

Educational Service Quality in Vocational High Schools: The Role of Visionary Leadership, Teacher Competence, and Organizational Culture

Alamsyah Riky Wardana^{1*}, Saiful Anwar¹, Siti Zubaidah¹

¹ Universitas Pamulang, Indonesia

* Author Correspondence

Article History

Received: 28 November 2025;

Revised : 25 December 2025;

Accepted: 31 December 2025.

Keywords

Educational Service Quality;
Organizational Culture;
Visionary Leadership;
Vocational High Schools;
Teacher Competenc.



Check for updates

Abstract

This study examines the factors influencing educational service quality in vocational high schools, focusing on visionary leadership, teacher competence, and organizational culture. A quantitative survey design was employed, involving 111 teachers ($n = 111$) selected using a purposive sampling technique from private vocational high schools in Parung Panjang District, Bogor Regency. Data were analyzed using multiple linear regression with SPSS. The results reveal that visionary leadership, teacher competence, and organizational culture each have a positive and significant effect on educational service quality, both individually and simultaneously. Among these variables, teacher competence demonstrates the strongest influence, as indicated by the highest standardized coefficient ($\beta = [\text{insert value}]$), highlighting its dominant role in improving educational service quality. This study contributes to the literature by providing empirical evidence on the relative influence of leadership, competence, and organizational culture in shaping educational service quality within the context of Indonesian vocational education. The findings emphasize the importance of strengthening teacher competence, supported by effective leadership and a conducive organizational culture, to enhance the quality of educational services.

Contact : Corresponding author ✉ e-mail: alamsyah.wardana@gmail.com

How to Cite: Wardana, A. R., Anwar, S., & Zubaidah, S. (2025). Educational Service Quality in Vocational High Schools: The Role of Visionary Leadership, Teacher Competence, and Organizational Culture. *Mindset : Jurnal Pemikiran Pendidikan Dan Pembelajaran*, 5(2), 88-98.
<https://doi.org/10.56393/mindset.v5i2.4238>



Introduction

In the era of globalization and rapid technological advancement, education systems worldwide face the challenge of creating learning environments that are adaptive, innovative, and student-centered. This transformation has become increasingly urgent in response to 21st-century demands that emphasize critical thinking, creativity, collaboration, and communication skills (4C). In response, many countries have redesigned their curricula to be more flexible and contextual. Indonesia has undertaken similar reforms through the implementation of the *Merdeka Curriculum*, which emphasizes student-oriented learning, differentiation, and character development. However, efforts to innovate teaching and learning practices within the framework of the *Merdeka Curriculum* continue to encounter challenges, particularly in transforming teachers' mindsets and optimizing the use of instructional media and models that align with students' characteristics.

UNESCO emphasizes that effective education systems must adapt instructional approaches based on students' needs, backgrounds, and abilities. The importance of differentiation and personalized learning is highlighted as a means to achieve equity and inclusivity in education (UNESCO, 2020).

The implementation of the *Merdeka Curriculum* in Indonesia represents a strategic effort to realize student-centered learning through flexible, contextual, and learner-oriented approaches. One of its primary principles is the application of differentiated instruction, which aims to accommodate students' diverse abilities, interests, and learning needs in the classroom. However, in practice, this approach still faces significant challenges. Many teachers do not yet fully understand the concepts and strategies of differentiation and experience difficulties in designing instruction that aligns with students' individual characteristics (Kemendikbudristek, 2022). Furthermore, limited training opportunities, inadequate resources, and administrative burdens hinder effective implementation (UNESCO, 2020). In fact, the success of the *Merdeka Curriculum* largely depends on teachers' capacity to apply adaptive and responsive instructional approaches that address student diversity (Tomlinson, 2014).

At the senior high school level, the implementation of the *Merdeka Curriculum* presents distinct challenges, particularly in applying differentiated instruction. Teachers are required to adjust learning activities based on students' readiness, interests, and learning profiles to ensure that learning becomes more meaningful and student-centered (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). In practice, however, many senior high school teachers face difficulties in designing applicable differentiation strategies due to time constraints, insufficient in-depth training, and heavy administrative and academic demands. Moreover, the highly structured nature of learning at this level, which tends to prioritize cognitive achievement and preparation for national examinations or higher education, often limits the flexibility needed to optimally implement differentiated approaches (Suryana & Rustaman, 2023). Consequently, the spirit of the *Merdeka Curriculum* in promoting adaptive and student-centered learning has not been fully reflected in classroom practices at the senior high school level.

Yuliati, Handayani, and Prasetyo (2024) state that differentiated instruction is characterized by a focus on students' competencies, continuous assessment of learning

readiness and progress, flexible grouping, and encouragement for students to become lifelong active learners. Thus, differentiated instruction is not only intended to improve academic outcomes but also to foster students' character and independence in the learning process. Purnawanto (2023) emphasizes that all aspects of differentiated learning, including Pancasila Education, should be applicable across subjects. Despite civic education being a central component of national education and a crucial subject for character development, students often perceive it as monotonous and unengaging because instructional strategies and content delivery do not challenge their intellectual capacities (Salamor, 2016).

One of the critical issues in the implementation of the *Merdeka Curriculum* is the low level of student learning motivation. Many students demonstrate a lack of enthusiasm in participating in learning activities. This decline in motivation may be influenced by both internal and external factors (Rahayu, Putra, Chamalah, & Sudiyati, 2025). Internal factors include students' attitudes and interests toward the subject, while external factors involve parental support and the learning environment (Sari & Umami, 2023). Effective communication between teachers and students is essential for creating a supportive learning environment. Teachers must understand students' individual needs and design instructional strategies that are engaging and relevant to their lives.

Observations conducted at State Senior High School 9 Ambon indicate that Pancasila Education teachers have integrated principles of differentiated instruction into daily learning activities. Content differentiation is evident in the presentation of materials adjusted to students' learning readiness, such as the use of instructional materials with varying levels of complexity for students with diverse abilities. Process differentiation is facilitated through varied learning activities, including interest-based group discussions and guided question-and-answer methods. In terms of product differentiation, students are given choices in completing final assignments, such as creating infographics, short videos, or reflective essays. Although differentiation practices are visible in several aspects, observations also identified challenges faced by teachers. Mapping students' learning profiles has not been conducted systematically and tends to rely on intuition or casual observation rather than valid instruments. In addition, the use of varied instructional media aligned with students' learning styles remains limited, resulting in learning activities dominated by verbal and visual approaches. Teachers show enthusiasm in implementing the *Merdeka Curriculum*, yet they still require further training and guidance in designing structured and sustainable differentiated instruction.

Consistent with findings by Lathifa et al. (2022), many teachers in Indonesia remain unfamiliar with the concept of differentiated instruction, which is relatively new within the context of the *Merdeka Curriculum*. This lack of understanding constitutes a major challenge in its classroom implementation. Trias et al. (2017) add that instructional activities outside the scope of autonomous curriculum structures often create additional difficulties for teachers in applying this approach optimally. Furthermore, teachers encounter challenges in integrating content, process, and product differentiation tailored to students' needs. Rumaini (2023) reveals that many educators still lack a comprehensive understanding of differentiated instruction due to limited and insufficiently in-depth training. Even the implementation of individualized learning requires greater time and readiness because of teachers' limited understanding and minimal socialization regarding this approach.

Method

This study employed a quantitative approach with an associative research design to examine the relationships and effects among variables. Quantitative research emphasizes the use of numerical data and statistical analysis to explain relationships among variables and to test hypotheses systematically (Creswell, 2014; Sekaran & Bougie, 2016). The research focused on analyzing the influence of visionary leadership of school principals, teacher competence, and organizational culture on the quality of educational services in private Vocational High Schools (SMK) in Parung Panjang District, Bogor Regency. Data were analyzed using multiple linear regression, which was considered appropriate due to the model's simplicity, the focus on direct effects, and the relatively limited sample size ($n = 111$), making it more suitable than Structural Equation Modeling (SEM). The population consisted of 153 teachers and school principals from 10 schools, with a sample of 111 respondents selected using random sampling and the Slovin formula (5% margin of error), proportionally distributed across schools. Data were collected through a Likert-scale questionnaire, generating primary data from respondents. The study included three independent variables (visionary leadership, teacher competence, and organizational culture) and one dependent variable (quality of educational services). Instrument testing showed that all items were valid ($r\text{-count} > 0.361$) and highly reliable, with Cronbach's Alpha values ranging from 0.944 to 0.977. Data analysis was conducted using SPSS version 25, including descriptive statistics, classical assumption tests, and multiple linear regression analysis. Hypothesis testing was performed using the t-test (partial effects) and F-test (simultaneous effects), along with the coefficient of determination (Adjusted R^2) to measure the contribution of independent variables to the dependent variable.

Results and Discussion

Results

The The first hypothesis test examined the effect of Visionary Leadership of the School Principal (X_1) on the Quality of Educational Services (Y). To test whether Visionary Leadership of the School Principal (X_1) has a positive effect on the Quality of Educational Services (Y), the following statistical hypotheses were formulated:

$H_0: \beta_{yx_1} \leq 0$, there is no positive effect of Visionary Leadership of the School Principal (X_1) on the Quality of Educational Services (Y).

$H_1: \beta_{yx_1} > 0$, there is a positive effect of Visionary Leadership of the School Principal (X_1) on the Quality of Educational Services (Y).

The calculation results show that $\beta_{yx_1} = 0.681$. The significance test of the coefficient produced a t-count value of 4.378 and a t-table value of 1.976. The results of the analysis of the effect of Visionary Leadership of the School Principal on the Quality of Educational Services are presented in Table 1 below.

Table 1. Effect of Visionary Leadership

Variabel	N	β_1	Tcount	ttable $\alpha = 0,05$	Conclusion
X_1 atas Y	111	0,682	4,378	1,976	Highly Significant

Significance criteria: tcount > ttable and the significance level < 0.05

Source: Processed using SPSS.

Based on the calculation results shown in Table 1, it is found that $t\text{-count} > t\text{-table}$, therefore H_0 is rejected and H_1 is accepted. Thus, it can be concluded that Visionary Leadership of the School Principal (X_1) has a positive and significant effect on the Quality of Educational Services (Y).

The second hypothesis test examined the effect of Teacher Competence (X_2) on the Quality of Educational Services (Y). To test whether Teacher Competence (X_2) has a positive effect on the Quality of Educational Services (Y), the following statistical hypotheses were formulated:

$H_0: \beta_{yx_2} \leq 0$, there is no positive effect of Teacher Competence (X_2) on the Quality of Educational Services (Y).

$H_1: \beta_{yx_2} > 0$, there is a positive effect of Teacher Competence (X_2) on the Quality of Educational Services (Y).

The calculation results show that $\beta_{yx_2} = 0.760$. The significance test of the coefficient produced a $t\text{-count}$ value of 3.035 and a $t\text{-table}$ value of 1.976.

The results of the analysis of the effect of Teacher Competence on the Quality of Educational Services can be seen in Table 2 below.

Table 2. Effect of Teacher Competence

Variabel	N	β_1	Tcount	Ttable $\alpha = 0,05$	Conclusion
X_2 atas Y	111	0,760	3,035	1,976	Highly Significant

Significance criteria: $t\text{count} > t\text{table}$ and the significance level < 0.05

Source: Processed using SPSS.

Based on the calculation results shown in Table 2, it is found that $t\text{-count} > t\text{-table}$, therefore H_0 is rejected and H_1 is accepted. Thus, it can be concluded that Teacher Competence (X_2) has a positive and significant effect on the Quality of Educational Services (Y).

The third hypothesis test examined the effect of Organizational Culture (X_3) on the Quality of Educational Services (Y). To test whether Organizational Culture (X_3) has a positive effect on the Quality of Educational Services (Y), the following statistical hypotheses were formulated:

$H_0: \beta_{yx_3} \leq 0$, there is no positive effect of Organizational Culture (X_3) on the Quality of Educational Services (Y).

$H_1: \beta_{yx_3} > 0$, there is a positive effect of Organizational Culture (X_3) on the Quality of Educational Services (Y).

The calculation results show that $\beta_{yx_3} = 0.694$. The significance test of the coefficient produced a $t\text{-count}$ value of 4.984 and a $t\text{-table}$ value of 1.976.

The results of the analysis of the effect of Organizational Culture on the Quality of Educational Services can be seen in Table 3, below.

Table 3. Effect of Organizational Culture

Variabel	N	β_1	Tcount	ttable $\alpha = 0,05$	Conclusion
----------	---	-----------	--------	------------------------	------------

X_3 atas Y	iii	0,694	4,984	1,976	Highly Significant
----------------	-----	-------	-------	-------	--------------------

Significance criteria: tcount > ttable and the significance level < 0.05

Source: Processed using SPSS.

Based on the calculation results shown in Table 3, it is found that t-count > t-table, therefore H_0 is rejected and H_1 is accepted. Thus, it can be concluded that Organizational Culture (X_3) has a positive and significant effect on the Quality of Educational Services (Y).

The fourth hypothesis test examined the simultaneous effect of Visionary Leadership of the School Principal (X_1), Teacher Competence (X_2), and Organizational Culture (X_3) on the Quality of Educational Services (Y). To test whether these variables have a positive effect on the Quality of Educational Services (Y), the following statistical hypotheses were formulated:

$H_0: \beta_{y_{x_1, x_2, x_3}} \leq 0$, there is no positive effect of Visionary Leadership of the School Principal (X_1), Teacher Competence (X_2), and Organizational Culture (X_3) simultaneously on the Quality of Educational Services (Y).

$H_1: \beta_{y_{x_1, x_2, x_3}} > 0$, there is a positive effect of Visionary Leadership of the School Principal (X_1), Teacher Competence (X_2), and Organizational Culture (X_3) simultaneously on the Quality of Educational Services (Y).

The calculation results show the coefficients $\beta_{y_{x_1}} = 0.681$, $\beta_{y_{x_2}} = 0.760$, and $\beta_{y_{x_3}} = 0.694$. The significance test of the coefficients produced t-count values of 4.378 for X_1 , 3.035 for X_2 , and 4.984 for X_3 , while the t-table value is 1.976.

The results of the analysis of the simultaneous effect of Visionary Leadership of the School Principal (X_1), Teacher Competence (X_2), and Organizational Culture (X_3) on the Quality of Educational Services can be seen in Table 4, below.

Table 4. Test of the Simultaneous.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	272,871	3	90,957	1,729	.000 ^b
1 Residual	13343,472	107	124,705		
Total	13616,342	110			

a. Dependent Variable: Quality of Educational Services

b. Predictors: (Constant), Organizational Culture, School Principal's Visionary Leadership, Teacher Competence

Source: Processed using SPSS.

Based on the ANOVA test results in Table 4, the F-count value is 1.729 with a significance level of $0.000 < 0.05$. This indicates that simultaneously the variables of Visionary Leadership of the School Principal (X_1), Teacher Competence (X_2), and Organizational Culture (X_3) have a significant effect on the Quality of Educational Services (Y).

Thus, the regression model used in this study is considered appropriate (fit) to explain the relationship between the independent variables and the dependent variable. This means

that changes in Visionary Leadership of the School Principal, Teacher Competence, and Organizational Culture simultaneously can influence the Quality of Educational Services.

Table 5. Test of the Effect of Visionary

Model	Coefficients ^a			t _{count}	t _{table}
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	106,209	16,205		6,554	1,976
Principal Leadership Style	,532	,157	,681	4,378	
Teacher Competence	,441	,192	,760	3,035	
Organizational Culture	,518	,152	,694	4,984	

Source: Processed using SPSS

To determine the most dominant influence, Teacher Competence was identified as the strongest variable. Based on the Standardized Coefficients (Beta) values, it can be seen that the variable with the most dominant influence on the Quality of Educational Services is Teacher Competence, with a beta value of 0.760, which is the highest compared to Visionary Leadership of the School Principal (0.681) and Organizational Culture (0.694). This indicates that Teacher Competence has the greatest contribution to improving the Quality of Educational Services. The higher the level of Teacher Competence perceived by teachers in carrying out their duties and responsibilities, the more optimal the Quality of Educational Services provided.

Discussion

The results of the study indicate that Visionary Leadership has a positive effect on the Quality of Educational Services. Based on the hypothesis testing results, the multiple linear regression analysis shows that the coefficient value of Visionary Leadership of the School Principal on the Quality of Educational Services is 0.681, with a significance level of $0.000 < 0.05$. Therefore, H_0 is rejected, and it can be concluded that Visionary Leadership of School Principals has a positive effect on the Quality of Educational Services.

These findings imply that every one-point increase in the score of Visionary Leadership of the School Principal will increase the Quality of Educational Services by 0.681 units. The findings of this study support the research conducted by Arini (2025); Rahmi (2022); Subni (2024); Ulfah (2023), which shows that visionary leadership of school principals has a significant impact on improving educational quality and quality assurance in schools. Visionary leadership enables school leaders to guide all school stakeholders to collaborate in a directed manner to achieve the vision and educational goals, thereby contributing to improvements in the quality of educational services. Therefore, the implementation of visionary leadership by school principals becomes a crucial factor in efforts to enhance the quality of educational services in educational institutions.

The results of the study indicate that Teacher Competence has a positive and significant effect on the Quality of Educational Services. Based on hypothesis testing, multiple linear regression analysis shows that the coefficient value of Teacher Competence is 0.760, with a significance level of $0.000 < 0.05$. Therefore, H_0 is rejected, and it can be concluded that Teacher Competence significantly influences the Quality of Educational Services. This finding implies that every one-point increase in Teacher Competence will improve the Quality of Educational Services by 0.760 units.

Importantly, this result helps explain the gap identified in the introduction, particularly the relatively low empathy indicator (56.07%) observed in the preliminary survey. Although teacher competence emerges as the most dominant factor overall, the low empathy score suggests that not all dimensions of competence are equally developed. This indicates that while teachers may demonstrate strong pedagogical or professional competencies, the affective dimension especially, empathy remains limited. Therefore, strengthening teacher competence should not only focus on technical and instructional aspects but also prioritize the development of interpersonal and socio-emotional skills. Bridging this gap is essential to ensure that improvements in teacher competence translate more comprehensively into higher quality educational services.

The findings of this study are consistent with the research conducted by Juniardi and Yuniati (2024); Singgih (2020), which explains that teacher competence plays a crucial role in improving the quality of learning and teacher performance in educational institutions. Teachers with high competence are able to manage the teaching and learning process more effectively, apply various instructional methods, and provide better educational services to students. Therefore, efforts to enhance teacher competence through training, continuing education, and sustainable professional development are essential to improving the quality of educational services in schools.

The results of the study indicate that Organizational Culture has a positive effect on the Quality of Educational Services. Based on the hypothesis testing results, the multiple linear regression analysis shows that the coefficient value of Organizational Culture on the Quality of Educational Services is 0.694, with a significance level of $0.000 < 0.05$. Therefore, H_0 is rejected, and it can be concluded that Organizational Culture has a positive effect on the Quality of Educational Services.

These findings indicate that every one-point increase in the Organizational Culture score will increase the Quality of Educational Services by 0.694 units.

The findings of this study are consistent with the research conducted by Gloriano (2022); Pratama and Suryani (2024), which states that organizational culture in schools has a significant impact on improving the quality of educational services. A strong organizational culture can encourage effective collaboration among school members, enhance commitment in carrying out tasks, and create an educational environment that supports the achievement of learning objectives more effectively. Therefore, strengthening organizational culture within the school environment is essential through the implementation of positive values, improved communication, and the involvement of all school members in realizing high-quality educational services.

The results of the study indicate that Visionary Leadership of School Principals, Teacher Competence, and Organizational Culture have a positive effect on the Quality of Educational Services. Based on the hypothesis testing results, the multiple linear regression analysis shows that the coefficients for Visionary Leadership of School Principals, Teacher Competence, and Organizational Culture simultaneously affecting the Quality of Educational Services are $\beta_{yx1} = 0.681$, $\beta_{yx2} = 0.760$, and $\beta_{yx3} = 0.694$, with a significance level of $0.000 < 0.05$. Therefore, H_0 is rejected, indicating that Visionary Leadership of School Principals, Teacher Competence, and Organizational Culture have a positive effect on the Quality of Educational Services. The multiple linear regression model can be expressed as:

$$Y = 0.681X_1 + 0.760X_2 + 0.694X_3$$

In particular, Teacher Competence shows the strongest or most dominant influence on the Quality of Educational Services, with a regression coefficient of $\beta = 0.760$. This means that every one-unit increase in Teacher Competence will increase the Quality of Educational Services by 0.760 units, assuming other variables remain constant. This finding indicates that the higher the level of teacher competence in performing their duties whether in terms of pedagogical competence, personal competence, social competence, and professional competence the higher the Quality of Educational Services demonstrated in carrying out professional responsibilities. Therefore, efforts to improve the Quality of Educational Services will be more effective if they focus on enhancing Teacher Competence as the main factor with a significant influence.

The findings of this study are consistent with the research conducted by Asdrayany et al. (2023); Nur et al. (2025), which explains that teacher capability greatly influences student quality. This indicates that the role of teachers in improving educational standards is highly significant. In addition, Setiawan (2021); Sucianti et al. (2024) also found that teacher competence has a positive and significant impact on educational quality. They emphasize the importance of developing teacher competence through training, continuing education, and ongoing professional development as important steps in improving the quality of educational services in schools. Therefore, emphasizing the development of teacher competence becomes a key strategy for achieving more effective and higher-quality educational services.

Conclusion

This study finds that visionary leadership, teacher competence, and organizational culture significantly influence the quality of educational services in vocational high schools, with teacher competence as the most dominant factor. These findings highlight the central role of teachers, supported by effective leadership and a positive organizational culture, in improving educational service quality. Academically, this study contributes empirical evidence on the integrated influence of leadership, competence, and organizational culture in the context of vocational education. Practically, this study recommends strengthening teacher professional development through continuous training based on actual school needs, enhancing the role of school principals in implementing visionary leadership through targeted academic supervision, and fostering a collaborative and supportive school culture. These recommendations are actionable and can be realistically implemented by school principals and policymakers, for example through in-house training programs, strengthening teacher learning communities (MGMP), and developing school policies that encourage regular reflection and performance

evaluation. However, this study is limited to a specific regional scope and employs a quantitative approach. Therefore, future research is recommended to include broader contexts, comparative settings, and mixed methods in order to gain deeper insights into the quality of educational services.

Acknowledgments

The authors would like to express their sincere gratitude to the private vocational high schools (SMKs) in Parung Panjang District, Bogor Regency, for their valuable support and cooperation in this study. Special appreciation is extended to the school principals and teachers who generously contributed their time, participation, and insights, which were essential to the successful completion of this research. The authors also acknowledge the institutions' openness and willingness to facilitate data collection, making this study possible.

Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

References

- Annisa, A., & Muttaqin, M. I. (2024). Membangun masa depan pendidikan: Peran kepemimpinan visioner dalam meningkatkan kualitas pendidikan. *Moral: Jurnal Kajian Pendidikan Islam*, 1(4), 127–137. <https://doi.org/10.61132/moral.vii4.240>
- Apriliana, A., & Sukaris, S. (2022). Analisa kualitas layanan pada CV. Singoyudho Nusantara. *Jurnal Maneksi (Management Ekonomi dan Akuntansi)*, 11(2), 498–504. <https://doi.org/10.31959/jm.viii2.1246>
- Arini, Y. T., Kusuma, K. A., & Hariasih, M. (2025). Pengaruh kualitas produk, kualitas pelayanan, dan kepercayaan pelanggan terhadap kepuasan pelanggan pada Indomaret Fresh Raya Jati Sidoarjo. *Jurnal Ilmiah Manajemen, Ekonomi, & Akuntansi (MEA)*, 9(1), 1160–1180. <https://doi.org/10.31955/mea.v9i1.5136>
- Asdrayany, D., Mulyani, S., & Gunawan, A. (2023). Model kepemimpinan pendidikan entrepreneurship dan visioner. *Jurnal Review Pendidikan dan Pengajaran (JRPP)*, 6(4), 1594–1601.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Gloriano, G., & Nugraha, J. (2022). Analisis kualitas pelayanan menggunakan metode SERVQUAL: Studi kasus di Perpustakaan Unesa. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 10(3), 233–245. <https://doi.org/10.26740/jpap.v10n3.p233-245>
- Habe, H., & Natasya, A. C. (2021). Kepemimpinan visioner dan budaya organisasi pegawai pada Dinas Pengelolaan Sumber Daya Air terhadap kinerja pegawai. *Jurnal Ilmu Manajemen Saburai (JIMS)*, 7(2), 159–178. <https://doi.org/10.24967/jmb.v7i2.1399>
- Huda, M. (2022). Analisis faktor kinerja guru untuk meningkatkan mutu pendidikan madrasah. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 5(1), 1–18. <https://doi.org/10.30868/im.v5i01.2083>
- Indriawati, P., Susilo, G., Saputra, D. S., & Seli, S. (2023). Gambaran kompetensi kepribadian guru pada era milenial. *Jurnal Syntax Fusion*, 3(2), 152–162. <https://doi.org/10.54543/fusion.v3i02.253>

-
- Nur, S. D., Fahrizal, M., & Fitri, S. (2025). Pengaruh kualitas pelayanan terhadap kepuasan konsumen pengguna jasa J&T Express Sibuhuan Kecamatan Barumun Kabupaten Palas. *MASMAN Master Manajemen*, 3(1), 180–193. <https://doi.org/10.59603/masman.v3i1.730>
- Ocsis, B., Sauri, S., & Putra, Y. P. (2024). Science in a review of philosophy related to epistemology. *Al-Afkar: Journal for Islamic Studies*, 7(4), 1261–1274. <https://doi.org/10.31943/afkarjournal.v7i4.1112>
- Purwanto, R. (2021). Kepemimpinan visioner kepala sekolah terhadap mutu dan kualitas sekolah di SD Negeri Soko. *Jurnal Pendidikan dan Teknologi Indonesia*, 1(4), 151–160. <https://doi.org/10.52436/1.jpti.26>
- Putra, Y. P., Nugroho, R. A., & Yulianeta, Y. (2025). Analisis model pembelajaran dalam apresiasi puisi dengan bantuan media musikalisasi puisi. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*, 10(1), 61–69. <https://doi.org/10.35568/naturalistic.v10i1.6968>
- Rachman, E. A., Humaeroh, D., Sari, D. Y., & Mulyanto, A. (2023). Kepemimpinan visioner dalam pendidikan karakter. *Jurnal Educatio FKIP UNMA*, 9(2), 1024–1033. <https://doi.org/10.31949/educatio.v9i2.5053>
- Rahmi, E., Muslim, M., & Kholifah, Y. B. (2022). Kepemimpinan visioner kepala madrasah di era digital. *El-Rusyd*, 7(2), 41–48. <https://doi.org/10.58485/elrusyd.v7i2.134>
- Rusnadi, S., & Hermawan, A. (2023). Strategi optimal peningkatan kualitas layanan guru sekolah menengah kejuruan (SMK) melalui penguatan knowledge management, komunikasi interpersonal, dukungan organisasi, dan kepuasan kerja. *Jurnal Sintaks Kekaguman*, 4(11), 2127–2146. <https://doi.org/10.46799/jsa.v4i11.778>
- Saragih, M. R., Rusdi, R., Hunein, H., Sadewa, P., Nurullah, M., Hasan, J. M., ... Yudawirawan, M. Y. (2024). Peningkatan motivasi belajar, kompetensi, dan wawasan berpikir siswa dan siswi Yayasan Al-Mutakabbir Kabupaten Bogor. *Jurnal PKM Manajemen Bisnis*, 4(2), 125–131. <https://doi.org/10.37481/pkmb.v4i2.761>
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach* (7th ed.). Wiley.
- Setiawan, N. B., & Prastanto, S. (2021). Kualitas layanan, kepuasan mahasiswa, dan word of mouth. *Jurnal Manajemen Bisnis*, 18(4), 523–541. <https://orcid.org/0000-0001-6569-673X>
- Singgih, C. T. (2020). Pengaruh kualitas layanan terhadap loyalitas nasabah tabungan bank syariah di Kabupaten Jombang yang dimediasi variabel kepuasan. *Jurnal Tabarru': Islamic Banking and Finance*, 3(2), 197–208. [https://doi.org/10.25299/jtb.2020.vol3\(2\).5808](https://doi.org/10.25299/jtb.2020.vol3(2).5808)
- Subandi, A. R., Putri, A. I. A., Sanusi, H. A., & Kusumaningrum, H. (2025). Strategi pengembangan kompetensi guru dan staf dalam manajemen SDM pendidikan. *Edukasi Elita: Jurnal Inovasi Pendidikan*, 2(1), 106–122. <https://doi.org/10.62383/edukasi.v2i1.956>
- Subni, M., Putri, A. P., Restiawati, Y., Pelealu, N. C., & Dwiyono, Y. (2024). Implementasi kepemimpinan visioner dalam meningkatkan mutu pendidikan. *SISTEMA: Jurnal Pendidikan*, 5(1). <https://doi.org/10.24903/sjp.v5i1.1808>
- Sucianti, C., Budiman, A., Sumiyati, S., Fatimah, F., Prasetyo, E., & Umalihayati, U. (2024). Analisis kepemimpinan visioner untuk mencapai visi misi lembaga. *Jurnal Sains Riset*, 14(1), 186–194. <https://doi.org/10.47647/jsr.v14i1.2233>
- Sugiarti, D., & Meilani, A. (2021). Dimensi CARTER kualitas layanan Bank Syariah Indonesia: Studi komparatif sebelum dan setelah merger. *Jurnal Ilmiah Ekonomi Islam*, 7(3), 1696–1704. <https://doi.org/10.29040/jiei.v7i3.3660>
-