The Effect of Service Leadership, Affective Commitment, and Work Motivation to the Lecturer’s Performance and the Quality of Service in Faculty of Teachers Training and Education Lambung Mangkurat University Banjarmasin

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Abstract. Here are seven objectives of the study. First, to find out the effect of service leadership to the lecturer’s performance; Second: to find out the effect of affective commitment to the lecturer’s performance; Third: to find out the effect of work motivation to the lecturer’s performance; Fourth: to find out the effect of service leadership to the quality of service; Fifth: to find out the effect of affective commitment to the quality of service; Sixth: to find out the effect of work motivation to the quality of service; and Seventh: to find out the lecturer’s performance to the quality of service in Faculty of Teachers Training and Education (FKIP) at Lambung Mangkurat University (UNLAM) Banjarmasin. The research is designed as explanatory research and the population is 205 persons. The sampling technique used is proportional stratified random sampling. To determine the number of sample in this research, the Slovin formula is used where 136 persons have been chosen. The data were analyzed using Structural Equation Modeling (SEM) through the computer package program Partial Least Squares (PLS). The result of the first hypothesis testing is that the coefficient of the effect of service track to the lecturer’s performance is 0.351 and the counted-\( t \) is 2.300. The value of the counted-\( t \) is > table – \( t \), so that the hypothesis of the dean’s service leadership has significant effect to the lecturer’s performance at FKIP UNLAM Banjarmasin is accepted. It means there is an effect of the service leadership to the lecturer’s performance; The second hypothesis, affective commitment has significant effect to the lecturer’s performance, the value of which is 0.006 and the counted-\( t \) is 0.048. The counted-\( t \) is < table-\( t \), so the affective commitment hypothesis has significant effect to the lecturer’s performance at FKIP UNLAM Banjarmasin is rejected, which means that there is no effect to the affective commitment to the lecturer’s performance; The third hypothesis, about the significant effect of work motivation to the lecturer’s performance at FKIP UNLAM Banjarmasin. The result of hypothesis testing shows that the coefficient of significant effect of the work motivation track to the lecturer’s performance at FKIP UNLAM Banjarmasin is 0.276 and the counted-\( t \) is 2.092 which means the counted-\( t \) is > table-\( t \), so the hypothesis of work motivation is accepted. It means there is a significant effect of work motivation to the lecturer’s performance; The fourth hypothesis testing results in the value of 0.232 and counted-\( t \) is 2.068 to the effect of service leadership to the quality of service. The value of counted – \( t \) is > the table – \( t \), so the hypothesis of the dean service leadership has significant effect to the quality of service in FKIP UNLAM Banjarmasin is accepted. It means there is an effect of the service leadership to the quality of service; The fifth hypothesis, affective commitment has significant effect on the quality of service at FKIP UNLAM Banjarmasin. The result of the hypothesis testing shows that the coefficient of the effect of the affective commitment to the quality of service is 0.237 and the counted-\( t \) is 2.494 which means > table – \( t \), so the affective commitment has significant effect on the quality of service in FKIP UNLAM Banjarmasin is accepted. It means there is an effect of the affective commitment to the quality of service; The sixth hypothesis is the significant effect of work motivation to the quality of service in FKIP UNLAM Banjarmasin. The coefficient of the effect of work motivation to the quality of service is 0.240 and the counted – \( t \) is 2.219. The value of the counted -\( t \) is > table-\( t \), so the hypothesis of the effect of work motivation to the quality of service at FKIP UNLAM Banjarmasin is accepted, which means that there is significant effect of work motivation to the quality of service. The seventh hypothesis, the lecturer’s performance has significant effect to the quality of service at FKIP UNLAM Banjarmasin. Result of the hypothesis testing shows that the coefficient of the effect of the lecturer’s performance to the quality of service is 0.191 and counted-\( t \) of 2.067 which is > table-\( t \). The hypothesis of the lecturer’s performance has significant effect of the quality of service at FKIP UNLAM Banjarmasin is accepted. There is an effect of the work to the quality of service.

Keywords: Service Leadership, Affective Commitment, Work Motivation, Lecturer’s Performance and Service Quality.
INTRODUCTION

There is a phenomena which shows that the lecturer’s performance and the quality of service in Faculty of Teachers Training and Education at Lambung Mangkurat University is not optimal. It can be seen through: a) the condition of the study program accreditation which is not very satisfying (6 programs are registered and 5 programs are expired); b) The average number of lecture meetings are still less than 75%; c) 30.73% of lecturers are still in S1 qualification; d) The average lecturers’ promotion is still more than 4 years; e) Still 13,30% of students finish their thesis writing in more than 1 year; and f) There are still high percentage of 12.91% students finish their study in more than 5 years. (BAAK FKIP UNLAM Banjarmasin, 2013). These phenomena are the collective work of all included the three academic parts of the university who are the Dean (the Dean’s Leadership) and the lecturers (commitments and their motivation to their work).

Based on the above consideration, the title is formulated as follows: “The Effect of Service Leadership, Affective Commitment, and Work Motivation to the Lecturer’s Performance and the Quality of Service in Faculty of Teachers Training and Education at Lambung Mangkurat University, Banjarmasin”. The objectives of the research are: a) to find out the effect of service leadership to lecturer’s performance; b) to find out the effect of affective commitment to the lecturer’s performance; c) to find out the effect of work motivation to the lecturer’s performance; d) to find out the effect of service leadership to the quality of service e) to find out the effect of affective commitment to the quality of service; f) to find out the effect of work motivation to the quality of service; g) to find out the lecturer’s performance to the quality of service.

LITERATURE STUDY AND THE DEVELOPMENT OF HYPOTHESES

Dierendonck (2012 : 3-11) concludes that there are six key characteristics which characterized the leadership service. They are: Empowering and Developing Employees, Humility, Authenticity, Interpersonal Acceptance, Providing Direction, and Stewardship. Based on the above definitions, leadership service is leadership which empowers and develops subordinates; places self-importance, talent and achievements in the right perspective; honest and open; understands and gives service to the subordinates coming from anywhere; makes certain that the subordinates have understood what he wants; takes care and is responsible to all the subordinates’ feeling and gives service, not only thinks about himself.

What is meant by Leadership Service in this research is Dean’s Leadership which empowers lecturers; develop lecturers; put one’s own importance in the right perspective; opens in leading faculty; treats the lecturers in the same way wherever they one from; ascertain that all the lecturers understand what he wants; and is fully responsible for the service he gives without thinking only about himself.

And then Allen, Meyer, and Smith (1993 : 539) propose three kinds of commitments which can be used to increase commitments to organization, namely: Affective Commitment, Continuous Commitment, and Normative Commitment. From the three commitments, one kind is determined, namely: Affective Commitment. Affective Commitment is determined with considerations: a) the purpose of the research is to examine carefully the lecturers’ (who are civil servants) commitment which emphasizes more to the psychological aspects: to find satisfaction and happiness as the result of getting the right profession. To their inner selves, so the most suitable commitment is the affective commitment; b) whereas the other two commitments, the continuous commitment and the normative commitment, emphasized more to the material profit and loss aspects and the normative consequence, and these are considered less suitable to the civil servant lecturers’ profession.

What is meant by Affective commitment in this research is the Lecturers’ Commitment to the Faculty of Teachers Training and Education Lambung Mangkurat University, because of their involvement in this institution, they can gain pleasant experience and something valuable, such as: having profession as lecturers is suitable to their inner selves (pleasant), by working hard on this profession may bring them happiness in their lives (something valuable), so they may spend all their time for their career in Faculty of Teachers Training and Education at Lambung Mangkurat University wholeheartedly.

Maslow in Gibson et al (1997: 189) devises human needs in five levels, so this theory of motivation is called “the five hierarchy need” begins from the lowest need to the highest need, namely: the physiological needs, the safety needs, the social needs, the esteem needs, and the self-actualization needs.

Based on the above opinions, it can be concluded that what is meant by work motivation is the urge, either from the inside or outside someone to do certain activity to fulfill their needs, basic human needs to keep alive, the need for safety and protection from physical loss, human needs to be in the community group, the need to get respect as well as the need to get something suitable to his ambition.
What is meant by Work Motivation in this research is the Lecturers Work Motivation as the result the fulfillment of: the basic needs of the lecturers to keep alive, the lecturers’ need for physical safety, the lecturers’ need to be in the community group, the lecturers need to get respect and the lecturers' need to be self-actualized.

The lecturer's performance as it is stated in the Guide Book of Lecturers’ Workload and the Evaluation of the Implementation of University Three Duties (buku Pedoman Beban Kerja Dosen dan Evaluasi Pelaksanaan Tridharma Perguruan Tinggi) (PBKDEPTPT) is the work of lecturers which can specify to: the three duties of university and the Support of the three duties of university (Tridharma Perguruan Tinggi dan Penunjang Tridarma Perguruan Tinggi) (Departemen Pendidikan Nasional dan Kebudayaan : DIKTI, 2012 : 8-9).

What is meant by the work of the lecturers in this research is the Lecturers’ Work Motivation which occurs as the result of the fulfillment of the lecturers' basic needs, respect belief and conviction; and level of individual/company attention and care to customer.

In the meantime Para Suraman et al (1988) in Jayasundara (2009:81) states that through the model of SERQUAL can measure and evaluate the quality of service by comparing expectation and the customers’ perception in ten dimension, namely: tangibles, reliability, responsiveness, communication, credibility, security, competence, courtesy, understanding/knowing customers, and access. Among these, they are summarized to five dimension of quality of service, namely: tangibles, reliability, responsiveness, assurance, and empathy.

Based on the above opinions it can be concluded that quality work is the evaluation of known that customers of the goodness of the service accepted based on: the facility's physical presentation, equipment and personal to give trusted ad accurate service; willingness to help customers and give quick service, the servers' knowledge and politeness and their ability to give inspiration and trust, sure, prepared b company for the customer.

What is meant by the quality of service in this research is the Quality of the Lecturers given to students in order to transfer knowledge seen from their way of dealing with the teaching and learning process, their capability in presenting the lecture material, their readiness to give service to students outside the class, ability to make them sure about the material presenting to them and so they trust them as well as their attention to students problem when following the lecture.

Based on the objective of the research and the study of literature above, the following hypotheses are formulated: a) Service Leadership has significant effect to the lecturer's performance in Faculty of Teachers Training at Lambung Mangkurat University, Banjarmasin; b) Affective Commitment does not have significant effect to the lecturer’s performance in Faculty of Teachers Training at Lambung Mangkurat University, Banjarmasin; c) Work Motivation has significant effect to the lecturer’s performance in Faculty of Teachers Training at Lambung Mangkurat University, Banjarmasin; d) Service Leadership has significant effect to the quality of service in Faculty of Teachers Training at Lambung Mangkurat University, Banjarmasin; e) Affective Commitment has significant effect to the quality of service in Faculty of Teachers Training at Lambung Mangkurat University, Banjarmasin; f) Work Motivation has significant effect to the quality of service in Faculty of Teachers Training at Lambung Mangkurat University, Banjarmasin. g) The Lecturer’s performance has significant effect to the quality of service in Faculty of Teachers Training at Lambung Mangkurat University, Banjarmasin.

RESEARCH METHOD

The design of a research is a frame to conceptualize the structure of the relationship among variables in a research study. To analyze the relationship between variables and to explain the effect through hypothesis testing can be done using the explanatory research (Kerlinger, 1993: 214). Because the purpose of this research is to analyze the relationship between variables and explain the effect between variables through hypothesis testing, the design used in this research is explanatory research.

The variables discussed in this research consist of: Service Leadership, Affective Commitment, Work Motivation, Lecturer’s Performance and Service Quality. This research is conducted in Faculty of Teachers Training and Education at Lambung Mangkurat University.

The Population is generalization area comprises of object/subject with certain quality and characteristics determined by the researcher to be studied and then concluded. Therefore, the population is not only human, but includes objects and other natural things (Sugiyono, 2010:15).

The population of this research is all the civil servant lecturers of the Faculty of Teachers Training and Education Lambung Mangkurat University Banjarmasin. There are 205 people, comprises of: 34 Assistant, 68 Associate Professors, 95 Service Associate Professors and 8 Professors.

To determine the number of samples, the Slovin formula is used (Sugiyono, 2009:91). Based on the Slovin formula, the number of samples of the research are 136 people. The respondents in this research are: a) 16 Heads of the Study Programs, to
collect data related to the lecturer’s performance; b) 136 lecturers to collect data related to the service leadership, affective commitment and work motivation; c) 408 students to collect data related to the quality of service.

There are 5 research variables consists of service leadership, affective commitment, work motivation, lecturer’s performance and quality of service. The 5 variables are classified to 3 variables as follows: a) The independent, exogen or free variables; this research consists of: service leadership (X1), affective commitment (X2), and work motivation (X3); b) intervening variable which functioned as dependent, endogen or hanging variables, in this research is lecturer’s performance (Y1); c) The dependent, endogen or hanging variables in this research is the quality of service (Y2).

The data in this research are collected by a questionnaire and documentation. The questionnaire is used to collect primary and the documentation is used to collect secondary data. The primary data in this research are data collected from the respondents, namely: the Heads of the Study Programs, Lecturers and Students of the Faculty of Teachers Training and Education Lambung Mangkurat University. The secondary data in this research are data collected from the Study Program Evaluation Based on Self Evaluation (Evaluasi Program Studi Berbasis Evaluasi Diri (EPSBED)).

The data collected from the heads of the programs are data which related with the Lecturers’ Work. Data which are collected from the lecturers are data related to Service Leadership, Affective Commitment and Work Motivation. The data collected from the students are data related to the Quality of Service.

The efforts to collect data from the Study Program Evaluation Based on Self Evaluation or EPSBED is done in the preliminary study in order to get information which support and be the basic of the research.

The data in this research will be analyzed using the SEM technique of analysis through the package of computer analysis program Partial Least Square (PLS). Based on the research objective, the technique of analysis is presented in 2 (two) classification of statistic techniques, namely the descriptive and inference statistic analysis, by applying the PLS model analysis technique.

RESULT AND DISCUSSION

Hypothesis Testing used in this research is the Inner Model or Structural Model; it shows the relationship or effect between latent based on the substantive theory. Inner model is a test to structural model. It can be seen by looking at R-square score as goodness test of fit model. Besides that a test on significance of the effect between constructs is done by looking at the coefficient score of parameter and the significance of the t-statistic score. It can be seen in the following illustration:

![Figure 1. The Conceptual Frame Model of Research after Bootstrapping](image)

There are two ways to test the hypothesis, namely: partial and simultaneous hypothesis testing. The effect of one variable to the other is said to be significant if the score of counted-t > table-t. The following is the result of hypothesis testing of the direct and indirect effect.

a. Direct Effect
The direct effect is the effect of Independent variable to dependent variable without being mediated by the other variable. There are seven hypotheses which have direct effect. There is significant effect if the score of counted-t > table-t, the table-t = 1,96. Here is the result of hypothesis testing which shows the direct effect.
Based on the result of data analysis Figure 2 above, there is significant direct effect of exogenous variable to endogenous variable, and insignificant direct effect, affective commitment to lecturer's performance.

**Hypothesis 1: Service Leadership Has Significant Effect to the Lecturer's Performance in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin**

The strip coefficient shows that the score of the effect of service leadership to the lecturer's performance is 0.351 and the counted-t is 2,300. The counted-t > table-t, so the hypothesis of service leadership has significant effect on the lecturer's performance in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin is accepted, it means there is effect on service leadership to the lecturer's performance. The result of strip coefficient has positive sign. It can be concluded that the relationship between them is in one direction, which means the better the service leadership, the better the lecturer's performance.
performance. And so is the opposite, the worse the service leadership, the worse is the lecturer’s performance.

Hypothesis 2: Affective Commitment Has Significant Effect to the Lecturer’s Performance in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin

The strip coefficient shows that the effect of affective commitment to the lecturer’s performance is 0.006, the counted-t is 0.048. The counted-t < table-t, so the hypothesis of affective commitment has significant effect on the lecturer’s performance is rejected; this means there is no effect of affective commitment to the lecturer’s performance.

Hypothesis 3: Work Motivation Has Significant Effect to the Lecturer’s Performance in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin

The strip coefficient shows that the effect of work motivation to the lecturer’s performance is 0.276 and the counted-t is 2.092. The counted-t > table-t, so the hypothesis of work motivation has significant effect on the lecturer’s performance in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin is accepted; it means there is effect on work motivation to the lecturer’s performance. The result of strip coefficient has positive sign. It can be concluded that the relationship between them is in one direction, which means the higher the work motivation the better the lecturer’s performance.

Hypothesis 4: The Service Leadership Has Significant Effect to the Quality of Service in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin

The strip coefficient shows that the effect of service leadership to the quality of service is 0.232 and the counted-t is 2.068. The counted-t > table-t, so the hypothesis of service leadership has significant effect to the quality of service in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin is accepted; it means that there is effect of service leadership to the quality of service. The result of strip coefficient has positive sign. It can be concluded that the relationship between them is in one direction, which means the better the service leadership the higher the quality of service.

Hypothesis 5: Affective Commitment Has Significant Effect to the Quality of Service in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin

The strip coefficient shows that the effect of affective commitment to the quality of service is 0.237 and the counted-t is 2.494. The counted-t > table-t, so the hypothesis of affective commitment has significant effect to the quality of service in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin is accepted; it means that there is effect of affective commitment to the quality of service. The result of strip coefficient has positive sign. It can be concluded that the relationship between them is in one direction, which means the better the affective commitment the higher the quality of service.

Hypothesis 6: Work Motivation Has Significant Effect to the Quality of Service in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin

The strip coefficient shows that the effect of work motivation to the quality of service is 0.240 and the counted-t is 2.219. The counted-t > table-t, so the hypothesis of work motivation has significant effect to the quality of service in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin is accepted; it means there is effect on work motivation to the quality of service. The result of strip coefficient has positive sign. It can be concluded that the relationship between them is in one direction, which means the higher the work motivation the higher the quality of work.

Hypothesis 7: The Lecturer’s Performance Has Significant Effect to the Quality of Service in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin

The strip coefficient shows that the effect of the lecturer’s performance to the quality of service is 0.191 and the counted-t is 2.067. The counted-t > table-t, so the hypothesis of the lecturer’s performance has significant effect to the quality of service in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin is accepted; it means that there is effect of the lecturer’s performance to the quality of service. It can be concluded that the relationship between them is in one direction. The result of strip coefficient has positive sign. It can be concluded that the relationship between them is in one direction, which means the better the lecturer’s performance the higher the quality of service.
And so is the opposite, the worse the lecturer’s performance the lower is the quality of service.

b. The Indirect Effect

The indirect effect is the effect of the independent variable to the dependent variable mediated by the intervening variable. In this research the intervening variable is the lecturer’s performance. There are 3 hypotheses, namely: The effect of the service leadership, affective commitment and work motivation to the quality of service with the lecturer’s performance as the intervening variable.

| Independent Variable         | Intervening Variable          | Dependent Variable | Coefficient   |
|------------------------------|-------------------------------|--------------------|---------------|
| Service Leadership           | The Lecturer’s Performance    | Quality Service    | 0.351x0.191 = 0.067 |
| Affective Commitment         | The Lecturer’s Performance    | Quality of Service | 0.006x0.191 = 0.001 |
| Work Motivation              | The Lecturer’s Performance    | Quality of Service | 0.276x0.191 = 0.053 |

The table above can explained as follows: First, The indirect effect of service leadership variable mediated by the lecturer’s performance variable is $0.067 = 6.7\%$; Second, The indirect effect of affective commitment variable to the quality of service mediated by the lecturer’s performance variable is $0.001 = 0.01\%$; Third, indirect effect of work motivation variable to the quality of service mediated by the lecturer’s performance variable is $0.053 = 5.3\%$.

c. Total Effect

The total effect is the number of direct effect added by the number of indirect effect. The result of the edition is stated on the following table:

| Independent Variable | Dependent Variable | Indirect Effect (b) | Total (a) + (b) | Counted-t |
|----------------------|--------------------|---------------------|-----------------|----------|
| Service Leadership   |                    | 0.067               | 0.299           | 2.719    |
| Affective Commitment |                    | 0.001               | 0.238           | 2.625    |
| Work Motivation      |                    | 0.053               | 0.293           | 2.931    |

The table above can explained as follows: First, The effect of service leadership to the quality of service, the score of counted-t for the total effect of service leadership to the quality of service is $2.719 > t$-table, so it mean that there is significant total effect. Based on the result of the direct and indirect total effect of service leadership variable to the quality of service is $29.9\%$. The indirect effect mediated by the lecturer’s performance gives positive effect to the quality of service; Second, The effect of affective commitment to the quality of service, the score of the counted-t for the total effect of affective commitment to the quality of service is $2.625 > t$-table, so it mean that there is significant total effect. Based on the result of the direct and indirect total effect of affective commitment variable to the quality of service is $23.8\%$. The indirect effect mediated by the lecturer’s performance gives positive effect to the quality of service; Third, The effect of work motivation variable to the quality of service. The score of the counted-t of the total effect of work motivation variable to the quality of service is $2.931 > t$-table, and it means that there is significant total effect. Based on the result of the direct and indirect of total effect of work motivation to the quality of service is $29.3\%$. The indirect effect mediated by the lecturer’s performance gives positive effect to the quality of service.

d. Inner Model Analysis (Goodness of fit model)

The result of the Inner Model Analysis on the following table:
The score of R-Square: 0,3292 shows the effect or contribution of service leadership, affective commitment, work motivation variables to the lecturer’s performance of 32,92 % and there is 67,08% of the effect of the other variables to the lecturer’s performance.

The score of R-Square: 0,5318 shows the effect or contribution of service leadership, affective commitment, work motivation and the lecturer’s performance variables to the quality of service of 53,18% and there is 46,82% of the effect of the other variables to the quality of service.

CONCLUSION

Based on the result of the research done in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin, South Kalimantan, it can be concluded as follows:

a. The service leadership has significant effect to the lecturer’s performance in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin. The result of the strip coefficient has positive sign and it can be concluded that the relationship between them is in one direction, and it means the better the Dean’s service leadership the higher the lecturer’s performance.

b. The affective commitment has no significant effect to the lecturer’s performance in Faculty of Teachers Training and Education Lambung Mangkurat University Banjarmasin. It means that whether the affective commitment of the lecturers low or high, it does not have effect on the lecturer’s performance. The lecturers will keep working according to their duty without being influenced by the lowness or highness of their affective commitment.

c. The work motivation has significant effect to the Lecturer’s performance in the Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin. The strip coefficient has positive sign and it can be concluded that the relationship between them is in one direction, and it means the higher the work motivation of the lecturer’s performance and the lower the work motivation of the lower the lecturer’s performance.

d. The service leadership has significant effect to the quality of service in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin. The result of the strip coefficient has positive sign and it can be concluded that the relationship between them is in one direction. It means the better the service leadership the higher the quality of service. The indirect effect of service leadership to the quality of service mediated y the lecturer’s performance is 6,7%.

e. The affective commitment has significant effect to the quality of service in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin. The result of the strip coefficient has positive sign and it can be concluded that the relationship between them is in one direction. It means that the better the affective commitment the higher the quality of service. The affective commitment variable has indirect effect to the service quality variable mediated by the lecturer’s performance is 0,1%.

f. The work motivation has significant effect to the quality of service in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin. The result of the strip coefficient has positive sign and it can be concluded that the relationship between them is in one direction. It means the better the work motivation the higher the quality of service. The work motivation variable has indirect effect to the quality of service. The indirect effect of work motivation mediated by the lecturer’s performance is 5,3%.

g. The lecturer’s performance has significant effect to the quality of service in Faculty of Teachers Training and Education at Lambung Mangkurat University Banjarmasin. The result of the strip coefficient has positive sign and it can be concluded that the relationship between them is in one direction. It means the the better the lecturer’s performance of the higher the quality of service. The lecturer’s performance can be the mediator for the quality of service is 19,1%.

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