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## Improving service quality and commitment to the profession through strengthening Organizational Citizenship Behavior (OCB), job satisfaction and self-efficacy

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**Abstract :** This study aims to analyze the improvement of service quality and commitment to the profession through strengthening Organizational Citizenship Behavior (OCB), job satisfaction, and self-efficacy. Optimal service quality and commitment to the profession are key factors in improving organizational performance, especially in the public service and education sectors. OCB as an extra-role behavior carried out voluntarily by employees is expected to be a driving factor in improving service quality and commitment to the profession. In addition, high job satisfaction and strong self-efficacy also play an important role in strengthening OCB. This study uses a quantitative approach with a survey method on employees in the public service sector. The results of the study indicate that OCB, job satisfaction, and self-efficacy significantly contribute to improving service quality and commitment to the profession. The implications of

938



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this study are expected to provide insight for organizational management in developing performance improvement strategies by strengthening these factors.

**Keywords:** *Organizational Citizenship Behavior (OCB), Service Quality, Commitment to Profession*

## INTRODUCTION

The biggest challenge in the world of education, especially at the primary and secondary levels in Indonesia today, that must be overcome immediately is the quality of equitable distribution of education, governance, and teacher competence. Teacher competence is the most important factor to get greater attention, both from the central government, regions and other components of society. Teachers are one of the important pillars and the foundation for the success of educational goals. Teachers are educators or teachers who have an important role in educating and guiding students. They not only teach knowledge, but also values, skills and attitudes necessary for the development of students' characters. In education, teachers function as learning facilitators, motivators, and sources of inspiration for students. In addition, teachers also play a role in creating a positive and supportive learning environment.

Teachers require specialized skills to effectively deliver content both in and out of the classroom. As outlined in Law Number 20 of 2003 regarding the National Education System, education is a deliberate and organized effort aimed at fostering a learning environment and process that enables students to actively develop their potential. This development includes cultivating religious and spiritual values, personal self-control, intelligence, moral integrity, and the skills necessary for their own growth and that of society, the nation, and the state. Efforts to carry out functions and achieve educational goals require educators who have quality in carrying out this mandate. The existence of educators, in this case teachers, is very important for the journey of a nation, in the midst of global competition and shifting values and norms, which has an impact on teachers who must play a role in driving efforts to educate the nation's life.

Teachers not only play a role in managing the learning process, but also in the administration of the school organisation to improve performance and



competence. Teachers' participation in administrative tasks allows them to influence the decision-making process, contribute to curriculum development and create an environment that supports effective learning. However, research shows that the quality, professionalism and competence of teachers in Indonesia are still relatively low, which can hinder students' learning experience. Some of the contributing factors include a lack of training, limited professional development opportunities and minimal support from school administration. To address these issues, it is important for education authorities to invest in teacher training programmes, provide ongoing professional development and encourage a culture of collaboration among educators. By prioritising teacher quality improvement, schools can improve overall performance and ensure students get a high-quality education that prepares them for future success.

The success of a teacher as one of the elements that shape the process of educational success in schools can be seen from the teacher's ability to provide quality educational services as well as with a commitment to the profession. Teachers should show commitment to their profession and provide quality educational services. So that the value of a teacher's ability increases in the eyes of his work environment. According to <sup>1</sup> service quality refers to the customer's perception of the difference between the service received and the expected service. In the context of education, the quality of service provided by teachers encompasses the processes involved in delivering the learning experience to students. Good service quality provides a positive side to education in the eyes of the community. Previous researchers <sup>2</sup> explained that professional commitment is achieved through a sense of belief in and acceptance of the outcomes and values of the profession. It also includes a willingness to put in effort for the benefit of the profession and a sense of purpose in being a member.

Based on Indonesia's SDGs achievement report in 2021. The completion rate of education continues to increase. The higher the level of education, the lower

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<sup>1</sup> Paul Baines, Chris Fill, and Kelly Page, *Essentials of Marketing* (Oxford University Press, USA, 2013).

<sup>2</sup> Hossein Khanifar, Gholamreza Jandaghi, and Samereh Shojaie, "Organizational Consideration between Spirituality and Professional Commitment," *European Journal of Social Sciences* 12, no. 4 (2010): 558-71.



the school completion rate. This can be seen from the completion of education at the elementary level reaching 97.37%, the junior high school level reaching 88.88%, and the high school level which is only 65.94%. In addition, education in Indonesia still needs to be improved both in terms of curriculum development and educator qualifications and competencies. This is because teachers with a minimum qualification of S1/D4 have only reached 73.17% and teachers who are certified educators have only reached 25.76% <sup>3</sup>.

In the 2020/2021 school year, the majority of teachers deemed fit to teach were in elementary schools (SD), totaling 1.56 million, which represents 53.91% of the national total of qualified teachers. Meanwhile, 689,313 teachers are eligible to teach in junior high schools. Then, there are 330,339 teachers qualified to teach in high schools and 321,964 teachers qualified to teach in vocational high schools (SMK) in the country. Based on the region, the highest number of teachers suitable for teaching is in West Java. Specifically, there are 215,121 teachers qualified to teach in elementary schools, 93,141 in junior high schools, 37,833 in high schools, and 56,592 in vocational schools <sup>4</sup>.

From this data, there are still schools in Indonesia that find teachers who have not been able to show the expected attitude, including in providing good service quality and also commitment to their profession as teachers, although the government has tried to appreciate them such as providing allowances and training to improve performance and competence. This can be seen from the fact that there are still teachers who are not aware of the tasks they are responsible for, thus interfering with the performance of the organization. In some ways, there are still teachers who do not have the care, awareness and sense of responsibility in maintaining their school environment.

In addition, in 2022 at a private vocational school in South Tangerang, several teachers decided to resign from their jobs due to salary arrears for several months. This problem illustrates that there is job dissatisfaction felt by teachers so that it has an influence on the quality of services provided by teachers to

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<sup>3</sup> Fadlan Muzakki, "Hari Pendidikan Nasional 2023 Dan Pencapaian SDG 4 Di Indonesia," [sdgs.bappenas.go.id](https://sdgs.bappenas.go.id), 2023.

<sup>4</sup> Cindy Mutia Annur, "Jumlah Guru Layak Mengajar Di Indonesia Naik 9,60% Pada Tahun Ajaran 2020/2021," [databoks.katadata.co.id](https://databoks.katadata.co.id), 2021.



students and schools as well as the professional commitment of a teacher <sup>5</sup>. Other attitudes that are contrary to the quality of service and commitment to the profession are shown in several ways such as responding and carrying out their duties not optimally in this case providing learning to students, lack of motivation to improve their knowledge, cooperative relationships between colleagues that cannot be carried out properly, and coupled with weak leadership from the principal.

Enhancing the quality of teacher services is crucial for educators in schools today and in the future. Teachers hold a professional status, appointed in accordance with laws and regulations that acknowledge their role as professionals, as demonstrated by their educator certificates. As professionals, teachers are expected to possess expertise and skills that meet specific quality standards or norms, necessitating professional education for educators.

Organizational Citizenship Behaviour (OCB) is one of the factors that is thought to affect the quality of service of vocational school teachers in South Tangerang. Organizational Citizenship Behavior (OCB) is a concept in organisational psychology that refers to employees' voluntary behaviours that are not included in their formal duties, but support the overall functioning of the organisation. These behaviors are not explicitly required by the organization, yet they positively influence the work environment and enhance organizational performance <sup>6</sup>.

It is crucial for organisations to identify the factors that encourage employees to carry out tasks beyond their formal responsibilities, otherwise known as extra-role behaviour, which ultimately leads to Organizational Citizenship Behavior (OCB). Factors such as job satisfaction, organisational commitment, supportive leadership, and an inclusive organisational culture can play a big role in motivating employees to voluntarily make extra contributions.

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<sup>5</sup> Annisa Ramadani Siregar, "Private Vocational Schools in Serpong Have Not Paid the Salaries of Former Honorary Teachers, Principals: Many Students Are in Arrears of Tuition Fees," *megapolitan.kompas.com*, 2022.

<sup>6</sup> Lestyanie, Dyah Ayu, and Yanuar. "Pengaruh Budaya Organisasi, Keadilan Terhadap OCB, Komitmen Sebagai Intervening Pada CV. Cempaka." *Jurnal Manajerial dan Kewirausahaan* 1, no. 2 (2019): 191-198



Employees who feel valued and have a strong connection to their organisation are more likely to be motivated to do things beyond their job description, which can improve service quality, efficiency, and the overall work atmosphere <sup>7</sup>.

Conversely, organisations that are unable to foster OCB in employees could potentially face a variety of operational problems, such as a lack of initiative, cooperation, and flexibility among employees. Without OCB, daily work processes can become slower and less efficient, as employees may only focus on the minimum responsibilities expected of them. In the long run, this can lead to a decrease in overall organisational performance, reduce competitiveness, and even affect customer or service user satisfaction. Fostering OCB behaviour is therefore an important aspect of creating a productive and harmonious work environment<sup>8</sup>.

Previous research <sup>9</sup> shows that Organizational Citizenship Behavior (OCB) plays a crucial role in enhancing service quality within healthcare settings. Employees who demonstrate OCB often go above and beyond their basic job responsibilities, displaying proactive behaviors that improve interactions with patients. This proactive attitude contributes to a more supportive and caring environment, leading to a better overall service experience. When employees willingly assist their colleagues and engage positively with patients, it fosters a culture of excellence that enhances the perceived quality of care, ultimately benefiting patients and healthcare organizations alike.

Despite the positive impact of OCB on service quality, it does not directly translate into increased patient loyalty. Loyalty is influenced by multiple factors, including patients' long-term perceptions and their accumulated experiences

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<sup>7</sup> Sa'idah, Eka Alvinatus, and Olievia Prabandini Mulyana. "Literature Review: Faktor yang Mempengaruhi Organizational Citizenship Behavior pada Pegawai Pemerintah." *Jurnal Penelitian Inovatif* 4, no. 3 (August 2024): 1655-1664. <https://doi.org/10.54082/jupin.450>.

<sup>8</sup> Ramadhi, Kiki Sarianti, Yolanda Desti, Desi Rosalina, and Nora Damayanti. "Pengaruh Pemberdayaan Karyawan, Keadilan Organisasi, Budaya Organisasi dan Gaya Kepemimpinan Terhadap Organizational Citizenship Behavior (OCB) Pada PT. Star Rubber." *Surplus: Jurnal Ekonomi dan Bisnis* 1, no. 2 (June-November 2023): 405-412.

<sup>9</sup> "Organizational Citizenship Behavior Effect On Patient Satisfaction And Loyalty Through Service Quality (Study On Maternity Hospitals In Indonesia)," *International Journal of Scientific & Technology Research* 2, no. 5 (2013): 288-99.





with the healthcare provider. Service quality and patient satisfaction serve as significant mediators that link OCB to patient loyalty. For OCB to effectively enhance patient loyalty, it must first manifest as high service quality and lead to positive patient experiences. Therefore, organizations should focus on cultivating OCB among employees to improve service quality and satisfaction, which in turn can foster greater patient loyalty over time.

In addition, the results of Meilina & Widodo's research <sup>10</sup> show that job satisfaction and organisational commitment play an important role in influencing Organizational Citizenship Behaviour (OCB) and public service quality. Job satisfaction is shown to have a significant effect on OCB, where employees who are satisfied with their jobs are more likely to engage in voluntary behaviours that benefit the organisation, and this also improves the quality of public services. Similarly, high organisational commitment encourages employees to contribute more through OCB, which in turn improves service delivery. However, while job satisfaction has an indirect influence on service quality through OCB, the same is not true for organisational commitment. OCB proved to be a significant mediator between job satisfaction and service quality, although the indirect effect of organisational commitment on service quality through OCB was not found.

### **Regional Geology**

### **Quality of Service**

Service quality is a measure of how well the service provided meets customer expectations. According to<sup>11</sup>, service quality comprises five key dimensions: tangibles (physical evidence), reliability, responsiveness, assurance, and empathy. These dimensions are essential for delivering high service quality, which in turn enhances customer satisfaction and fosters loyalty to the organization. Research consistently shows that service quality is closely linked to employee satisfaction, motivation, and commitment. When employees feel

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<sup>10</sup> "Job Satisfaction, Organizational Commitment, Organizational Citizenship Behaviour (OCB) and Its Influence on the Quality of Public Services," *Asian Journal of Business and Economics* 11, no. 2 (2018): 49–57, <https://doi.org/10.32812/jibeka.v11i2.60>.

<sup>11</sup> Valarie A. Zeithaml, A. Parasuraman, and Arvind Malhotra, "Service Quality Delivery through Web Sites: A Critical Review of Extant Knowledge," *Journal of the Academy of Marketing Science* 30, no. 4 (2002): 362–75, <https://doi.org/10.1177/009207002236911>.



valued and engaged in their work, they are more likely to provide high-quality service. This positive attitude translates into better interactions with customers, leading to enhanced service experiences. Motivated employees tend to go the extra mile, addressing customer needs promptly and effectively, which fosters an environment of care and responsiveness. As a result, organizations that prioritize employee well-being and professional development often see a direct correlation with improved service quality.

Moreover, creating a positive service experience not only meets customer expectations but also encourages long-term loyalty. When customers perceive that they are receiving exceptional service, they are more likely to return and recommend the organization to others. This loyalty is reinforced by employees who are committed to their roles and genuinely care about their customers. By focusing on enhancing employee satisfaction and motivation, organizations can cultivate a workforce that is dedicated to delivering outstanding service, ultimately leading to sustained customer loyalty and a competitive advantage in the marketplace<sup>12</sup>.

### **Commitment to the Profession**

Commitment to the profession is a person's emotional attachment and dedication to their work.<sup>13</sup> Commitment in the workplace can indeed be categorized into three distinct types: affective, continuance, and normative commitment. Affective commitment refers to the emotional attachment an employee feels towards their organization, characterized by a genuine desire to remain a part of it. Employees with high affective commitment are more likely to be engaged, motivated, and aligned with the organization's goals, leading to increased productivity and service quality. In contrast, continuance commitment arises from the perceived costs associated with leaving the organization, such as loss of benefits, relationships, or career progression. While this type of

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<sup>12</sup> Christian Grönroos, "A Service Quality Model and Its Marketing Implications," *European Journal of Marketing* 18, no. 4 (1984): 36–44.

<sup>13</sup> John P Meyer, D Ramona Bobocel, and Natalie J Allen, "Development of Organizational Commitment during the First Year of Employment: A Longitudinal Study of Pre-and Post-Entry Influences," *Journal of Management* 17, no. 4 (1991): 717–33.





commitment may keep employees in their roles, it does not necessarily foster enthusiasm or dedication, as their primary focus may be on avoiding the negative consequences of leaving.

Normative commitment reflects a sense of obligation to remain with the organization, often driven by cultural or social pressures. Employees who feel a strong sense of duty or loyalty are likely to contribute positively to the organization, even if their emotional attachment is not as strong as in affective commitment. Overall, higher levels of professional commitment, regardless of type, lead to greater contributions from individuals, enhancing the services they provide and the overall success of the organization. When employees are committed, they are more inclined to engage in Organizational Citizenship Behavior (OCB), collaborate with colleagues, and prioritize customer satisfaction, which ultimately strengthens the organization's reputation and long-term viability. This strong commitment not only enhances professional ethics but also improves employee performance, resulting in a positive impact on service quality. By fostering these types of commitment, organizations can ensure a more dedicated workforce that is aligned with their goals and values.

#### **Organizational Citizenship Behavior (OCB)**

OCB is a voluntary behavior of employees that goes beyond their formal duties and helps to improve the effectiveness of the organization<sup>14</sup>. OCB includes several dimensions, such as:

- (a) Altruism (*tindakan altruistik*)
- (b) Conscientiousness (*konsistensi dalam tanggung jawab*)
- (c) Sportsmanship (*sikap positif meskipun ada kesulitan*)
- (d) Courtesy (*kesopanan*)
- (e) Civic virtue (*keterlibatan dalam kehidupan organisasi*). OCB improves team cooperation and efficiency, which in turn improves the quality of services provided to customers. Research shows that OCB is influenced by factors such as job satisfaction and self-efficacy.

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<sup>14</sup> Barooj Bashir and Abdul Gani, "Testing the Effects of Job Satisfaction on Organizational Commitment," *Journal of Management Development* 39, no. 4 (2020): 525-42.



### **Job Satisfaction**

Job satisfaction is the positive or negative feelings that employees feel towards their work. According to <sup>15</sup> job satisfaction includes the evaluation of various aspects of work, such as wages, working conditions, relationships between colleagues, and career development. High job satisfaction is often associated with increased OCB and self-efficacy, which ultimately contributes to increased commitment to the profession and quality of service<sup>16</sup>.

### **Self-Efficacy**

Self-efficacy is an individual's belief in his or her ability to successfully complete a particular task <sup>17</sup> High self-efficacy makes employees more confident in carrying out tasks, more resistant to stress, and more ready to take initiative in carrying out tasks beyond their formal description (OCB). Self-efficacy is also known to increase job satisfaction, because employees who feel capable will enjoy their work more and feel valued.

### **Relationship Between Variables**

In the context of improving service quality and commitment to the profession, OCB, job satisfaction, and self-efficacy play an important role:

- a. OCB: Employees who show OCB tend to contribute more to the organization, improve cooperation between employees, and ultimately improve the quality of service. OCB also shows the dedication of employees to their profession and organization.
- b. Job satisfaction: High job satisfaction encourages employees to participate in OCB behavior and increase commitment to the profession. Employees who are satisfied with their jobs tend to provide better service and are more committed.
- c. Self-efficacy: An employee's confidence in their abilities (self-efficacy) increases their likelihood of participating in the OCB and feeling satisfied with

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<sup>15</sup> Ying-Chen Lo et al., "Examining the Influence of Organizational Commitment on Service Quality through the Lens of Job Involvement as a Mediator and Emotional Labor and Organizational Climate as Moderators," *Heliyon* 10, no. 2 (2024).

<sup>16</sup> Timothy A Judge et al., "The Job Satisfaction-Job Performance Relationship: A Qualitative and Quantitative Review.," *Psychological Bulletin* 127, no. 3 (2001): 376.

<sup>17</sup> Albert Bandura, *Self-Efficacy: The Exercise of Control* (Macmillan, 1997).



their job. High self-efficacy also favors better performance, which in turn improves the quality of service.

Strengthening OCB, job satisfaction, and self-efficacy have a significant influence on improving service quality and commitment to the profession. By improving these three factors, organizations can encourage positive behavior from employees that ultimately contributes to improved service performance and their professional loyalty.

## RESEARCH METHODS

This study employs a descriptive research design aimed at explaining the characteristics of the research variables. From the type of investigation, this study falls under the category of verification or causal research, as it seeks to identify the cause or causal relationships among one or several issues. This research was conducted using a survey method, utilizing path analysis and ISTOREM analysis techniques.

The main research instruments in the form of questionnaires consist of: 1) Service Quality Instrument, 2) Commitment to Profession, 3) Self-Efficacy Instrument, 4) Organizational Citizenship Behavior (OCB) Instrument, and 5) Job Satisfaction Instrument. Additionally, data collection was also conducted to obtain a general overview of improvements in service quality, commitment to profession, OCB, self-efficacy, and job satisfaction through interviews, using an attached interview guide. Measurements were taken using a research scale (rating scale) with five answer options: always, often, sometimes, rarely, and never.

Data analysis began with descriptive statistics, which included breaking down the data for each variable individually. The data breakdown includes the highest values, lowest values, number of classes, class intervals, averages, medians, modes, as well as the distribution or variability using standard deviation and score ranges. Frequency tables and histogram diagrams were also utilized to present the data.

To establish causality more definitively, this study considers a longitudinal approach that can track changes in OCB, job satisfaction, self-efficacy, service quality, and commitment to profession over time. Furthermore, this study also identifies and controls for potential confounding variables that may affect the relationships among the research variables, such as organizational tenure, educational background, and other demographic factors.



## RESEARCH RESULT

### Direct Effect of Self-Efficacy (X) on Service Quality (Z1)

The results of the hypothesis test stated that there was a direct influence of self-efficacy (X) on service quality (Z1) so that strengthening self-efficacy could improve service quality. Based on the results of hypothesis testing, the value of the path coefficient ( $\beta_{Z1X}$ ) was obtained of 0.236 and had a contribution of 69.8% so that it can be said that there is a direct influence of self-efficacy on service quality so that strengthening self-efficacy can improve service quality.

Based on SITOREM's analysis, improving service quality can be done through strengthening self-efficacy. Improving service quality is carried out by making improvements to weak indicators, namely: 1) Accuracy and persistence of teachers in providing services to students (23%) (3,952); 2) Teachers' willingness and speed in providing services to students and work needs at school (20%) (3,583); 3) Attention given to the needs/problems of students in school (18%) (3,606); and 4) The quality of facilities, infrastructure and service facilities in schools (18%) (3,428). As for strengthening self-efficacy, improvements were made to weak indicators, namely: 1) Teachers' beliefs regarding the magnitude of task difficulties were assessed as strong or weak (36%) (3,906); 2) The degree of expectation of a teacher's success in various situations faced (33%) (3,853), and 3) The difficulty of the task that the teacher believes can be overcome by him (31%) (3,881). Based on the description above, it can be concluded that this study has been proven in accordance with the hypothesis of this study which states that self-efficacy has a significant direct positive influence on service quality.

### Direct Effect of Self-Efficacy (X) on Commitment to the Profession (Z2)

The results of the hypothesis test stated that there was a direct influence of self-efficacy (X) on commitment to the profession (Z2) so that strengthening self-efficacy could increase commitment to the profession. Based on the results of hypothesis testing, the value of the path coefficient ( $\beta_{Z2X}$ ) was obtained of 0.211 and had a contribution of 65.8% so that it can be said that there is a direct influence of self-efficacy on commitment to the profession so that strengthening self-efficacy can increase commitment.



Based on SITOREM's analysis, increasing commitment to the profession can be done through strengthening self-efficacy. The increase in commitment to the profession is carried out by making improvements to weak indicators, namely teachers' assessment of costs incurred if they leave their jobs (31%) (3,887). As for strengthening self-efficacy, it is carried out by improving weak indicators, namely: 1) Teachers' beliefs regarding the magnitude of task difficulty in a strong or weak score (36%) (3,906); 2) The degree of expectation of a teacher's success in various situations faced (33%) (3,853), and 3) The difficulty of the task that the teacher believes can be overcome by him (31%) (3,881).

Based on the description above, it can be concluded that this study has been proven in accordance with the hypothesis of this study which states that self-efficacy has a significant direct positive influence on commitment to the profession.

#### **Direct Effect of Self-Efficacy (X) on OCB (Y1)**

The results of the hypothesis test stated that there was a direct influence of self-efficacy (X) on OCB (Y1) so that strengthening self-efficacy could increase OCB. Based on the results of hypothesis testing, the value of the pathway coefficient ( $\beta_{Y1X}$ ) was obtained of 0.356 and had a contribution of 57.2% so that it can be said that there is a direct influence of self-efficacy on OCB so that strengthening self-efficacy can increase OCB.

Based on SITOREM's analysis, increasing OCB can be done through strengthening self-efficacy. The improvement of OCB was carried out by making improvements to weak indicators, namely: 1) Teachers' willingness to help when colleagues need help (21%) (3,837); 2) Teachers' behavior to involve themselves in organizational activities that are not required in their work (20%) (3,965); 3) Behavior that reflects a teacher to always consider whether the work decisions he makes affect other teachers (20%) (3,429); and 4) Teachers' high tolerance behavior towards work interruption or acceptance of other teachers to circumstances that are not in accordance with ideal conditions (19%) (3,895).

As for strengthening self-efficacy, it is carried out by improving weak indicators, namely: 1) Teachers' beliefs regarding the magnitude of task difficulty in a strong or weak score (36%) (3,906); 2) The degree of expectation of a teacher's



success in various situations faced (33%) (3,853), and 3) The difficulty of the task that the teacher believes can be overcome by him (31%) (3,881). Based on the above description, it can be concluded that this study has been proven in accordance with the hypothesis of this study which states that self-efficacy has a significant positive direct influence on OCB.

### **Direct Effect of Self-Efficacy (X) on Job Satisfaction (Y2)**

The results of the hypothesis test stated that there was a direct influence of self-efficacy (X) on job satisfaction (Y2) so that strengthening self-efficacy could increase job satisfaction. Based on the results of hypothesis testing, the value of the pathway coefficient ( $\beta_{Y2X}$ ) was obtained of 0.458 and had a contribution of 73.6% so that it can be said that there is a direct influence of self-efficacy on job satisfaction so that strengthening self-efficacy can increase job satisfaction.

Based on SITOREM's analysis, increasing job satisfaction can be done through strengthening self-efficacy. The increase in job satisfaction is carried out by making improvements to weak indicators, namely: 1) Promotion of teachers' positions or careers in schools (19%) (3,537); 2) Salary/Wages received by teachers (18%) (3,99); 3) Teachers' Working Conditions (18%) (3,804); 4) Sense of Justice received by teachers (16%) (3,154); and 5) Relationships Between Teacher Colleagues (14%) (3,834). As for strengthening self-efficacy, it is carried out by improving weak indicators, namely: 1) Teachers' beliefs regarding the magnitude of task difficulty in a strong or weak score (36%) (3,906); 2) The degree of expectation of a teacher's success in various situations faced (33%) (3,853), and 3) The difficulty of the task that the teacher believes can be overcome by him (31%) (3,881). Based on the description above, it can be concluded that this study has been proven in accordance with the hypothesis of this study which states that self-efficacy has a significant positive direct influence on job satisfaction.

### **Direct Effect of OCB (Y1) on Service Quality (Z1)**

The results of the hypothesis test state that there is a direct influence of OCB (Y1) on service quality (Z1) so that strengthening OCB can improve service quality. Based on the results of hypothesis testing, the value of the path coefficient ( $\beta_{Z1Y1}$ ) is 0.305 and has a contribution of 50.4% so that it can be said that there is





a direct influence of OCB on service quality so that the strengthening of OCB can improve service quality. Based on SITOREM's analysis, enhancing service quality can be achieved by strengthening Organizational Citizenship Behavior (OCB). This improvement involves addressing and making enhancements to the weaker indicators, which include: 1) Accuracy and persistence of teachers in providing services to students (23%) (3,952); 2) Teachers' willingness and speed in providing services to students and work needs at school (20%) (3,583); 3) Attention given to the needs/problems of students in school (18%) (3,606); and 4) Quality of facilities, infrastructure and service facilities in schools (18%) (3,428).

Meanwhile, the strengthening of OCB was carried out by improving weak indicators, namely: 1) Teachers' willingness to help when colleagues need help (21%) (3,837); 2) Teachers' behavior to involve themselves in organizational activities that are not required in their work (20%) (3,965); 3) Behavior that reflects a teacher to always consider whether the work decisions he makes affect other teachers (20%) (3,429); and 4) Teachers' high tolerance behavior towards work interruptions or acceptance of other teachers to circumstances that are not in accordance with ideal conditions (19%) (3,895). Based on the description above, it can be concluded that this study has been proven in accordance with the hypothesis of this study which states that OCB has a significant direct positive influence on service quality.

### **Direct Influence of OCB (Y1) on Commitment to the Profession (Z2)**

The hypothesis test results indicate a direct influence of Organizational Citizenship Behavior (OCB) (Y1) on professional commitment (Z2), suggesting that enhancing OCB can lead to an increase in professional commitment. The pathway coefficient value ( $\beta_{Z2Y1}$ ) is 0.310, contributing 54.7% to the relationship, which confirms that there is a significant direct effect of OCB on professional commitment. Therefore, strengthening OCB can effectively enhance commitment to the profession. Based on SITOREM's analysis, increasing commitment to the profession can be done through strengthening OCB. The enhancement of commitment to the profession is achieved by addressing weak indicators, specifically the teachers' perception of the costs associated with leaving their jobs, which stands at 31% (3,887).



Meanwhile, the enhancement of Organizational Citizenship Behavior (OCB) was achieved by addressing the weak indicators, which include: 1) Teachers' willingness to help when colleagues need help (21%) (3,837); 2) Teachers' behavior to involve themselves in organizational activities that are not required in their work (20%) (3,965); 3) Behavior that reflects a teacher to always consider whether the work decisions he makes affect other teachers (20%) (3,429); and 4) Teachers' high tolerance behavior towards work interruptions or acceptance of other teachers to circumstances that are not in accordance with ideal conditions (19%) (3,895). Based on the description above, it can be concluded that in this study it has been proven in accordance with the hypothesis of this study which states that OCB has a significant direct positive influence on commitment to the profession.

#### **Direct Effect of Job Satisfaction (Y2) on Service Quality (Z1)**

The hypothesis test results indicate a direct influence of job satisfaction (Y2) on service quality (Z1), suggesting that enhancing job satisfaction can lead to improvements in service quality. The path coefficient value ( $\beta_{Z1Y2}$ ) is 0.245, contributing 71.4% to this relationship. This demonstrates a significant direct effect of job satisfaction on service quality, affirming that strengthening job satisfaction can effectively enhance the quality of services provided.

Based on SITOREM's analysis, improving service quality can be done through strengthening job satisfaction. Enhancing service quality involves addressing weak indicators, specifically: 1) Accuracy and persistence of teachers in providing services to students (23%) (3,952); 2) Teachers' willingness and speed in providing services to students and work needs at school (20%) (3,583); 3) Attention given to the needs/problems of students in school (18%) (3,606); and 4) The quality of facilities, infrastructure and service facilities in schools (18%) (3,428). Meanwhile, the enhancement of job satisfaction was achieved by addressing the weak indicators, which include: 1) Promotion of teachers' positions or careers in schools (19%) (3,537); 2) Salary/Wages received by teachers (18%) (3,99); 3) Teachers' Working Conditions (18%) (3,804); 4) Sense of Justice received by teachers (16%) (3,154); and 5) Relationships Between Teacher Colleagues (14%) (3,834). Based on the description above, it can be concluded that



this study has been proven in accordance with the hypothesis of this study which states that job satisfaction has a significant direct positive influence on service quality.

### **Direct Effect of Job Satisfaction (Y2) on Commitment to the Profession (Z2)**

The hypothesis test results indicate a direct influence of job satisfaction (Y2) on professional commitment (Z2), suggesting that enhancing job satisfaction can lead to an increase in commitment to the profession. The path coefficient value ( $\beta_{Z2Y2}$ ) is 0.140, with a contribution of 51.0%, confirming the significant direct effect of job satisfaction on professional commitment. Therefore, it can be concluded that strengthening job satisfaction can effectively increase commitment to the profession. Additionally, based on SITOREM's analysis, it is evident that enhancing commitment to the profession can be achieved through efforts to improve job satisfaction. The enhancement of commitment to the profession is achieved by making improvements to weak indicators, particularly the teachers' evaluation of the costs associated with leaving their jobs, which is currently at 31% (3,887).

Meanwhile, the enhancement of job satisfaction was achieved by addressing the weak indicators, specifically: 1) Promotion of teachers' positions or careers in schools (19%) (3,537); 2) Salary/Wages received by teachers (18%) (3,99); 3) Teachers' Working Conditions (18%) (3,804); 4) Sense of Justice received by teachers (16%) (3,154); and 5) Relationships Between Teacher Colleagues (14%) (3,834). Based on the description above, it can be concluded that this study has been proven in accordance with the hypothesis of this study which states that job satisfaction has a significant positive direct influence on commitment to the profession.

### **Indirect Effect of Self-Efficacy (X) on Service Quality (Z1) through OCB (Y1)**

The results of the hypothesis test stated that there was an indirect influence of self-efficacy on service quality through OCB so that strengthening self-efficacy through OCB could improve service quality. Based on the results of hypothesis testing, the value of the path coefficient ( $\beta_{Z1XY1}$ ) is 0.108 so that it can be said that there is an indirect influence of self-efficacy on service quality through OCB



so that strengthening self-efficacy through OCB can improve service quality. Based on SITOREM's analysis, improving service quality can be done through strengthening self-efficacy and OCB. Enhancing service quality involves making improvements to weak indicators, specifically: 1) Accuracy and persistence of teachers in providing services to students (23%) (3,952); 2) Teachers' willingness and speed in providing services to students and work needs at school (20%) (3,583); 3) Attention given to the needs/problems of students in school (18%) (3,606); and 4) Quality of facilities, infrastructure and service facilities in schools (18%) (3,428).

Enhancing self-efficacy is achieved by addressing weak indicators, specifically: 1) Teachers' beliefs about the magnitude of the difficulty of the task in a strong or weak score (36%) (3,906); 2) The degree of expectation of a teacher's success in various situations faced (33%) (3,853), and 3) The difficulty of the task that the teacher believes can be overcome by him (31%) (3,881). Meanwhile, the strengthening of OCB is carried out by making improvements to weak indicators, namely: 1) Teachers' willingness to help when colleagues need help (21%) (3,837); 2) Teachers' behavior to involve themselves in organizational activities that are not required in their work (20%) (3,965); 3) Behavior that reflects a teacher to always consider whether the work decisions he makes affect other teachers (20%) (3,429); and 4) Teachers' high tolerance behavior towards work interruption or acceptance of other teachers to circumstances that are not in accordance with ideal conditions (19%) (3,895).

### **Indirect Effect of Self-Efficacy (X) on Commitment to the Profession (Z2) Through OCB (Y1)**

The hypothesis test results indicate an indirect influence of self-efficacy on professional commitment through Organizational Citizenship Behavior (OCB). This suggests that enhancing self-efficacy can lead to increased commitment to the profession via OCB. The pathway coefficient value ( $\beta_{Z2XY1}$ ) is 0.110, confirming the indirect relationship between self-efficacy and professional commitment through OCB. These findings align with previous research, which also demonstrated that self-efficacy can positively affect commitment to the profession by influencing OCB.



Based on SITOREM's analysis, increasing commitment to the profession can be done through strengthening self-efficacy and OCB. The enhancement of commitment to the profession is achieved by addressing weak indicators, particularly the teachers' assessment of the costs associated with leaving their jobs, which stands at 31% (3,887). Strengthening self-efficacy is pursued by improving weak indicators, namely: 1) Teachers' beliefs about the magnitude of the difficulty of the task in a strong or weak score (36%) (3,906); 2) The degree of expectation of a teacher's success in various situations faced (33%) (3,853), and 3) The difficulty of the task that the teacher believes can be overcome by him (31%) (3,881). Meanwhile, the strengthening of OCB is carried out by making improvements to weak indicators, namely: 1) Teachers' willingness to help when colleagues need help (21%) (3,837); 2) Teachers' behavior to involve themselves in organizational activities that are not required in their work (20%) (3,965); 3) Behavior that reflects a teacher to always consider whether the work decisions he makes affect other teachers (20%) (3,429); and 4) Teachers' high tolerance behavior towards work interruption or acceptance of other teachers to circumstances that are not in accordance with ideal conditions (19%) (3,895).

#### **Indirect Effect of Self-Efficacy (X) on Service Quality (Z1) Through Job Satisfaction (Y2)**

The results of the hypothesis test stated that there was an indirect influence of self-efficacy on service quality through job satisfaction so that strengthening self-efficacy through job satisfaction could improve service quality. Based on the results of hypothesis testing, the value of the path coefficient ( $\beta_{Z1XY2}$ ) is 0.112 so that it can be said that there is an indirect influence of self-efficacy on service quality through job satisfaction so that strengthening self-efficacy through job satisfaction can improve service quality. Based on SITOREM's analysis, improving service quality can be done through strengthening self-efficacy and job satisfaction. Enhancing service quality involves addressing weak indicators, specifically: 1) Accuracy and persistence of teachers in providing services to students (23%) (3,952); 2) Teachers' willingness and speed in providing services to students and work needs at school (20%) (3,583); 3) Attention given to the



needs/problems of students in school (18%) (3,606); and 4) Quality of facilities, infrastructure and service facilities in schools (18%) (3,428).

Strengthening self-efficacy is carried out by improving weak indicators, namely: 1) Teachers' beliefs about the magnitude of the difficulty of the task in a strong or weak score (36%) (3,906); 2) The degree of expectation of a teacher's success in various situations faced (33%) (3,853), and 3) The difficulty of the task that the teacher believes can be overcome by him (31%) (3,881). Meanwhile, the strengthening of job satisfaction is carried out by making improvements to weak indicators, namely: 1) Promotion of teachers' positions or careers in schools (19%) (3,537); 2) Salary/Wages received by teachers (18%) (3,99); 3) Teachers' Working Conditions (18%) (3,804); 4) Sense of Justice received by teachers (16%) (3,154); and 5) Relationships Between Teachers' Colleagues (14%) (3,834).

### **Indirect Effect of Self-Efficacy (X) on Commitment to the Profession (Z2) Through Job Satisfaction (Y2)**

The hypothesis test results indicate an indirect influence of self-efficacy on professional commitment through job satisfaction. This suggests that enhancing self-efficacy can lead to an increase in commitment to the profession by improving job satisfaction. The path coefficient value ( $\beta_{Z2XY2}$ ) is 0.064, confirming this indirect relationship. Therefore, it can be concluded that strengthening self-efficacy through job satisfaction can effectively enhance commitment to the profession. Based on previous research from <sup>18</sup> the results of this study are in line with the results of previous studies which also show that job satisfaction mediates the influence of self-efficacy on commitment to the profession, strengthening self-efficacy can indirectly increase commitment to the profession through job satisfaction.

Based on SITOREM's analysis, increasing commitment to the profession can be done through strengthening self-efficacy and job satisfaction. The enhancement of commitment to the profession is achieved by addressing weak indicators, specifically the teachers' assessment of the costs incurred if they leave

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<sup>18</sup> and Yan Gao. Liu, Chenchen, Xiaoyan Mi, "How Servant Leadership Influence Employee Service Quality of Fitness Centers during Covid-19: The Interacting Effects of Self-Efficacy," *Psychology Research and Behavior Management*, 2023.





their jobs, which is at 31% (3,887). Strengthening self-efficacy is pursued by improving weak indicators, namely: 1) Teachers' beliefs about the magnitude of the difficulty of the task in a strong or weak score (36%) (3,906); 2) The degree of expectation of a teacher's success in various situations faced (33%) (3,853), and 3) The difficulty of the task that the teacher believes can be overcome by him (31%) (3,881).

## CONCLUSION

Based on the results of the analysis, this study has found strategies and ways to improve the quality of services and commitment to the profession in Private Vocational Teachers in South Tangerang City through strengthening Organizational Citizenship Behavior (OCB), job satisfaction and self-efficacy. This study also finds indicators of research variables that need to be improved and maintained or developed. The following are conclusions based on the discussion of the research results and the hypothesis proposed. First, there is a significant positive direct influence between self-efficacy (X) and service quality (Z1) with a value of  $\beta_{Z1X} = 0.236$ , so that strengthening self-efficacy (X) can improve service quality (Z1). Second, there is a significant positive direct influence between self-efficacy (X) and commitment to the profession (Z2) with a value of  $\beta_{Z2X} = 0.211$ , so that strengthening self-efficacy (X) can increase commitment to the profession (Z2). Third, there is a significant positive direct effect between self-efficacy (X) and OCB (Y1) with a value of  $\beta_{Y1X} = 0.356$ , so that strengthening self-efficacy (X) can increase OCB (Y1).

Fourth, there is a significant positive direct influence between self-efficacy (X) and job satisfaction (Y2) with a value of  $\beta_{Y2X} = 0.458$ , so that strengthening self-efficacy (X) can increase job satisfaction (Y2). Fifth, there is a significant positive direct influence between OCB (Y1) and service quality (Z1) with a value of  $\beta_{Z1Y1} = 0.305$ , so that the strengthening of OCB (Y1) can improve service quality (Z1). Sixth, there is a significant positive direct influence between OCB (Y1) and commitment to the profession (Z2) with a value of  $\beta_{Z2Y1} = 0.310$ , so that strengthening OCB (Y1) can increase commitment to the profession (Z2). Seventh, there was a significant positive direct influence between job satisfaction (Y2) and service quality (Z1) with a value of  $\beta_{Z1Y2} = 0.245$ , so that strengthening job satisfaction (Y2) could improve service quality (Z1). Eighth, there is a significant positive direct influence between job satisfaction (Y2) and commitment to the profession (Z2) with a value of  $\beta_{Z2Y2} = 0.140$ , so that strengthening job satisfaction (Y2) can increase commitment to the profession (Z2). Ninth, there is



a significant positive indirect influence between self-efficacy (X) and service quality (Z1) through OCB (Y1) with a value of  $\beta_{Z1XY1} = 0.108$ , so that strengthening self-efficacy (X) can improve service quality (Z1) through OCB (Y1). However, OCB (Y1) cannot function effectively as an intervening variable between self-efficacy (X) and service quality (Z1) because the direct influence is greater than the indirect influence.

Tenth, there is a significant positive indirect influence between self-efficacy (X) and service quality (Z1) through job satisfaction (Y2) with a value of  $\beta_{Z1XY2} = 0.112$ , so that strengthening self-efficacy (X) can improve service quality (Z1) through job satisfaction (Y2). However, job satisfaction (Y2) cannot function effectively as an intervening variable between self-efficacy (X) and service quality (Z1) because the direct influence is greater than the indirect influence.

Eleventh, there is a significant positive indirect influence between self-efficacy (X) and commitment to the profession (Z2) through OCB (Y1) with a value of  $\beta_{Z2XY1} = 0.110$ , so that strengthening self-efficacy (X) can increase commitment to the profession (Z2) through OCB (Y1). However, OCB (Y1) cannot function effectively as an intervening variable between self-efficacy (X) and commitment to the profession (Z2) because the direct influence is greater than the indirect influence. Twelfth, there is a significant positive indirect influence between self-efficacy (X) and commitment to the profession (Z2) through job satisfaction (Y2) with a value of  $\beta_{Z2XY2} = 0.064$ , so that strengthening self-efficacy (X) can increase commitment to the profession (Z2) through job satisfaction (Y2). However, job satisfaction (Y2) cannot function effectively as an intervening variable between self-efficacy (X) and commitment to the profession (Z2) because the direct influence is greater than the indirect influence.

Future research could explore the generalizability of the results across various organizational contexts, such as comparing private and public educational institutions. Additionally, examining the long-term effects of Organizational Citizenship Behavior (OCB), job satisfaction, and self-efficacy on organizational performance would provide valuable insights into their enduring impacts. Intervention studies designed to enhance self-efficacy among educators could assess its influence on service quality and commitment to the profession. Furthermore, investigating the role of contextual factors, including organizational culture and demographic variables, would enrich our understanding of these relationships. Comparative studies across different regions or countries could highlight cultural influences on motivation, while qualitative approaches, such as interviews or focus groups, would offer deeper



insights into educators' experiences. Finally, evaluating the effectiveness of specific training programs aimed at improving self-efficacy and OCB could lead to best practices for enhancing teacher performance and overall service quality.

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