Strategic Model for Improving Instructor Service Quality: The Role of Visionary Leadership, Organizational Culture, Empowerment, Achievement Motivation, and Trust

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Abstract: This study investigates the influence of visionary leadership, organizational culture, empowerment, achievement motivation, and trust on the quality of instructor services for vocational teachers in the fields of business and tourism in DKI Jakarta. The study focuses on alumni of upskilling and reskilling programs conducted by the Center for Development and Quality Assurance of Vocational Education for Business and Tourism (*Balai Besar Pengembangan Penjaminan Mutu Pendidikan Vokasi/BPPMPV Bisnis dan Pariwisata*). Using a quantitative approach, the research applies path analysis to examine direct and indirect relationships among variables, with achievement, motivation and trust serving as mediators. Results show that all five independent variables significantly affect instructor service quality, with visionary leadership and organizational culture positively influencing motivation, while organizational culture and empowerment impact trust. To enhance practical applicability, the study employs the Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) to identify priority areas for improvement. The analysis highlights key low-performing indicators—such as responsiveness, assurance, and clarity in leadership vision—that hold high strategic value. The findings contribute a comprehensive and evidence-based model for improving the quality of instructor services in vocational education. Furthermore, this study provides actionable insights for policymakers, training institutions, and educational leaders in developing targeted strategies to improve professional development outcomes and institutional performance.

Keywords: Instructor service quality; Visionary leadership; Organizational culture; Empowerment; Motivation; Trust.

INTRODUCTION

Vocational education is designed not only to deliver academic knowledge but also to equip graduates with practical competencies that match industry expectations. This dual emphasis aligns with human capital theory, which emphasizes the role of education and training in enhancing individual and

organizational productivity (Becker, 1993). In Indonesia, Vocational High Schools (Sekolah Menengah Kejuruan – SMK) are essential to workforce preparation, especially in urban areas like DKI Jakarta, where industrial development is both rapid and complex (Suharno et al., 2020).

In response to this demand, the Ministry of Primary and Secondary Education (*Kementerian Pendidikan Dasar dan Menengah - Kemendikdasmen*) has initiated various upskilling and reskilling programs through the BPPMPV Business and Tourism. These initiatives aim to improve the competencies of vocational instructors, particularly in fields such as business, tourism, hospitality, and administration (Hoekstra et al., 2018; Wismansyah et al., 2024).

However, improving technical competencies alone is insufficient. Several dimensions of instructor service quality—including reliability, responsiveness, assurance, empathy, and tangibles (SERVQUAL framework)—remain suboptimal (Balinado et al., 2021; Fuglsang et al., 2022; Sheth et al., 2024). Prior studies confirm that factors such as organizational culture (Ngugi et al., 2021), leadership behavior ((Dhar, 2015), empowerment (Nuhu et al., 2025), motivation (Azizah et al., 2020), and trust (Zuta et al., 2023) are significant predictors of service quality in educational settings.

Nevertheless, there is a notable gap in integrating these variables into a comprehensive model specific to vocational training (Söllner et al., 2018). Most research focuses on individual or paired relationships, lacking a synthesized framework that addresses both direct and mediating effects (Padiyar, 2022; Preacher, 2015).

This study responds to that gap by proposing a strategic model that links visionary leadership, organizational culture, and empowerment—with achievement, motivation and trust as mediators—to the quality of instructor services (Bendermacher et al., 2019). By employing path analysis and the SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) method, the study not only maps causal relationships but also identifies low-performing but high-impact indicators for institutional improvement (Ayu, 2024; Bashir et al., 2023; Mattos et al., 2022).

Such integration advances both theoretical understanding and practical applications (Li et al., 2022). It offers policymakers and vocational education leaders a diagnostic and prescriptive tool to systematically enhance instructor performance and service quality(Hsu & Chen, 2021).

RESEARCH METHODOLOGY

The study aimed at SMK teachers in DKI Jakarta who had finished the program upskilling and redistribution sponsored by BBPPMPV Business and Tourism in the period 2020 to 2024. Training teachers is the unit of study; the research population consists of about 246 alumni in diverse vocational fields including accounting, office administration, marketing, culinary, hospitality, travel service businesses, beauty, fashion and caregivers. Using the simple random sampling technique, all areas of DKI Jakarta were guaranteed representation, producing a valid sample comprising 153 respondents. Respondents were chosen depending on their workplace and eagerness to finish the survey form.

Data Collection

Data were collected through a structured questionnaire distributed directly. The survey consisted of 196 statements from 6 variables (34 Indicators) designed using a 5-point Likert/rating scale (1 = strongly disagree/never to 5 = strongly agree/always). The instrument was pilot tested for validity and reliability through an assessment and a pilot study involving 30 respondents to ensure clarity, reliability, and construct validity. Ethics clearance was obtained from the institution, and informed consent was collected from all respondents.

Research Model Diagram

The following is the conceptual framework used in this study:
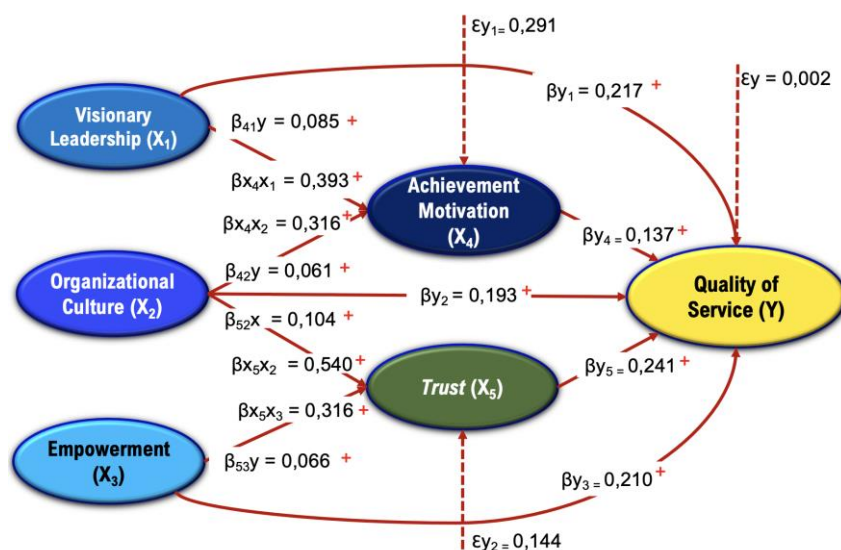

Figure 1. Conceptual framework

Figure 1 presents the conceptual framework developed in this study to explore the strategic model for improving instructor service quality in vocational education. The model integrates five main constructs: visionary leadership (X_1), organizational culture (X_2), and empowerment (X_3) as independent variables; achievement motivation (X_4) and trust (X_5) as mediating variables; and quality of service (Y) as the dependent variable. The framework is grounded in organizational behavior and service quality theories, with causal relationships validated through path analysis.

The diagram illustrates direct paths from visionary leadership, organizational culture, and empowerment to both achievement motivation and trust, indicating their foundational role in shaping psychological and behavioral outcomes among instructors. For example, visionary leadership has a direct effect on achievement motivation ($\beta = 0.393$), and organizational culture influences both achievement motivation ($\beta = 0.316$) and trust ($\beta = 0.540$). Empowerment significantly contributes to trust ($\beta = 0.316$), highlighting its role in fostering a participative and confident work climate.

Achievement motivation (X_4) and trust (X_5), in turn, mediate the relationship between these organizational factors and the ultimate quality of service (Y), with β coefficients of 0.137 and 0.241 respectively. Notably, direct paths from visionary leadership ($\beta = 0.217$), organizational culture ($\beta = 0.193$), and empowerment ($\beta = 0.210$) to service quality also demonstrate statistically significant contributions.

Overall, this framework provides a comprehensive model for diagnosing and enhancing instructor service performance, supported by a systems-thinking approach and validated by empirical data.

Validity and Reliability Testing

- 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 toNunnally, (1978) an instrument with a coefficient Alpha Cronbach 0.7 or more is stated as reliable. Likewise, the statement from Arikunto, (1998) and Sugiyono, (2016), 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

Variable Name	Number of Valid Statements	Reliability Value	Conclusion
Quality of Service (Y)	30	0,846	Instrument Valid And *reliable*
Visionary Leadership (X_1)	33	0,887	Instrument Valid And *reliable*
Organizational Culture (X_2)	34	0,877	Instrument Valid And *reliable*
Empowerment (X_3)	33	0,789	Instrument Valid And *reliable*
Achievement Motivation ($X)_4$)	32	0,877	Instrument Valid And *reliable*
Trust (X_5)	34	0,880	Instrument Valid And *reliable*

Table 1 presents the results of validity and reliability testing for all research instruments used in this study. Each construct—namely Quality of Service (Y), Visionary Leadership (X_1), Organizational Culture (X_2), Empowerment (X_3), Achievement Motivation (X_4), and Trust (X_5)—was measured using multiple items that were subjected to statistical analysis. The number of valid statements ranges from 30 to 34, indicating comprehensive measurement across variables.

The reliability of each variable was assessed using Cronbach's Alpha, with all values exceeding the minimum threshold of 0.70 as suggested by Nunnally (1978). The reliability coefficients range from 0.789 to 0.887, confirming that the instruments are not only internally consistent but also robust for inferential analysis. For instance, Visionary Leadership achieved the highest reliability score ($\alpha = 0.887$), suggesting strong internal consistency in measuring leadership attributes. Even the lowest score, found in the Empowerment variable ($\alpha = 0.789$), still falls within the acceptable range, indicating the instrument is suitable for use.

Overall, this table supports the conclusion that all research instruments are both valid and reliable, ensuring the integrity of subsequent data analysis and the credibility of the study's findings.

Advanced Data Analysis Techniques

Prerequisite test by conducting a normality test, homogeneity test, and linearity test. After that, continued by conducting a path analysis to determine the influence between research variables both directly and indirectly. then conducting a SITOREM analysis with the stages of analyzing contributions (determination coefficients), analyzing research variable indicators, and analyzing the weight of research variable indicators by experts with criteria cost, benefit, urgency and importance.

RESULTS AND DISCUSSION

Instructor Service Quality

Five dimensions of the SERVQUAL framework—reliability, responsiveness, assurance, empathy, and tangibles—help one to generally evaluate service quality in education (Abu-Rumman & Qawasmeh, 2022; Alemu, 2023). Participant satisfaction, involvement, and skill development—all of which the teacher provides—are much influenced by the nature of the learning opportunities she presents (Darawong & Widayati, 2022). Service quality in vocational environments also shows how closely industry-relevant results match instructional delivery (Prasetyo et al., 2025; Puja, 2024).

This study uses path analysis and SITOREM to determine the direct and indirect influence between five independent variables (visionary leadership, organizational culture, empowerment, achievement motivation, and trust/trust) and its impact on the dependent variable (instructor service quality). Based on the analysis, the five independent variables significantly affect the quality of instructor service. Table 1 below summarizes the path coefficients of the first substructure model:

Table 2. Path Coefficients

Variables	β (Standardized)	Says. (p value)
Visionary Leadership (X_1)	0.217	0,003
Organizational Culture (X_2)	0.193	0,012
Empowerment (X_3)	0.210	0,002

Variables	β (Standardized)	Says. (p value)
Achievement Motivation (X_4)	0,137	0,023
Trust (X_5)	0.241	0,001

All variables have a significant effect on the quality of instructor services (Y), because all p values < 0.05.

Table 2 presents the results of the path analysis that examines the direct influence of each independent variable on the dependent variable, Quality of Instructor Services (Y). The standardized coefficients (β) indicate the strength and direction of the relationship, while the p-values provide information on the statistical significance of each effect. As shown in the table, all five variables—Visionary Leadership (X_1), Organizational Culture (X_2), Empowerment (X_3), Achievement Motivation (X_4), and Trust (X_5)—demonstrated a significant positive influence on service quality, with p-values below 0.05.

Among them, Trust (X_5) has the strongest effect on service quality (β = 0.241, p = 0.001), suggesting that mutual trust within the organization enhances instructors' ability to deliver high-quality services. Visionary Leadership (β = 0.217, p = 0.003) and Empowerment (β = 0.210, p = 0.002) also show substantial influence, highlighting the importance of inspirational guidance and autonomy in shaping instructor performance. Meanwhile, Organizational Culture (β = 0.193, p = 0.012) reinforces the role of shared norms and values in service consistency, and Achievement Motivation (β = 0.137, p = 0.023), though relatively lower, still significantly contributes by driving personal commitment toward performance.

These findings support the integrated theoretical model that emphasizes both structural and psychological factors in improving service quality within vocational training environments. In addition, SITOREM analysis identified high priority indicators for development, such as responsiveness and service quality assurance, as well as alignment of vision with organizational targets in leadership.

Table 3. SITOREM Analysis

Priority Order of Indicators to be Strengthened			Retained indicators
	Trust (X_5)		
1st	Shared responsibility (20.61%) (3.96)	1	Delegation of authority with responsibility (21.16%) (4.193)

Priority Order of Indicators to be Strengthened			Retained indicators	
2nd	Mutual respect and support (19.85%) (3,857)	2	Communication and togetherness (19.29%) (4.17)	
		3	Consistent development (19.09%) (4.17)	
Visionary Leadership (X₁)				
3rd	Clarity in formulating future vision (14.47%) (3,864)	4	Alignment of vision with organizational targets (15.01%) (4.186)	
4th	Courage to act in achieving goals (13.68%) (3.204)	5	Continuous learning (15.01%) (4,176)	
		6	Openness and creative thinking (14.22%) (4.183)	
		7	Member guidance to achieve future progress (14.07%) (4,191)	
		8	Coalition development for future progress of the organization (13.54%) (4.15)	
Empowerment (X₃)				
5th	Support from leaders (20.72%) (3.68)	9	Delegation of authority (19.64%) (4.148)	
6th	Exemplary behavior from individual superiors (20.12%) (3,638)	10	Confidence in success in tasks (19.52) (4.224)	
7th	Individual Competency Improvement (20.00%) (3,948)			
Organizational Culture (X₂)				
8th	Teamwork orientation (16.94) (3.595)	11	Orientation on work results (17.12) (4.291)	
9th	Human resource management (16.48) (3.919)	12	Working pattern (17.12) (4.175)	
10th	Consistent with regulations (16.31) (3.683)	13	Adaptation to change. (16.03) (4.077)	
Achievement Motivation (X₄)				
11th	Drive to excel in competition (17.68%) (3.8)	14	The need for long-term career success (17.5%) (4.2)	
12th	Strong drive to obtain feedback on performance (16.23%) (3,962)	15	Have systematic and realizable work planning (16.86%) (4,061)	

Priority Order of Indicators to be Strengthened			Retained indicators	
		16	The need to work intensively (diligently, focused) in carrying out tasks (16.23%) (4.056)	
		17	Likes challenges and competition (15.5%) (4,048)	
Quality of Service (Y)				
13th	Accuracy and consistency in service (*Reliability*) (21,27%) (3.76)	18	Sincerity, self-confidence and skills in serving (*Assurance*) (19,71%) (4.03)	
14th	Quality of facilities, infrastructure and service facilities (*Tangibles*) (20,42%) (3.82)	19	Availability and speed of service (*Responsiveness*) (19,3%) (4.05)	
15th	Deep attention to customer needs/problems (*Empathy*) (19,3%) (3.79)			

Table 3 displays the results of the SITOREM analysis, which identifies and categorizes indicators based on their strategic priority for development. The left column lists indicators that are considered underperforming yet strategically critical to improve, while the right column lists indicators that are retained due to their already high performance and strategic importance.

The top five indicators that require immediate strengthening include shared responsibility (20.61%; score 3.96), mutual respect and support (19.85%; 3.857), clarity in formulating future vision (14.47%; 3.864), courage to act in achieving goals (13.68%; 3.204), and support from leaders (20.72%; 3.68). These low-performing yet high-priority indicators suggest gaps in leadership execution, team synergy, and empowerment that must be addressed to boost service quality comprehensively.

In contrast, the retained indicators—such as delegation of authority with responsibility (21.16%; 4.193), communication and togetherness (19.29%; 4.17), and orientation on work results (17.12%; 4.291)—represent strengths that the institution can build upon or replicate in weaker areas. Interestingly, some SERVQUAL dimensions like reliability (13th), tangibles (14th), and empathy (15th) were also flagged as areas needing improvement, reinforcing the multi-dimensional nature of instructor service quality.

Overall, the SITOREM analysis offers a structured roadmap for institutional leaders to prioritize targeted improvements and sustain strengths,

thereby ensuring balanced and strategic enhancement of instructor performance in vocational education.

Visionary Leadership

Visionary leadership defines future-oriented thinking, inspirational invention, and a great dedication to long-term organizational goals (M. Liu et al., 2022; Wang et al., 2025). Clear expression of an institutional vision and support of shared ownership of goals by leaders help to significantly increase service performance (Ali et al., 2022; Dhar, 2015). Studies in the framework of vocational and higher education confirm that such leadership increases teachers' psychological involvement and teaching efficacy (Liu et al., 2024; Ngugi et al., 2021). The results of this study support the statistically significant influence on instructor service quality of the five independent variables: visionary leadership, organizational culture, empowerment, achievement motivation, and trust (trust). This finding is not only in line with theoretical expectations based on organizational behavior theory (Colquitt et al., 2019), but also extends previous research by integrating direct and indirect effects into a comprehensive model.

Strong leadership orientation of visionaries significantly affects service quality ($\beta = 0.217$; $p = 0.003$), so implying that teachers with such orientation help to provide better services. This is consistent with Dhar's, (2015) point of view, which holds that transformational leadership increases organizational commitment—a closely related issue about service quality.

Organizational Culture

Organizational culture provides shared values, norms, and assumptions that guide behavior in an institution (Bhardwaj, 2022). A strong and adaptive culture fosters an environment that supports innovation and accountability, which in turn fosters consistent, high-quality service (Bhardwaj, 2022). Previous research indicates that teachers' confidence and drive rise when the culture of a company stresses dedication and teamwork (Mado et al., 2024).

Underlined by (Ngugi et al., 2021) and (Baruadi et al., 2024) shared values and mission alignment help internal coherence and service standards to be improved. Thus also rather important is organizational culture ($\beta = 0.193$; $p = 0.012$).

Empowerment

Staff member empowerment is the distribution of decision-making authority, support of autonomy, and so promotion of independence (Hales et al., 2022). Empowered teachers (Zuta et al., 2023) are more likely to alter their strategies, make effective use of learning technologies, and assist institutions to

be developed. In education, empowerment corresponds favorably with initiative, creativity, and general service quality (Satter, 2022). Empowerment directly displayed a direct effect ($\beta = 0.210$; $p = 0.002$), supporting this.

Motivation to Achieve

The internal drive of a person toward success in their professional capacity is known as achievement motivation (Alamri, 2023). High achievers in the classroom often are more proactive, driven toward continuous improvement, and committed to student learning outcomes (Azizah et al., 2020). Furthermore, mediating the link between leadership styles and service performance is motivation (Dhar, 2015).

Achievement motivation ($\beta = 0.137$; $p = 0.023$) acts as a direct driver and mediating factor. The Sobel test confirmed its role in mediating the relationship between leadership and service quality ($Z = 4.19$; $p < 0.05$). This is in line with (Azizah et al., 2020) who stated that internal motivation significantly improves employee performance in public services.

Trust

An important mediator between leadership, culture, and empowerment and service performance is trust (Khassawneh et al., 2022). Teachers who see institutional support, openness, and justice build trust. Trust creates a cooperative environment that supports professional innovation and risk-taking (Zuta et al., 2023).Studies in educational organizations show that trust increases team cohesion and service responsiveness.

Acting directly and as a mediator for the impact of culture and empowerment, trust emerged as the most important variable ($\beta = 0.241$; $p = 0.001$.). A high-quality service environment depends on psychological safety and teamwork, which (Zuta et al., 2023)underlined are fostered by institutional trust.

Synthesis

While every factor has shown notable influence on service delivery in past studies, little research has combined them holistically into a coherent model particular to the vocational instructor environment. This study fills this void by means of a quantitative approach, path analysis, and subsequently strategic priority interventions using SITOREM, so evaluating both direct and indirect effects. Synthesis of the constructs of visionary leadership, organizational culture, empowerment, achievement motivation, and trust (trust) provides a robust framework for institutional decision makers in improving the quality of Instructor services.

The study of SITOREM enhances these results by pointing out particular indicators that demand strategic development and improvement, such alignment of vision in leadership practices and responsiveness and assurance in service quality. This gives institutional development a reasonable road map.

Generally speaking, path analysis combined with SITOREM not only validates the causal links between variables but also transforms the findings into strategic recommendations, improving the practical relevance of this study for institutions of vocational education

CONCLUSION

This study introduces an integrative strategic model that advances the field of vocational education research by demonstrating how visionary leadership, organizational culture, and empowerment—when mediated by achievement, motivation and trust—can systematically enhance instructor service quality. The novelty of this research lies in the dual application of path analysis and the SITOREM method, which not only confirms the statistical significance of the variables but also pinpoints specific, low-performing indicators with high strategic value. Unlike prior fragmented approaches, this study offers a synthesized framework tailored to vocational instructors, enabling evidence-based prioritization for institutional development. The use of SITOREM as a strategic diagnostic tool sets this study apart, providing a novel contribution in transforming theoretical relationships into actionable, policy-relevant interventions for improving service quality and professional development outcomes in technical and vocational education.

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