

A MODEL OF ACADEMIC SERVICES QUALITY AT ADVENT SCHOOLS IN NORTH SULAWESI PROVINCE

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ABSTRACT

The quality of academic services is one of the determining factors for improving student learning outcomes in schools. This study aims to explain and predict the model of academic service quality in Adventist Schools in North Sulawesi Province. This study uses a quantitative approach and survey methods. The sampling technique for this research was randomly selected and totaled 172 teachers spread over eight Adventist schools in North Sulawesi Province. The research data were collected using a questionnaire technique and analyzed using the Structural Equation Modeling technique based on Partial Least Square (SEM-PLS) with smartPLS 3.0 software. The results showed that the principal's managerial competence, compensation, and teacher performance had a direct and significant positive effect on the quality of academic services. While the role of the school committee has a direct negative and insignificant effect. In addition, teacher performance mediates the effect of principal's managerial competence on the quality of academic services. Meanwhile, the influence of the role of the school committee and the provision of compensation on the quality of academic services is not mediated by teacher performance. The results of the research that describe the academic service quality model in this study are discussed and conclusions are drawn. After that, suggestions were made for programs to improve the quality of academic services and future research efforts.

Keywords

Managerial competence; role; compensation; performance; academic service quality

INTRODUCTION

In essence, the national education pathway includes informal, formal and non-formal education. Especially in the formal education pathway, it is held in the form of educational units called schools, both with state and private status. The role of private schools in improving the quality of education is no less important than that of public schools (Agustina, 2008). The existence of private schools established and managed by an agency called the Foundation is part of realizing the role of the community in education. Likewise, private schools which are under the control of the Adventist Foundation have an important role in improving the quality of education.

Private schools as places of education cannot be separated from the nature of their situation. One of its elements according to Ki Hadjar Dewantara (Ministry of Education and Culture, 2020) is the nature of the times, namely referring to time which has its peculiarities from time to time, and continuously changes according to the needs of the times. If this view is related to the present, then the nature of the times is the digital technology revolution in the field of education or what is called the industrial revolution 4.0 (Doringin et al., 2020). The nature of the private school era is basically dynamic, not static, and must continue to be properly addressed by every educational actor from time to time, especially teachers as educators.

Even though the reality of education held in private schools is currently in the era of digital technology, learning achievement or student learning outcomes are still an issue that is continuously discussed by all parties with an interest in education. Referring to the [World Bank \(2018\)](#) that the education system in Indonesia is generally in the category of below average performing systems compared to countries in East Asia and the Pacific based on the results of international assessment scores such as PISA (Program for International Student Assessment), it is very important to identify the core problems that must be addressed to improve the quality of education ([Muhyiddin, 2020](#)).

Then, in terms of learning outcomes according to the grouping of Indonesian Student Competency Assessment (AKSI) which was conducted based on the islands and the two provinces with the highest scores DKI Jakarta and Yogyakarta, it shows an imbalance in the quality of education geographically ([Noerbella, 2022](#)). Islands in eastern Indonesia such as Sulawesi, Papua, the Maluku Islands, and the Nusa Tenggara Islands show high disparities compared to DKI Jakarta and Yogyakarta in AKSI scores (Center for Educational Assessment, 2018). Relatively speaking, the condition of the AKSI assessment results indicates that private schools in North Sulawesi Province (North Sulawesi) including those organized by the Adventist Foundation, namely that there are gaps in student learning outcomes that need to be sought and found solutions so that they have high competitiveness with schools that are more well in other areas.

Many aspects can be identified as the root causes of discrepancies in student learning outcomes and the underlying drivers of competitive power. One of them is the quality of academic services ([Ali et al., 2020](#)). This is important to understand considering the quality of academic services is the main product of educational institutions ([Susanto, 2012](#)) and one of the efforts to improve the quality of education in schools is through improving the quality of academic services ([Bowen, 2018; Ross, 2017](#)) and one of the ways to achieve high achievement and win the competition is the quality of academic services provided by teachers at school ([Manik & Sidharta, 2017](#)). Therefore, schools in general as well as private schools are very important to improve the quality of academic services on an ongoing basis so that they are well maintained and have a direct impact on improving student learning outcomes as measured by graduate competency standards.

The quality of academic services in this study is an integrated part of the concept of education service quality standards which is analyzed based on the process quality component as the core academic activity and the input quality component as a supporter of the core academic activity. If the input quality component is met and the process quality component goes well, then the output quality component, namely graduate competence, will have a high score ([Alawiyah, 2017](#)). The quality of core academic services is analyzed based on the process quality component which consists of academic services related to content, process and assessment standards. While supporting the quality of core academic services is analyzed based on the components of input quality standards consisting of academic services relating to management standards, educators and education staff, infrastructure, and financing.

In addition, the quality of academic services is a multi-dimensional concept, so that it can be analyzed from various dimensions according to the point of view used by researchers. The dimensions of the quality of school academic services can be analyzed from the dimensions of service quality, namely reliability, responsiveness, empathy, tangibles, and guarantees ([Manik & Sidharta, 2017; Permana et al., 2020; Ramírez-Hurtado et al., 2021](#)). The perspective used by researchers in this study is to examine academic services based on the perspective of service quality ([Ghotbabadi et al., 2012](#)) which gave birth to the concept of academic service quality. The perspective of this researcher is different from the perspective of previous researchers, namely studying academic services based on a performance perspective which gave birth to the concept of academic service performance ([El Hariri, 2011](#)) and the satisfaction perspective that gave birth to the concept of academic service satisfaction ([Susanto, 2012](#)) as well as an integrity perspective that gave birth to the concept of academic service integrity ([Ali et al., 2020](#)). In fact, recently there has been a study on the quality of online learning services ([Ramírez-Hurtado et al., 2021](#)).

Besides that, it also examines the role of teacher performance as a mediating factor that mediates the influence of the managerial competence of school principals, the role of school committees, and the provision of compensation on the quality of academic services. This is imperative to do within the framework of developing education management knowledge and specifically human resource management (managerial competency of school principals, compensation, and teacher performance) and management of school and

community relations (school committee role). For researchers this is a research problem that is very important to study considering that research so far has shown that there are those who see the construct of performance in general and specifically teacher performance as an outcome variable (Colquitt et al., 2014). Which is often also called endogenous and as a mediator variable (Hatane, 2015; Masitoh & Sudarma, 2019) the effect of exogenous variables on endogenous variables. However, the researcher's interest in this matter is not only limited to examining teacher performance as an exogenous variable and mediator of endogenous variables, but also methodologically how it functions as an endogenous variable that is influenced by exogenous variables.

As has been stated, the managerial competence of school principals is one of the determining factors for the quality of academic services. Principals in Adventist schools who are appointed based solely on practical political interests and reasons of friendship or nepotism do not actually have an increasing impact, but rather worsen the quality of academic services. In this context, the principal's managerial competence should be the basis for consideration of appointment because it has been regulated in the principal's competency standard, namely the principal's managerial competence dimension. Even now in the context of the implementation of the Mobilizing School Program (PSP) within the Free Learning policy framework (Policy Research Center, 2020) models of school leadership competencies are being implemented, namely self and other people development competencies, learning leadership competencies, school management leadership competencies, and school development leadership competencies (Directorate General of Teachers and Education Personnel, 2020). Thus it can be explained that the managerial competence of the school principal is a factor that should be considered and also determines in overcoming the gaps that occur related to the quality of academic services.

In addition to the managerial competency factor of the school principal and the role of the school committee, the factor of providing compensation to Adventist schooling also needs to be aligned with the need to carry out efforts to improve the quality of academic services in schools. The condition of schools where teachers receive their salaries late, pay their wages inadequately, do not reward work performance, and do not celebrate the success of teachers' work will gradually have an impact on reducing the quality of academic services in schools. Therefore, it is necessary to change the compensation policy so that the quality of academic services at Adventist schools will increase and in turn have a positive impact on increasing student satisfaction with academic services and student learning outcomes as major customers.

Another determining factor that is no less important in influencing the quality of academic services in schools is the performance of teachers in Adventist schools. If the results of the teacher's performance appraisal are low, it will have an impact on reducing the quality of academic services in schools. If the teacher performance assessment results are high, then the impact will be to increase the quality of academic services in schools. Teachers who do not yet have a professional educator certificate need to be facilitated so that they experience a change in status to become a professional educator certified teacher. Therefore, teachers who already have professional educator certificates need to be strengthened so that their potential personal, social, pedagogic and professional competencies can be realized in the form of actual performance in order to improve the quality of academic services.

Based on the description of the background of the problem, it can be described that the existence of quality academic services in schools is influenced by the managerial competency factors of school principals, the role of school committees, compensation, and teacher performance. Therefore, the researcher is interested in conducting research with the title, namely Adventist School Academic Service Quality Models in North Sulawesi Province.

METHODS

Types of research

Determination of the type of approach, method, and research design is based on the nature of the problem and research objectives. On the basis of considerations of the problem formulation and research objectives that have been stated in the introduction section, this research is relevant using a type of quantitative approach and type of survey method (Creswell & Poth, 2016) as a way to describe what is reality in the field and look for causal influences between research variables.

After determining the types of approaches and methods, then proceed with establishing a research design as a plan and structure made by researchers to obtain various answers to the questions compiled in

research (Sekaran, 2014). This type of research design is "linear causal relationship between variables by integrating factor analysis and path analysis" (Setiaman, 2022).

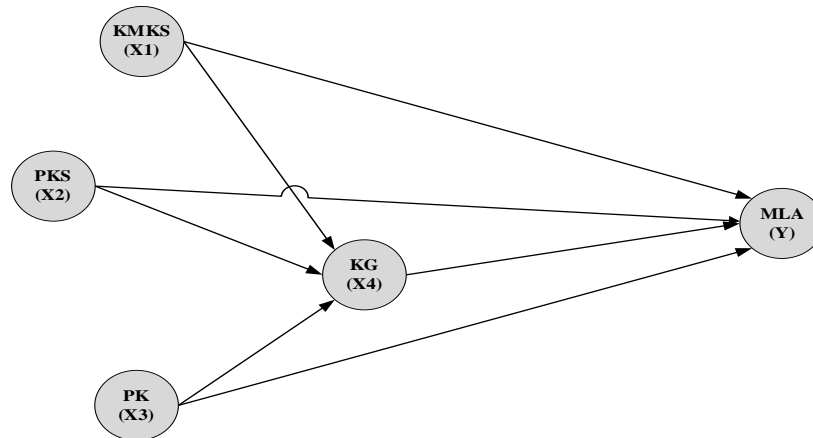


Figure 1. Research Design

Information:

- KMKS (X1) : Principal Managerial Competence
- VFD (X2) : The Role of the School Committee
- PC(X3) : Provision of Compensation
- kgs (X4) : Teacher Performance
- MLA (Y) : Academic Service Quality

As shown in Figure 1, this research is a path model design (path diagram) which is developed based on theory and is used to test the theory of the relationship or causality between research variables.

The time for carrying out this research is planned for six months, from March to August 2022. The location for this research is located in schools under the guidance of the Adventist Education Foundation in North Sulawesi.

The population is the overall characteristics related to the variables of academic service quality, managerial competence of school principals, the role of school committees, compensation, and teacher performance in Adventist schools in North Sulawesi Province. The population unit is the total number of teachers 340 people from nine schools.

The data collected in this study used a questionnaire technique which was arranged according to the Likert scale (Sugiyono, 2014) which is used to measure social phenomena called research variables. There are five variables measured in this study, namely the quality of academic services, the managerial competence of the school principal, the role of the school committee, compensation, and teacher performance. Each of the measured variables is translated into variable indicators which are used as a starting point for compiling instrument items which can be in the form of statements. The answer choices for each instrument item using a Likert scale have a gradation from very positive to negative in the form of words arranged in multiple choice form. Furthermore, for the purposes of quantitative analysis, each answer is given a score.

Statements with five choices that are positive range starting from scores 5, 4, 3, 2, and 1 and vice versa which are negative the range starts from scores 1, 2, 3, 4, and 5. However, for details, the following definitions are described. conceptual and operational research variables and continued with the preparation and testing of the validity and reliability of the instrument.

Even though the data analysis in this study was tested for validity and reliability, this was done for the purpose of testing the structural model for the entire study sample. Testing the validity and reliability of the instrument in this case was only carried out on 30 people who were no longer involved as respondents in collecting data which was analyzed for testing the research hypothesis.

RESULTS

As explained in the research methods section, the data analysis technique used in this study is SEM-PLS facilitated by Smart PLS software. The results of data analysis in this study are narrated based on applied statistics into two parts, namely the results of descriptive and inferential analysis.

The results of the descriptive analysis focused on narrating the measurement of convergence symptoms, namely the average value and measurement of deviation, namely the standard deviation of each indicator (the observed variable) per latent variable (the unobserved variable). While the results of the inferential analysis focused on narration testing of measurement models for validity and reliability tests and structural testing for causality tests (hypothesis testing with predictive models).

Descriptive Analysis

This section describes the average value and standard deviation of indicators per latent variable. In particular, the average value of each latent variable is also presented to describe it from the highest to the lowest.

Table 1. Descriptive Analysis Results

Indicators/Latent variables	Average	Standard Deviation
KMKS1	4,570	0.683
KMKS10	4,331	0.740
KMKS11	4,366	0.731
KMKS12	4,355	0.704
KMKS13	4,337	0.709
KMKS14	4,314	0.703
KMKS15	4,442	0.741
KMKS2	4,453	0.701
KMKS3	4,465	0.677
KMKS4	4,384	0.668
KMKS5	4,395	0.670
KMKS6	4,366	0.707
KMKS7	4,308	0.702
KMKS8	4,273	0.699
KMKS9	4,442	0.640
Average Principal Managerial Competency Variables (KMKS)	4,387	
PKS1	4,233	0.650
PKS10	4,192	0.742
PKS11	4,157	0.765
PKS12	4,198	0.760
PKS13	4,151	0.747
PKS14	4,035	0.806
PKS2	4,157	0.710
PKS3	4,256	0.632
PKS4	4,198	0.687
PKS5	4,169	0.770
PKS9	4,180	0.760
Average Variable Role of School Committees (PKS)	4,175	
PK1	3,814	0.870
PK10	3,901	0.752
PK11	3,884	0.761
PK12	4,157	0.710
PK13	4,087	0.799
PK14	4,047	0.769
PK15	4,041	0.773
PK16	3,843	0.750
PK17	3,843	0.788
PK18	3,808	0.757
PK19	3,866	0.770
PK2	3,919	0.758
PK20	3,971	0.727
PK21	3,919	0.743

Indicators/Latent variables	Average	Standard Deviation
PK22	3,948	0.709
PK23	3,890	0.766
PK25	3,878	0.749
PK26	3,936	0.756
PK27	3,884	0.776
PK28	3,895	0.785
PK3	3,948	0.733
PK4	3,907	0.725
PK5	3,977	0.715
PK6	3,919	0.694
PK7	3,930	0.797
PK8	3,913	0.761
PK9	3,907	0.764
Variable Average of Compensation (PK)	3,927	
KG1	4,506	0.615
kg10	4,622	0.520
KG11	4,605	0.534
KG12	4,686	0.512
KG13	4,355	0.644
kg14	4,471	0.633
kg15	4,552	0.563
KG5	4,593	0.547
KG6	4,471	0.651
KG7	4,640	0.537
KG8	4,576	0.591
KG9	4,570	0.561
Average Teacher Performance Variables (KG)	4,554	
.11	.36	.11
.12	.76	.15
.13	.10	.14
.14	.16	.12
.7	.14	.15
.8	.14	.19
.9	.12	.13
Average Academic Service Quality Variables (MLAs)	4,090	

Based on table 1 and figure 2 it can be described that the average value profile of the highest is the teacher performance variable (KG) = 4.554 and followed by each of the principal managerial competency variables (KMKS) = 4.387, the school committee role variable (PKS) = 4.175, the variable of academic service quality (MLA) = 4.090 to the lowest, namely the variable of compensation (PK) = 3.927.

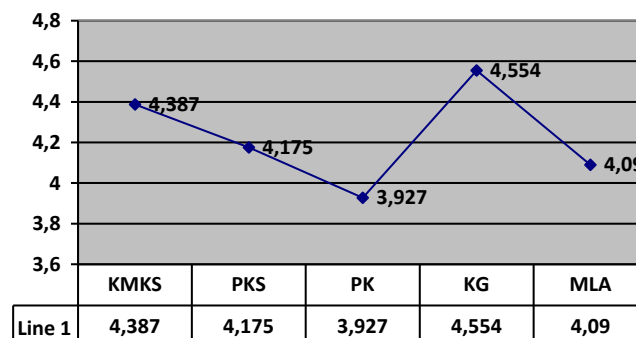


Figure 2. Latent Variable Average Value Profile

In testing the effect of the predictor/ exogenous variables on the criteria/endogenous variables by including the influence of the mediator variables.

If the first and second stages examine the direct effect of the independent/exogenous variables (managerial competence of the principal, the role of the school committee, and compensation) on the dependent/ endogenous variable (quality of academic services) and the third stage examines the direct effect of the mediator variable (teacher performance) on dependent/endogenous variable (quality of academic services), then in this fourth stage an indirect effect test is carried out.

This research uses the method *bootstraps* a procedure for testing the effect of mediation proposed by Zhao, Lynch Jr. & Chen (2010) and Hair, et al (2021) to examine the mediating effect of teacher performance. The indirect effect in the 95% confidence interval includes 0 or cannot determine whether the mediating effect is significant.

Based on figure 2, Zhao, Lynch Jr. & Chen (2010) and Hair, et al. (2021) identified three patterns consistent with mediation and two with nonmediation as follows:

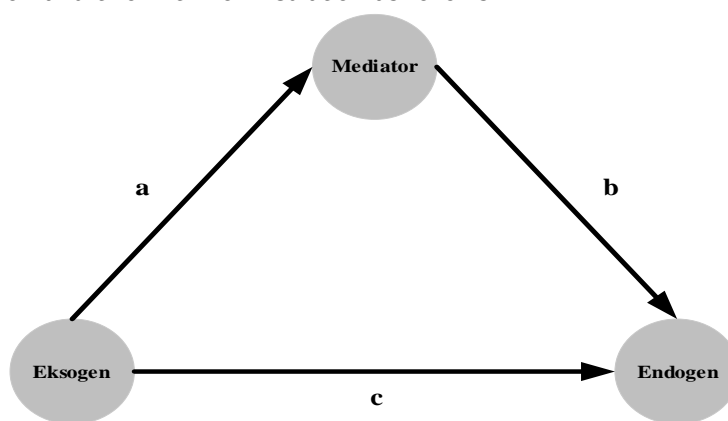


Figure 3. The Mediation Effect Model
(Adapted from Zhao, Lynch Jr. & Chen, 2010:198)

The two patterns of non-mediation in question direct non-mediation only that is, the direct effect is significant, but the indirect effect is not significant non-mediation without influence that is, both direct and indirect effects are not significant.

Meanwhile, the three mediation patterns in question are: complementary mediation, namely both indirect and direct effects are significant and point in the same direction, competitive mediation, that is, both indirect and direct effects are significantly opposite, indirect mediation only that is, the indirect effect is significant, but the direct effect is not significant.

The indirect effect of the principal's managerial competence (KMKS) on the quality of academic services (MLA) through teacher performance (KG)

As shown in table 2, the effect of total mediation on the influence of the principal's managerial competence on the quality of academic services is positive (0.076) and significant because the 95% confidence interval is 0.05 to 0.167 and 0 is not included, which means that Ho is rejected and Ha is accepted. The effect of the principal's managerial competence on teacher performance is positive (0.536) and significant because the 95% confidence interval is 0.395 to 0.684 and 0 is not included. The effect of teacher performance on the quality of academic services is positive (0.460) and significant because the 95% confidence interval is 0.302 to 0.622 and 0 is not included.

**Table 2. Effect of KG Mediation on KMKS against MLA
Principal Managerial Competence and Academic Service Quality**

Mediation effect	Influence	95% confidence interval	
		Lower limit	Upper limit
total impact	0.536	0.395	0.684
Indirect influence	0.076	0.005	0.167
Direct influence	0.460	0.302	0.622

This proves empirically that the hypothesis (Ha) 8th namely "Managerial competence of school principals has a positive and significant indirect effect on the quality of academic services through teacher performance in Adventist schools in North Sulawesi" is accepted. Thus, teacher performance is a mediator in the influence of the principal's managerial competence on the quality of academic services with this type of mediation, namely complementary mediation that is, both indirect and direct effects are significant and point in the same direction.

The indirect effect of the role of the school committee (PKS) on the quality of academic services (MLA) through teacher performance (KG)

Table 3 shows that the mediating effect of total teacher performance on the influence of the school committee's role on the quality of academic services is negative (-0.058) and not significant because the 95% confidence interval is -0.206 to 0.088, which means that Ho is accepted and Ha is rejected. The effect of the role of the school committee on teacher performance is positive (0.019) and not significant because the 95% confidence interval is -0.005 to 0.076. The effect of teacher performance on the quality of academic services is negative (-0.088) and not significant because the 95% confidence interval is -0.231 to 0.058.

Table 3. Effect of KG Mediation on PKS against MLA

The Role of School Committees and Quality of Academic Services			
Mediation effect	Influence	95% confidence interval	
		Lower limit	Upper limit
total impact	-0.058	-0.206	0.088
Indirect influence	0.019	-0.005	0.076
Direct influence	-0.088	-0.231	0.058

This proves empirically that the hypothesis (Ha) 9th, namely "The role of the school committee has a positive and significant indirect effect on the quality of academic services through teacher performance in Adventist schools in North Sulawesi" was rejected. Thus, teacher performance is not a mediator in the influence of the school committee's role on the quality of academic services by non-mediation without influence, that is, both direct and indirect effects are not significant.

The indirect effect of compensation (PK) on the quality of academic services (MLA) through teacher performance (KG)

Based on table 4, it is shown that the effect of total mediation on the effect of compensation on the quality of academic services is positive (0.348) and not significant because the 95% confidence interval is 0.213 to 0.475, which means that Ho is accepted and Ha is rejected. The effect of the role of the school committee on teacher performance is positive (0.030) and not significant because the 95% confidence interval is -0.007 to 0.055. The effect of teacher performance on the quality of academic services is positive (0.329) and significant because the 95% confidence interval is 0.192 and 0.461.

Table 4. Effect of KG Mediation on PK on MLA

Provision of Compensation and Quality of Academic Services			
Mediation effect	Influence	95% confidence interval	
		Lower limit	Upper limit
total impact	0.348	0.213	0.475
Indirect influence	0.030	-0.007	0.055
Direct influence	0.329	0.192	0.461

This proves empirically that the hypothesis (Ha) 10th, namely "Compensation has a positive and significant indirect effect on the quality of academic services through teacher performance in Adventist schools in North Sulawesi" was rejected.

Thus the teacher's performance is not a mediator on the effect of compensation on the quality of academic services by typed *direct-only non-mediation* (direct non-mediation only) that is, the direct effect is significant, but the indirect effect is not significant.

DISCUSSION

The Effect of Principal Managerial Competence on Academic Service Quality

Based on the results of the study, it shows that the managerial competence of school principals has a positive and significant effect on the quality of academic services. This means that an increase in the managerial competence of school principals will be followed by an increase in the quality of academic services. The direction of improvement that occurs is based on the assumption that the other factors that affect the size and size of teacher performance are considered constant. The results of this study are in accordance with the research hypothesis 4, namely the managerial competence of school principals influences the quality of academic services.

Basically the results of this study are supported by the results of previous studies by researchers. Among them are the results of research by (Rozak et al., 2021) (Herdiyana & Rohendi, 2021) (Gadzali & Kartini, 2021) which shows the influence of managerial competence on the quality of service in general and specifically the quality of academic services.

Based on the results of this study and the results of previous research by researchers, it can be stated that if efforts are made to improve the quality of academic services, it is also necessary to plan a program to improve managerial competence for school principals in Adventist schools.

The Effect of the Role of the School Committee on the Quality of Academic Services

Based on the results of the study, it shows that the role of the school committee has a negative and not significant effect on the quality of academic services. This means that if there is a decrease in the role of the school committee, there will be a decrease in the quality of academic services. The direction of the decline that occurs is based on the assumption that other factors that affect the size and quality of academic services are considered constant. This is important to say considering the variability of the school committee role variable is integrated with other variables, it is suspected that the opposite result will occur, namely that it is possible to have a positive and significant effect on the quality of academic services. The results of this study are not in accordance with research hypothesis 4, namely the role of school committees influences the quality of academic services.

The results of this study become problematic or become a debate because after a search by researchers through Google Scholar it is very rare to find previous research results that specifically support the influence of the role of the school committee on the quality of academic services. Related to the scarcity referred to, researchers found previous research, namely research by Widianingsih (2018) which shows a positive and significant influence on the role of the school committee on the quality of education services. Research by Basith, Abdul and Rahmawati (2020) shows that the performance of school committees makes a very important contribution in improving the quality of educational infrastructure. The relevance of the results of this study lies in the topic of the role of the school committee which is constructed as the performance of the school committee and the quality of educational infrastructure as part of the study of the quality of academic services, namely the embodiment dimension with lighting indicators in the learning room, the external appearance of the school building, the classroom in a comfortable temperature, adequacy of computers in the computer laboratory, and internet accessibility.

Basically, the results of the research that showed a negative and insignificant effect indicated that so far school administrators and members of the school committee had more to do with non-academic aspects of the school, such as aiding in the form of donations of funds, school infrastructure/ facilities, and other material donations. Even though this remains important in the overall school improvement program, the academic achievement of students in schools is imperative. It was said that because, like now, with the demands for online learning during the Covid-19 pandemic, school committee administrators should encourage parents to help their children who are studying at home. Not only helping their children complete homework assignments by teachers. Starting from the results of this study and the results of previous studies, it can be stated that if efforts are made to improve the quality of academic services, it is necessary to properly plan the role of the school committee in Adventist schools.

The Effect of Compensation on the Quality of Academic Services

Based on the results of the study, it shows that compensation has a positive and significant effect on teacher performance. This means that an increase in compensation will be followed by an increase in the quality of academic services. The direction of improvement that occurs is based on the assumption that other factors that affect the size and quality of academic services are considered constant. This is in accordance with the research hypothesis 6, namely the provision of compensation affects the quality of academic services.

The results of this study are supported by the results of previous studies by researchers such as [Jamil and Muin \(2022\)](#) which shows that compensation affects the quality of tutorial services. Even though their research focuses on the quality of tutorial services, the theoretical basis used is the same, namely the theory of service quality as a reference for the research framework.

The existence of a positive and significant effect of compensation on the quality of academic services in this study cannot be separated from the efforts of the Foundation's leadership and school principals who provide compensation in the form of allowances to teachers who show good performance at school. Work performance in question does not focus on teaching performance as a reference for teacher performance which in this study is not significantly influenced by compensation, but rather focuses on student learning outcomes as an integral part of understanding the concept of academic service quality, especially on the quality assurance dimension.

Starting from the results of this study and the results of previous studies, it can be stated that if efforts are made to improve the quality of academic services, it is also necessary to plan well a program to improve compensation in Adventist schools.

Effect of Teacher Performance on Academic Service Quality

Based on the results of the study, it shows that teacher performance has a positive and significant effect on the quality of academic services. This means that an increase in teacher performance will be followed by an increase in the quality of academic services. The direction of improvement that occurs is based on the assumption that other factors that affect the size and quality of academic services are considered constant. This is in accordance with the research hypothesis 6, namely performance affects the quality of academic services.

The results of this study are supported by the results of previous research by researchers from the Heffernan & Megicks Research ([Rozak et al., 2021](#)) [Azan \(2017\)](#), and [Azan, Meirawan and Sutarsih \(2015\)](#) which shows that teacher performance influences the quality of academic services.

In this study, teacher performance refers to performance theory from [Rochman and Gunawan \(2011\)](#) namely planning and implementing learning, assessing learning outcomes, and fostering relationships with students. Teacher performance in this study was measured by performance dimension indicators as described below:

First, planning learning includes indicators identifying the learning characteristics of each learner. All students get the same opportunity to participate actively, develop syllabus according to the curriculum, and design lesson plans according to the syllabus

Second, carrying out learning includes indicators of carrying out various learning activities, using teaching aids, providing many opportunities for students to ask questions, and bringing out creativity and thinking skills.

Third, assessing learning outcomes includes indicators of analyzing learning outcomes, asking questions to find out understanding and maintaining student participation, responding to student questions appropriately, and carrying out assessments.

Fourth, building relationships with students includes indicators of holding enrichment, guiding students who are rather slow, and using various techniques to motivate

Starting from the results of this study and the results of previous studies, it can be stated that if efforts are made to improve the quality of academic services, it is also necessary to plan well a teacher performance improvement program in Adventist schools.

The Effect of Principal Managerial Competence on Teacher Performance

Based on the results of the study, it shows that the managerial competence of the principal has a positive and significant effect on teacher performance. This means that an increase in the managerial competence of school principals will be followed by an increase in teacher performance. The direction of improvement that occurs is based on the assumption that the other factors that affect the size and size of teacher performance are considered constant. This is consistent with the research hypothesis that the managerial competence of school principals influences teacher performance.

The concept of principal managerial competence in this study is the skills used in managing school academic services that make efficient use of available resources to achieve predetermined school goals.

In the 1970s it was shown that managers must have three main skills, namely conceptual skills, human skills, and technical skills. The three types of managerial skills are used as a reference in this study to measure the managerial competence of school principals (Eris, 2022). The following describes the three managerial competencies with their respective indicators.

First, conceptual managerial competence in research is measured by indicators that include formulating vision, mission and goals, determining school goals realistically, creating an effective and efficient school organizational structure, determining strategic steps to achieve school missions and goals, compiling detailed task details. clearly, formulate the success criteria of the school program.

Second, the managerial competence of human relations in this study is measured by indicators that include determining methods for measuring school success programs, developing learning programs, negotiating with various parties, and appointing assistant principals.

Third, technical managerial competence in this study is measured by indicators that include conveying innovations and new policies, planning school personnel needs, and carrying out school personnel performance assessments and building a compact team work.

The research results obtained in this study as measured by managerial competence indicators are in line with the results of previous research from previous researchers, including (Anamila et al., 2021; Colquitt et al., 2014; Miyono & Taukhid, 2019; Sugiyanto & Ruknan, 2020). Even though the results of their research were obtained in an organizational setting that is different from the background of this research, namely in Adventist schools, one thing that is particularly rational in this study is that the managerial competency construct of school principals influences teacher performance.

Referring to the results of this study and the results of previous studies, it can be stated that when developing a program to improve teacher performance, it is also necessary to develop a program to strengthen the competency of school principals in Adventist schools.

The Effect of the Role of School Committees on Teacher Performance

Based on the results of the study, it shows that the role of the school committee has a positive and not significant effect on teacher performance. This means that an increase in the role of the school committee will be followed by an increase in teacher performance. The direction of improvement that occurs is based on the assumption that the other factors that affect the size and size of teacher performance are considered constant. This is consistent with the research hypothesis that the role of school committees influences teacher performance.

The role of the school committee in this study is referred to in the research results (Herawati et al., 2021) namely the school committee acts as a giver of consideration, support, controller, and mediator. The role played by the school committee is measured through indicators as described below:

First, indicators of the school committee's role as a giver of consideration include giving consideration in determining school policies and programs, giving consideration in determining the School Revenue and Expenditure Budget Plan/School Work Plan and Budget (RAPBS/RKAS), giving consideration in determining related school performance criteria, giving consideration in determining the criteria for educational facilities in schools, and giving consideration in determining the criteria for school cooperation with other parties.

Second, indicators of the school committee's role as a support include raising funds from the community (individuals, organizations, the business world, the industrial world, and other stakeholders through creative and innovative efforts, raising other educational resources from the community (individuals, organizations,

business world). , the industrial world, and other stakeholders through creative and innovative efforts, and creative and innovative efforts to fulfill feasibility, ethics, decency, and statutory provisions.

Third, indicators of the role of school committees as controllers include supervising education services in schools in accordance with statutory provisions, supervising transparency and accountability in the implementation of education in schools, and overseeing in the context of transparency and accountability in the implementation of educational outputs in schools.

Fourth, indicators of the school committee's role as a mediator include following up on complaints, suggestions, criticisms, and aspirations from students, parents/guardians, and the community, following up on the results of school committee observations on school performance, and mediating between the government (executive) and the community in school.

The research results obtained in this study as measured by indicators of the role of the school committee are in line with the results of previous research from previous researchers. For example, the results of [Masruroh's research \(2012\)](#). The results show that the role of the school committee influences teacher performance.

However, on the one hand, the results of this study indicate that the role of the school committee has a positive effect on teacher performance, but on the other hand, it is not significant. This gives an indication that measuring the role of school committees through teacher perceptions and the number of teacher samples in the study is suspected to be a contributing factor. Therefore, further research is needed with two alternatives, namely using the school committee as a sample of research respondents and increasing the number of sample teachers as research respondents. If you increase the number of sample teachers as respondents, then the results of the research tend to show significant. because it is getting closer to the study population. Even if it involves the school committee as a research respondent, then a regression model requirement test is needed, namely the homogeneity test.

Based on the results of this study and the results of previous studies, it can be stated that when developing a teacher performance improvement program, it is also necessary to develop a program for developing the role of school committees in Adventist schools. The intended school committee role development program is well planned to increase the intensity of participation and involvement of parents and other school external parties to facilitate efforts to improve the quality of teacher performance in Adventist schools.

The Effect of Giving Compensation on Teacher Performance

Based on the results of the study, it shows that compensation has a positive and insignificant effect on teacher performance. This means that an increase in compensation will be followed by an increase in teacher performance. The direction of improvement that occurs is based on the assumption that the other factors that affect the size and size of teacher performance are considered constant. This is consistent with the research hypothesis that compensation affects teacher performance.

Giving compensation in this study is referred to the theory of satisfaction dimensions of compensation by [Williams, et al \(2008\)](#) which includes pay levels, salary structure, salary increases, variable payment procedures, profit levels, profit determination, profit administration or management. The compensation is measured through indicators as described below:

First, the dimensions of the level of benefits or management of benefits include indicators of being informed about benefits, receiving information about benefits, managed benefit programs, the effectiveness of the system providing benefits, arrangements made by schools providing benefits, and efficiency with the benefits provided.

Second, the dimension of salary structure includes indicators of payment for other jobs within the school, the difference in salary between jobs within the school, the difference in salary between jobs and jobs one level above in the salary hierarchy, the difference in salary between jobs at different school levels, the difference in salary between jobs and jobs. one level down in the salary hierarchy.

Third, the dimensions of pay level include indicators of take-home pay, overall salary level, and current salary.

Fourth, the dimensions of the level of benefits include indicators of the package received being profitable, the amount paid by the school for allowances, the value of the benefits, and the amount of benefits received.

Fifth, the dimension of profit determination includes indicators of words that have the advantage of being accepted, involvement in profitable planning, and choices that have the advantage of being accepted.

Sixth, the dimensions of salary increase include indicators of the size of the most recent salary increase, the amount of salary increase that was usually received in the past, and how the salary increase is determined.

Seventh, the dimensions of changing payment procedures include procedural indicators used in determining fair rates of pay for work, how bonuses, incentives, and commissions are used in schools, and procedures and criteria used in determining forms of payment such as bonuses, incentives, and commission.

The research results obtained in this study as measured by managerial competence indicators are in line with the results of previous research from previous researchers. For example, the results of Jamil and Muin's research (2022), Zain and Yuliana (2017) and Ritawati (2015) which shows that compensation has an effect on performance.

In addition, the results of the study show that compensation has no significant effect on teacher performance. This gives an indication that the compensation provided at school is not satisfactory for the teachers who are the research sample. Thus further research is needed that involves more research samples because the number of research samples that are getting closer to the population tends to lead to a significant effect of compensation on teacher performance.

Starting from the results of this study and the results of previous research by experts, it can be stated that if efforts are made to improve teacher performance, it is also necessary to plan well a program to improve compensation for teachers in Adventist schools.

The Effect of Principal Managerial Competence on Academic Service Quality through Teacher Performance

Starting from the results of the study, it shows that the indirect effect of the managerial competence of school principals on the quality of academic services through teacher performance is positive and significant. The results of the research showing that the indirect effect is positive implies that the small and large levels of teacher performance development naturally mediate the effect of the principal's managerial competence on the quality of academic services. That is, it implies that when the principal sees the need to improve the quality of academic services in schools, then in addition to taking into account the managerial competency factor of the principal, this also includes teacher performance.

Then, the results of the study showing that the indirect effect is significant means that the mediation of teacher performance in the influence of the principal's leadership competence on the quality of academic services is very important in the development of teacher human resources. Therefore, when compiling an academic service quality development program it is very important to include teacher performance as material and strengthen the managerial competence of school principals. This is imperative to consider because of the mediating nature of the teacher's performance variable as a mediator in the category of complementary mediation, namely total influence, indirect influence, and direct influence are significant (Hair Jr., Hult, Ringle, & Sarstedt, 2021; Zhao et al., 2010).

This implies that; If the study is carried out from the perspective of the integrated model of organizational behavior, then it can be considered theoretically, namely performance variables and specifically teacher performance including individual outcome variables as a product of the influence of antecedent and intervening variables (Colquitt et al., 2014). Based on the integrated model of organizational behavior, it is clear that teacher performance is related to four main factors, namely: individual mechanisms, individual characteristics, group mechanisms, and organizational mechanisms.

Individual mechanisms that include sub-factors of job satisfaction, stress, motivation, trust, fairness, ethics, learning, and individual decision making. Individual characteristics which include ability, personality, and cultural values sub-factors. Group mechanism which includes the characteristics and diversity in the team, work processes and team work, communication, power and negotiation in team leadership as well as leadership style and behavior. While the individual organizational mechanisms that include organizational structure and organizational culture.

Factors directly related to performance are individual mechanisms. Factors directly related to individual mechanisms are organizational mechanisms, group mechanisms, and individual characteristics. Thus based on the integrated model of organizational behavior referred to as organizational mechanism factors, group mechanisms, and individual characteristics are indirectly related to performance because they are mediated by individual mechanism factors.

The Influence of the Role of the School Committee on the Quality of Academic Services through Teacher Performance

The results of the study show that the role of the school committee has a negative and insignificant effect on the quality of service quality. The nature of the mediating influence is categorized as a type non-mediation without influence, that is, both direct and indirect effects are not significant (Zhao et al., 2010) and (Hair Jr., Hult, Ringle, & Sarstedt, 2021). The results of this study imply that teacher performance does not function as a mediator or function to mediate the influence of the school committee's role on the quality of academic services.

In essence, the results of this study are in line with previous studies obtained by researchers, including Masitoh and Sudarma (Tampubolon et al., 2021). Although it is argued that their research did not examine the indirect effect of the school committee's role on the quality of academic services through teacher performance, one thing is clear that in their research they were able to prove significantly the performance function as a mediator variable.

Linked to the integrated approach to organizational behavior from Colquitt, LePine and Wesson (2014) as previously stated is clearly different from the results of this study. In the integrated approach to organizational behavior, performance is included in the category of individual outcome variables or endogenous variables, so it cannot be categorized as a mediating variable according to the results of this study. This gives an indication that the results of this study actually support the results of Masitoh and Sudarma's research (2019) and an integrated approach to organizational behavior, because the mediating effect model of teacher performance proposed in this study is not proven to significantly function as a mediating variable in the influence of the school committee's role on the quality of academic services.

The Effect of Compensation on the Quality of Academic Services through Teacher Performance

The results of the study show that compensation has a positive and insignificant effect on the quality of academic services through teacher performance. through teacher performance. Thus the teacher's performance is not a mediator on the effect of compensation on the quality of academic services by type direct non-mediation only that is, the direct effect is significant, but the indirect effect is not significant (Hair Jr., Hult, Ringle, & Sarstedt, 2021; Zhao et al., 2010).

Although this research shows that teacher performance does not function as a mediating variable, in Hatane's research (2015) shows the opposite result, which functions as a moderator variable. Although his research did not examine the indirect effect of compensation on the quality of academic services through teacher performance, it is rational that his research proved significantly the function of performance as a mediator variable. Likewise with the integrated approach to organizational behavior from Colquitt, LePine and Wesson (2014) confirms that performance variables are not included in the category of mediator variables, but rather as individual outcome variables or criteria/ endogenous variables.

Academic Service Quality Modeling

After discussing the results of the research, in the following, the researchers conducted an analysis of academic service quality modeling with the aim of producing a research product called the service quality model in Adventist schools in North Sulawesi Province as the findings in this study.

Figure 4 shows the results of the analysis through the bootstrap procedure in SEM-PLS with smart PLS software.

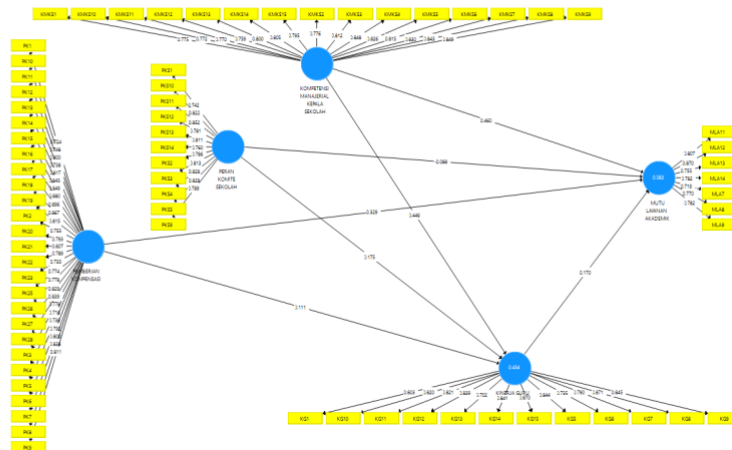


Figure 4. Structural Model Evaluation Results

Referring to Figure 4. and combining it with the results of the research and discussion, a model for the quality of academic services that the researchers found in the Adventist school setting in North Sulawesi Province can be developed. The findings of this study are described as follows.

The direct effect of exogenous latent variables on endogenous latent variables

- 1) The managerial competence of school principals has a direct positive and significant effect on the quality of academic services in Adventist schools in North Sulawesi Province.
- 2) The role of the school committee has a direct and negative effect on the quality of academic services in Adventist schools in North Sulawesi Province. Since the direct effect is negative and not significant, it is deleted in the preparation of the empirical model of academic service quality from this research.

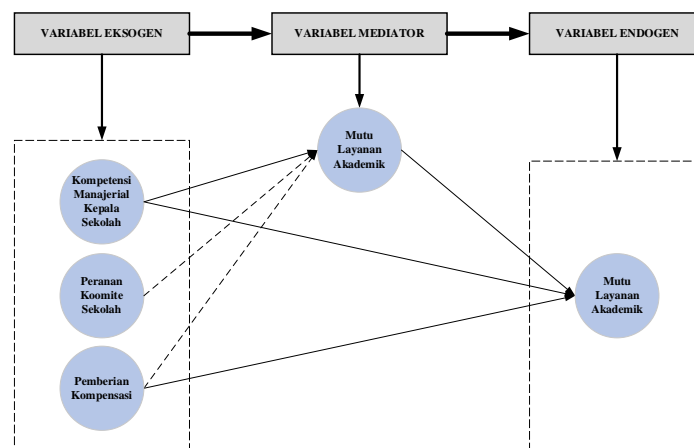


Figure 5. Academic Service Quality Model (Empirical)

- 3) Compensation has a positive and significant direct effect on the quality of academic services in Adventist schooling in North Sulawesi Province.

The direct effect of mediator latent variables on endogenous latent variables

- 1) The managerial competence of school principals has a direct positive and significant effect on teacher performance in Adventist schools in North Sulawesi Province.
- 2) The role of the school committee has a direct positive and insignificant effect on teacher performance in Adventist schools in North Sulawesi Province. Since the direct effect is not significant in this study, it is deleted in the preparation of an empirical model of academic service quality.

- 3) Compensation has a positive and insignificant direct effect on teacher performance in Adventist schools in North Sulawesi Province. Since the direct effect is not significant in this study, it is not deleted in the preparation of the empirical model of academic service quality and the direction of the arrows is made of cut-off lines.

The direct effect of mediator latent variables on endogenous latent variables.

- 4) Teacher performance has a positive and insignificant direct effect on the quality of academic services in Adventist schools in North Sulawesi Province. Since the direct effect is not significant, it is not removed in the preparation of an empirical model of Academic service quality and the direction of the arrows is made of dashes.

The mediating effect of the mediator variable

- 1) The managerial competence of school principals has a positive and significant indirect effect on the quality of academic services through the performance of teachers in Adventist schools in North Sulawesi Province. That is, the latent variable mediator teacher performance mediates the influence of the principal's managerial competence, has a positive and significant indirect effect on the quality of academic services.
- 2) The role of the school committee has an indirect and negative effect on the quality of academic services through teacher performance. That is, the latent variable mediating teacher performance does not mediate the influence of the school committee's role on the quality of academic services.
- 3) Compensation has an indirect and positive effect on the quality of academic services through the performance of teachers in Adventist schools in North Sulawesi Province. That is, the latent variable mediating teacher performance does not mediate the effect of compensation on the quality of academic services.

CONCLUSION

The managerial competence of school principals has a direct positive and significant effect on the quality of academic services in Adventist schools in North Sulawesi Province. That is, the model of academic service quality formed in this study is partially contributed by the managerial competency factor of school principals to the quality of academic services and their significant contribution.

The role of the school committee has a direct and negative effect on the quality of academic services in Adventist schools in North Sulawesi Province. This means that the academic service quality model formed in this study is not partially contributed by the school committee's role factor to the quality of academic services and its contributive nature is not significant.

Compensation has a positive and significant direct effect on the quality of academic services in Adventist schooling in North Sulawesi Province. That is, the model of academic service quality formed in this study contributes partially to the influence of the compensation factor on the quality of academic services and its contributive nature is significant.

The managerial competence of school principals has a direct positive and significant effect on teacher performance in Adventist schools in North Sulawesi Province. That is, the academic service quality model formed in this study is jointly contributed to by the influence of the principal's managerial competence factors on teacher performance and its significant contributive nature.

The role of the school committee has a direct positive and insignificant effect on teacher performance in Adventist schools in North Sulawesi Province. That is, the academic service quality model formed in this study is jointly contributed to by the influence of the role of the school committee on teacher performance and its contributive nature is not significant.

Compensation has a positive and insignificant direct effect on teacher performance in Adventist schools in North Sulawesi Province. That is, the model of academic service quality formed in this study does not contribute jointly to the influence of the compensation factor on teacher performance and its contributive nature is not significant.

Teacher performance has a positive and significant direct effect on the quality of academic services in Adventist schools in North Sulawesi Province. That is, the academic service quality model formed in this study contributes partially to the direct influence of teacher performance factors on the quality of academic services.

The managerial competence of school principals has a positive and significant indirect effect on the quality of academic services through the performance of teachers in Adventist schools in North Sulawesi Province. That is, the academic service quality model formed in this study contributes through the mediation of teacher performance factors as a mediator on the indirect effect of the principal's managerial competence on the quality of academic services and the significance of its contributive nature.

The role of the school committee has an indirect and negative effect on the quality of academic services through the performance of teachers in Adventist schools in North Sulawesi Province. That is, the academic service quality model formed in this study does not contribute through the mediation of teacher performance factors as a mediator on the indirect effect of the school committee's role on the quality of academic services and its contributive nature is not significant.

Compensation has an indirect and positive effect on the quality of academic services through the performance of teachers in Adventist schools in North Sulawesi Province. That is, the academic service quality model formed in this study contributes through the mediation of teacher performance factors as a mediator on the indirect effect of the principal's managerial competence on the quality of academic services and the contributive nature is not significant.

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