

Determinants of Educator Satisfaction in Public Bureaucracy: The Dual Influence of Service Quality and Organizational Performance in the Indonesian Education Office

Ita Ulansari^{1*}, Mufarrihul Hazin¹, Ima Widiyanah¹
¹Universitas Negeri Surabaya, Surabaya, Indonesia



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ABSTRACT

Objective: This study examines the partial and simultaneous effects of service quality and organizational performance on the satisfaction of educators and education personnel in regional education bureaucracies in Indonesia. This study addresses a critical gap in understanding internal customer satisfaction in public education institutions. **Method:** A quantitative survey design was used, with data collected from 380 educators and civil servant staff at the Bojonegoro Regency Education Office using a validated 5-point Likert-type questionnaire. Statistical analysis included descriptive statistics, classical assumption tests, and multiple linear regression using SPSS 31.0. **Results:** Both service quality ($\beta = .809$, $R^2 = 65.5\%$) and organizational performance ($\beta = .920$, $R^2 = 84.6\%$) significantly influenced educator satisfaction. Together, they explained 87.5% of the variance in satisfaction. Although all SERVQUAL dimensions were rated positively, empathy ($R=4.45$) and efficiency aspects showed room for improvement compared to physical facilities ($R=4.63$). **Novelty:** This study provides empirical evidence on the dominance of organizational performance over service quality in determining internal satisfaction within the education bureaucracy. It offers contextual insights into Indonesian public sector reform, particularly highlighting the need for empathetic service delivery alongside structural improvements.

INTRODUCTION

Education is understood as a means of liberating individuals, with the primary goal being independence. Ki Hajar Dewantara (Andriany, 2024) argues that independence is the right of every individual to determine the direction of their life freely, provided they continue to respect others' freedom. Based on Law Number 20 of 2003 concerning the National Education System, it is stated that "the goal of national education is to develop the potential of students to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens". Furthermore, to achieve these educational goals, supporting resources are needed, including government policies (Krishnamoorthy & Srimathi, 2020; Muthanna & Sang, 2023) and community or service user participation in the provision of quality education services. According to Wahyudin, applying the principles of transparency and accountability enables the community to play a greater role in monitoring and evaluating the quality of educational services (Wahyudin, 2021). In addition, the study (Alfarisyi et al., 2023) States that active participation can contribute to public awareness of their rights and responsibilities in government, including the education sector. If service users are involved in decision-making in education, they will be more committed to supporting education-related policies (Brezicha et al., 2020; Köse & Gül, 2022).

The quality of education depends heavily on the performance and satisfaction of its primary implementer's teachers and education personnel (Borchers & da Cunha, 2025; Ker et al., 2022; Salameh & Benkohila, 2024). In the public education system, regional education offices serve as crucial administrative centers (Childress et al., 2006; Manitius et al., 2016), whose internal service quality and organizational effectiveness directly influence the work experiences of these professionals. However, research on the drivers of satisfaction has focused largely on external stakeholders (students, parents), neglecting internal users within the education bureaucracy.

Service quality, conceptualized through the SERVQUAL framework (Parasuraman et al., 1988), emphasizes tangibles, reliability, responsiveness, assurance, and empathy. In an organizational context, performance encompasses efficiency, effectiveness, relevance, and financial viability (Mitchell, 2002). Both constructs theoretically influence user satisfaction (Kotler, Philip; Keller, 2016), but their relative importance to internal stakeholders in public education settings remains underexplored.

The study (Abdussamad, 2019) Shows that service quality remains low across several service provider agencies, affecting the reliability, responsiveness, and assurance of the services provided. Therefore, improvements are needed in human resource management and information systems to make services more responsive to service users' needs. In the study (Ekawati et al., 2023) It is noted that interactions between the government and the public are often hampered by inadequate funding and facilities, which directly affect the quality of services experienced by the community. In addition, issues such as complex procedures and uncertainty about timing are highlighted in public services (Pambudi & Hidayat, 2022) states that the complexity of service processes, such as permit processing, often makes it difficult for the public to access the services to which they are entitled. The study (Istikhola & Gunawan, 2023) Shows that organizational culture can positively impact employee performance, thereby increasing work enthusiasm and overall performance.

Additionally, the study (Yunus et al., 2023) found that long waiting times for administrative services, especially on the digital channels provided, can affect the comfort and satisfaction of service users. Research (Ifaldiansyah & Hertati, 2023) Shows that customers often lack a sufficient understanding of the procedures required to obtain services, as in the case of new service requests in the study. This not only causes administrative errors but also forms a negative perception of the service. Complex bureaucracy and instability in the service system are obstacles, according to research (Styareni & Fanida, 2021), so service innovations are needed, such as those launched by the DPMPTSP of Blitar Regency, which aim to overcome the complexity that often causes delays. One of the obstacles faced by organizations is the lack of alignment between organizational goals and existing structures, as (Leonardo et al., 2025) Mentions that this mismatch often creates obstacles to achieving organizational goals. In addition, research by (Hutomo & Nursanti, 2022) Show that employee competence plays an important role in improving organizational performance.

Although studies have examined service quality and organizational performance separately across various public sectors (Anugra et al., 2025; Hasan et al., 2025), three

critical gaps persist. First, limited research specifically investigates internal customer satisfaction among educators as service users. Second, the context of Indonesian bureaucratic reform marked by digital transformation (SPBE) and fluctuations in public satisfaction indices presents a unique but under-researched setting. Third, the relative contribution of service quality versus organizational performance in determining educator satisfaction remains empirically unclear. The Bojonegoro Regency Education Office exemplifies this dynamic, serving 7,541 personnel across 28 sub-districts while navigating targets for bureaucratic reform. While satisfaction surveys are generally positive, the decline in scores in the first semester of 2025 (80.45 from 90.21) indicates underlying vulnerabilities that require systematic investigation.

Based on the above issues, a comprehensive approach is needed to resolve them. Among other things, the study (Marbela et al., 2023) Links the application of administrative ethics with efforts to eliminate corruption in bureaucracy, showing that integrity in the use of technology is key to delivering quality service. Furthermore, in the context of education service delivery, (Gianni et al., 2024) and (Paposa & Paposa, 2022) Indicate that user satisfaction is an important indicator of educational quality success. Research conducted by (Waruwu et al., 2024) Highlights the importance of managing educators and other educational staff to improve the quality of education.

User satisfaction levels can measure the success of education service providers in fulfilling their duties. This aligns with the study (Sinaga, 2020), which emphasises that user satisfaction surveys are an effective way to assess service quality, especially in education. The study (Nasution & Hotmaria, 2022) States that the success of a service is not only evaluated in terms of satisfaction, but also in terms of the organization's ability to adapt and respond to the changing needs of service users.

The performance of service provider organizations nationwide varies. The strategy to transform service providers into excellent service providers, thereby increasing service users' trust in them, is implemented through bureaucratic reform (Suryanegara, 2019). At the 2025 to 2029 bureaucratic reform policy coordination meeting (Kementerian PANRB, 2025), It was reported that most service providers have implemented bureaucratic reform. The evaluation of bureaucratic reform (Kementerian PANRB, 2025) through assessment indicators, as stated in the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 9 of 2023 is shown in Figure 1.

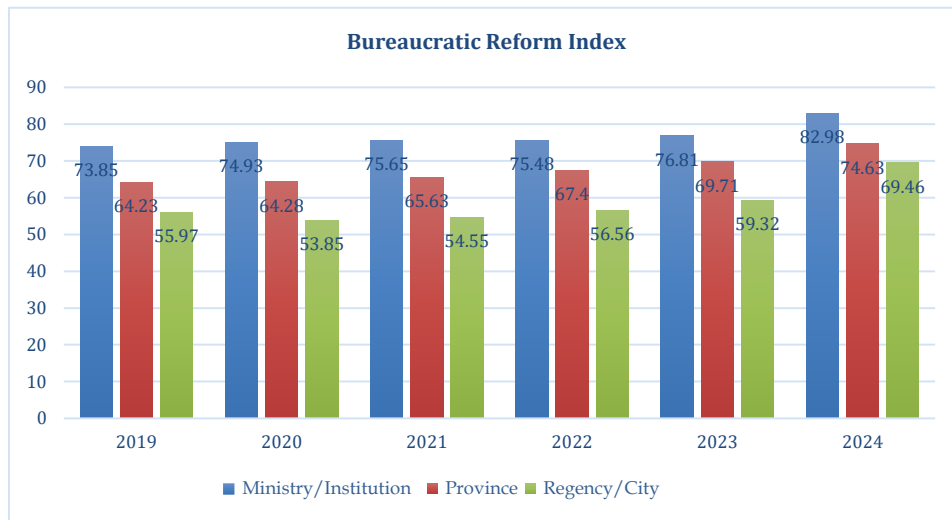


Figure 1. Graph of National RB Evaluation Results
 (Source: Processed data, 2025)

The figure 1 shows that bureaucratic reform in service delivery in Indonesia has progressed from 2019 to 2024. The Bureaucratic Reform Index (IRB) has increased significantly, from 73.85 in 2019 to 82.98 in 2024. This illustrates a sustained commitment to improving service providers' performance at the Ministry/Agency level and within local governments (Provinces/Regencies/Cities), despite slight fluctuations in 2020 and 2022. In addition, the bureaucratic reform index at the Regency/City level is below 70, indicating a need for continuous improvement.

Data on the achievement of the National SPBE Index in implementing service digitalization is obtained through assessment indicators as stated in Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia Number 59 of 2020, which covers various aspects, ranging from internal organizational policies, organizational governance, risk management, infrastructure, applications, to the quality of services provided to service users. The National SPBE Index achievement data can be illustrated in the following figure 2.

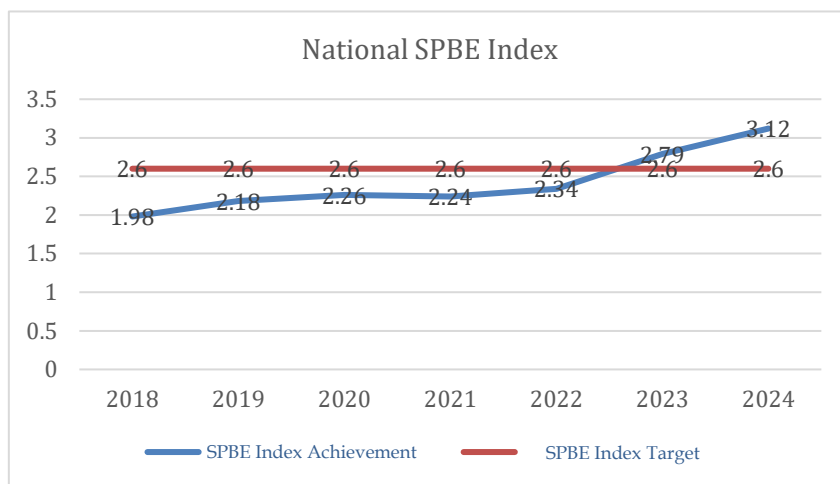


Figure 2. Graph of National SPBE Index Achievement
(Source: Processed data, 2025)

Figure 2 is a graph of public service digitization through the Electronic-Based Government System (SPBE), showing that the national SPBE index is below the national target of 2.60, indicating that digital transformation implementation is still in the adequate category. In 2023, although the SPBE index exceeded the national target, digital transformation remained in the proper category. Meanwhile, in 2024, the SPBE index improved to the good category. This achievement demonstrates strategic, sustainable efforts to accelerate digital transformation in Indonesia.

The satisfaction of educators and educational staff as service users is an important indicator in measuring the success and effectiveness of the services provided (Bakhshayesh et al., 2013; Hoque et al., 2023). Various efforts to improve service quality continue to be carried out by service providers at both the central and regional levels. To evaluate the extent to which these efforts have benefited all service users, systematic and measurable research is needed.

The Education Office is the government agency responsible for education-related government affairs. As stated in Bojonegoro Regent Regulation Number 69 of 2021, the Bojonegoro Regency Education Office has a very broad scope of responsibility, including the management and supervision of all public and private schools, from Early Childhood Education (PAUD)/Kindergarten-Kindergarten (TK) to Elementary School (SD) and Junior High School (SMP). This management is geographically spread across 28 sub-districts that make up the Bojonegoro Regency, indicating complexity in resource distribution and in supervising equitable education quality. There are 751 public schools at the PAUD/TK/SD/SMP levels, with 7,098 civil servant educators and 443 civil servant educational staff.

The level of user satisfaction with the Education Office can be seen in the results of the Community Satisfaction Survey published at (dinaspendidikan.bojonegorokab.go.id, 2024). The survey was conducted based on the assessment indicators listed in Law of the Republic of Indonesia Number 25 of 2009 and Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia

Number 14 of 2017. The survey results for 2020 showed a public satisfaction conversion index of 78.94, with service quality rated B and service unit performance rated good. In 2021, the public satisfaction conversion index was 80.96 with service quality B and a good service unit performance category. In 2022, the public satisfaction conversion index was 87.26 with service quality B and a good service unit performance category. In 2023, the public satisfaction conversion index was 89.87 with service quality A and a very good service unit performance category, while in 2024, the public satisfaction conversion index was 90.21 with service quality A and a very good service unit performance category. This shows that, overall, the community is very satisfied with the Education Office's services and indicates that they meet or exceed community expectations. However, in the first semester of 2025, the public satisfaction conversion index was 80.45, with service quality rated B and service unit performance rated good, indicating a decline in service quality.

Based on the above data, it is suspected that service quality influences service user satisfaction, as high service quality can foster a positive perception of the service. In addition, organizational performance is alleged to influence service user satisfaction, as strong performance can promote a positive perception of the service. If service quality and organizational performance are suspected of influencing service user satisfaction, then statistical hypothesis testing is required. Although improvement efforts continue, an empirical assessment of the extent to which service providers' service quality and organizational performance meet expectations and satisfy service users is necessary. The potential gap between service users' expectations and the reality of the services received, as well as the importance of continuous evaluation of internal organizational performance for improvement, underlie the urgency of this study. Therefore, this study aims to identify and analyze the influence of service quality and organizational performance on the satisfaction of service users, namely educators and educational staff at the Bojonegoro District Education Office, to provide a realistic picture and constructive recommendations for improving service quality and organizational performance in the future.

Therefore, this study aims to: (1) analyze the partial influence of service quality on the satisfaction of educators and education personnel; (2) test the partial influence of organizational performance on satisfaction; and (3) assess the simultaneous influence of both. By achieving these objectives, the study provides theoretical insights into the mechanisms underlying internal satisfaction and practical guidance for improving the public education bureaucracy.

RESEARCH METHOD

This study uses a descriptive quantitative approach to identify and analyze the influence of independent variables, namely service quality and organizational performance, on the dependent variable, namely the satisfaction of educators and educational staff. The study was conducted at the Bojonegoro Regency Education Office from May to December 2025. The population used was civil servants serving as service users at the Bojonegoro Regency Education Office, including educators and educational staff within the Education Office, totalling 7,541 civil servants. The Slovin formula was used for sample

selection due to its suitability for large, heterogeneous populations where proportional stratification is challenging. With $N=7,541$ and $e=0.05$, the formula yielded a minimum sample size of 380, sufficient for regression analysis requiring 10–15 cases per predictor variable.

Data collection for this study was conducted using the “probability sampling - simple random sampling” technique, with a Likert-scale questionnaire ranging from 1 to 5 as the instrument. The questionnaire was distributed online via Google Forms from May to June 2025, distributed through the official WhatsApp groups of each work unit within the Education Office. Prior to participation, respondents received an informant consent form explaining the purpose of the study, its voluntary nature, data confidentiality, and guarantees of anonymity. No identifying information was collected to protect respondents' privacy. The questionnaire was compiled based on indicators from each variable, namely service quality, referring to the dimensions of Service quality according to (Parasuraman et al., 1988), organizational performance based on the theory of (Mitchell, 2002), and service user satisfaction, namely educators and educational staff, referring to the perspective of (Kotler, Philip; Keller, 2016). In this study, the internal validity test of the instrument for construct validity and content validity was conducted by two expert validators.

In this study, internal and external validity tests were conducted on the research instruments. The internal validity tests of the research instruments included a construct validity test, and a content validity test conducted by two expert validators. The validation results have met the requirements and are suitable for testing. Furthermore, external validity tests were performed on 30 respondents in the research population outside the sample to be studied to measure the validity of 39 statements consisting of the variables X1 (service quality) with 15 statements, variable X2 (organizational performance) with 12 statements, and variable Y (satisfaction of educators and educational staff) with 12 statements.

Based on the statistical test results, the calculated r value for each statement was compared with the table r value of 0.361 (at a significance level of 0.05 with a degree of freedom of 28). The data showed that the significance values of all statements were less than 0.05, indicating that all statements were valid. Meanwhile, the reliability test results for 39 statements show that the overall Cronbach's Alpha ranges from 0.9830 to 0.9850, with an average of 0.984. All items had Cronbach's Alpha values greater than 0.6, well above the minimum criterion, indicating that each statement contributed strongly to the total scale and that no items were weak or redundant. Overall, these results confirm that the questionnaire instrument is reliable for further analysis.

The data analysis technique used IBM SPSS version 31.0 statistical tests, which included: 1) Descriptive analysis to describe the general characteristics of the respondents and the conditions of the research variables, namely service quality, organizational performance, and the satisfaction of educators and educational staff at the Bojonegoro District Education Office. 2) Classical assumption tests consisting of normality tests, multicollinearity tests, and heteroscedasticity tests. 3) Regression analysis, consisting of simple linear regression analysis and multiple linear regression analysis. 4) Hypothesis testing consisting of partial tests (t-tests) and simultaneous tests (F-tests).

Several procedural measures were implemented to minimize common method bias: (1) ensuring respondent anonymity to reduce evaluation anxiety; (2) using clear and non-leading questionnaire items; (3) separating the measurement of independent and dependent variables in the questionnaire structure; and (4) conducting a post-hoc Harman's single factor test, which revealed no single factor explaining the majority of the variance.

RESULTS AND DISCUSSION

Results

The research data were collected through questionnaires distributed to 380 respondents, comprising educators and educational staff with ASN (civil servant and PPPK) status at the Bojonegoro Regency Education Office. Statistical data testing was carried out using IBM SPSS version 31.0 for Windows with a decision-making criterion at a significance level of $\alpha = 5\%$. Based on the statistical data analysis, the following research results were obtained:

Descriptive Analysis

Analysis of the demographic characteristics of the 380 respondents showed that the research population consisted of individuals in their productive phase, with around 70% belonging to the middle age group (36 to 55 years old), with a peak representation of 21% in the 41–45 age range. Regarding gender composition, female participants accounted for 61%. In addition, 86% of respondents had completed a bachelor's degree (S1), indicating a high level of academic qualification. From a professional perspective, 79% work as educators in elementary schools (SD). Interestingly, the staffing structure shows a balance that reflects the field's diversity, with a relatively equal distribution between those with 51% civil servant (PNS) status and 49% government employees with work agreements (PPPK).

In terms of service quality, the average (mean) score across all indicators was above 4.50. Using a 5-point Likert scale, respondents rated service quality positively, tending to Agree or Strongly Agree with the statement items. The indicator with the highest average was Indicator 1, namely physical facilities in the service unit (such as buildings, waiting rooms, service counters, etc.) that were clean and tidy, with a mean of 4.63, indicating that this aspect was rated the highest by respondents. Other indicators that also received high average scores were Indicator 3, namely the availability of supporting facilities that facilitate service (e.g., information boards, seating, toilets, etc.), with a mean of 4.60, and Indicator 11, namely service officers showing a polite, friendly, and respectful attitude towards the community, with a mean of 4.58. Conversely, the indicators with the lowest averages were Indicator 14, namely service officers showing concern for the needs and conditions of service users, with a mean of 4.42, and Indicator 13, namely service officers paying attention to service users, with a mean of 4.44. However, these scores are still relatively high. This implies that these two aspects may require more attention than the other indicators, even though the overall assessment remains very positive.

The average (mean) value of the organizational performance variable across all indicators ranges from 4.39 to 4.65, indicating that organizational performance is considered good, tending towards strongly agree. The indicator with the highest average

score and the highest rating from respondents is indicator 10, namely no illegal fees or unofficial costs in services, with a mean of 4.65. This indicates that the aspect measured by indicator 10 is a major strength in organizational performance. Other indicators with high averages are indicators 4 and 6, namely that the results of organizational services provide tangible benefits and that satisfaction with the quality of the services offered is high, both with a mean of 4.51. Meanwhile, the indicators with the lowest average scores are indicator 1, which is that the resources (time, energy, documents) needed to obtain services are quite efficient, with a mean of 4.39, and indicator 9, which is that the organization adapts its services to the changing needs of the community, with a mean of 4.40. Although these indicators have the lowest mean in this study, their values are still relatively high and positive, suggesting potential for performance improvement compared to other indicators.

Meanwhile, for the variable of educator and education personnel satisfaction, the average (mean) value for all indicators was in a very high range, between 4.40 and 4.62, indicating a very good level of satisfaction. The most prominent and highest-rated indicators are indicators 2 and 5, namely that educators and educational staff are satisfied with the services provided by the Education Office and that these services benefit educators and educational staff, both with an average value of 4.62. This shows that the aspects measured by these two indicators are the main sources of satisfaction for educators and educational staff. Meanwhile, the indicators with the lowest average scores were Indicator 6, which measures whether educators and educational staff feel they get more value from the services provided, with a mean of 4.40, and Indicator 4, which measures whether the services received by educators and educational staff are commensurate with the effort and time spent, with a mean of 4.41. Although the values are still very positive, these two indicators could be areas for improvement to achieve a more optimal level of satisfaction, comparable to other indicators.

Classical Assumption Test

The classical assumption test, also known as the prerequisite analysis test, is used as a validity filter to ensure that the data used in the study are free of deviations, i.e., that the data are normally distributed, there is no high correlation between independent variables, and the residual variance is constant. Based on the statistical test results for data normality using the One-Sample Kolmogorov-Smirnov Test on unstandardized residuals in this study, the residual data distribution is normal. The asymptotic significance value (2-tailed) of 0.079, which is greater than the significance level of 0.05, indicates that the data is normally distributed and suitable for analysis.

The multicollinearity test in this study was conducted by analyzing Tolerance and Variance Inflation Factor (VIF) values to ensure that there was no high correlation among independent variables that could affect the accuracy of model estimation. The analysis results show that the Service Quality variable has a Tolerance value of 0.425 and a VIF of 2.352. Meanwhile, the Organizational Performance variable also had a Tolerance value of 0.425 and a VIF of 2.352. Both variables had Tolerance values greater than 0.1 and VIFs less than 10 (the general threshold), indicating no significant multicollinearity among the independent variables. This satisfies the assumption of non-multicollinearity in

regression analysis, so the regression model used in the study can be considered valid and free of bias in coefficient estimates due to high correlations among predictors, allowing for a more accurate interpretation of the influence of independent variables on Educator and Education Personnel Satisfaction.

Meanwhile, the heteroscedasticity test in this study was conducted through visual observation of the scatterplot between the standardized residuals (Regression Standardized Residual) and the standardized predicted values (Regression Standardized Predicted Value) to assess whether the residual variance was constant throughout the prediction range, as one of the important assumptions in multiple linear regression analysis. From the Scatterplot, it can be seen that the data points are randomly distributed around the horizontal zero line, with no particular pattern or asymmetry, indicating that the residual variance is homogeneous (homoscedastic). The absence of this heteroscedasticity pattern indicates that prediction errors do not depend on the magnitude of the predicted values, thus fulfilling the homoscedasticity assumption.

Linear Regression Analysis

Linear regression was performed to identify and assess the effects of independent variables on the service quality variable, using a simple linear regression analysis, with a Sig. A value of < 0.001 was obtained, indicating that H0-1 is rejected, and that Ha-1 is accepted, so that service quality has a positive and significant effect on the satisfaction of educators and educational staff at the Bojonegoro District Education Office. Based on the coefficient of determination table for the service quality variable (X1), the R-square value is 0.655, or 65.5%. This indicates that the independent variable, service quality (X1), explains 65.5% of the variance in the dependent variable, educator and education personnel satisfaction (Y). The remaining 34.5% is likely influenced by other variables not examined in this study.

The results of the simple linear regression analysis on the organizational performance variable (X2) obtained a Sig. Value of < 0.001 , which means that H0-2 is rejected, or it can be stated that Ha-2 is accepted, so that organizational performance has a positive and significant effect on the satisfaction of educators and educational staff at the Bojonegoro District Education Office. Based on the table of the coefficient of determination of the organizational performance variable (X2), the R-Square value is 0.846 or 84.6%. This shows that the independent variable, organizational performance (X2), explains 84.6% of the dependent variable, educator and education personnel satisfaction (Y). The remaining 15.4% is likely influenced by other variables not examined in this study.

Meanwhile, the results of the multiple linear regression analysis on the service quality (X1) and organizational performance (X2) variables showed Sig. < 0.001 , which means that H0-3 is rejected, or it can be stated that Ha-3 is accepted, so that service quality and organizational performance simultaneously have a positive and significant effect on the satisfaction of educators and educational staff at the Bojonegoro District Education Office. Based on the table of coefficient of determination values for the service quality (X1) and organizational performance (X2) variables, the Adjusted R-Square is 0.875, or 87.5%. This indicates that the independent variables, service quality (X1) and organizational performance (X2), explain 87.5% of the variance in the dependent variable,

educator and educational staff satisfaction (Y). The remaining 12.5% is likely influenced by other variables not examined in this study.

Hypothesis Testing

Statistical hypothesis testing is conducted to determine whether H₀ is accepted or rejected, thereby indicating whether the independent variable affects the dependent variable. The results of the partial test (t-test) on the service quality variable (X₁) yielded a t-value of 9.439, which is greater than the t-table value of 1.649. Thus, the t-test results for the service quality variable indicate that H_{a-1} is accepted and H₀₋₁ is rejected, indicating that service quality has a positive and significant effect on the satisfaction of educators and educational staff as service users. Meanwhile, for the organizational performance variable (X₂), the calculated t-value was 25.801, which was greater than the table t-value of 1.649. Thus, the t-test results for the organizational performance variable indicate that H_{a-2} is accepted and H₀₋₂ is rejected, suggesting that organizational performance has a positive and significant effect on educators' and educational staff's satisfaction as service users.

The simultaneous test (F test) results for the service quality (X₁) and organizational performance (X₂) variables on educator and educational staff satisfaction (Y) show that the model is statistically significant. The F value obtained is 1321.937 with a degree of freedom (df) for regression of 2 (in accordance with two independent predictors, namely service quality and organizational performance) and a residual df of 377, resulting in a significance value (Sig.) of less than 0.001. A comparison of the calculated F value with the F table value at a significance level of $\alpha = 0.05$, where the p-value < 0.001, indicates that H₀₋₃, namely that service quality and organizational performance simultaneously do not affect the satisfaction of educators and educational staff, is rejected. Specifically, the regression sums of squares of 4801.347, which is much greater than the residual sum of squares of 684.642 from the total sum of squares of 5485.989, confirms that the variation in educator and educational staff satisfaction is largely explained by the model. with the regression mean square of 2400.673 divided by the residual mean square of 1.816 producing a very high F statistic. Therefore, it can be concluded that the simultaneous effect of service quality and organizational performance has a positive and significant impact on the satisfaction of educators and educational staff at the Bojonegoro District Education Office.

Discussion

Based on the analysis of the research data, the discussion of the research results is as follows.

The Influence of Service Quality on the Satisfaction of Educators and Education Personnel

The results of the research analysis using the IBM SPSS statistical test version 31.0 in show that the t-value for the service quality variable (X₁) of 9.439 is greater than the t-table value of 1.649, which means that the accepted hypothesis is H_{a-1}, namely that service quality has a positive and significant effect on the satisfaction of educators and

educational staff at the Bojonegoro Regency Education Office. The significant effect of service quality on educator satisfaction ($\beta = .809$, $R^2 = 65.5\%$) strongly supports the application of SERVQUAL theory in the context of internal bureaucracy. It is interesting to note the high rating of the physical dimension ($R=4.63$), indicating that in the public sector with limited resources, improvements in physical facilities are highly valued by internal users. This contrasts with private-sector studies, where the interpersonal dimension often dominates. This illustrates that the better the quality of service an agency provides, the higher the level of satisfaction service users experience. This finding strongly supports the research hypothesis and is consistent with the main theory underlying this study, namely, service quality theory as outlined by Zeithaml, Parasuraman, and Berry (1988). Service quality, as measured in this study, consists of the dimensions of tangibles, reliability, responsiveness, assurance, and empathy.

According to Zeithaml, Parasuraman, and Berry (1988), service quality is the result of service users' perceptions of the services received from an organization. Based on 15 statement items or indicators of the service quality variable (X1) in the questionnaire distributed to educators and educational staff as service users, responses were recorded as agree or strongly agree. This indicates that the quality of service at the Bojonegoro District Education Office affects educators' and educational staff's levels of satisfaction. The results of this study are in line with the research by (Anugra et al., 2025), which states that service quality positively affects service users' satisfaction. The research (Latriyani et al., 2024) also shows that service quality affects service user satisfaction. Furthermore, the research (Purnamasari & Tahir, 2025) States that improving service quality increases service user satisfaction. Furthermore, the results of this study align with the research (Wulandari et al., 2024), which indicates that service quality needs to be improved to achieve a high level of service user satisfaction. It is also in line with the research (Rahmawati et al., 2024), which states that service quality directly affects service user satisfaction.

Service quality creates a supportive and professional work environment, fostering job satisfaction, commitment, and high motivation among educators and educational staff, thereby improving the overall quality of education, especially in education quality management and the management of educators and educational staff at the Bojonegoro District Education Office. The research findings on the priority aspects of service quality indicate that improving and maintaining physical facilities and the service environment are highly valued efforts and are the main factors educators and educational staff perceive as important. As Adelia et al. stated, higher service quality can be achieved through infrastructure improvements (Adelia et al., 2024). Meanwhile, areas for improvement indicate that, with service quality already at a very good level, attention to personalization, individual care, and flexible operating hours is required and offers further potential for improvement. This aligns with research by Azahra and Millanyani, which shows that service quality's influence on user satisfaction is highly dependent on the empathy shown by service officers. The quality of service perceived by service users, including the attention and understanding of service personnel, significantly impacts satisfaction (Azahra & Millanyani, 2023). The relatively lower empathy score ($R=4.45$) reveals a characteristic challenge in hierarchical bureaucracies where standard

procedures may inadvertently diminish personal attention. This finding extends the work of (Azahra & Millanyani, 2023) on empathy in service contexts to internal educational settings. The explanatory power of 65.5% indicates that while service quality is highly important, approximately one-third of the variance in satisfaction stems from factors outside the direct service interaction—likely including systemic organizational characteristics.

These findings are a strong prerequisite for high satisfaction among educators and educational staff, and the significant influence, as shown in the calculations in, was confirmed through inferential analysis using IBM SPSS version 31.0, yielding an R value (correlation coefficient) of 0.809. This value indicates a positive, significant relationship between the service quality variable and educators' and educational staff's satisfaction. Furthermore, the R-square (coefficient of determination) is 0.655. In studies involving a single independent variable in simple linear regression, the more accurate value for interpretation is R Square, which in this model is 0.655, indicating that 65.5% of the variation in educators' and educational staff's satisfaction can be explained by the service quality variable. Meanwhile, the remaining 34.5% is explained by other variables outside this research model that were not studied, such as salary, work environment, or workload. This shows that service quality is a dominant and highly important factor in determining the level of satisfaction educators and educational staff feel. Consistent improvement in service provision can significantly increase educators' and educational staff's satisfaction.

The Influence of Organizational Performance on the Satisfaction of Educators and Education Personnel

The results of the analysis using IBM SPSS statistical test version 31.0 show that the t-value for the organizational performance variable (X2) is 25.801, which is greater than the t-table value of 1.649, meaning that the accepted hypothesis is Ha-2, namely that organizational performance has a positive and significant effect on the satisfaction of educators and educational staff at the Bojonegoro District Education Office. This illustrates that the higher an agency's organizational performance, the higher the level of satisfaction educators and educational staff experience as service users. This finding strongly supports the research hypothesis and is consistent with the main theory underlying this research, namely, the organizational performance framework (Mitchell, 2002). Organizational performance, as measured in this study, comprises the dimensions of efficiency, effectiveness, relevance, and financial feasibility.

According to Mitchell (2002), the organizational performance framework diagram depicts organizational performance as a central point influenced by three main interacting factors: organizational motivation, organizational capacity, and the external environment. Mitchell's (2022) organizational performance framework systematically views organizational performance not as a result but as a dynamic process embedded in internal and external contexts. Organizational performance is defined by four dimensions: effectiveness (achievement of goals and missions), efficiency (resource utilization), relevance (level of interest and acceptance among stakeholders), and financial feasibility. This shows a significant positive influence of organizational

performance variables on educator and educational staff satisfaction. The results of this study align with the research (Hasan et al., 2025), which indicates that organizational performance affects service users' satisfaction. In addition, this study's results align with the research (Abawa & Obse, 2024), which found that job satisfaction has a positive and significant impact on organizational performance.

The research findings show that the financial feasibility dimension, with a mean value of 4.55, and the effectiveness dimension, with a mean value of 4.48, are the organizational performance dimensions rated highest by educators and educational staff. Conversely, although all dimensions have very high mean values, the efficiency (4.45) and relevance (4.44) dimensions show some room for improvement. The indicator that was rated most positively and was a major strength in organizational performance was indicator 10 in the financial feasibility dimension, namely, no illegal fees or unofficial costs in services, with a mean value of 4.65. Organizational performance emerged as a stronger predictor ($\beta=.920$, $R^2=84.6\%$), in line with (Mitchell, 2002) framework emphasizing efficiency, effectiveness, relevance, and financial viability. The excellent rating of 'no illegal costs' ($R=4.65$) reflects the success of Indonesia's bureaucratic reforms in reducing corruption, while the lower efficiency score ($R=4.39$) indicates continued procedural complexity. This dominance suggests that for internal stakeholders, systemic organizational effectiveness is more important than interpersonal service encounters. Educators, as long-term organizational members, likely prioritize structural efficiency and resource availability over immediate service experiences. This finding challenges the assumption in the public service literature that prioritizes front-line service quality, instead highlighting the primacy of back-office organizational functions for internal users. However, all indicators showed that the educator and education personnel respondents gave scores of 4 and 5, confirming a high positive perception of the overall organizational performance. As Pamungkas et al. mention, good achievements in the dimensions of effectiveness, efficiency, accountability, and transparency are indicators of healthy and developing organizational performance (Mildaliya et al., 2022). Additionally, research by Juprianto and Evyanto found that organizational culture, employee competence, and organizational commitment influence one another in determining employee performance, a key factor in achieving organizational performance and meeting community expectations (Juprianto & Evyanto, 2024).

These findings are a strong prerequisite for high satisfaction among educators and educational staff, and the significant influence was confirmed through inferential analysis using IBM SPSS version 31.0, as shown in the calculation results, where the R value (correlation coefficient) is 0.920. This value indicates a positive, significant relationship between the organizational performance variable and educators' and educational staff's satisfaction. Furthermore, the R-square (coefficient of determination) is 0.846. In studies involving a single independent variable in simple linear regression, the more accurate value for interpretation is R-squared, which in this model is 0.846. This means that 84.6% of the variation in educators' and educational staff's satisfaction can be explained by the organizational performance variable. The remaining 15.4% is explained by other variables outside the research model, such as individual factors, non-organizational work environments, or other factors not examined in this study. This

shows that organizational performance is a highly significant and influential factor in determining educators' and educational staff's levels of satisfaction. Thus, improving organizational performance is a key strategy for increasing educators' and educational staff's satisfaction, thereby positively impacting the overall quality of education.

The Influence of Service Quality and Organizational Performance on the Satisfaction of Educators and Education Personnel

The results of the analysis using IBM SPSS Statistics version 31.0 show that the F value obtained is 1321.937 with degrees of freedom (df) for regression of 2 (in accordance with two independent predictors, namely service quality and organizational performance) and a residual df of 377, resulting in a significance value (Sig.) of less than 0.001. A comparison of the calculated F value with the table F value at a significance level of $\alpha = 0.05$, where the p-value < 0.001 , means that hypothesis Ha-3 is accepted, namely that service quality and organizational performance have a positive and significant effect on the satisfaction of educators and educational personnel at the Bojonegoro District Education Office.

The combined explanatory power of 87.5% indicates excellent model fit, while leaving 12.5% of variance unexplained possibly due to individual factors (career stage, workload) or external variables (community pressure, policy changes). In the specific Indonesian context, several interpretations emerge: First, the tension between high SPBE digitalization scores and lower empathy ratings suggests that technological transformation, while increasing efficiency, may inadvertently diminish human connection. Second, the gap between the achievements of national bureaucratic reform (IRB=82.98) and the challenge of local implementation highlights the micro-level realities facing frontline educators. Third, these findings provide empirical support for Indonesia's bureaucratic reform roadmap, confirming that improvements in service quality and organizational performance result in measurable increases in satisfaction.

This illustrates that the higher the quality of service and organizational performance provided by an agency, the greater the level of satisfaction among educators and educational staff as service users. This finding strongly supports the research hypothesis and is consistent with the main theory underlying this study, namely Kotler & Keller's (2016) theory of service user satisfaction perception. The satisfaction of educators and educational staff as service users, measured in this study, includes customer expectations, perceived performance, customer-perceived value, product quality, and satisfaction, as well as the impact of satisfaction on loyalty.

These results indicate that high levels of satisfaction have successfully translated into positive loyalty attitudes among educators and educational staff. This aligns with Rahmadi and Elsandra, who demonstrated that customer satisfaction plays an important role in loyalty. In their research, they found that service quality contributes to customer satisfaction and that this satisfaction significantly influences customer loyalty (Rahmadi & Elsandra, 2025). In addition, Anggraini and Budiarti noted that customer satisfaction has a significant positive influence on customer loyalty (Anggraini & Budiarti, 2020). In another study, Ningsih and Nurfarida show that good service quality leads to customer satisfaction, which in turn leads to loyalty (Ningsih & Nurfarida, 2022). Thus, customer

satisfaction has a strong impact on loyalty. Therefore, the Education Office needs to improve the quality of its services and products to ensure that educators and educational staff are satisfied, thereby fostering their loyalty in providing educational services in Bojonegoro Regency.

According to (Kotler, Philip; Keller, 2016), Satisfaction is the result of an individual's subjective evaluation of a product or service's performance relative to their initial expectations. Service quality and organizational performance are interrelated and significantly influence educators' and educational staff's satisfaction. The findings show that service quality and organizational performance have a strong positive influence on educators' and educational staff's satisfaction and loyalty. The overall mean score of 4.50 confirms that the services provided have been running very well. Regarding educators' and educational staff's satisfaction, the variables with the lowest mean scores were product quality and satisfaction, as well as perceived customer value. This aligns with research in Tajikistan, which shows that the use of digital technology can improve the quality of educational services and increase the competitiveness of institutions (Kodirov et al., 2024). Similar results were found in an analysis by Ilhadi et al., which emphasized the role of information technology support in improving operational efficiency and facilitating access to information, including in education (Ilhadi et al., 2024).

These findings are a strong prerequisite for high satisfaction among educators and educational staff, and the significant influence, as shown in the calculations in, was confirmed through inferential analysis using IBM SPSS version 31.0, yielding an R value (correlation coefficient) of 0.936. This value indicates a positive and significant relationship between the independent variables, namely service quality and organizational performance, simultaneously on the dependent variable, namely educator and educational staff satisfaction. Furthermore, the R-square (coefficient of determination) is 0.875. In studies involving more than one independent variable, a more accurate value for interpretation is the Adjusted R Square, which in this model is 0.875.

In other words, the variables of educator and educational staff satisfaction can be explained by 87.5% by service quality and organizational performance simultaneously. Meanwhile, the remaining 12.5% is the contribution or influence of other variables outside the model that were not examined in the study. This shows that service quality and organizational performance simultaneously exhibit high accuracy and are effective at predicting educators' and educational staff's satisfaction. In addition, service quality and organizational performance are dominant independent variables that positively and significantly influence educators' and educational staff's satisfaction levels.

CONCLUSION

Fundamental Finding: This study establishes that both service quality and organizational performance significantly determine educator satisfaction in the Indonesian public education bureaucracy, with organizational performance demonstrating a stronger influence. These findings extend the theoretical frameworks (SERVQUAL and Mitchell's performance model) to the internal bureaucratic context and provide empirical validation of Indonesia's bureaucratic reform priorities. **Implication:** For the Bojonegoro Education Office and similar institutions, three actionable

recommendations emerge: 1.) Balancing the digital and human dimensions by complementing SPBE digitalization with empathy training for front-line staff; 2.) Simplifying bureaucratic procedures targeting the lowest-scoring efficiency indicators; 3.) Developing internal service standards specifically for educator users, recognizing their different needs from external community users. These steps should be integrated into a bureaucratic reform action plan with clear performance indicators. **Limitation:** Study limitations include the cross-sectional design that prevents causal inference, potential self-report bias, and a single site focus that limits generalizability. **Future Research:** Future research should: 1.) Use longitudinal designs to track changes in satisfaction through reform implementation; 2.) Incorporate mixed methods to explore the qualitative dimensions behind statistical scores; 3.) Test mediating variables (trust in management, organizational commitment) and moderating factors (school level, geographic location); 4.) Conduct comparative studies across regions to identify contextual best practices.

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***Ita Ulansari (Corresponding Author)**

Study Programme Master of Education Management

Universitas Negeri Surabaya

Address: Faculty of Education, Unesa Lidah Campus Road, Lidah Wetan, Surabaya 60213

Email: 24010845160@mhs.unesa.ac.id

Mufarrihul Hazin

Study Programme Master of Education Management

Universitas Negeri Surabaya

Address: Faculty of Education, Unesa Lidah Campus Road, Lidah Wetan, Surabaya 60213

Email: mufarrihulhazin@unesa.ac.id

Ima Widiyanah

Study Programme Master of Education Management

Universitas Negeri Surabaya

Address: Faculty of Education, Unesa Lidah Campus Road, Lidah Wetan, Surabaya 60213

Email: imawidiyanah@unesa.ac.id
