction into two categories: motivator factors (e.g., recognition, achievement, responsibility) and hygiene factors (e.g., working conditions, organizational policies, relationships with colleagues). Effective school leadership can address both of these types of factors. Kamrozzaman et al. (2023) state in their research that effective school leadership will improve the performance of the school. A principal who provides recognition, rewards, and opportunities for growth can increase teacher motivation (motivators). Meanwhile, ensuring a comfortable work environment, fostering good relationships among colleagues, and managing fair policies will reduce dissatisfaction arising

from hygiene factors.

This theory asserts that individuals feel satisfied when they perceive fairness in comparison to others. A principal who demonstrates fairness in task distribution, recognition of achievements, and conflict management can improve teacher job satisfaction. If teachers feel valued and treated equally, they are likely to feel more satisfied with their jobs.

According to Maslow's theory, an individual has needs that must be met hierarchically, starting from basic needs to self-actualization needs. An effective school principal should address teachers' various needs, from physical and safety needs (such as good working conditions and adequate salaries) to social needs (good working relationships) and growth needs (training and career opportunities). When a school principal is able to meet these needs, teachers will feel more satisfied with their work.

Effective leadership from a school principal contributes to the creation of a positive work environment, which in turn enhances teacher job satisfaction. An effective school principal maintains open communication and provides emotional support to teachers. Veraya, S. (2020) states that effective school leadership contributes directly to teacher satisfaction and commitment. Teachers who feel heard and receive more attention are likely to have higher job satisfaction. A principal who encourages professional development and provides opportunities for teachers to attend training or seminars will improve teacher job satisfaction. Teachers feel valued and given opportunities to grow, which aligns with motivation and self-actualization theories. A principal who rewards teachers for their achievements can increase job satisfaction. Recognizing teachers' accomplishments and rewarding their efforts provides a positive motivational boost.

A school principal's leadership that is fair in decision-making, such as in task distribution or problem handling, makes teachers feel valued and treated equally, contributing to increased job satisfaction. The effective leadership of a school principal is closely related to teacher job satisfaction. Leadership theory shows how a principal's style and approach can influence teacher performance and motivation, while job satisfaction theory reveals the factors that make teachers feel satisfied with their work. A principal who creates a supportive, fair, and growth-oriented environment can enhance teacher job satisfaction, which will contribute to improved teacher performance and the quality of education in the school. This research supports previous studies, including those by Arini & Wahidy (2021) and Husnidar & Darwis (2020), which state that school leadership has a significant impact on teacher job satisfaction..

The Relationship Between Effective Leadership, Service Quality, and Job Satisfaction

Based on statistical calculations, it is stated that the effective leadership of school principals can strengthen or moderate the relationship between service quality and teacher job satisfaction at private SMKs not supported by the Djarum Foundation in Kudus District (Ha is accepted, and H0 is rejected). Effective leadership enhances the quality of services received by teachers. An effective principal will create a supportive environment and provide the necessary resources for teachers' work, which will improve service quality. High service quality contributes to teacher job satisfaction. Chork, C., Sam, R., & Huot, S. (2024) emphasize the importance of improving services to teachers, particularly in professional training. Teachers who receive sufficient support, clear policies, and good facilities will feel valued and satisfied with their work. Thapa, M. (2022) highlights the importance of service quality to school stakeholders, including students. Effective leadership strengthens the relationship between service quality and job satisfaction. An effective school principal can enhance the positive impact of service quality on job satisfaction by facilitating good communication, recognizing achievements, and ensuring that good working conditions are maintained. The leadership of the school principal has a close relationship and impact on teacher satisfaction, student satisfaction, and the overall school climate (Baptiste, M., 2019). This indicates that a principal, as a manager, must be able to be an effective leader in managing the school efficiently and effectively in achieving the established goals.

Overall, a principal who leads effectively will improve the quality of services received by teachers, which in turn will enhance their job satisfaction. The leadership of the principal is closely related to teachers, school

culture, and other factors that support service delivery (Tores, 2019). Conversely, ineffective leadership can reduce the quality of service received by teachers and lower their job satisfaction.

The novelty of this research, based on the analysis of data on the variables of school leadership, service quality, work motivation, school culture, and job satisfaction, is as follows:

- This research has not been previously conducted using the variables of service quality, effective leadership, and teacher job satisfaction at the SMK level.
- This research focuses on private SMK students, which has not been previously studied.
- This research uses a path analysis model with the moderating variable of effective school leadership, which has not been conducted before.
- This study investigates teacher job satisfaction in private SMKs, which has not been previously done. Most studies have been conducted in public schools with a limited population from only a few schools. However, this research uses a sample from schools within a single district.

Conclusion

Based on the discussion above, the conclusions of this study are formulated as follows:

Service quality (X1) has a significant positive effect on the effective leadership of the school principal (Y).

The effective leadership of the school principal (Z) has a significant positive effect on the effective leadership of the school principal (Y).

The effective leadership of the school principal (Z) is capable of moderating (strengthening) the relationship between service quality and job satisfaction (Y).

Research and Implications

This study has several implications for research intended for:

Teacher Job Satisfaction

This study shows that service quality, school culture, work motivation, principal supervision, and effective school leadership significantly influence the improvement of teacher job satisfaction at private vocational schools (SMK) not supported by the Djarum Foundation in Kudus District. The implications of these findings are as follows:

- **Improving Service Quality:** Teachers in carrying out their duties should be provided with adequate facilities, sufficient resources, and administrative support to feel comfortable and have their needs met. Schools must ensure that the service quality provided to teachers is continually improved to maintain their job satisfaction.
- **Effective School Leadership:** A good school principal not only provides clear direction but also creates a healthy work climate that supports the achievement of shared goals. A principal who can motivate and set a good example will significantly improve teacher job satisfaction.

Overall, the findings suggest that the school principal should be actively attentive to the various aspects mentioned above to improve teacher job satisfaction, which in turn will contribute to enhancing the quality of education at the school.

Implications for the Moderating Role of Effective School Leadership

The research findings indicate that the effective leadership of the school principal can moderate or strengthen the relationship between service quality and teacher job satisfaction at private SMKs not supported by the Djarum Foundation in Kudus District. This has several important implications:

- a. School Leadership as an Enhancer of Service Quality. The findings reveal that effective school leadership plays a role not only in management and decision-making but also as a factor that strengthens the positive effect of service quality on teacher job satisfaction. This means that when a principal demonstrates good leadership, the service quality provided to teachers will have a greater impact on their job satisfaction.
- Good leadership enhances responsiveness to the needs of teachers. An effective principal has the ability to listen and respond to the challenges teachers face, whether related to facilities, resources, or administrative support. This responsiveness strengthens the positive effects of service quality, thereby improving teacher job satisfaction.
- Leadership that Effectively Manages Service Quality. A principal with effective leadership will be more skilled in managing service quality at the school. With good leadership, the principal can ensure that services provided to teachers—such as training, educational facilities, administrative support, and even time management—are better managed. This will further enhance the positive impact of service quality on teacher job satisfaction.
- Increasing Teacher Trust in School Management. Effective school leadership increases teachers' trust in school management and policies. When teachers feel supported by the principal and see that the principal is managing service quality well, they will feel more valued and more satisfied with their work conditions.
- Improving Service Quality Through School Leadership. If the principal demonstrates effective leadership, they can guide and motivate teachers to better accept and utilize the services provided by the school. This also means that the principal can create a better-organized support system for teachers, such as managing school facilities, promoting professional development, and fostering positive relationships between teachers and staff.

Implications for School Management

- Better Managerial Strategies: The school principal needs to develop managerial strategies that involve teachers in decision-making related to service quality. Leadership based on collaboration and teacher empowerment will improve the quality of services provided and strengthen teacher job satisfaction.
- Prioritizing Participatory Leadership: Participatory leadership, where the principal involves teachers in planning and evaluating policies and programs related to service quality, will make teachers feel more valued. This will increase their trust in the school and its management, thereby enhancing job satisfaction.

Implications for Educational Policy

The findings also have implications for broader policies at the school level and even at the district or provincial level:

- Leadership Training for School Principals. Schools or responsible institutions can organize training programs for principals to develop effective leadership skills. This training is essential for enhancing principals' abilities to moderate service quality and create

a supportive work environment for teachers.

- **Focus on Service Quality in Education Policy.** Education policies implemented by the government or foundations should focus on improving service quality in schools. This includes ensuring that schools have adequate facilities, sufficient professional support for teachers, and a supportive work environment. These policies should align with efforts to strengthen the leadership of school principals in moderating the relationship between service quality and teacher job satisfaction.

Implications for Improving Teacher Performance

Effective leadership and the quality of services provided will more effectively influence teacher performance. The school principal must act as a catalyst, actively facilitating improvements in service quality and managing available resources to support teacher performance development. Therefore, the principal plays not only a role in managing administration but also as an agent of change who motivates teachers to perform better.

In conclusion, the findings of this study indicate that the effective leadership of the school principal plays a crucial role in strengthening the impact of service quality on teacher job satisfaction. An effective principal can create a supportive work environment, better manage service quality, and motivate teachers to achieve higher performance. Therefore, strengthening the leadership of school principals should be a primary focus in school management strategies to increase teacher job satisfaction and ultimately improve the quality of education at the school.

Suggestions

Based on the results of the study, which show a significant positive effect of service quality, school culture, work motivation, school principal supervision, and effective leadership of the school principal on teacher performance, as well as the moderation of effective school leadership on service quality and teacher job satisfaction at private vocational schools (SMK) not supported by the Djarum Foundation in Kudus District, the following suggestions are provided to relevant parties:

Suggestions for Schools

- **Improve Service Quality:** Schools should continuously improve the quality of services provided to teachers, in terms of facilities, training, and administrative support. Providing adequate infrastructure and enhancing the administrative support system will help create a conducive environment for teachers to work optimally.
- **Enhance Teacher Professional Development Programs.** Training and development programs relevant to teachers' needs should be conducted more frequently, paying attention to the specific needs of each subject area. This can improve teachers' skills and competencies, thereby positively impacting their performance.

Suggestions for School Principals

- **Strengthen Effective Leadership:** School principals should continue to develop more effective leadership skills, including the ability to motivate, provide clear direction, and create a supportive environment for teachers. Good leadership will increase teachers' confidence and lead to improved performance.
- **Optimize the Role as Facilitator and Mentor:** School principals should be more active in mentoring teachers, identifying their potential, and providing support for their professional development. Principals who are responsive to teachers' needs will significantly contribute to

enhancing their performance.

Suggestions for the Foundation

- **Support the Improvement of Service Quality:** The Foundation should provide greater support in the form of funding and resources to improve service quality in schools, including enhancing physical facilities, teacher training programs, and educational technology development.
- **Facilitate Leadership Training for School Principals:** The Foundation can collaborate with educational institutions or training organizations to offer leadership development programs for school principals. These programs can help principals improve their managerial and leadership skills to better support teacher performance.
- **Encourage the Development of an Inclusive and Collaborative School Culture:** The Foundation can encourage schools to continue developing a culture that supports teamwork, openness, and mutual respect among all parties in the school environment.
- **Suggestions for the Education and Culture Department of Central Java Province a. Provide Training and Development for School Principals:** The Education Department should provide specialized training programs for school principals to enhance their leadership quality, enabling them to offer effective supervision, build a positive school culture, and create supportive work environment for teachers.
- **Increase Attention to the Quality of Educational Services:** The Education Department can collaborate with schools to ensure that service quality at vocational schools, in terms of infrastructure and teacher professional development programs, is continuously improved.
- **Encourage Results-Based Performance Evaluations:** Regular evaluations of teacher and school principal performance should be conducted to monitor progress and provide constructive feedback. The Education Department can develop a more structured evaluation system that helps identify the needs and challenges faced by teachers and school principals.

Suggestions for Future Researchers

- **Conduct Further Research on Other Factors Affecting Teacher Performance:** Future research could expand its focus to include other variables that may affect teacher performance, such as socio-economic factors, educational policies, or other motivational factors that may not have been addressed in this study.
- **Involve a Larger and More Diverse Sample:** Future studies could involve a greater number of schools or even compare private and public schools to gain a more comprehensive understanding of the factors affecting job satisfaction and teacher performance.
- **Study the Long-Term Impact of School Leadership on Teacher Performance:** Future research could explore the long-term impact of effective school leadership on teacher performance and service quality. This would provide a clearer picture of the sustainability of results achieved by schools under certain leadership styles.

The findings of this study provide a clear understanding of the importance of service quality and school leadership in improving teacher performance and job satisfaction. Every party involved in education at private vocational schools not supported by the Djarum Foundation, including schools, principals, foundations, the education department, and future researchers, plays an important role in creating a supportive environment for the professional development of teachers.

Originality/Value

The originality of the research and findings in this study is to provide a contribution to the management of private vocational school education, foundations, education offices, and teachers in order to achieve professional and quality vocational education. Future research should be conducted on teachers in improving performance and satisfaction along with its dimensions.

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