

MODELING THE QUALITY OF TEACHER SERVICES BASED ON "GROWTH MINDSET" FACING CHANGES IN TEACHING AND LEARNING ACTIVITIES IN THE NEW NORMAL ERA

Henny Suharyati ^{a*)}

^{a)}Universitas Pakuan, Bogor, Indonesia

^{*)}Corresponding Author: henny.suharyati@unpak.ac.id

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Abstract. This study aims to build a model of teacher service quality based on a growth mindset to improve teaching and learning activities in the new normal era. Using a quantitative research design by disseminating teacher service quality and growth mindset instruments. The collected data were processed using descriptive and inferential data analysis techniques. The results of this study show that simple regression shows the influence of the growth mindset in modeling teacher service quality. This research indicator shows the strengthening of teacher service quality because it is supported by a growth mindset indicator with 5 criteria, as follows: 1) Assurance, namely a safe and secure condition that arises due to motivational support and challenges. 2) Reliability, namely achievement supported by motivation, perseverance, and courage to face difficulties. 3) Responsiveness, namely the ability to help is strengthened because of good motivation and mindset. 4) Tangibility, namely the need for physical evidence supported by the difficulties that will be faced because of the ability to respond to the situation at hand. 5) Empathy, namely attention, and concern, a positive mindset, trust, and openness will emerge.

Keywords: growth mindset; teacher service quality; new normal era

I. INTRODUCTION

In the era of the Industrial Revolution 4.0, teachers need to improve their competence and quality. Especially with the current digital era of competition, not only preparing competent students but also preparing competent teachers with ever-increasing quality. Efforts to improve teacher services must continue to be carried out because improving the quality of education services requires continuous improvement by the times. Teachers are professionals whose main task is to teach and educate as a form of service to the learning community. Service quality is a form of consumer assessment of the level of service received (perceived service) with the level of service expected (expected service). The definition of service quality focuses on meeting the needs and desires of customers and the accuracy of their delivery to match student's expectations. Service quality will affect the trust of the public who use educational services [1]. The level of trust is built through the educational service relationship, in this case, the teacher to his students.

Carol Dweck [2] studied motivation to drive a person; Why he can succeed and others fail. Dweck concludes that a person has different self-concept patterns based on their mindset: a fixed mindset and a growth mindset. Dweck also argues that understanding a person's personality depends on "mindset" [3], "teacher's practice" has a major impact on students' mindsets, and the feedback that teachers give their students can encourage a child to choose challenges and improve achievement and determine the easy way out" [4]. Teacher services have a considerable impact on students'

thinking patterns, and the feedback given by teachers to their students to face challenges and improve achievement and find solutions. Departing from this kind of thinking, there is a link between increasing activities teaching and learning which is strongly influenced by the quality of teacher services based on growth mindset.

The quality of teacher service quality is a benchmark for the success of education in a country. The importance of the quality of teacher services in schools affects the quality of graduates. Improving the quality of teacher services based on a growth mindset and assessment instruments is urgently needed to respond to public policy content such as decision-making in everyday life. Literacy understanding of growth mindset needs to be instilled in teachers too; (1) cultivate high self-efficacy and commitment to the profession and its organization; (2) provide awareness to individuals to implement, control and maintain the quality of teacher services based on values that develop in the world of education [5]. Teacher skills in developing the quality of their services are urgently needed in facing the demands of the education era in the post-Covid-19 pandemic era. Therefore, the urgency of this research is to develop a model of teacher service quality based on a growth mindset.

Manasa Nagabushanam [6] as well as Peter & Donnelly [7] views service quality as a term used in business administration that describes service achievement on the objective and subjective sides of service, namely customer expectations for services received with the ability to provide services performed by service providers. Indicators (a) Assurance, namely knowledge and courtesy of employees

including; a sense of security, feeling protected, kindness and courtesy can be trusted and guaranteed time (b) Reliability is the ability to perform by providing services as promised consistently and in the best way including the ability to be accessed online, consistency of performance, consistency of information, fast service (3) Responsiveness, namely the willingness of employees to help customers and provide appropriate services including support for customers, waiting time, quick responses to disturbances, responsiveness quickly (d) Tangibility, namely physical evidence of service, including one-stop, clothes, uniforms, results attractive, charming layout, availability of equipment (e) Empathy attention and concern for customers, understanding customer needs, strategic location, time of service, willingness to help, sincere consensual. Paul Baines, Chris Fill, and Kelly Page [8], service quality is the customer's perception of the difference between the service received compared to the service expected. The dimensions of service quality according to Baines, Fill and Page are (a) Reliability, namely accuracy and accuracy in service (b) Responsiveness, namely willingness, and acceleration of service (c) Assurance, namely sincerity, confidence, and skills in serving (d) Empathy, namely deep attention to customer needs/problems (e) Tangibles, namely the quality of facilities, infrastructure, and service facilities. Service quality is considered the end result of the service provided, which is an assessment of how well the level of service provided matches customer expectations [9].

The growth Mindset is a mental model, a number of fundamental beliefs and assumptions that influence human decisions and behavior. Students can be taught to develop and the brain/mind can be nurtured the characteristics of Growth Minded in general are having a passion for learning and a tendency to: accept challenges, if they experience setbacks or mistakes remain persistent, see business as a way to hone learning skills from criticism and find learning and inspiration from the success of others [10]. Students Growth Mindset and Fix Mindset have a positive impact on academic engagement [11], academic achievement [12], and resilience to setbacks [13].



Figure. 1: Linkage of Teacher Service Quality concept with Growth Mindset

Article 28 of the national standard that education must have academic qualifications and competence as a learning agent, be physically and mentally healthy, and have the ability to realize national education goals, the influence of service quality and teacher performance on student satisfaction and

the quality of service that will be provided to students by institutions [14]. The quality of educational services has a positive effect on student satisfaction [15], student satisfaction has a positive effect on the service attributes of tertiary institutions which must be prioritized or must be given more attention or improved so that performance increases [16].

Teacher competence in the learning process in the classroom has a greater influence than learning facilities on student learning motivation [17,18]. Social Distancing and distance learning have become familiar since the covid-19 pandemic. Likewise, the new normal era learning system begins to be conditioned by following policies in each region, especially for early childhood [19]. Learning in the new normal era during the Covid-19 pandemic will certainly be different from previous learning. Long before the existence of Covid-19, learning was free to study individually or in groups, but in this new normal era, learning only focuses on individuals without group assignments. Therefore, the purpose of this research is to build a model of teacher service quality based on a growth mindset to improve teaching and learning activities in the new normal era.

II. RESEARCH METHODS

The research method used is quantitative by socializing the instrument model of teacher service quality and growth mindset. The population of respondents in this study were 122 elementary, middle, and high school teachers at the Al Hamidiyah Islamic Foundation in Depok. Sampling and sampling were carried out using the Proportional Random Sampling technique. The Taro Yamane formula is determined by the sample size or the number of teachers who are respondents in this study After the collected data were processed with SPSS, a simple regression was sought to see the effect of the growth mindset on the quality of teacher services

III. RESULTS AND DISCUSSION

Description of the data from the results of this study can be described as follows. Whether there is influence between 1 or more independent variables (X) on the dependent variable (Y). First, a Normality Test is performed as shown below,

Table 1. Normality test results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		122
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.65877559
Most Extreme Differences	Absolute	.070
	Positive	.070
	Negative	-.057
Test Statistic		.070
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the output table, it is known that the significance value of Asym. Sid. (2-tailed) of 0.200 is greater than 0.05. So based on the basis of decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed. Thus, the normality assumptions or requirements in the regression model have been fulfilled and can be used in research.

Table 2. Anova Results

ANOVA Table							
			Sum of Squares	df	Mean Square	Sig.	
Kualitas Layanan	Between Groups	(Combined)	3152.036	29	108.691	2.369	.001
	* Growth Mindset	Linearity	2007.282	1	2007.282	43.75	.000
		Deviation from Linearity	1144.754	28	40.884	.891	.624
	Within Groups		4220.300	92	45.873		
	Total		7372.336	121			

Linearity Test

Based on the significance value (sig) of the output above, the deviation value is Sig. Linearity is 0.624 greater than 0.05. So it can be concluded that there is a significant linear relationship between the Growth Mindset variable (X) and the Service Quality variable (Y). In contrast to previous research on the use of growth mindset as a mediator variable in teacher communication, this study considers growth mindset as the independent variable and quality of service as the dependent variable with a significant effect [20]. As previously explained, service quality has a greater influence on student motivation compared to school facilities [21]. The Growth Mindset makes the teacher a facilitator for students who have a mindset that continues to evolve with the times, with this research teachers will be increasingly required to continue to develop themselves for the sake of developing service quality.

Heteroscedasticity Test

Heteroscedasticity test is a test that assesses whether there are variance differences from the residuals for all observations in the linear regression model. This test is one of the classic assumption tests that must be carried out in linear regression. If the heteroscedasticity assumption is not met, then the regression model is declared invalid as a forecasting tool. Based on the significance value (sig.) of the output above, a significance value (Sig.) of 1.000 is greater than > 0.05. So it can be concluded that there are no symptoms of heteroscedasticity.

Table 3. Heteroskedasticity test results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	-4.776E-15	8.107		.000	1.000
	Growth Mindset	.000	.081	.000	.000	1.000

a. Dependent Variable: ABS_Res

Simple Linear Regression Analysis Test

The basis for decision-making in the regression analysis by looking at the significance value (Sig.) of the SPSS output results is: If the significance value (Sig.) is less than <0.05 probability, it means that there is an effect of growth mindset (X) on service quality (Y). Conversely, if the significance (Sig.) is more significant than > than probability 0.05, it means that there is no effect of growth mindset (X) on service quality (Y).

Table 4. Simple Linear Regression Test Results

Model		Coefficients ^a		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients				
		B	Std. Error			
1	(Constant)	46.903	8.107		5.785	.000
	Growth Mindset	.541	.081	.522	6.701	.000

a. Dependent Variable: Kualitas Layanan

From the data above it can be seen that the significance value (Sig.) is 0 or less than <0.05 probability, meaning that there is an influence of growth mindset (X) on service quality (Y) but is still classified as a low influence.

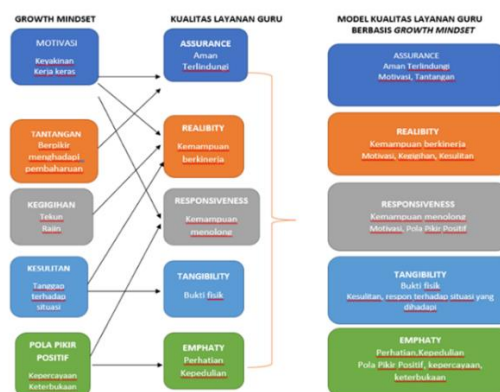


Figure 2. Teacher Service Quality Model Based on Growth Mindset.

IV. CONCLUSION

Based on the results of the research above, it can be concluded that there is an influence of a growth mindset on the quality of teacher services. This indicator strengthens teacher service quality because it is supported by growth mindset indicators. In this study, growth mindset is defined as the efforts made to cultivate the mindset of teachers to support the teaching-learning process and is indicated by 5 criteria, namely 1) Assurance, namely a state of security and peace, arising from the support of motivation and challenges; 2) Reliability is the ability to perform well supported by motivation, perseverance, and courage to face difficulties; 3) Responsiveness, namely the ability to help is strengthened because of suitable motivation and mindset; 4) Tangibility is the need for physical evidence supported by the difficulties

that will be faced because of the ability to respond to the situation at hand; 5) Empathy, namely attention and concern will emerge in a positive mindset, trust, and openness.

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