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Improving the Quality of Instructor Services at BBPPMPV Business and Tourism through Visionary Leadership, Organizational Culture, and Achievement Motivation (A Quantitative Study Using Path Analysis and SITOREM)

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Abstract. This paper investigates how organizational culture and visionary leadership influence the quality of instructor services in BBPPMPV Business and Tourism using achievement motivation as a mediator. Using a quantitative approach comprising path analysis and SITOREM, data were collected from 153 vocational high school teachers in DKI Jakarta who were graduates of the training.developing capacity Also I revised BBPPMPV Business and Tourism 2020–2024. The results revealed that visionary leadership ($\beta = 0.217$) and organizational culture ($\beta = 0.193$) have a significant direct impact on instructor service quality. In addition, both variables also affect instructor service quality indirectly through achievement motivation, which itself has a significant direct effect ($\beta = 0.137$) on instructor service quality. This study offers evidence-based governance at BBPPMPV Business and Tourism, a behavioral model. This study provides a strategic framework for institutional development, especially affecting initiatives for teacher performance improvement, by pointing out the achievement motivation mechanism linking visionary leadership and organizational culture to service outcomes.

Keywords. visionary leadership, organizational culture, achievement motivation, service quality, vocational education, path analysis

1. Introduction

Management Agency for Vocational Education Quality Development and Assurance for Business Tourism (*Balai Besar Pengembangan Penjaminan Mutu Pendidikan Vokasi - BBPPMPV Bisnis dan Pariwisata*) plays an important role in preparing Vocational High School teachers in the Business and Tourism field who are ready to produce skilled workers in line with the demands of the dynamic industry. However, despite various initiatives such as the upskilling and redistribution launched to increase teaching capacity, the quality of instructor services remains uneven across institutions (Moyo et al., 2022). Often stemming from the

absence of an integrated governance framework linking behavioral dynamics, institutional culture, and leadership practices, this inconsistency is not always the result of inadequate technical training (Schilling et al., 2022; Colquitt et al., 2019). Particularly, vocational education governance has not yet included a behavioral systems approach including as fundamental components influencing service quality leadership vision, cultural cohesiveness, and achievement motivation (Wu & Sarker, 2022; Mincu, 2022). Previous studies have addressed each of these variables separately. For example, visionary leadership has been shown to increase instructor initiative and clarity of purpose (Moh, 2024; Dhar, 2015); organizational culture influences commitment and consistency in improving performance (Bela et al., 2022; Ngugi et al., 2021); and motivation is recognized as a key predictor of individual service behavior (Fiorini & Sammut, 2023; Azisah, 2020). However, studies that integrate these elements into a systemic model—especially within the governance structure of vocational training centers—are still limited.

This study aims to fill the gap by building a path model that explains the direct and indirect effects of visionary leadership and organizational culture on instructor service quality, with achievement motivation as a mediating variable. In addition, this study applies the Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) method (Rimbayana, 2022). Scientific identification theory to conduct operation research in education management to prioritize strategically significant but underperforming indicators. The locus of this research is vocational teachers of Vocational High School (*Sekolah Menengah Kejuruan - SMK*) business and tourism in DKI Jakarta province who are alumni of training upskilling And rescission BBPPMPV Business and Tourism. With a quantitative approach through combining path analysis with strategic institutional diagnosis through SITOREM, this study contributes a governance-oriented model to support policy improvement in vocational training institutions. This study responds to the call for an evidence-based framework that allows leadership and organizational culture to be directly operationalized to improve service delivery.

2. Literature Review

Technical competency has always been the main emphasis of initiatives aiming at enhancing instructor performance in vocational training facilities (Yusop et al., 2022). On the other hand, organizational behavior theory emphasizes the need of individual behavior, group dynamics, and institutional structures in determining performance outcomes (Colquitt et al., 2019), thus providing a more complete picture. Given the service-oriented character of instructional delivery and the necessity to react to industry developments, these behavioral and systemic aspects are especially crucial in vocational training institutions (Hsu & Chen, 2021). Transformation of an organization depends much on visionary leadership (Schiuma et al., 2024). Clear, future-oriented leaders can inspire dedication, match institutional goals, and foster an always improving culture (Guo et al., 2022). Alobeidli et al., (2024) and Dhar (2015) found that visionary leadership significantly influences employee motivation and service behavior, especially when leaders provide compelling direction and support professional growth.

People's organizational culture consists in their shared values, beliefs, and behaviors that define their interactions and behavior inside an organization. Strong and coherent culture supports in vocational training institutions cooperation, adaptation, and high standards of service delivery (Ngugi et al., 2021). Culture supports trust and internalization of service standards as well as consistent teacher behavior by means of which (Zuta et al., 2023). Achievement motivation—defined as an internal drive to reach excellence and overcome

challenges—is another essential behavior in learning environments. Among teachers, high achievers are often proactive, driven to always improve, and dedicated to student success. Motivated employees are more likely, as Azisah (2020) notes, to translate the corporate vision into specific performance outcomes.

Though these ideas are crucial, little research has developed a thorough institutional model explaining their interactions and effects on the standard of vocational education. Most studies look at these factors either individually or within a context of higher education. This work adds to the body of knowledge by aggregating these ideas in a behavioral-based institutional model and using SITOREM approaches and path analysis to investigate strategic priorities for bettering governance within the framework of vocational education.

3. Methodology

3.1 Research Design

This study uses an explanatory quantitative research design through path analysis to investigate the causal relationship between visionary leadership, organizational culture, achievement motivation, and instructor service quality. This study also integrates the SITOREM method (*Scientific Identification Theory to Conduct Operation Research in Education Management*) to determine the priority of strategic indicators for institutional improvement and development (Kuswati, 2020).

3.2. Population and Sample

The population of this study were vocational teachers in the fields of Business and Tourism in DKI Jakarta who had participated in the program *Upskilling And Redistribution* organized by BBPPMPV Business and Tourism in 2020 to 2024. A total of 153 teachers were selected using the stratified random sampling method to ensure representation in various districts/cities in DKI Jakarta Province.

3.3. Research Instruments

The data collection instrument was a structured questionnaire consisting of 129 statements rated on a 5-point Likert/rating scale (1 = strongly disagree/never to 5 = strongly agree/often). The questionnaire measured four latent constructs:

- Visionary Leadership (X1)
- Organizational Culture (X2)
- Achievement Motivation (X4)
- Instructor Service Quality (Y)

3.4. Validity and Reliability

Testing the validity of the research instrument was carried out by calculating the correlation coefficient between the score of each statement item and the total score using the correlation method Product Moment Pearson. Based on the criteria Product Moment Pearson, an instrument is considered valid if the calculated correlation coefficient (r_{count}) is greater than the table correlation coefficient (r_{table}) or in other words $r_{count} > r_{table}$. In this study, because the number of trial samples was 30 respondents ($N = 30$), then a statement item is declared valid if the r_{count} value is greater than 0.361.

Calculation of the reliability of research instruments is carried out using the formula Alpha Cronbach, namely by comparing the score variance of each item with the total score variance. The instrument is said to have high reliability if the coefficient value Alpha Cronbach the value obtained is getting closer to the number 1. According to Nunnaly, (1978) in *Psychometric Theory 2nd ed* New York: McGraw-Hill, an instrument with a coefficient Alpha Cronbach 0.7 or more is stated as reliable. Likewise, the statement from Arikunto, (1998) In *Research Procedures: A Practical Approach*. Jakarta: Rineka Cipta, Sugiyono (2016) in *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta. Both explain that if the coefficient Alpha Cronbach ≥ 0.70 , the instrument is said to have good reliability and is suitable for use in research.

Table 1. Validity and Reliability Testing

No	Variable Name	Number of Valid Statements	Reliability Value	Conclusion
1	Quality of Service (Y)	30	0,846	Instrument Valid And <i>reliable</i>
2	Visionary Leadership (X ₁)	33	0,887	Instrument Valid And <i>reliable</i>
3	Organizational Culture (X ₂)	34	0,877	Instrument Valid And <i>reliable</i>
4	Achievement Motivation (X ₄)	32	0,877	Instrument Valid And <i>reliable</i>

3.5 Data Analysis

Path analysis is used to test direct and indirect relationships between constructs. The Sobel test is conducted to evaluate the mediating effect of achievement motivation on the relationship between visionary leadership and service quality, as well as between organizational culture and service quality. In addition, the SITOREM method is applied to prioritize strategic indicators that have a high level of importance but low performance, so that they can be the basis for preparing institutional improvement plans. This dual approach allows research to produce theoretical insights and practical governance strategies (Zuta et al., 2023).

4. Results and Discussion

4.1 Structural Model Results

Path analysis shows that visionary leadership (X₁) and organizational culture (X₂) has a direct and indirect influence on the quality of instructor services (Y), with achievement motivation (X₄) acts as a mediating variable. Direct effect is statistically significant: (1) Visionary leadership on service quality ($\beta = 0.217$; sig value (0.003) < 0.05; organisational culture on service quality ($\beta = 0.193$; sig value (0.012); (2) Service quality achievement motivation: $\beta = 0.137$; sig value (0.023) = 0.05

Furthermore validated through the Sobel test were the indirect consequences, which verified that: (1) Visionary leadership increases service quality indirectly by means of

achievement motivation ($Z = 4.19$; sig value = 0.00) 0.05); (2) Through higher achievement motivation ($Z = 4.30$; sig value = 0.00) organizational culture enhances service quality by 0.05.

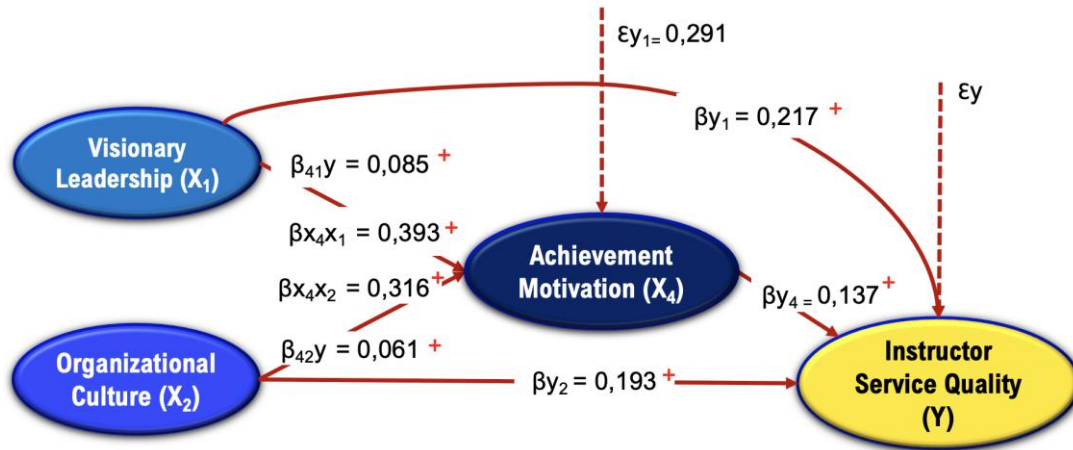


Figure 1. The Direct and Indirect Influence Paths of Visionary Leadership and Organizational Culture on Instructor Service Quality via Achievement Motivation

These results verify that organizational culture and leadership not only affect staff behavior but also affect the internal motivating systems that define the provision of services (Dhar, 2015; Azisah, 2020).

4.2 Analysis SITOREM and Governance Strategy

The SITOREM method is applied to diagnose the performance of indicator levels and strategic interests. Among the 24 indicators analyzed, there are 10 indicators that need to be improved, and 14 indicators that need to be developed, namely:

Table 2. SITOREM analysis

Priority Order of Indicators to be Strengthened		Retained indicators	
1 st	Clarity in formulating future vision (14.47%) (3,864)	1	Alignment of vision with organizational targets (15.01%) (4.186)
2 nd	Courage to act in achieving goals (13.68%) (3.204)	2	Continuous learning (15.01%) (4,176)
		3	Openness and creative thinking (14.22%) (4.183)
		4	Member guidance to achieve future progress (14.07%) (4,191)
		5	Coalition development for future progress of the organization (13.54%) (4.15)
3 rd	Teamwork orientation (16.94) (3.595)	6	Orientation on work results (17.12) (4.291)
4 th	Human resource management (16.48) (3.919)	7	Working pattern (17.12) (4.175)

Priority	Order of Indicators to be Strengthened	Retained indicators
5 th	Consistent with regulations (16.31) (3.683)	8 Adaptation to change. (16.03) (4.077)
6 th	Drive to excel in competition (17.68%) (3.8)	9 The need for long-term career success (17.5%) (4.2)
7 th	Strong drive to obtain feedback on performance (16.23%) (3,962)	10 Have systematic and realizable work planning (16.86%) (4,061)
		11 The need to work intensively (diligently, focused) in carrying out tasks (16.23%) (4.056)
		12 Likes challenges and competition (15.5%) (4,048)
8 th	Accuracy and consistency in service (<i>Reliability</i>) (21,27%) (3.76)	13 Sincerity, self-confidence and skills in serving (<i>Assurance</i>) (19,71%) (4.03)
9 th	Quality of facilities, infrastructure and service facilities (<i>Tangibles</i>) (20,42%) (3.82)	14 Availability and speed of service (<i>Responsiveness</i>) (19,3%) (4.05)
10 th	Deep attention to customer needs/problems (<i>Empathy</i>) (19,3%) (3.79)	

These priorities allow legislators and leaders in vocational training to focus on quite powerful interventions. Bettering how leaders communicate vision and empower teachers, for example, can have a domino effect on motivation and lastly on service quality (Colquitt et al., 2019; Kuswati, 2020).

4.3 Governance Implications

The integration of path analysis and SITOREM provides a behavioral governance model for vocational training management. This model shows that: (1) Leadership is not effective unless it is aligned with cultural values and internalized through motivational channels; (2) Achievement motivation serves as a governance bridge—connecting strategic vision with day-to-day teaching performance; (3) SITOREM and other quantitative diagnosis instruments help close the theory-operational planning discrepancy (Zuta et al., 2023). With a replicable, data-driven model that can guide performance-based resource allocation, teacher development policies, and vocational training institution management, this behavioral-based framework presents The framework supports the case that motivating and cultural dynamics must be embraced by education governance going beyond administrative structures (Ngugi et al., 2021).

5. Conclusion

This paper presents a behavioral-based model to improve instructor service quality in vocational training centers by aggregating three crucial variables: visionary leadership, organizational culture, and achievement motivation. The results confirm that visionary

leadership and organizational culture have main direct and indirect influences on service quality using achievement motivation as a main mediator. By means of high-priority indicators for institutional intervention, the SITOREM technique improves the practical relevance of this study even more. These results allow one to develop several institutional policy recommendations. Training courses should first create disciplined leadership models stressing visioning, strategic alignment, and inspirational communication (Dhar, 2015). Leaders should be equipped not only with administrative competencies but also with behavioral capacities to influence motivation and culture (Colquitt et al., 2019). Second, building a strong and adaptive organizational culture should be a deliberate strategy. Policies that encourage teamwork, innovation, and shared values can support consistent service quality and build trust among instructors (Ngugi et al., 2021; Zuta et al., 2023). Third, systems of performance-based incentives, career paths, and recognition must help to institutionalize success motivation. Usually driven to student success, empowered and valued teachers provide better instruction (Azisa, 2020). At last, institutional governance should deliberately distribute resources using data-driven tools like SITOREM to continuously evaluate performance gaps. This kind of strategy closes the difference between operational effectiveness and theoretical planning (Kuswati, 2020).

This study has certain constraints even with its contribution. The sample consisted only of Jakarta's vocational teachers, so influencing generalizability. Future studies should consider longitudinal data to track long-term behavioral and performance results and copy this model in other regional and institutional settings. In essence, improving service quality in vocational education calls for coordinated governance that fits motivation, leadership, and culture. This paper offers a replicable model that can direct institutional change and policy innovation in contexts of vocational education.

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