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Modeling and Optimizing Service Quality Improvement (Empirical study uses the POP-HRM approach to training instructors Security Unit in Bogor Regency)

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ABSTRACT

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This study aims to find ways and strategies to improve service quality by analyzing the influence of other variables on service quality. The other variables are organizational support, work motivation, job satisfaction, and work commitment. Furthermore, the methods and strategies for improving the quality of education and training services found were made recommendations to related parties, namely the Republic of Indonesia Police, leaders of education and training institutions, and training instructors for the Security Unit in Bogor Regency. The population is as many as 168 instructors of security training and training from 33 security training institutions, spread across 16 sub-districts in the Bogor Regency area. The research sample is 118 respondents. Data analysis used SITOREM analysis. The results of the study show 1) There is a direct positive effect of organizational support on service quality with a path coefficient (6y1) of 0.302, so that strengthening organizational support can improve service quality; 2) There is a direct positive effect of work motivation on service quality with a path coefficient (6y2) of 0.211, so that strengthening work motivation can improve service quality; 3) There is a direct positive effect of job satisfaction on service quality with a path coefficient (6y3) of 0.201, so that strengthening job satisfaction can improve service quality; 4) There is a direct positive effect of work commitment on service quality with a path coefficient (8y4) of 0.212, so that strengthening work motivation can improve service quality; 5) There is a direct positive effect of Organizational Support on job satisfaction with a path coefficient (6y31) of 0.432, so that strengthening organizational support can increase job satisfaction; 6) There is a direct positive effect of work motivation on job satisfaction with a path coefficient (6y32) of 0.535, so that strengthening work motivation can increase job satisfaction; 7) There is a direct positive effect of Organizational Support on work commitment with a path coefficient (6y41) of 0.553, so that strengthening organizational support can increase work commitment; 8) There is a direct positive effect of work motivation on work commitment with a path coefficient (6y42) of 0.412, so that strengthening work motivation can increase work commitment; 9) There is an indirect positive effect of organizational support on service quality through job satisfaction with a path coefficient (6x13y) of 0.091, so that strengthening organizational support can improve service quality through strengthening job satisfaction; 10) There is an indirect positive effect of work motivation on service quality through job satisfaction with a path coefficient (6x23y) of 0.113, so that strengthening work motivation can improve service quality through strengthening job satisfaction; 11) There is an indirect positive effect of organizational support on service quality through work commitment with a path coefficient (6x14y) of 0.087, so that strengthening organizational support can improve service quality through strengthening work commitment; 12) There is an indirect positive effect of work motivation on service quality through work commitment with a path coefficient (8x24y) of 0.117, so that strengthening work motivation can improve service quality through strengthening work commitment; 13) There is a direct positive effect of work motivation on organizational support with a path coefficient (8y12) of 0.852, so strengthening work motivation can increase work commitment.

KEYWORDS: Service Quality, Work Motivation, Organizational Support, Job Satisfaction, Organizational Commitment

Introduction

Education plays a vital role in developing and improving the quality of human resources. However, interest and attention to aspects of the quality of educational services can be said to have only developed in the last decade. The success of educational services is determined by providing quality services to the users of these educational services, namely students and the community. Long-term education development is translated into four educational development themes, namely capacity building, and modernization, strengthening services, strengthening regional competitiveness, and strengthening international competitiveness. This development plan has implications for education stakeholders to the development of national education aims to improve the quality of educational services which has an

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impact on increasing the academic satisfaction of every user of educational services, mainly students (Amin, 2017).

Outdoor Education is defined as all educational activities that take place outside the school system (Djauzi, 2008). It is also stated in Law no. 20 of 2003 Article 26 paragraph 4 that nonformal education units consist of Courses, Study Groups (Kejar), Play Groups, Child Care Centers (TPA), Taklim Assemblies, Islamic Boarding Schools, Community Learning Activity Centers (SKB), and Centers Community Learning Activities (PKBM). Furthermore, in Article 26 paragraph 3 it is stated that non-formal education programs include: literacy, equality, life skills, community reading gardens, youth education, women empowerment, and early childhood education (PAUD). The unit referred to above is the implementing agency. The course is a PLS institution as an organizer of life skills education programs, which can be in the form of tutoring, computer language, mechanics, Security Unit Training, and so on. Self-development in the form of courses and training or what is often referred to as (life skills) is also commonly referred to as training (education and training). Today, education and training are a phenomenon that is very intense to get quality human resources. Training programs first appeared in large corporate and government circles. But now, education and training programs have expanded to schools and the community.

Training theory states that "Training is learning to change the performance of people doing jobs." (Education and training are learning to change the performance of people doing work (Franco, 2013). Education and training show a planned effort from an organization/company in facilitating employee learning related to competence. Institutions that recruit security personnel, namely private companies, agencies/institutions, and security personnel business entities. Recruitment must be carried out professionally within a security and police personnel management system. Thus, the selection, training, coaching, and development are under the responsibility and cooperation of the police. To obtain security personnel A reliable and professional recruitment process requires a selective and professional process as well.

The world of security forces in Indonesia has very complex problems, related to human resources, management, and the complexity of security technology. Until now, security guards have not been managed optimally even though they play an important role in terms of protecting and securing the wheels of the economy to create a conducive climate. In fact, in several developed countries, a security officer is an important part of the government in terms of national security, for example, Homeland Security in the United States, Vektere in Norway which is well-known as a security officer who oversees both private and government assets, where the state government in fact, this provides greater compensation to security officers who guard government buildings than private buildings.

Management of a security unit is a job that has a high risk of danger, although in practice it can be said to be difficult and easy to remember the routine tasks carried out such as security procedures, inspections, and escorts. However, to optimize the function of the security unit accompanied by improvisations that are tailored to their field of work, each personnel or team in the

security function must be equipped with managerial and leadership knowledge, so that all duties and responsibilities can be carried out effectively and efficiently.

The instructor is an important position in the success of professional development. His mastery of training material is not enough to become a mainstay if it is not accompanied by several other skills. This other expertise relates to an understanding of the methods and materials in the training with the professional activities of the trainees. In addition, an understanding of one's career development is also one of the important competencies of a successful coach. Instructors also play an important role in organizational development and change, achieving the goals and competencies as well as the knowledge and skills required by participants. A trainer influences the trainees. According to the Cambridge Dictionary (2015), a trainer is someone who teaches skills to humans in preparation for work, activities, or sports.

Meanwhile, according to Banglims (2015), a trainer is a coach or also often referred to as a Coach, He gains knowledge, tests it, and then from the test results combines it with several complementary elements (can be reduced or added) to form an effective and effective learning method, so that students training participants can absorb this knowledge in an applicable manner and can do exactly what is shown or directed by the trainer, the Goals are Knowledge and Application From the several definitions above, it can be concluded that Training of Trainer (TOT) is a special training for trainers and those interested in becoming trainers) who teach techniques on how to convey material in an interesting way to audiences.

The instructor's task is not only to convey learning material, but the instructor should be able to instill the correct concepts from the learning material presented and be able to direct the beneficiaries of the assisted citizens in learning. So that the knowledge learned by beneficiaries can be useful in their lives both now and in the future. The instructor's role is so complex in the teaching and learning process to lead beneficiaries in a better direction. The instructor is a facilitator of information needed by beneficiaries. He is here to provide teaching and education. It is the instructor who plays an educational role because he is here to touch and interact directly with the beneficiaries (Soedjarwo, 2017). Therefore, each instructor's activity plan must be solely for the benefit of the beneficiary, according to their profession and responsibilities.

The quality of human resources will greatly depend on the implementation of the training being carried out. The success of an education and training implementation is measured by the extent to which the results of the training are transferred by the training participants at work (transfer of training). Thus, the satisfaction of training participants will greatly determine the transfer of training. In recent years, empirical support has been found for the relationship between service quality received and business performance (Athanassopoulos, Gounaris, Stathakopoulos, 2001:109), perhaps difficult to replicate. As a result, formal instruments to measure consumer perceptions of the services provided are very important, especially because they can provide evidence of consumer evaluations of service quality that lead to satisfaction or dissatisfaction. This is then associated



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with repurchasing power, loyalty, and the desire to maintain long-term relationships with service providers.

The ever-increasing need for security services occurs amid public opinion, which until now still looks down on the security guard profession. Sometimes some companies and users of security services still perceive security as a cost burden and consider it a profession that does not need to be trained, even more ironically the Security Service Business Entity (BUJP) only pursues tender values with high contracts without regard to the quality of the security guards themselves. Security guards should have the competence to be able to deal with certain situations, for example, demonstrations at the factory location where the security guard is assigned. Of course, it doesn't have to be violent but appears more persuasive. Thus, the security guard becomes a qualified professional.

Service quality is the quality of services provided to customers, both internal customers and external customers based on standard service procedures. Quality means quality, namely the level of good or bad something, service quality is considered a vital strategy for survival and success in today's competitive environment. Although there is an emphasis on overall quality, it will make a complete contribution to the organization that has been realized. The digital era has driven many changes, especially in the security industry. Security 4.0 is a security standard in the industrial revolution 4.0 era where the business world has adopted disruptive technologies such as Big Data, Artificial Intelligence (AI), and the Internet of Things (IoT) in business practices. Education and Training Institutions are required to carry out Security Management Training with competency standards from the National Professional Certification Agency (BNSP), national standard training facilities, teaching staff from professionals experienced in the field of security, security consultancy by experienced experts, especially for company security in the industrial era 4.0. Security guard education and training institutions have a very important role in producing prospective security personnel who are professional and have skills in the field of security. Therefore, security guard education and training institutions are needed in this era.

The role of the Security Unit is very helpful in creating a safe, comfortable and peaceful, and orderly situation and environment. Security units are educated by the Police through various kinds of education and training. Starting from Gada Primary, Gada Middle education. The institution authorized to educate and train security guards is not just any training institution but has fulfilled the requirements and has an Operational Permit (SIO) as a security training service (National Police of the Republic of Indonesia, 2020). Official security guards, in addition to obtaining a certificate from the National Police as carrying out limited police functions, duties are even more important, namely as the front guard for corporate or agency imagery. With learning concepts and methods that are prepared with all good thinking analysis, produce a learning curriculum that is very appropriate for participants, supported by very adequate learning and training facilities and infrastructure as well as being educated by highly dedicated instructors,

experienced practitioners, scholars and professionals in their fields also by Middle Officers of POLRI.

Training organizers or education and training implementing agencies are education and training supervisors. Training organizers are parties responsible for organizing, coordinating, and organizing training (including planning, implementing, supervising and controlling, monitoring, and evaluating). Training organizers or managers with management staff standards have attended MT (Master Trainer) and TC (Training Course) training. In its implementation, the Security Service Business Entity aims to provide competency and legalization through Education and Training. In its implementation, when referring to POLRI regulation Number Pol.18/2006 of 2006, it is stated that the content or training material consists of theory and practice, with a composition of 30% theory and 70% practice, with the duties and functions of security guards, legislation, self-defense, batons. handcuffs, and an introduction to art, Jihandak, firefighting, English, and excellent service (National Police of the Republic of Indonesia, 2006). However, the reality on the ground says otherwise, there is a reduction in hours to reduce time, both in theory and in practice. In the educational process, of course, the components of education must be fulfilled, so that the educational program implemented can run smoothly according to plan.

In providing training for security personnel, following the Regulation of the Chief of Police number 24 of 2007 article 1 number 20. Each member of the Security Unit requires basic Gada Primary training to acquire guard competence, introduction to explosives, self-defense, shooting practice, use of police batons and handcuffs, and knowledge of narcotics, psychotropics, and other addictive substances (National Police of the Republic of Indonesia, 2007). Knowledge of marching lines and respect. In addition, the training also includes material on professional ethics and the main duties of a security guard. Following Perkap number 24 of 2007 article 14 number 3. Gada Primary Training is carried out using a minimum pattern of 232 (two hundred and thirty-two) hours of lessons, the addition is adjusted to the needs of industrial security development (Indonesian National Police, 2007). In organizing Gada Primary training, BUJP must coordinate with the local Police to provide teaching staff for Gada Primary training.

Regulation of the Chief of Police Number 4 of 2020 concerning Swakarsa Security or Pam Swakarsa, In Article 19, confirms that Gada Primary Training instructors are for the executive level (National Police of the Republic of Indonesia, 2020). Gada Middle training for the supervisor level, and Gada Utama training for the manager level, indicate that competency requirements are very important with clear levels that require standardized education, skills, and governance. Training instructors as educators/trainers in security guard training are required to have the following formal and non-formal qualifications: a). have a deed/certificate as a trainer obtained through formal education/training specifically designed to become an instructor; b). have the competence/ability of the instructor in compiling and delivering material obtained through education, knowledge, and experience; c). demonstrate experience in security duties,



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instructor expertise in a particular specialty or profession by the intended standard; and d). shows the level/strata of ability as an instructor in providing training materials at Gada Primary and Gada Middle.

The low quality of education and training for security guards in Indonesia, which is expressed in various measurement patterns and techniques, is a challenge for all those involved in education to always improve themselves. All parties must synergize so that the quality of education and training for security guards can be improved to a higher quality. Stakeholders must have concern and attention and security guard education and training institutions must provide services as needed. For the quality of education to be improved, educational institutions and security guard training are one of the determining components that must receive the attention of all parties.

Data from the Association of Indonesian Security Service Business Entities in West Java Province obtained data for 2018 the number of security guards who have passed the National Professional Standards Agency (BNSP) competency test is 408 security guards, in 2019 the number of security guards have passed the BNSP competency test is 408 security guards, and until the first semester of 2020 the number of security guards who have passed the National Professional Standards Agency (BNSP) competency test is 600 security guards. The data shows that the number of educated, skilled, and professional security guards is still far from expectations.

Based on data and facts obtained through an initial survey conducted on April 20 to 25 2020, using a questionnaire, the quality of service at the security guard education and training institute in Bogor is in a condition that needs to be improved. The initial survey was in the form of statements to 30 respondents from the four-security guard education and training institutions. The statement submitted to the variable Quality of Service consists of 10 questions, with the answers "yes" or "no". These statements with indicators: 1) Reliability, 2) Responsiveness, 3) Assurance, 4) Empathy, and 5) Tangible.

Facts are generated based on the results of a preliminary survey using a questionnaire, it can be concluded as follows:

- 1) There are 42% of security guard training instructors who have not been optimal in implementing the ability to provide services as promised accurately and reliably, which can be seen from the instructor's ability to complete the tasks given and the instructor completes the work promptly.
- 2) There are 32% of the security guard training instructors are not yet optimal in implementing clear information delivery (responsiveness), where this can be seen in the instructor getting useful information to complete the work and the instructor providing information that is easy to understand when co-workers ask.
- 3) There are 33% of security guard training instructors who are not yet optimal in implementing a feeling of trust in the institution (assurance), where this can be seen from the instructor training using the effective time to

deliver material and the instructor must complete their assignments.

- 4) There 43% of security guard training instructors are not yet optimal in implementing trying to understand consumer desires (empathy), where this can be seen in the instructor establishing communication with coworkers and the instructor caring for co-workers and other employees.
- 5) There are 40% of the Security Training Instructors are not optimal in implementing the Appearance and capabilities of the Institute's physical facilities and infrastructure (Tangibles), where this can be seen from Utilizing learning media facilities to support the training process of training participants and Complete training institution facilities make it easier for instructors to complete their work.

One indicator of Service Quality is the emergence of customer satisfaction. Customer satisfaction is influenced by perceptions of service quality, product quality, price, and personal as well as situational factors. Quality of service is a must that must be carried out by security service business entities (BUJP) to survive and continue to gain customer trust. Consumer consumption patterns and lifestyles demand security service business entities (BUJP) to be able to provide quality services. Success in providing quality service can be determined with a service quality approach. Service Quality can be identified by comparing customer perceptions of the service they receive with the actual service they expect.

The Modeling and Optimization of Management Resources Approach (hereinafter abbreviated as POP-HR) is a research approach that starts with a qualitative exploratory research approach, which is then combined with a quantitative descriptive research approach or a Quantitative Causal Approach. Setyaningsih and Hardhienata (2019) argue that the main idea of POP-HRM is to develop modeling and optimization of management resources which is the research theme, namely by exploring other variables that have a positive and dominant influence on the variables that become the research theme.

Efforts to explore the variables that have a positive and dominant influence on the variables that become the research theme are carried out using a qualitative exploratory approach to find or build a "theoretical framework", namely a frame of mind, hypotheses, or propositions that become a research constellation model. Then the "theoretical framework" is tested through a quantitative research approach (descriptive or causal).

Resource persons who are competent in the field of security guard training are an important key in obtaining supporting data for variables that have a positive and dominant effect on the quality of security guard training services. The results of the quasi-qualitative research were found to have positive and dominant influence variables, which could then be arranged in a research constellation using path analysis. The resulting model is a mathematical model obtained from the substructures arranged in the research constellation. The variables obtained in the quasi-qualitative research were analyzed using path analysis so that the variable strength values



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were obtained. This provides a logical picture of the variables that have a positive and dominant influence on the quality of Security Unit Training services in Bogor Regency.

Optimizing the quality of Security Unit Training services using the criteria of Cost, Benefit, Urgency, and Importance, is intended to determine the strength of influence between research variables, and based on the weight of each indicator from the independent variable that has the largest contribution, a priority order can be arranged indicators that need to be corrected immediately. The indicator in the category that needs to be improved immediately is leverage to improve the quality of Bogor Regency security guard training services.

The quality of training instructor services is a very important factor because the quality of services provided will determine the extent to which training participants can participate in all series of activities in the training. The service of organizing this training will also determine the success or failure of the training. This is understandable because the training and services provided are an integral part of the process that will result in a change in the behavior of the training target. Concretely the behavior change is in the form of increasing the ability of the training objectives. This ability includes cognitive, affective, and psychomotor. When viewed from a systems approach, the education and training process itself consists of inputs (training objectives) and outputs (behavior changes) and factors that influence the process.

The organizers of the Security Unit education and training need to evaluate the service factors that affect the level of customer satisfaction to improve the level of service and provide a separate level of satisfaction for its consumers, namely training participants. With consumer satisfaction with services, there will be a consumer's loyalty to the company or organization, so consumers/society should be positioned in the main position to be satisfied with every plan and activity carried out.

Literature Review

Service Quality

Quality of service is the comparison between the quality received (perceived quality), after receiving the service, with the quality expected indicators of service quality are as follows: Reliability, namely consistency in providing services, Responsiveness, namely responsiveness in providing services, Assurance, namely assurance of service quality, Empathy, namely careful attention to customer needs, and Tangibles, facilities, infrastructure and service facilities provided (Kotler, 2000).

Service quality is the customer's perception of the difference between the service received compared to the service expected. Service quality indicators are as follows: Reliability, namely accuracy and constancy in service, Responsiveness, namely willingness and speed of service, Assurance, namely sincerity, self-confidence, and skills in serving, Empathy, namely deep attention to customer needs/problems, and Tangibles, namely the quality of facilities, infrastructure and service facilities (Baines, Fill, & Page, 2011).

Service quality is a result that must be achieved and carried out with action. The indicators of service quality are as

follows: Tangible is a service that can be seen, smelled, and touched Reliability is a dimension that measures the reliability of a company in providing services to its customers Responsiveness is the customer's expectation of the speed of service that will almost certainly change with an upward trend. from time to time, Assurance, namely quality related to the company's ability and front-line staff behavior in instilling a sense of trust and confidence in its customers, and Empathy, namely attention to customer needs/desires (Supranto, 2005).

From the various theories above, it can be synthesized that Service Quality is customer perception of the comparison between fulfilling needs and desires and the accuracy of their delivery to offset customer expectations which are closely related to product quality, services, and human resources. Service Quality Indicators are as follows: 1) Ability to provide services by what has been promised accurately and reliably (Reliability), 2) Delivering clear information (Responsiveness), 3) Feelings of trust in the institution (Assurance), 4) Trying to understand consumer desires (Empathy), and 5) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles).

Organizational Support

Organizational support is the degree to which employees believe the organization values contributions and cares about well-being. Indicators of organizational support are as follows: Fair appreciation of employee contributions, concern for their welfare, and supportive supervision (Robbins & Judge, 2013). According to Salehzadeh, Asadi, Khazaei Pool, Reza Ansari, and Haroni (2014), defining organizational support is defined as employee beliefs about the extent to which the organization cares about welfare and values contribution. Indicators organizational support are as follows: Concern for employee welfare, Appreciate cooperation with employees, and the existence of appropriate awards. Baran, Shanock, and Miller (2012), define organizational support as focusing on the extent to which employees believe their work organization values their contributions and cares about their welfare. Indicators of organizational support are as follows: Fairness shown by the organization, Appropriateness of rewards and working conditions provided by the organization, and Supervisory support (as far as supervisors are seen as agents or representatives acting on behalf of the organization).

George and Jones (2012), define organizational support as the extent to which an organization cares about the welfare of its members, tries to help them when they have problems, and treats them fairly. Indicators of organizational support are as follows: 1) Caring for the welfare of employees, 2) Helping when employees have problems, and 3) Treating employees fairly. Organizational support is the degree to which employees believe the organization values their contributions and cares about their well-being. Indicators of organizational support are as follows: 1) The organization values employee contributions and 2) Organizational concern for employee welfare.

Rhoades and Eisenberger (2002) describe organizational support theory positing that to determine organizational readiness to value increased work effort and to meet socioemotional needs, employees develop global beliefs about the



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extent to which the organization values their contribution and cares about their well-being. Organizational support factors. Fairness (procedural justice), is fairness in the way used to determine the distribution of resources among employees, including: a) formal rules and policies regarding decisions that affect employees, b) social aspects (interactional justice. Supervisor support (superior support) regarding public opinion regarding the extent to which the supervisor/superior appreciates the contribution and pays attention to the welfare of the employee. This includes how the supervisor directs and evaluates the performance of the subordinates. Organizational Reward and Job Conditions; recognition, pay, promotions, job security, autonomy, role stressors, and training. Employee Characteristics and Demographics, including age, education, gender

From the various theories above, it can be synthesized that organizational support is the level of employee confidence in a workplace organization that provides justice, values contribution, pays attention to welfare, provides recognition of employee values, and guarantees working conditions for employees. Indicators of Organizational Support are as follows: 1) Fairness, 2) Supervisor Support, 3) Organizational Rewards, and 4) Job Conditions

Motivation

Work motivation is a psychological force that determines the direction of one's behavior in an organization, one's level of effort, and one's level of persistence. (Work Motivation is psychological forces that determine the direction of a person's behavior in an organization, a person's level of effort, and a person's level of persistence) Elements of work motivation: 1) Direction of Behavior, meaning what behavior a person chooses to do in an organization, 2) Level of Effort or level of effort, meaning how hard a person works to carry out the selected behavior, and 3) Level of Persistence or level of persistence, meaning when faced with obstacles, barriers, how hard a person keeps trying to do successfully selected behavior (George & Jones, 2012).

According to Pinder (2008), work motivation is a set of energetic forces originating both from within and outside the individual, to initiate work-related behavior, and to determine the shape, direction, intensity, and duration. Motivation in general is based on three aspects, namely: 1) Direction, namely the goal to be achieved, 2) Intensity, namely level and strength, and 3) duration/persistence, which is the time needed.

Luthans (2006), defines motivation as a process as the first step for a person to take action due to physical and psychological deficiencies or in other words is an encouragement shown to fulfill certain goals. The more fulfilled the needs felt by someone, the existence of appreciation and comfort in the organization will lead to high motivation at work. The dimensions of work motivation are: 1) Intrinsic motivation, namely: a) Achievement, which is the result achieved after carrying out an activity or work, b) Award, which is an assessment followed by an act to give something to someone after doing a job or activity, c) The job itself, providing opportunities for employees to use their skills and abilities, and d) Responsibility, the embodiment of awareness of obligations in

carrying out a job or activity. 2) Extrinsic motivation is a) Company policies and administration, which are regulations issued to regulate an organization. As well as the existence of activities to regulate and manage all organizational / workplace resources, b) Technical supervision, is observation and assessment in the implementation of activities or work by the desired reference or standard, c) Salary, is the result or wages received by someone after doing something activities or work, and d) Interpersonal relationships, are interactions that occur between fellow workers or individuals within an organization.

Schermerhorn (2013), Motivation describes the strength within an individual that takes into account the level, direction, and persistence of efforts made at work. Simply put, highly motivated people work hard at jobs while unmotivated people don't. One of the most important managerial responsibilities is to create conditions in which others are consistently inspired to work hard. The dimensions of work motivation are as follows: 1) Motivator Factors, which are internal factors related to job satisfaction and encourage work motivation, including a) Achievement, b) Recognition, c) Work itself, d) Responsibility, e) Advancement, and f) Growth. 2) Hygiene Factors are external factors related to job dissatisfaction that can reduce work motivation, such as a) Working conditions, b) Interpersonal relations, c) Organizational policies and administration, and d) Compensation.

From the various theories above it can be synthesized that work motivation is the level of drive, desire, and driving force that grows within a person, both from within and outside of himself to do a job with high enthusiasm using all the capabilities and skills possessed which aim to achieve the desired goals maximum. The indicators are 1) Achievement, 2) Confession, 3) Responsibility, 4) Progress, 5) Working Conditions, and 6) Organizational Procedure.

Job Satisfaction

According to Gibson, John, James, and Robert (2006), job satisfaction is an individual's attitude towards his work, which originates from his perception of his work. Indicators of job satisfaction are as follows: Pay (salary, wages, honorarium, etc.), Job (work conditions: facilities, challenges, job requirements), Promotion opportunities (promotion opportunities, career development, increased status), Supervisor (supervision of superiors, superior-subordinate relations), and Co-Workers (colleagues, teamwork, etc.)

Job satisfaction is an individual's emotional condition that arises from an assessment of his work, or experiences on his job. Indicators of job satisfaction are as follows: Salary (high and certain), promotion (opportunity based on performance and ability), supervisor supervision (good working relationship with superiors, and giving awards), colleagues (good and responsible relationship), the job own (freedom to realize abilities, creations, achievements, etc.) (Colquitt et al., 2015).

Robbins (2006), defines job satisfaction as a person's general attitude towards his work, the difference between the amount of income an employee receives and the amount they believe is what they should receive. Indicators of job satisfaction are as follows: Salary, Job security, Opportunity to advance, and



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Management and company. Whereas Kim, Tavitiyaman, and Kim (2009), define job satisfaction as a general employee attitude that is the result of several attitudes towards work factors of adjustment and individual social relations outside of work. Indicators of job satisfaction are as follows: compensation received, supervision carried out by superiors (supervision), the work itself, relations between co-workers, job security, and opportunity to obtain a change of status (advancement opportunity).

Job satisfaction is a general attitude that is the result of several specific attitudes towards work adjustment factors and individual social relations outside of work. Indicators of job satisfaction are as follows: Personal factors, which include age, health level, character, and expectations, social factors which include, family relationships, community views, opportunities to react, implementation of labor unions, freedom from politics, and relations with society, and major factors in work, including salary, supervision, work security, working conditions and opportunities for advancement (As'ad, 2015). Job satisfaction is an emotional condition in an employee who is happy and loves his job. Indicators of job satisfaction are as follows: Enjoying work, loving work, work morale, discipline, and work performance (Hasibuan, 2001).

From the various theories above it can be synthesized that Job Satisfaction is an individual attitude that reflects pleasant or unpleasant feelings towards his work, or experiences, which originate from his perception of his work with the income received. Indicators of job satisfaction are as follows: 1). Pay, 2). Conditions - working conditions, 3). Promotion opportunities, 4). Supervisors, and 5). Work colleague.

Work Commitment

Work Commitment can be interpreted as a feeling of identification, involvement, and loyalty expressed by employees toward the organization. Indicators of work commitment are as follows: 1) Affective occupational commitment. Commitment is an employee's affective/psychological interest in his work. This commitment causes employees to stay in a job because they want it, 2) Continuous commitment. This leads to the calculation of profit and loss in the employee about his desire to keep or leave his job. This means that work commitment here is considered as the perception of the price that must be paid if the employee leaves his job. This commitment causes employees to stay in a job because they need it; and 3) normative commitment. Commitment is an obligation to stay at work (Ivancevich, 2008).

According to Mitchell and Larson (2005), work commitment is described as a person's attitude to continue to participate in the organization. Indicators of work commitment are as follows: 1) loyalty, 2) identification with the organization, and 3) acceptance of organizational goals. Meanwhile, according to Hellriegel and Slocum (2011) describing Work Commitment is the extent to which a person's involvement in the organization and the strength of his identification with the organization. Indicators of work commitment are as follows: 1) Have belief in the goals and values of the organization, so that it will create an emotional connection between members of the organization and their organization; and 2) Readiness and willingness to direct his energy and thoughts for the benefit of the organization, because

he needs it and will impact on his career development, maintaining a strong relationship with the organization, so that members of the organization try to become part of the organization and have no intention of leaving the organization.

Fred (2006), describes Work Commitment as an attitude that reflects employee loyalty to the organization and an ongoing process in which employees express their concern for the organization and its success and sustainable progress. Indicators of work commitment are as follows: 1) Affective commitment, is the employee's emotional connection, identification, and involvement in the organization. Factors of affective commitment include: acceptance of the values and goals of the organization and sincerity to work for the benefit of the organization, 2) Continuation Commitment, is a commitment based on losses related to the employee's exit from the organization. This may be due to loss of seniority for promotions or benefits. Continuation commitment factors include losses if you leave the organization and benefits if you stay in the organization, and 3) Normative commitment, which is the feeling of being obliged to remain in the organization because it has to be so, the action is the right thing to do. Normative commitment factors include the obligation to maintain membership and the responsibility to advance the organization.

From the various theories above, it can be synthesized that Work Commitment is a person's desire, attitude, and promise seriously to remain a member of the organization, discipline in working and participating in advancing the organization. Indicators of work commitment are as follows: 1) there is comfort in the organization, 2) loyalty to the organization, 3) investing in the ability of the organization, 4) gains by staying in the organization and losses associated with leaving the organization, 5) discipline at work, and 6) obligation to advance the organization.

Research Methods

This study applies the Modeling and Optimization of Strengthening Management Resources (POP-HRM) approach as an alternative sequential exploratory method developed by Setyaningsih and Hardhienata (2019). In this method, the research begins with conducting simple qualitative research to explore factors that are thought to have a positive and dominant influence on the resources to be strengthened. Based on the factors or variables found, a constellation of the effects of these variables on resources will be compiled to produce a research hypothesis. Furthermore, at the quantitative research stage, hypothesis testing was carried out using path analysis. Based on the findings from the path analysis, a SITOREM analysis was conducted to determine priorities for handling weak indicators. The result of applying the POP-HR method is recommendations and strategies for improving aspects of management resources that are still weak as priority treatments that are positively beneficial to the organization (Setyaningsih & Hardhienata, 2019).

Research Place

Qualitative research was conducted at 8 (eight) security guard training institutions in the Bogor Regency area, namely: the Center for Security Education and Training PT. Dynamics Physical Security, Sekurindo National Guard (GBS), PT. Buana



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Elang Perkasa, PT. Global Security Service (GSS), PT. Aulia Putra Kalimasada, PT. Bina Insani Sejahtera Abadi, and PT. Gadatama Alert Chakra

Research Time

Qualitative research was conducted for 3 (three) months, starting from August to October 2020, gradually starting from preparing research proposals to establishing research hypothesis findings.

Research Population

Based on data obtained from http://abujapijabar.com which was downloaded on November 9, 2020, data obtained for the number of security guard training instructors was 168 instructors from 33 security training institutions, spread over 16 sub-districts in the Bogor regency.

Research Sample

The sample is part of the number and characteristics possessed by the population. The sample size was calculated using the Cochran formula. Determining the size of the sample involves or includes the characteristics contained in the population so that with a minimum sample size it will be able to reflect the actual condition of the population. The population has two characteristics, namely: a) instructors from POLRI, and b) professional instructors. Based on the Cochran formula 118. So that the research sample consisted of 118 instructors from the National Police and professional instructors.

Data Collection Technique

Data collection at the qualitative research stage uses interview techniques. In conducting interviews with informants,

researchers used the instrument as a guide. Researchers ask for opinions, ideas, and experiences of informants related to the information to be obtained. So that all data submitted by the informant was recorded completely and accurately, with the informant's permission, the researcher used audio or image recording aids when conducting interviews.

Data Analysis Technique

Technical analysis of data using SITOREM analysis. SITOREM is carried out to derive recommendations from the results of quantitative research and to determine the order of priority for repairs that need to be carried out. The basic considerations used to derive recommendations and the order of priority for handling these improvements include 3 (three) criteria, namely:

- 1. The strength of the relationship or influence between the independent and dependent variables
- 2. The priority order of the indicators of the variables studied
- 3. The value of the indicators obtained from the results of research in the field

Framework of Thinking

The framework of thinking can be interpreted as a description of the researcher's thinking flow which explains the object (variable/focus) of the problem, and why the researcher has conjectures as stated in the research hypothesis. Based on the research constellation that has been confirmed by the Expert, the framework or research constellation can be compiled as follows:

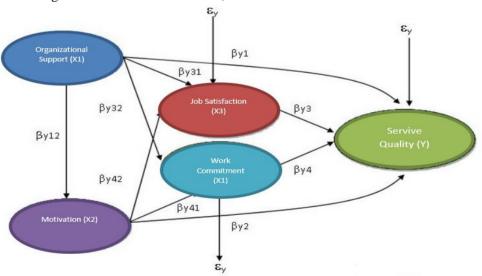


Figure 1. Thinking Framework

Statistical Mathematical Models

Based on the framework/constellation of research variables above, a statistical mathematical model can then be developed as follows:

1) Substructural Equation 1

$$Y = \beta y 1x1 + \beta y 2x2 + \beta y 3x3 + \beta y 4x4 + \varepsilon y$$

2) Substructural Equation 2

$$X3 = \beta 31x1 + \beta 32x2 + \epsilon y$$

3) Substructural Equation 3

$$X4 = \beta 41x1 + \beta 42x2 + \varepsilon y$$

4) Substructural Equation 4

$$X5 = \beta y 12x + \epsilon y$$

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Research Result

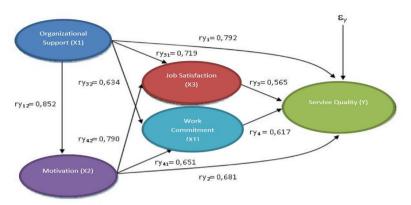


Figure 2. Correlation test results between variables

Model of Influence of Pathway Between Variables in Substructure-1

The influence model between variables in substructure-1 consists of one variable, namely Service Quality (Y), and four variables, namely Organizational Support (X1), Work Motivation (X2) and

Job Satisfaction (X3), and work commitment (X4), as well as one variable residue, namely \(\beta y1. \) Based on this effect, the path model for substructure-1 is as follows $\hat{y} = \beta y_1x_1 + \beta y_2x_2 + \beta y_1x_1 + \beta y_1x_2 + \beta y_1x_1 + \beta y_1x_2 + \beta y_1x_1 + \beta y_1x_2 + \beta y_1x_2 + \beta y_1x_1 + \beta y_1x_1 + \beta y_1x_1 + \beta y_1x_2 + \beta y_1x_1 + \beta y_1x_1 + \beta y_1x_1 + \beta y_1x_2 + \beta y_1x_1 + \beta y_1x_2 + \beta y_1x_1 + \beta y_1x_$ $\beta y3x3 + \beta y4x4 + \beta y1$. As for the test results, the path coefficient on substructure-1 is obtained as follows:

Table 1. Path Coefficient Value in Substructure 1

Mode	.1	Unstand Coeffi	lardized cients	Standardized Coefficients		S:~
Mode	er.	В	Std. Error Beta		,	Sig.
1	(Constant)	11.4112	1.009		6.336	.000
	Organizational Support (X1)	.278	.185	.302	4.177	.000
	Work Motivation (X2)	.202	.196	.211	1.298	.001
	Job Satisfaction (X3)	.198	.199	.201	1.167	.000
	Work Commitment (X4)	.203	.117	.212	.642	.000

The results of the calculation from the Coefficients table can be shown that the path coefficient on substructure-1 is obtained by the path coefficient X1 to Y is β y1 = 0.302, X2 to Y is $\beta y2 = 0.211$, X3 to Y is $\beta y3 = 0.201$, X4 to Y is $\beta y4 = 0.212$.

Each - each sig value <0.05, then H0 is rejected means it is significant. The results of the significance test of the regression equation on substructure-1 are shown in Table 2 below:

Table 2. Significance Test Results on Substructure-1

	ANOVA ^a							
Model		Sum of Squares	df	Mean Square	F	Sig.		
1	Regression	7658.810	4	1914.702	4.813	.001b		
	Residual	44954.894	113	397.831				
	Total	52613.703	117					

a. Dependent Variable: Service Quality (Y)

The probability value (sig,) 0.000 < value 0.05 thus the regression equation $\hat{Y} = 0.302X1 + 0.211X2 + 0.201X3 +$ $0.212X4 + \varepsilon y$ is significant. The results of this test confirm that this equation can be used to predict Service Quality (Y) based on Organizational Support scores (X1), Work Motivation (X2), Job

Satisfaction (X3), and work commitment (X4) as well as one residual variable namely εν

The results of the linear regression model test on substructure-1 are presented in Table 3 below:

Table 3. Summary of the Regression Model on Substructure-1

Model Summary

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
1	.962ª	.926	.915	19.946

a. Predictors: (Constant), Work Commitment (X4), Organizational Support (X1), Job Satisfaction (X3), Work Motivation (X2)

b. Dependent Variable: Y

b. Predictors: (Constant), Work Commitment (X4), Organizational Support (X1), Job Satisfaction (X3), Work Motivation (X2)



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The magnitude of the error coefficient $\rho y 1\beta 1$ is $\sqrt{(1-R^2)} = 0.272$. Based on the results of these calculations, the empirical causal relationship framework for variables X1, X2, X3, X4 to Y, in substructure 1, is as follows: $\hat{y} = 0.302~X1 + 0.211~X2 + 0.201~X3 + 0.212~X4 + 0.272$. R2yx54321=92.6%. The magnitude of the influence of other variables outside X1, X2, X3, X4, on Y is $\beta y = 0.272$.

Model of Influence of Pathway Between Variables on Substructure-2

The influence model between variables on substructure-2 consists of one variable, namely Job Satisfaction (X3) and two variables, namely Organizational Support (X1) and Work Motivation (X2), and one residual variable, namely ϵy . Based on this influence, the path model for substructure-2 is as follows X4 = β 31x3 + β 32x3 + ϵy . The test results obtained for the path coefficient on substructure-2 are as follows:

Table 4. Path Coefficient Values in Substructure-2

Coefficients

Mod	lel	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		В	Std. Error	Beta		
2	(Constant)	34.897	7.415		4.707	.000
	Organizational Support (X1)	.411	.087	.432	2.670	.009
	Work Motivation (X2)	502	081	535	6 466	000

The results of the calculations from Table 12 can be shown that the path coefficient on substructure-1 is obtained by the path coefficient of X1 to X3 is β 31x3 = 0.432, and X2 to X3 is β 32x3 = 0.535. Each sig value <0.05, then H0 is rejected

means it is significant. The results of the significance test of the regression equation on the 2nd substructure are shown in the following table:

Table 5. Significance Test Results on Substructure-2

		AN	UVA"			
Mode	el	Sum of Squares	df	Mean Square	F	Sig.
2	Regression	19523.249	2	9761.624	104.738	.000b
	Residual	10718.082	115	93.201		
	Total	30241.331	117			

a. Dependent Variable: Job Satisfaction (X3)

The probability value (sig,) 0.000 < 0.05 means that the regression equation $X3 = 0.432X1 + 0.535X2 + \epsilon y$ is significant. The results of this test confirm that this equation can be used to

predict Job Satisfaction (X3) based on the scores of Work Support (X1) and Work Motivation (X2) as well as one residual variable, namely β y1. The results of the linear regression model test on substructure-2 are presented in the following table:

Table 6. Summary of the Regression Model on Substructure-2

Model Summary

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
2	.978ª	.957	.939	7.654

- a. Predictors: (Constant), Work Motivation (X2), Organizational Support (X1)
- b. Dependent Variable: Job Satisfaction (X3)

The error coefficient for $\rho y12\beta 4$ is $\sqrt{(1-R^2)}=0.207$. Based on the results of these calculations, the empirical causal relationship framework for variables X1, X2 to X4, in substructure 2, is as follows: X3=0.432X1+0.535X2+0.207. R2yx31=95.7%. The magnitude of the influence of other variables outside X1, X2, on X3 is $\beta 3=0.207$

Model of Influence of Pathway Between Variables on Substructure-3

The influence model between variables on substructure-3 consists of one variable, namely Work Commitment (X4) and two variables, namely Organizational Support (X1) and Work Motivation (X2), and one residual variable, namely β y4. Based on this effect, the path model for substructure-3 is as follows X4 = β 41x1 + β 42x4 + ϵ y. As for the test results, the path coefficient on substructure-3 is obtained as follows:

Table 7. Path Coefficient Values in Substructure-3

Coefficients

	Coefficients							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
		В	Std. Error	Beta				
3	(Constant)	71.567	12.559		5.698	.000		
	Organizational Support (X1)	.419	.147	.553	1.489	.001		
	Work Motivation (X2)	302	138	412	2 121	013		

b. Predictors: (Constant), Work Motivation (X2), Organizational Support (X1)



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The calculation results from Table 7 can be shown that the path coefficient on substructure-1 is obtained by the path coefficient X1 to X4 is β 41x4= 0.553, and X2 to X4 is β 42x4=

0.412. Each sig value <0.05, then H0 is rejected means it is significant. The results of the significance test of the regression equation on the 3rd substructure are shown in the following table:

Table 8. Significance Test Results on Substructure-3

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
3	Regression	8606.618	2	4303.309	16.093	.000b
	Residual	30750.840	115	267.399		
	Tota1	39357.458	117			

- a. Dependent Variable: Work Commitment (X4)
- b. Predictors: (Constant), Work Motivation (X2), Organizational Support (X1)

The probability value (sig,) 0.000 < 0.05 means that the regression equation $X5 = 0.533X1 + 0.412X2 + \epsilon y$ is significant. The results of this test confirm that this equation can be used to

predict Work Commitment (X4) based on Organizational Support (X1) and Work Motivation (X2) scores and one residual variable, namely β y4. The results of the linear regression model test on substructure-3 are presented in the following table:

Table 9. Summary of the Regression Model on Substructure-3

Model Summary

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
3	.982ª	.965	.905	16.352

- a. Predictors: (Constant), Work Motivation (X2), Organizational Support (X1)
- b. Dependent Variable: Work Commitment (X4)

The error coefficient for $\rho y23\beta 5$ is $\sqrt{(1-R^2)}=0.187$. Based on the results of these calculations, the empirical causal relationship framework for variables X1 and X2 to X4, in substructure 3, is as follows: $\hat{y}=0.553X1+0.412X2+0.187$. R2yx32 = 96.5%. The magnitude of the influence of other variables outside X1 and X2 on X4 is $\beta=0.187$.

Model of Influence of Pathway Between Variables on Substructure-4

The influence model between variables on substructure-4 consists of one variable namely Work Motivation (X2) and one variable namely Organizational support (X1) and one residual variable namely $\beta y2$. Based on this effect, the path model for substructure-4 is as follows $X2 = \beta Y12x + \epsilon y$. As for the test results, the path coefficient on substructure-4 is obtained as follows:

Table 10. Path Coefficient Values in Substructure-4

Coefficients

Model			lardized cients	Standardized Coefficients	t	Sig.
		В	Std. Error	Beta		
4	(Constant)	11,801	,209		3,495	,001
	Organizational Support (X1)	.828	,059	.852	20.046	.000

From the calculation results from Table 66, it can be shown that the path coefficient on substructure-4 obtained that the path coefficient X1 to X2 is β y12 = 0.852, each sig value

<0.05, then H0 is rejected, meaning it is significant. The results of the significance test of the regression equation on the 4th substructure are shown in the following table:

Table 11. Significance Test Results on Substructure-4

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
4	Regression	53,544	1	53,544	401,823	,000ь
	Residual	24,785	117	,133		
	Total	78,329	118			

- a. Dependent Variable: Work Motivation (X2)
- b. Predictors: (Constant), Organizational Support (X1)

The probability value (sig,) 0.000 < value 0.05 thus the regression equation $X2 = 0.828x1 + \epsilon 2$ is significant. The results of this test confirm that this equation can be used to predict

proactive personality (X2) based on the adversity intelligence score (X1) and one residual variable, namely β y2. The results of the linear regression model test on substructure-4 are presented in the following table:



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Table 12. Summary of the Regression Model on Substructure-4 Model Summary

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
4	,923ª	,852	,682	,365

a. Predictors: (Constant), Organizational Support (X1) b. Dependent Variable: Work Motivation (X2)

The magnitude of the error coefficient $\rho y 1\beta 2$ is $\sqrt{1-R^2}$) = 0.384. Based on the results of these calculations, the empirical causal relationship framework for variable X1 to X2, in substructure 4, is as follows: $\hat{y}=0.828x1+0.384$. R2yx1 = 85.2%. The magnitude of the influence of other variables outside X1 on $X2 \text{ is } \beta 2 = 0.384.$

Indirect Effect Test (Sobel Test)

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the independent variable and the dependent variable. The magnitude of the influence of the intervening variable is determined by the following analysis:

Table 13. Summary of the indirect effect test (Sobel test)

No.	Indirect Effect	Z count	Z_{Table}	Decision	Conclusion
1.	Organizational Support (X1) for Service Quality (Y) Through Job Satisfaction (X3)	2,134	1,966	H0 is rejected	proved to mediate
2.	Work Motivation (X2) on Service Quality (Y) Through Job Satisfaction (X3)	2,097	1,966	H1 is accepted	proved to mediate
3.	Organizational Support (X1) for Service Quality (Y) Through Work Commitment (X3)	2,048	1,966	H0 is rejected	proved to mediate
4.	Work Motivation (X2) on Service Quality (Y) Through Work Commitment (X3)	2,067	1,966	H1 is accepted	proved to mediate

Direct Effect and Indirect Effect

The effect of the path as a whole by combining the results of the analysis on each substructure can be described as follow:

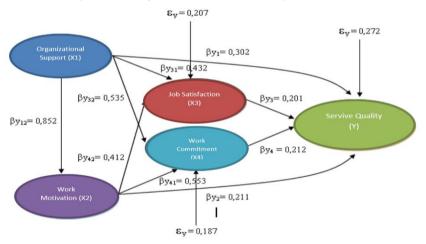


Figure 3. Path Coefficient

Statistical Hypothesis Testing

Table 14. Summary of the results of hypothesis testing

	Tuble 11. Building of the results of hypothesis testing					
No	Hypothesis	Coefficient Line	Test Statistical	Decision	Conclusion	
1.	Organizational Support (X1) for Service Quality (Y)	0,302	$\begin{array}{l} H_0: \beta_{YI} \leq 0 \\ H_1: \beta_{YI} > 0 \end{array}$	H0 is rejected	Influential Direct Positive	
2.	Work motivation (X2) on Service Quality (Y)	0,211	$H_0: \beta_{Y2} \le 0$ $H_1: \beta_{Y2} > 0$	H1 is accepted	Influential Direct Positive	
3.	Job Satisfaction (X3) on Service Quality (Y)	0,201	$H_0: \beta_{Y3} \le 0$ $H_1: \beta_{Y3} > 0$	H0 is rejected	Influential Direct Positive	
4.	Work Commitment (X4) to Service Quality (Y)	0,212	$\begin{array}{l} H_0: \beta_{\mathit{Y4}} \leq 0 \\ H_1: \beta_{\mathit{Y4}} > 0 \end{array}$	H1 is accepted	Influential Direct Positive	
5.	Organizational Support (X1) on Job Satisfaction (X3)	0,432	$\begin{array}{l} H_0 \colon \beta_{y31} \leq 0 \\ H_1 \colon \beta_{y31} > 0 \end{array}$	H0 is rejected	Influential Direct Positive	
6.	Work Motivation (X2) on Job Satisfaction (X3)	0,412	$\begin{array}{l} H_0 \colon \beta_{y32} \leq 0 \\ H_1 \colon \beta_{y32} > 0 \end{array}$	H1 is accepted	Influential Direct Positive	
7.	Organizational Support (X1) for Work Commitment (X4)	0,535	$H_0: \beta_{y41} \le 0$ $H_1: \beta_{y41} > 0$	H0 is rejected	Influential Direct	





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No	Hypothesis	Coefficient Line	Test Statistical	Decision	Conclusion
					Positive
8.	Work Motivation (X2) on Work Commitment (X4)	0,553	$\begin{array}{l} H_0 \colon \beta_{y42} \leq 0 \\ H_1 \colon \beta_{y42} > 0 \end{array}$	H1 is accepted	Influential Direct Positive
9.	Organizational Support (X1) for Service Quality (Y) through Job Satisfaction (X3)	0,091	$\begin{aligned} &H_0: \beta x_{13} y \leq 0 \\ &H_1: \beta x_{13} y > 0 \end{aligned}$	H0 is rejected	Influential Direct Positive
10.	Work Motivation (X2) on Service Quality (Y) through Job Satisfaction (X3)	0,113	$\begin{split} &H_0: \beta x_{23} y \leq 0 \\ &H_1: \beta x_{23} y > 0 \end{split}$	H1 is accepted	Influential Direct Positive
11.	Organizational Support (X1) for Service Quality (Y) through Work Commitment (X4)	0,117	$\begin{aligned} &H_0: \beta x_{14} y \leq 0 \\ &H_1: \beta x_{14} y > 0 \end{aligned}$	H0 is rejected	Influential Direct Positive
12.	Work Motivation (X2) on Service Quality (Y) through Work Commitment (X4)	0,087	$\begin{split} H_0 \colon \beta x_{24} y &\leq 0 \\ H_1 \colon \beta x_{24} y &> 0 \end{split}$	H1 is accepted	Influential Direct Positive
13.	Work Motivation (X2) on Organizational Support (X1)	0,852	$\begin{array}{l} H_0 \colon \beta_{y12} \! \leq \! 0 \\ H_1 \colon \beta_{y12} \! > \! 0 \end{array}$	H0 is rejected	Influential Direct Positive

SITOREM Analysis Results

The use of STOREM analysis is carried out through the stages of analysis of the strength of the relationship or influence, analysis of indicator weights, and analysis of indicator values.

The final result of the SITOREM analysis is in the form of a priority order for handling indicators that need to be improved and indicators that need to be maintained or developed. The results of the storm analysis are as follows:

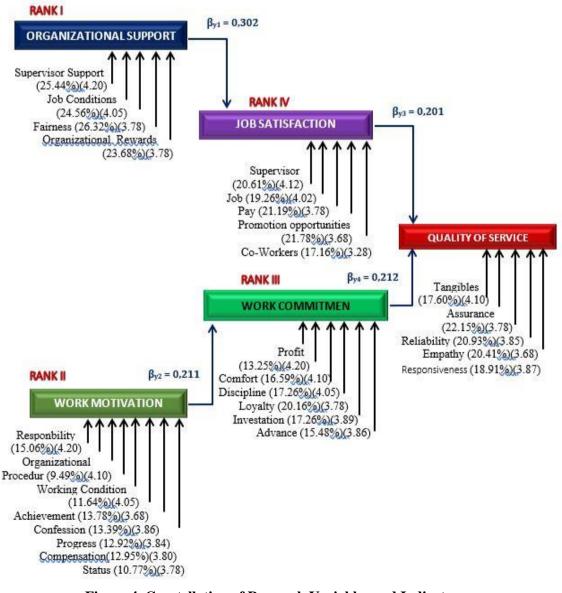


Figure 4. Constellation of Research Variables and Indicators





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The results of the Analysis of Determining the Classification of Indicators are in the form of determining groups of indicators that need to be repaired immediately and groups of indicators that will be maintained or developed in the future. In the same way, as in the table above, it is carried out on other

research variables. Furthermore, based on the ranking of the indicators in each research variable, priority indicators can be determined that need to be repaired or increased immediately, and indicators that need to be maintained or developed. The results of the storm analysis are as follows:

Table 15. Determination of SITOREM Analysis Results

	ORGANIZA	TIONAL	L SUPPORT (β y1 = 0,302) (rangk.I)	
	The indicator is in an initial state		Indicator after Weighted by Expert	Indicator Value
1	Fairness	1 st	Supervisor Support (25.44%)	4.20
2	Supervisor Support	2 nd	Job Conditions (24.56%)	4.05
3	Organizational Rewards	3 rd	Providing fairness (26.32%)	3.78
4	Job Conditions	4 th	Organizational Rewards (23.68%)	3.78
<u> </u>	1		ATION (β y2 = 0,211) (rank. II)	3.70
		WICHTY	Indicator after Weighted by Expert	Indicator Value
The indicator is in an initial state 1 Achievement 1st		Responsility (15.06%)	4.20	
2		2 nd	Organizational Procedure (9.49%)	4.10
	Confession	3 rd		
3	Responsibility	3 th	Working Condition (11.64%)	4.05
4	Progress		Achievement (13.78%)	3.68
5	Compensation	5 th	Confession (13.39%)	3.86
6	Working Condition	6 th	Progress (12.92%)	3.84
7	Status	7 th	Compensation (12.95%)	3.80
8	Organizational Procedure	8 th	Status (10.77%)	3.78
	JOB SA	TISFAC	TION (β y3 = 0,201) (rank. IV)	
	The indicator is in an initial state		Indicator after Weighted by Expert	Indicator Valu
1	Pay	1 st	Supervisor (20.61%)	4.12
2	Job	2 nd	Job (19.26%)	4.02
3		3 rd	Pay (21.19%)	
-	Promotion opportunities	3 rd 4 th		3.78
4	Supervisor		Promotion opportunities (21.78%)	3.68
5	Co-Workers	5 th	Co-Workers (17.16%)	3.28
		MMITM	IENT (X4) (βy4 = 0,212) (rank.III)	
	The indicator is in an initial state		Indicator after Weighted by Expert	Indicator Valu
1	Comfort in the organization (Comfort)	1 st	Gains by staying in the organization and losses related to	4.20
			leaving the organization (Profit)(13.25%)	4.20
2	Loyalty to the organization (Loyalty)	2^{nd}	Comfort in the organization (Comfort)(16.59%)	4.10
3	Investing capabilities in the organization (investment)	3 rd	Discipline at work (Discipline)(17.26%)	4.05
4	Gains by staying in the organization and losses associated with leaving the organization (Profit)	4 th	Loyalty to the organization (Loyalty)(20.16%)	3.78
5	Discipline at work (Discipline)	5 th	Investing skills in the organization (investment)(17.26%)	3.89
6	Obligation to advance the organization (Advance)	6 th	Obligation to advance the organization (Advance)(15.48%)	3.86
	<u> </u>	SER	RVICE QUALITY	
	The indicator is in an initial state	521	_	Indicator Valu
	The indicator is in an initial state		Indicator after Weighted by Expert	ilidicator valu
	A 1-11'4 4'		Quality of facilities, infrastructure, and service facilities (Tangibles)(17.60%)	
1	Ability to provide services as promised accurately and reliably (Reliability)	1 st	(Tangibles)(17.60%)	4.10
1 2	accurately and reliably (Reliability) Submission of clear information	1 st	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving	
2	accurately and reliably (Reliability) Submission of clear information (Responsiveness)	2 nd	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%)	3.78
	accurately and reliably (Reliability) Submission of clear information		(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving	
2	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires	2 nd	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%)	3.78
2	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy)	2 nd	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%)	3.78 3.85
2 3 4	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional	2 nd 3 rd 4 th	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service	3.78 3.85 3.68
2	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure	2 nd	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%)	3.78 3.85
2 3 4	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles)	2 nd 3 rd 4 th 5 th	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service (Responsiveness)(18.91%)	3.78 3.85 3.68
2 3 4	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles)	2 nd 3 rd 4 th 5 th	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service	3.78 3.85 3.68
2 3 4	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles)	2 nd 3 rd 4 th 5 th	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service (Responsiveness)(18.91%)	3.78 3.85 3.68 3.87
2 3 4 5	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles) Priority sequence of indicators to be strengthene	2 nd 3 rd 4 th 5 th	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service (Responsiveness)(18.91%) MANALYSIS RESULT Indicators are maintained or developed	3.78 3.85 3.68 3.87
2 3 4 5	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles) Priority sequence of indicators to be strengthene	2 nd 3 rd 4 th 5 th	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service (Responsiveness)(18.91%) MANALYSIS RESULT Indicators are maintained or developed to the service of	3.78 3.85 3.68 3.87
2 3 4 5 1 st 2 nd	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles) Priority sequence of indicators to be strengthene Achievement Confession	2 nd 3 rd 4 th 5 th	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service (Responsiveness)(18.91%) MANALYSIS RESULT Indicators are maintained or develope 1. Responsibility 2. Organizational Procedure	3.78 3.85 3.68 3.87
2 3 4 5	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles) Priority sequence of indicators to be strengthene Achievement Confession	2 nd 3 rd 4 th 5 th	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service (Responsiveness)(18.91%) MANALYSIS RESULT Indicators are maintained or develope 1. Responsibility 2. Organizational Procedure 3. Working Condition	3.78 3.85 3.68 3.87
2 3 4 5 1 st 2 nd	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles) Priority sequence of indicators to be strengthene Achievement Confession	2 nd 3 rd 4 th 5 th	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service (Responsiveness)(18.91%) MANALYSIS RESULT Indicators are maintained or develope 1. Responsibility 2. Organizational Procedure 3. Working Condition 4. Gains by staying in the organization and disadvant	3.78 3.85 3.68 3.87
2 3 4 5 5 1st 2nd 3rd 4 th	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles) Priority sequence of indicators to be strengthene Achievement Confession Progress Compensation	2 nd 3 rd 4 th 5 th	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service (Responsiveness)(18.91%) MANALYSIS RESULT Indicators are maintained or develope 1. Responsibility 2. Organizational Procedure 3. Working Condition 4. Gains by staying in the organization and disadvant with leaving the organization (Profit)	3.78 3.85 3.68 3.87
2 3 4 5 5 1st 2 nd 3 rd 4 th 5 th	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles) Priority sequence of indicators to be strengthene Achievement Confession Progress Compensation Status	2 nd 3 rd 4 th 5 th	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service (Responsiveness)(18.91%) MANALYSIS RESULT Indicators are maintained or develope 1. Responsibility 2. Organizational Procedure 3. Working Condition 4. Gains by staying in the organization and disadvant with leaving the organization (Profit) 5. Comfort in the organization (Comfort)	3.78 3.85 3.68 3.87
2 3 4 5 5 1st 2nd 3rd 4th 5th 6th	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles) Priority sequence of indicators to be strengthene Achievement Confession Progress Compensation Status Loyalty	2 nd 3 rd 4 th 5 th	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service (Responsiveness)(18.91%) MANALYSIS RESULT Indicators are maintained or develope 1. Responsibility 2. Organizational Procedure 3. Working Condition 4. Gains by staying in the organization and disadvant with leaving the organization (Profit) 5. Comfort in the organization (Comfort) 6. Discipline at work (Discipline)	3.78 3.85 3.68 3.87
2 3 4 5 5 1st 2nd 3rd 4th 5th 6th 7th	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles) Priority sequence of indicators to be strengthene Achievement Confession Progress Compensation Status Loyalty Investing capabilities in the organization (incompless)	2 nd 3 rd 4 th 5 th SITOREM	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service (Responsiveness)(18.91%) MANALYSIS RESULT Indicators are maintained or develope 1. Responsibility 2. Organizational Procedure 3. Working Condition 4. Gains by staying in the organization and disadvant with leaving the organization (Profit) 5. Comfort in the organization (Comfort) 6. Discipline at work (Discipline) 7. Leader support (Supervisor Support)	3.78 3.85 3.68 3.87
2 3 4 5 5 1st 2nd 3rd 4th 5th 6th	accurately and reliably (Reliability) Submission of clear information (Responsiveness) Feelings of trust in the institution (Assurance) Trying to understand consumer desires (Empathy) Appearance and capability of Institutional physical facilities and infrastructure (Tangibles) Priority sequence of indicators to be strengthene Achievement Confession Progress Compensation Status Loyalty	2 nd 3 rd 4 th 5 th SITOREM	(Tangibles)(17.60%) Seriousness, self-confidence, and skill in serving (Assurance)(22.15%) Accuracy and constancy in service (Reliability)(20.93%) Deep attention to customer needs (Empathy)(20.41%) Willingness and speed of service (Responsiveness)(18.91%) MANALYSIS RESULT Indicators are maintained or develope 1. Responsibility 2. Organizational Procedure 3. Working Condition 4. Gains by staying in the organization and disadvant with leaving the organization (Profit) 5. Comfort in the organization (Comfort) 6. Discipline at work (Discipline)	3.78 3.85 3.68 3.87 d



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11 th	Salary, Benefits, Honor (Pay)	11.	Appearance and capability of the Institution's physical facilities and
11			infrastructure (Tangibles)
12 th	Opportunity to get a position (Promotion opportunities)		
13 th	Colleagues, teamwork (Co-Workers)		
14 th	Feelings of trust in the institution (Assurance)		
15 th	Accuracy and constancy in service (Reliability)		
16 th	Trying to understand consumer desires (Empathy)		
17 th	Submission of clear information (Responsiveness)		

Conclusion

Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

- 1. Strengthening Service Quality can be done by increasing Organizational Support and Work Motivation as exogenous variables by increasing Job Satisfaction and Work Commitment as intervening variables.
- 2. How to prove the influence between variables is done by using path analysis (Path Analysis). The results of the analysis are as follows:
 - a. There is a direct positive effect of organizational support on service quality with a path coefficient (βy1) of 0.302 so strengthening organizational support can improve service quality.
 - b. There is a direct positive effect of work motivation on service quality with a path coefficient (βy2) of 0.211 so strengthening work motivation can improve service quality.
 - c. There is a direct positive effect of job satisfaction on service quality with a path coefficient (β y3) of 0.201 so strengthening job satisfaction can improve service quality.
 - d. There is a direct positive effect of work commitment on service quality with a path coefficient (β y4) of 0.212 so strengthening work motivation can improve service quality.
 - e. There is a direct positive effect of Organizational Support on job satisfaction with a path coefficient (βy31) of 0.432 so strengthening organizational support can increase job satisfaction.
 - f. There is a direct positive effect of work motivation on job satisfaction with a path coefficient (βy32) of 0.535 so strengthening work motivation can increase job satisfaction.
 - g. There is a direct positive effect of Organizational Support on work commitment with a path coefficient (βy41) of 0.553 so strengthening organizational support can increase work commitment
 - h. There is a direct positive effect of work motivation on work commitment with a path coefficient (βy42) of 0.412 so strengthening work motivation can increase work commitment.
 - i. There is an indirect positive effect of organizational support on service quality through job satisfaction with a path coefficient (bX13Y) of 0.091 so strengthening organizational

- support can improve service quality through strengthening job satisfaction.
- j. There is an indirect positive effect of work motivation on service quality through job satisfaction with a path coefficient (βx23y) of 0.113, so strengthening work motivation can improve service quality through strengthening job satisfaction.
- k. There is an indirect positive effect of organizational support on service quality through work commitment with a path coefficient (βx14y) of 0.087, so strengthening organizational support can improve service quality through strengthening work commitment.
- There is an indirect positive effect of work motivation on service quality through work commitment with a path coefficient (βx24y) of 0.117 so strengthening work motivation can improve service quality through strengthening work commitment.
- m. There is a direct positive effect of work motivation on organizational support with a path coefficient (βy12) of 0.852, so strengthening work motivation can increase work commitment.

Suggestion

From the findings from the research results, discussion, conclusions, and implications that have been presented, it can be seen that improving the quality of security training instructor services in Bogor Regency can be optimized. To improve service quality, security guard training instructors need to strengthen organizational support, work motivation, job satisfaction, and work commitment. Indicators that are already good are suggested to be maintained or developed and indicators that are not good enough to be improved. The results of this study can be used as an alternative for input to improve the quality of services for security guard training instructors in Bogor Regency. Suggestions that can be given as an effort to improve are described as follows:

- 1. Security guard Training Instructor.
 - a. Quality of facilities, infrastructure, and service facilities (Tangibles)

Security guard training instructors should realize that in the implementation of education and training facilities, infrastructure and service facilities are important factors that must be prepared, conditioned, and managed according to standard operating procedures (SOP). Security guard training instructors should play an active role in developing the following programs: 1) Program for maintenance and repair of facilities, infrastructure, and facilities to be carried out every 3



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months in 2021, 2) a Program for involving training participants in maintenance and repair activities as an effort to familiarize and improve skills, at the beginning of each training in 2021, 3) Program for evaluating the feasibility of facilities, infrastructure, and service facilities at the beginning of the semester during 2021, and 4) Program for developing facilities, infrastructure, and service facilities at the end of each semester in 2021 to adjust service needs.

b. Seriousness, self-confidence, and skills in serving (Assurance)

Security guard training instructors should have seriousness, self-confidence, and skills in serving to develop skilled and proficient habituation in service and become role model for training participants. The security guard training instructor occupies a very strategic position in achieving training success and acts as a skills trainer should: 1) Carry out routine programs such as safety, sports, and communication and handle training participants' problems in the work area determined by the security guard training institution every day, for one school year in 2021, 2) Carry out Social Activity Programs for training instructors and training participants, namely COVID19 Vaccination, Providing immune-boosting supplements and vitamins, providing health insurance through Health BPJS which is carried out routinely for one year of training, 3) Implementing Community Service Programs, namely social activities to care for the community through compensation for orphans, disaster victims, participation in community activities, and skills training for residents affected by the pandemic which are scheduled to adjust to conditions in 2021.

c. Accuracy and constancy in service (Reliability)

Security guard training instructors as motivators and trainers should develop a competency-based assessment program for training participants so that the placement of training participants in the work area matches the needs of service users which will be held every semester in 2021, while the activities are outlined in the training institution's work program which is carried out with commitment and consistent. Additional training is given to training participants who have less competence than the standards set.

Security guard training instructors as the driving force for implementing security guard training should have the ability to build harmonious cooperation with various parties related to services. Security guard training instructors should develop self-competence by participating in education and training for security guard training instructor instructors. Competency test program for security guard training instructors at the end of 2021. Routinely carry out medical check-ups to maintain fitness. Collaborate with parent units to upgrade knowledge, skills and apply rules from the National Police chief in 2021. Implement operational

standards for implementing training according to the rules and provide progress notes structured training participants at the end of the semester in 2021.

d. In-depth attention to customer needs (Empathy)

Security guard training instructors develop competencybased learning based on work demands and efforts to anticipate obstacles in the work area according to the responsibilities of training participants who have been placed as service officers. Receive complaints, complaints, or complaints from users of security services, with repairs and additional training for unskilled training participants such as work needs. Replacing training participants who are still found to be not optimal in service. Activities are carried out periodically in 2021. Security guard training instructors provide special training for handling specific problems by POLRI regulations and according to the needs of service users, conducted every semester in 2021. Assignment of training participants to work areas is based on the competency and alertness of the training participants. The security guard competency test is a benchmark used to determine the competence of training participants.

e. Willingness and speed of service (Responsiveness)
Security guard training instructors should be responsive and proactive in responding to what is happening inside and outside the education and training institutions and prepare ways of handling that are by the root of the problem according to their main duties and functions. The security guard training instructor carries out a program to familiarize the accuracy and speed of service for training participants. Participating in a security guard seminar/workshop at the beginning of the school year with expert sources from the Indonesian National Police in 2021.

Security guard training instructors provide special assessments for training participants who will be assigned to work areas regularly to prepare for the speed and responsiveness needed by service users. Security guard training instructor, willing to provide additional competencies to suit needs. Involvement in recruitment and fulfillment of requirements is the main point in readiness for implementing security guard training.

- 2. Management Service Business Entity (BUJP) / Training Management Institution.
- a. Quality of facilities, infrastructure, and service facilities (Tangibles)

Management Service Business Entities (BUJP) / Training Management Institutions for security guards should realize that in implementing education and training facilities, infrastructure and service facilities are important factors that must be prepared, conditioned, and managed according to standard operating procedures (SOP). Security guard training instructors should play an active role in developing the following programs: 1) Program for maintenance and repair of facilities,



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infrastructure, and facilities to be carried out every 3 months in 2021, 2) a Program for involving training participants in maintenance and repair activities as an effort to familiarize and improve skills, at the beginning of each training in 2021, 3) Program for evaluating the feasibility of facilities, infrastructure, and service facilities at the beginning of the semester during 2021, and 4) Program for developing facilities, infrastructure, and service facilities at the end of each semester in 2021 to adjust service needs.

b. Accuracy and constancy in service (Reliability)
Management Service Business Entities (BUJP) /
Education and Training Management Institutions should
develop a competency-based Assessment Program for
training participants so that the placement of training
participants in work areas matches the needs of service
users which will be held every Semester in 2021, while
the activities are outlined in the work program of
training institutions that implemented with commitment
and consistency. Additional training is given to training
participants who have less competence than the
standards set.

Management Service Business Entities (BUJP) / Education and Training Management Institutions should develop self-competence by participating in education and training for security guard training instructor instructors. Competency test program for security guard training instructors at the end of 2021. Routinely carry out medical check-ups to maintain fitness. Collaborate with parent units to upgrade knowledge, skills and apply rules from the National Police chief in 2021. Implement operational standards for implementing training according to the rules and provide progress notes structured training participants at the end of the semester in 2021.

c. In-depth attention to customer needs (Empathy)
Management Service Business Entities (BUJP) /
Training Management Institutions develop competencybased training based on work demands and efforts to
anticipate obstacles in the work area following the
responsibilities of training participants who have been
placed as service officers. Receive complaints, complaints,
or complaints from users of security services, with
repairs and additional training for unskilled training
participants such as work needs. Replacing training

participants who are still found to be not optimal in service. Activities are carried out periodically in 2021. Management Service Business Entities (BUJP) / Training Management Institutions provide special training for handling specific problems by POLRI regulations and according to the needs of service users, conducted every semester in 2021. The assignment of training participants in the work area is based on the competency and alertness of the training participants. The security guard competency test is a benchmark used to determine the competence of training participants.

3. Indonesian National Police.

a. Accuracy and constancy in service (Reliability)
The Police of the Republic of Indonesia as a supervisor
should develop a performance-based supervision
program for security service business entities (BUJP) so
that the placement of training participants in the work
area matches the needs of service users which will be
held every Semester in 2021, while the activities are
outlined in the work program of the training institutions
implemented with commitment and consistency. Additional
training is given to training participants who have less
competence than the standards set.

b. The Indonesian National Police as the driving force for the implementation of security guard training should have the ability to build harmonious cooperation with various parties related to services. Develop a competency test program for security guard training instructors at the end of 2021, implement operational standards for implementing training according to the rules, and provide notes on the development of training participants in a structured manner at the end of the semester in 2021.

c. In-depth attention to customer needs (Empathy)
The Indonesian National Police develops a competencybased curriculum based on work demands and efforts to
anticipate obstacles in the work area according to the
responsibilities of training participants who have been
placed as service officers. Receive complaints,
complaints, or complaints from users of security
services, with repairs and additional training for
unskilled training participants such as work needs.
Replacing training participants who are still found to be
not optimal in service with a warning to the security
service business entity (BUJP) as the person in charge.
Activities are carried out periodically in 2021.

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