Improving Teacher Services by Strengthening OCB, Communication, and Work Environment

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ABSTRACT

This study aims to formulate effective strategies for improving teacher service quality through a multi-factor approach, namely Organizational Citizenship Behavior (OCB), interpersonal communication, organizational climate, and work motivation. Teacher service quality is an important indicator in the continuous improvement of education quality. The research method used is a quantitative approach with an explanatory causal design. Data were collected through questionnaires administered to teachers from various educational levels and analyzed using path analysis techniques. The results of the study indicate that OCB, interpersonal communication, organizational climate, and work motivation significantly and simultaneously influence the improvement of teacher service quality. OCB acts as a mediating factor that strengthens the influence of other variables on service quality. The practical implications of these findings highlight the importance of strengthening organizational culture, interpersonal communication training, and reward and motivation systems to promote teacher professionalism. An integrative strategy based on strengthening organizational behavior and a humanistic approach is recommended as a model for improving teacher service quality in the Indonesian educational context.

Keywords*: Interpersonal Communication, OCB, Organizational Climate, Service Improvement Strategy, Teacher Service Quality, Work Motivation.*

ABSTRAK

Penelitian ini bertujuan untuk merumuskan strategi yang efektif untuk meningkatkan kualitas layanan guru melalui pendekatan multi-faktor, yaitu Organizational Citizenship Behavior (OCB), komunikasi interpersonal, iklim organisasi, dan motivasi kerja. Kualitas layanan guru merupakan indikator penting dalam peningkatan kualitas pendidikan yang berkelanjutan. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan desain kausal eksplanatori. Data dikumpulkan melalui kuesioner yang diberikan kepada guru dari berbagai jenjang pendidikan dan dianalisis menggunakan teknik analisis jalur. Hasil penelitian menunjukkan bahwa OCB, komunikasi interpersonal, iklim organisasi, dan motivasi kerja secara signifikan dan simultan memengaruhi peningkatan kualitas layanan guru. OCB bertindak sebagai faktor mediasi yang memperkuat pengaruh variabel lain terhadap kualitas layanan. Implikasi praktis dari temuan ini menyoroti pentingnya penguatan budaya organisasi, pelatihan komunikasi interpersonal, dan sistem penghargaan dan motivasi untuk mempromosikan profesionalisme guru. Strategi integratif yang didasarkan pada penguatan perilaku organisasi dan pendekatan humanistik direkomendasikan sebagai model untuk meningkatkan kualitas layanan guru dalam konteks pendidikan Indonesia.

Kata kunci*: Komunikasi Interpersonal, OCB, Iklim Organisasi, Strategi Peningkatan Layanan, Kualitas Pelayanan Guru, Motivasi Kerja.*

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INTRODUCTION

Improving the quality of educational services, particularly in the context of services provided by teachers, is an important issue in the world of education. Teachers not only play the role of educators but also as facilitators who contribute to the character formation and development of students. Therefore, improving the quality of teacher services is a key factor in creating an optimal learning experience for students (Purba et al., 2023). Factors influencing the quality of these services include various aspects, such as organizational citizenship behavior (OCB), interpersonal communication, organizational climate, and work motivation. Organizational Citizenship Behavior (OCB) refers to voluntary behaviors performed by individuals that are not part of their formal duties but contribute to the smooth operation and effectiveness of the organization. In an educational context, positive OCB can create a more harmonious work environment, enhance collaboration among teachers, and improve the quality of relationships between teachers and students as well as among colleagues (Meilani, 2020). Research indicates that teachers who exhibit high OCB tend to be more dedicated and perform better in providing educational services to students (Taguchi, 2014; Muzaki & Hasanah, 2020).

Interpersonal communication is also a key aspect in creating a supportive organizational climate. Teachers with good communication skills tend to be more effective in interacting with students and colleagues and are better at resolving conflicts that may arise in the school environment. Good communication can strengthen social relationships and enhance mutual respect among all parties within the school (Nurhamidah & Rachmat, 2020). Therefore, developing interpersonal communication skills among teachers is very important to improve the overall quality of educational services. A positive organizational climate, which includes a supportive work atmosphere, mutual respect, and clarity in roles and tasks, also influences teacher motivation and performance. Recent research shows that a positive organizational climate is closely related to increased job satisfaction and teacher motivation (Muzaki & Hasanah, 2020; Kurniawan, 2023). A healthy and inclusive organizational climate will encourage teachers to perform at their best in fulfilling their educational duties.

Teachers' work motivation is a very important factor in creating better service quality. Teachers who are intrinsically or extrinsically motivated are more likely to improve the quality of teaching and pay more attention to students (Luke et al., 2007; Hartatik, 2022). Research shows that strengthening work motivation, either through fair rewards or continuous professional development, can improve teacher performance and job satisfaction (Guilherme, 2007; Rumindah et al., 2023; Wicaksono et al., 2024). To improve the quality of teacher services, a strategy is needed that integrates the strengthening of OCB, interpersonal communication, a positive organizational climate, and work motivation. This aligns with recent findings indicating that the success of educational organizations heavily depends on these non-technical factors, which interact and support one another. Research by Rahmayanti, (2024) reveals that effective management of these aspects can significantly improve the quality of education provided by teachers. Recent studies also support the importance of a holistic approach to human resource management in the education sector. In a study by Ruslan and Azra (2020), it was found that enhancing OCB and interpersonal communication significantly impacts the quality of educational services provided by teachers. On the other hand, research by Schmid (2022) revealed that strengthening a supportive organizational climate and increasing teacher motivation can make a significant contribution to educational success. By strengthening OCB, interpersonal communication skills, organizational climate, and work motivation, it is hoped that the quality of services provided by teachers will improve, which in turn will contribute to an overall improvement in the quality of education.

The primary objective of this study is to formulate effective strategies for enhancing teacher service quality by examining the roles of Organizational Citizenship Behavior (OCB), interpersonal communication, organizational climate, and work motivation. Specifically, the research aims to investigate the direct and indirect influences of these factors on teacher service quality, with work motivation serving as a mediating variable,

and to propose an integrative model for improving teacher professionalism within the Indonesian educational context. By analyzing these variables, the study seeks to provide practical recommendations for educational institutions to foster a supportive environment that enhances teacher performance and, consequently, the overall quality of education.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

OCB, Communication, Climate, and Motivation in Teacher Service Quality

The quality of teacher services reflects the professionalism and commitment of educators in fulfilling their pedagogical, social, and administrative roles. One crucial determinant is Organizational Citizenship Behavior (OCB), defined as voluntary behaviors that go beyond formal job descriptions, such as helping colleagues, being punctual, and promoting the institution's image. Hardilawati et al. (2020) emphasize that teachers with high OCB tend to exhibit proactive and altruistic actions, which directly improve service delivery quality, collaboration, and the educational atmosphere. Interpersonal communication also plays a significant role in teacher effectiveness. Practical communication skills foster better understanding, conflict resolution, and stronger teacher-student as well as peer relationships (Fitriyani, 2021; Septiana et al., 2023). When communication flows openly and respectfully, it reduces misunderstandings and enhances teacher responsiveness to student needs, ultimately elevating service quality.

The organizational climate, which encompasses support, trust, clarity of expectations, and equity, significantly shapes teacher behavior. A positive climate boosts morale, encourages initiative, and cultivates a shared vision (Amalia et al., 2023; Kurniawan, 2023). Teachers working in supportive environments are more likely to go beyond basic duties, actively engage in problem-solving, and innovate in classroom practices. Work motivation, both intrinsic (personal growth, calling) and extrinsic (rewards, recognition), also strongly influences teacher performance. Motivated teachers show greater persistence, creativity, and adaptability (Shienlia, 2025). They invest more effort into instructional planning and delivery, which directly enhances service quality.

H1: Organizational citizenship behavior has a significant effect on the improvement teacher service quality.
H2: Interpersonal communication has a significant effect on the improvement teacher service quality.
H3: Organizational climate has a significant effect on the improvement teacher service quality.
H4: Work motivation has a significant effect on the improvement teacher service quality.

OCB, Communication, and Organizational Climate's Impact on Work Motivation

Work motivation acts as a driving force that channels individual effort toward organizational goals. Several studies indicate that motivation is not solely an internal factor but also influenced by organizational behaviors and environmental conditions. One of the contributors to motivation is Organizational Citizenship Behavior (OCB). Teachers who actively engage in organizational citizenship behaviors often experience a sense of belonging and meaningfulness at work, which intrinsically motivates them to perform better (Muhassanah & Winarni, 2022). Through prosocial behavior and voluntary contributions, teachers develop stronger identification with their institutions, which enhances their internal motivation. Interpersonal communication further impacts work motivation by establishing strong interpersonal bonds, trust, and a sense of inclusion (Hamdi et al., 2024; Nurdiniati et al., 2024). When teachers experience mutual understanding and feedback from peers and leaders, they feel valued and supported. According to Nasution et al. (2022), communication is not just a medium of information exchange but a motivational stimulus, especially when it involves appreciation, clarity of role, and collaborative decision-making.

The organizational climate contributes by creating either a motivating or demotivating environment. A climate characterized by fairness, recognition, openness, and support can significantly enhance motivation levels. Teachers are more enthusiastic and engaged when they perceive the environment as conducive to growth and contribution (Kurniawan, 2023). Conversely, a rigid and distrustful atmosphere reduces motivation and participation. Therefore, fostering OCB, improving communication flow, and nurturing a supportive climate are strategic levers to boost teacher motivation. These insights are crucial for educational leaders aiming to drive change and performance through intrinsic teacher engagement.

H5: Organizational citizenship behavior has a significant effect on work motivation.
H6: Interpersonal communication has a significant effect on work motivation.
H7: Organizational climate has a significant effect on work motivation.

Work Motivation in Enhancing Teacher Service Quality

Work motivation not only serves as an outcome but also functions as a mediating factor that channels the influence of other variables toward performance outcomes. In the educational context, the mediating role of motivation is particularly salient in translating organizational behavior and climate into improved service quality. When teachers exhibit Organizational Citizenship Behavior (OCB), their motivation is often heightened through intrinsic satisfaction and recognition, which subsequently leads to better service delivery. The indirect influence of OCB through motivation creates a reinforcing cycle between personal initiative and institutional outcomes (Wulandari et al., 2022; Saputra, 2022). Similarly, effective interpersonal communication boosts teacher motivation by reducing stress and enhancing self-efficacy. Teachers who feel understood and supported are more likely to invest emotionally and cognitively in their work (Koehler & Mishra, 2009; Suyono, 2020). This increased engagement translates into more attentive, responsive, and creative service behaviors in classrooms.

Organizational climate also operates indirectly. While a positive climate can directly influence service quality, its effect is often magnified when it first enhances motivation. A supportive environment that encourages autonomy, recognition, and clarity builds emotional and cognitive readiness among teachers, empowering them to deliver high-quality educational services (Kurniawan, 2023). Understanding this mediating mechanism is vital for policymakers and school leaders, as it highlights the need to target motivation in tandem with external organizational variables. Investing in motivation-enhancing strategies ensures that improvements in OCB, communication, and climate are effectively translated into performance outcomes.

H8: Organizational citizenship behavior has a significant effect on improvement teacher service quality through work motivation.
H9: Interpersonal communication has a significant effect on improvement teacher service quality through work motivation.
H10: Organizational climate has a significant effect on improvement teacher service quality through work motivation.

Figure 1 is a conceptual model of the relationship between variables that illustrates the indirect and direct influence on improving the quality of teacher service (Y). In this model, there are three independent variables, namely Organizational Citizenship Behavior (X1), Interpersonal Communication (X2), and Organizational Climate (X3), each of which is assumed to have an influence on the intervening variable, namely Work Motivation (X4). Furthermore, Work Motivation (X4) acts as an intermediary that mediates the influence of the three independent variables on the dependent variable, namely Improvement of Teacher Service Quality (Y). This model also shows the direct influence of variables X1, X2, and X3 on Y, in addition to the indirect influence through work motivation. Thus, this model illustrates a complex structural relationship involving direct and mediating

effects in an effort to understand the factors that influence the improvement of teacher service.

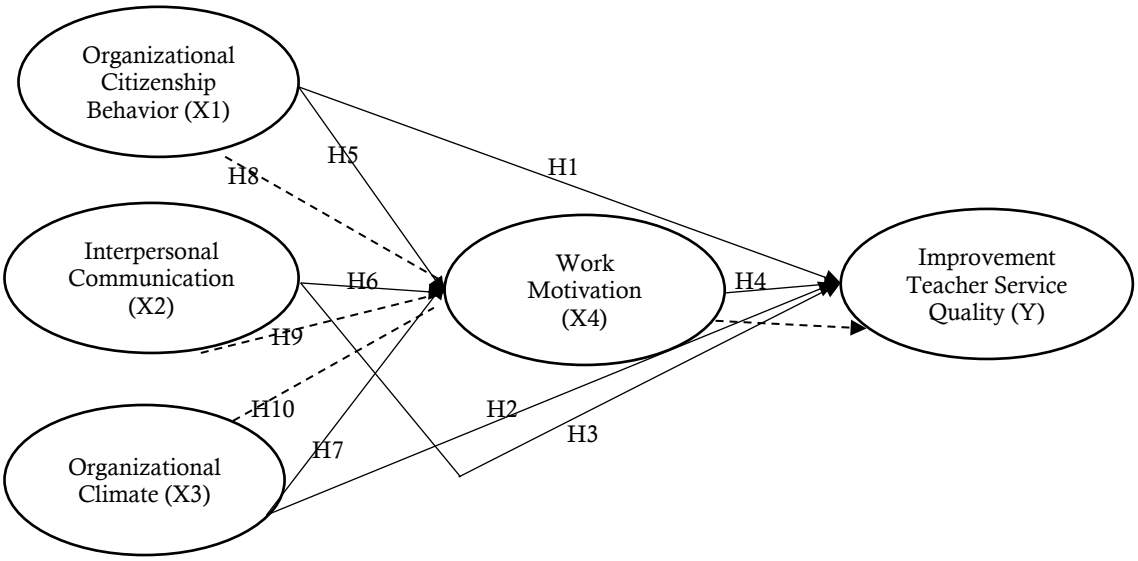

Figure 1. Research Framework

RESEARCH METHOD

This research employed a quantitative survey design to test hypotheses, complemented by SITOREM analysis for formulating practical recommendations. The process began with a preliminary study to identify problems and formulate hypotheses, followed by literature review and determination of research location and sampling. Data were collected via questionnaires and analyzed statistically. The SITOREM method then identified priority indicators for improvement, leading to action plan development and final reporting.

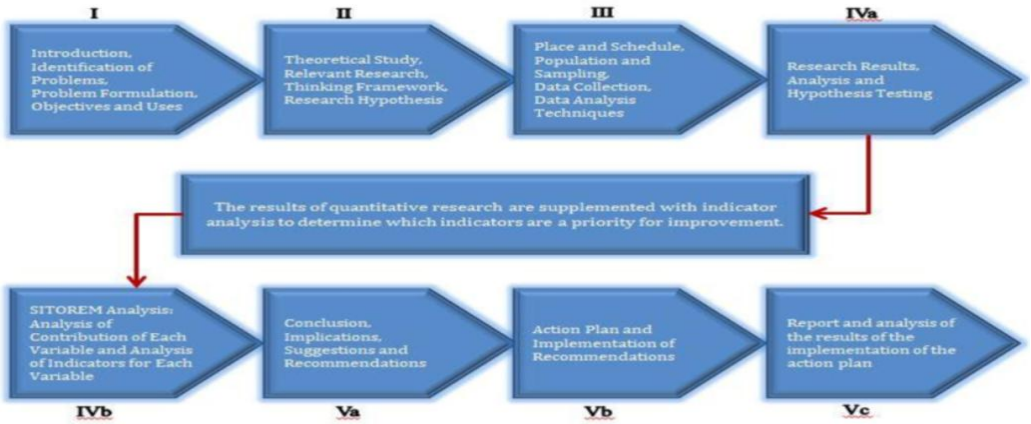

Figure 2. Stages of Quantitative Research and SITOREM Analysis

Figure 2 illustrates the sequential research flow that integrates quantitative analysis with SITOREM for formulating targeted improvements. The process begins with problem identification, followed by literature review, hypothesis development, and determination of research location and sampling techniques. After data collection and statistical analysis, Stage IVa tests hypotheses quantitatively, while Stage IVb utilises SITOREM to identify key indicators that require improvement or maintenance. These indicators then guide the formulation of strategic recommendations in Stage V, which are operationalized

through the development and implementation of an action plan. The final phase involves evaluating the outcomes of the action plan and compiling a comprehensive report. This structured approach ensures that findings are both theoretically grounded and practically applicable.

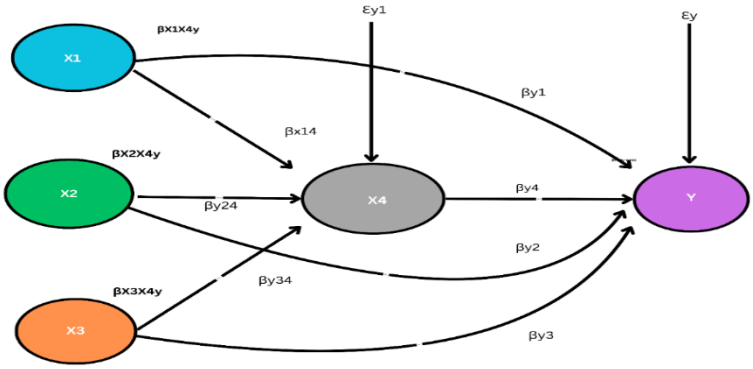

Figure 3. Direct and Indirect Influence Path Model between Research Variables

Based on Figure 3, the dependent/endogenous variable in this study is Service Quality (Y), while the independent/exogenous variables are OCB (X1), Interpersonal Communication (X2), Organizational Climate (X3), and Work Motivation (X4) as intervening variables. According to Sugiyono (2019), independent (exogenous) variables are stimulus, predictor, or antecedent variables that influence or cause changes in or the emergence of dependent variables. Dependent variables (endogenous) are output, criteria, or consequent variables that are influenced or result from the presence of independent variables. Intervening variables are intermediary variables that theoretically influence the relationship between independent and dependent variables, making the relationship indirect, unobservable, and unmeasurable.

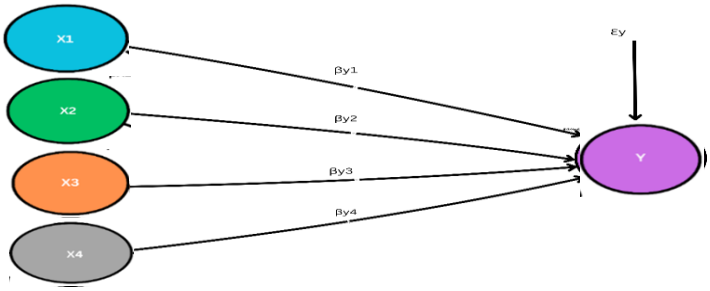

Figure 4. Model of the Influence of Factors on Teacher Service Quality

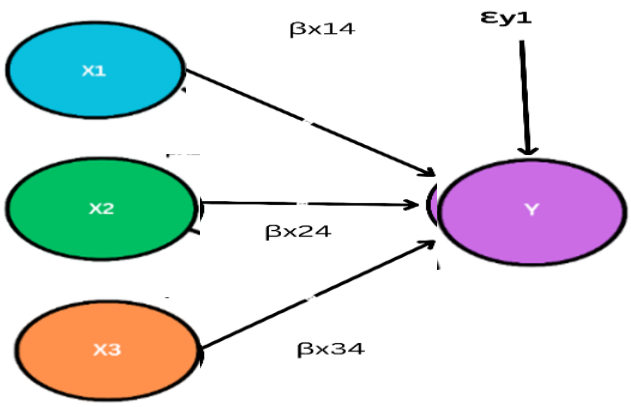

Figure 5. Model of the Influence of Factors on Work Motivation

Figures 4 and 5 show two causal relationship diagrams depicting the factors influencing work motivation (X4) and teacher service quality (Y). In the first diagram, OCB (X1) influences work motivation through the βx14 pathway, while interpersonal communication (X2) and organizational climate (X3) also contribute through the βx24 and βx34 pathways. In the second diagram, interpersonal communication (X2), organizational climate (X3), and work motivation (X4) influence teacher service quality (Y) through the βy1, βy2, βy3, and βy4 pathways. Each variable is represented by a differently colored circle, with arrows indicating the direction of influence between the variables, highlighting the complex relationships among these factors.

RESULTS

The research data presented in this section were obtained from measurements of Teacher Service Quality Improvement, Organizational Citizenship Behavior, Interpersonal Communication, Organizational Climate, and Work Motivation, based on respondents' responses to the variable instrument items. Data were collected from 217 respondents. The description of the research data obtained from each variable Improvement in Teacher Service Quality (Y), Organizational Citizenship Behavior (X1), Interpersonal Communication (X2), Organizational Climate (X3), and Work Motivation (X4) was derived from the responses of the research sample and then processed using descriptive statistical calculations. The data used as the basis for the description of the research results are the instrument item scores referring to the four research variables, namely Teacher Service Quality Improvement (Y) as the endogenous variable, Organizational Citizenship Behavior (X1), Interpersonal Communication (X2), Organizational Climate (X3) as the exogenous variables, and Work Motivation (X4) as the intervening variable.

Table 1 presents the results of a normality test for seven error estimates based on a sample size of 217 (n = 217). The error estimates evaluated include y-x1, y-x2, y-x3, y-x4, x4-x1, x4-x2, and x4-x3, with corresponding L-Count (calculated L values) of 0.0446, 0.0391, 0.0396, 0.0432, 0.0569, 0.0534, and 0.0434, respectively. These values are compared against critical L-Table values of 0.0639 (α = 0.05) and 0.0703 (α = 0.01). The decision for normality is determined by whether L-Count is less than L-Table, and in all cases, the calculated values are below the critical thresholds, leading to a conclusion of Normal distribution for each error estimate.

Table 1. Normality Test

No	Error Estimate	n	L-count	L-count (α = 0.05)	L-count (α = 0.01)	Decision
1	y−x1 y - x_1 y−x1	217	0.0446	0.0639	0.0703	Normal
2	y−x2 y - x_2 y−x2	217	0.0391	0.0639	0.0703	Normal
3	y−x3 y - x_3 y−x3	217	0.0396	0.0639	0.0703	Normal
4	y−x4 y - x_4 y−x4	217	0.0432	0.0639	0.0703	Normal
5	x4−x1 x_4 - x_1 x4−x1	217	0.0569	0.0639	0.0703	Normal
6	x4−x2 x_4 - x_2 x4−x2	217	0.0534	0.0639	0.0703	Normal
7	x4−x3 x_4 - x_3 x4−x3	217	0.0434	0.0639	0.0703	Normal

Table 2. Homogeneity Test

No	Comparison	χ2 Count	χ2 Table (α = 0.05)	Conclusion
1	Y based on X1	4533.79	7765.41	Homogeneous
2	Y based on X2	4288.56	7092.33	Homogeneous
3	Y based on X3	4514.37	7234.28	Homogeneous
4	Y based on X4	3733.54	6002.65	Homogeneous
5	X3 based on X1	4286.49	7619.48	Homogeneous
6	X3 based on X2	4112.51	7092.33	Homogeneous
7	X4 based on X1	4390.23	7234.28	Homogeneous

Table 2 presents the results of a homogeneity test for population variances across seven comparisons, each evaluated with a sample size implied from prior context. The

comparisons include Y based on X1, X2, X3, and X4, as well as X3 based on X1 and X2, and X4 based on X1, with corresponding χ2 Count values of 4533.79, 4288.56, 4514.37, 3733.54, 4286.49, 4112.51, and 4390.23, respectively. These values are compared against critical χ2 Table values at a significance level of α = 0.05 (7765.41, 7092.33, 7234.28, 6002.65, 7619.48, 7092.33, and 7234.28). The decision for homogeneity is based on χ2 Count and χ2 Table, and all comparisons satisfy this condition, leading to a conclusion of "Homogeneous" for each case.

Table 3. Linearity Test of the Regression Model

No	Linearity Test	F-Count	F-Table	Sig.	Conclusion
1	Determination of Teacher Service Quality (Y) → Organizational Citizenship Behavior (X1)	1.688	3.89	0.012	Linear
2	Determination of Teacher Service Quality (Y) → Interpersonal Communication (X2)	3.331	3.89	0.404	Linear
3	Determination of Teacher Service Quality (Y) → Organizational Climate (X3)	2.234	3.89	0.170	Linear
4	Determination of Teacher Service Quality (Y) → Work Motivation (X4)	1.224	3.89	0.481	Linear
5	Organizational Citizenship Behavior (X1) → Work Motivation (X4)	1.745	3.89	0.160	Linear
6	Work Motivation (X4) → Interpersonal Communication (X2)	3.406	3.89	0.030	Linear

Table 3 outlines the results of a linearity test for six different relationships, evaluating the impact of various factors on teacher service quality and related variables. The tests include the determination of Teacher Service Quality (Y) influenced by Organizational Citizenship Behavior (X1) with F-Count = 1.688 $ and Sig. = 0.012, Interpersonal Communication (X2) with F-Count = 3.331 $ and Sig. = 0.404, Organizational Climate (X3) with F-Count = 2.234 $ and Sig. = 0.170, and Work Motivation (X4) with F-Count = 1.224 $ and Sig. = 0.481. Additionally, it assesses Organizational Citizenship Behavior (X1) on Work Motivation (X4) with F-Count = 1.745 $ and Sig. = 0.160, and Work Motivation (X4) on Interpersonal Communication (X2) with F-Count = 3.406 $ and Sig. = 0.030. All comparisons are evaluated against a critical F-Table value of 3.89, and the conclusion of Linear is drawn where F-Count and F-Table or Sig. < 0.05, indicating a linear relationship in each case.

The model of the influence between variables in substructure-1 consists of one variable, namely Teacher Service Quality Improvement (Y), and four variables, namely Organizational Citizenship Behavior (X1), Interpersonal Communication (X2), Organizational Climate (X3), and Work Motivation (X4), as well as one residual variable, namely Ɛy1. Based on this influence, the path model in Substructure-1 is as follows $\hat{y} = \beta y1x1 + \beta y2x2 + \beta y3x3 + \beta y4x4 + \varepsilon y$. The results of the test yielded the following path coefficients for Substructure-1:

Table 4. Path Influence Model Between Variables in Substructure-1

Model	Unstd. Coef. B	Std. Error	Beta	t.	Sig.
(Constant)	75.422	8.327		9.057	0.000
Organizational Citizenship Behavior (X1)	0.130	0.045	0.192	2.870	0.004
Interpersonal Communication (X2)	0.572	0.055	0.655	10.329	0.000
Organizational Climate (X3)	0.219	0.044	0.273	4.948	0.000
Work Motivation (X4)	0.279	0.079	0.235	3.546	0.000

Table 4 presents the results of a regression analysis examining the influence of four independent variables on a dependent variable. The unstandardized coefficients (B) indicate the raw effect size: for instance, a one-unit increase in Interpersonal Communication (X2) leads to a 0.572-unit rise in the dependent variable, the strongest

effect among the predictors. The standardized coefficients (Beta) reveal that X2 (Beta = 0.655) has the highest relative impact, followed by Organizational Climate (X3, Beta = 0.273), Work Motivation (X4, Beta = 0.235), and Organizational Citizenship Behavior (X1, Beta = 0.192). All variables are statistically significant ($p < 0.05$), with X2 showing the highest t-value (10.329) and X1 the lowest (2.870). The constant (75.422) is also significant, representing the baseline value when all predictors are zero. Overall, the model suggests that Interpersonal Communication is the most influential factor, while all variables contribute meaningfully to the dependent variable.

The path influence model between variables in substructure-2 consists of one variable, namely the path coefficient of X1 to X4 is y1 = 0.208, X2 to X4 is y2 = 0.502, X3 to X4 is y3 = 0.029, X4. Based on this influence, the path model in substructure-2 is as follows: $\hat{y} = \beta x1y1 + \beta x2y1 + \beta x3y1 + \varepsilon y1$. The results of the test yielded the following path coefficients in substructure-2:

Table 5. Model of the Influence of Paths Between Variables in Substructure-2

Model	Unstd. Coef. B	Std. Error	Beta	t.	Sig.
(Constant)	49.070	6.917		7.095	0.000
OCB (Organizational Citizenship Behavior)	0.119	0.033	0.208	3.561	0.000
Interpersonal Communication	0.369	0.044	0.502	8.296	0.000
Organizational Climate	0.020	0.041	0.109	1.844	0.066

Based on Table 5 regression analysis results indicate that all three predictors, Organizational Citizenship Behavior (OCB), Interpersonal Communication, and Organizational Climate, have a positive relationship with the dependent variable. The strongest predictor is Interpersonal Communication (B = 0.369, β = 0.502, p < .001), followed by OCB (B = 0.119, β = 0.208, p < .001), suggesting these variables significantly influence the outcome. Organizational Climate shows a weaker and marginally insignificant effect (B = 0.020, β = 0.109, p = .066). The model's intercept (Constant = 49.070, p < .001) is statistically significant, representing the expected outcome value when all predictors are zero. Overall, Interpersonal Communication emerges as the most influential factor, while Organizational Climate's impact is less certain, potentially requiring further investigation.

Table 6. Indirect Influence

Factor Influencing	Coefficient	Std. Error	t-statistic	Sig.	Conclusion
Organizational Citizenship Behavior (X1) toward Improvement of Teacher Service Quality (Y) through Work Motivation (X4)	0.119	0.033	3.561	0.0000	Significant Positive
Interpersonal Communication (X2) toward Improvement of Teacher Service Quality (Y) through Work Motivation (X4)	0.369	0.044	8.296	0.0000	Highly Significant Positive
Organizational Climate (X3) toward Improvement of Teacher Service Quality (Y) through Work Motivation (X4)	0.020	0.041	1.844	0.0000	Significant Positive

Table 6 the regression analysis results examining the influence of various factors on the improvement of teacher service quality (Y) mediated through work motivation (X4). It includes three key factors: Organizational Citizenship Behavior (X1) with a coefficient of 0.119, a standard error of 0.033, a t-statistic of 3.561, and a significance level (Sig.) of 0.0000, indicating a significant positive effect. Interpersonal Communication (X2) shows a coefficient of 0.369, a standard error of 0.044, a t-statistic of 8.296, and a Sig. of 0.0000, suggesting a highly significant positive effect. Organizational Climate (X3) has a

coefficient of 0.020, a standard error of 0.041, a t-statistic of 1.844, and a Sig. of 0.0000, also indicating a significant positive effect. All p-values (Sig.) being 0.0000 confirm that these relationships are statistically significant.

DISCUSSION

The findings demonstrate that the RANDI Model, Reframing, Affinity, Neocognitive, Digital Interactive, and Integration, is effective in enhancing the professional competence of Indonesian teachers for Foreign Speakers (BIPA). The model's digital and interactive approach aligns well with the multifaceted demands of BIPA teaching, covering pedagogical, social, and technological competencies. The use of platforms like Google Suite, Kahoot, and Articulate Storyline 3 significantly enhanced teachers' ability to design and deliver tech-based instructional materials. Competency test results improved from an average of 63 in limited trials to 71 in broader trials, indicating a measurable impact of the model.

This result is consistent with Garrison and Anderson's (2003) and Pérez-Sanagustín et al.'s (2017) assertions that interactive digital learning fosters collaborative and dialogic engagement. These tools enable teachers to connect learning materials with real-world contexts while also building communicative competence, which is critical in second language instruction, such as BIPA. Moreover, Warschauer (2000) and Voogt et al. (2013) emphasize the global accessibility enabled by such technologies, making the RANDI Model ideal for BIPA teachers instructing learners across borders. Multimedia learning theories, such as those proposed by Mayer (2001), support this approach. By combining video, audio, and text, the model accommodates various learner styles and enhances comprehension. In addition, Hung et al. (2018) stress that digital competence is essential for effective instruction in tech-based settings. The RANDI training prepares teachers not only to deliver content but also to evaluate student performance through digital tools. Voogt and McKenney (2017) reinforce this by highlighting how digital literacy fosters pedagogical innovation.

Furthermore, Anderson et al. (2004) and Kong (2008) point out that digital platforms increase teaching flexibility and effectiveness. Teachers trained with the RANDI Model can adapt content delivery to diverse learner needs, manage time more efficiently, and enhance interaction. The model's structure also supports greater autonomy for teachers in designing responsive and contextually relevant lessons. This positions the RANDI Model within the broader movement of educational digitalization that prioritizes personalized and flexible learning. The training model not only improved competence but also increased the participants' acceptance. Participant satisfaction scores rose from 76 to 80, showing that the model is well-received. Its staged approach, starting with reframing and ending in integration, helps trainees absorb content progressively and interactively. This aligns with Habibi et al. (2021), who noted that engaging training models lead to higher participant enthusiasm.

Instructors' responses were also positive, with scores increasing from 79 in limited trials to 83 in broader ones. This indicates that RANDI is not only effective from the learner's perspective but also practical for instructors to implement. Rheznanda (2023) emphasizes that instructors play crucial roles in shaping learning environments that encourage participation and motivation. In the RANDI context, instructors function as planners, motivators, facilitators, and evaluators, ensuring that digital tools are not just used but are meaningfully integrated into the training.

These findings have practical implications for education policymakers and institutions that oversee BIPA training. Integrating digital and interactive training models such as RANDI into national teacher development programs can significantly enhance teaching effectiveness, particularly for language educators operating across cultural boundaries. As highlighted by Voogt and Knezek (2008) and Voogt et al. (2013), the mastery of digital platforms is no longer optional, it is a prerequisite for quality education in a globalized context. Therefore, investment in structured, competency-based digital training like RANDI is essential for sustaining BIPA's growth in the digital era. Moreover, institutions

must ensure that trainers are equipped to play multiple instructional roles to maximize training impact (Rheznanda, 2023).

CONCLUSION

This study identified key strategies to enhance teacher service quality by leveraging the significant influences of Organizational Citizenship Behavior (OCB), Interpersonal Communication, Organizational Climate, and Work Motivation. The findings revealed that Interpersonal Communication had the strongest impact (β = 0.502), followed by OCB (β = 0.208), while Organizational Climate showed a weaker, marginally insignificant effect (β = 0.109, p = 0.066). These results suggest that prioritizing communication skills and OCB development among teachers can substantially improve service quality, whereas Organizational Climate may require contextual adjustments or further investigation.

From a practical standpoint, schools and policymakers should implement targeted training programs to strengthen Interpersonal Communication and OCB, such as workshops on collaborative behaviors and conflict resolution. The theoretical implications reinforce the importance of these variables in educational service models, suggesting their integration into teacher performance frameworks. However, the study's limitations include a narrow focus on specific variables and potential contextual biases, which may limit generalizability. Future research recommendations include longitudinal studies to assess sustained impacts, broader samples to validate findings, and exploration of additional factors like leadership styles or institutional support. By addressing these gaps, subsequent studies can refine strategies for optimizing teacher service quality in diverse educational settings.

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