The Influence of Human Resource Development, Leadership Style, and Competence on the Performance of the Mediating Role of Service Quality (Study on Junior High and Senior High School Teachers at IT Al Utsaimin Bangkinang)

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ARTICLE INFO	ABSTRACT
	This study aimed to determine the effect of HR Development, Competence, and Leadership Style on Service Quality and teacher performance at SMP and SMA IT AL Utsmani Bangkinang. A questionnaire is used to collect data in this research. The population in this study were all teachers at SMP and SMA IT AL Utsmanai Bangkinang with 81 teachers. The sample of this study used the census method with PLS 3.0 Structural Equation Modeling (SEM) analysis. The results showed that HR development had a positive and insignificant effect on Service Quality. The results showed that HR development had a positive and insignificant effect on Service Quality, Competence had a positive and significant effect on Service Quality, Leadership Style had a positive and significant effect on Service Quality, and Human Resources Development had a positive and significant effect on performance.
Keywords	
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INTRODUCTION

Education in Kampar Regency is generally considered good in terms of facilities and curriculum. One of the problems of education at the first and upper levels in Kampar Regency is the problem of teacher performance and the limitations of teacher performance which have an impact on the decline in the quality of service in the teaching and learning process. Good service will have a direct impact on an organization externally because it will create a positive image in the eyes of the public so that it can foster public trust in the organization, good service cannot be separated from increased employee performance, increased performance will also bring progress to organizations in the government environment, to be able to survive in an unstable work competition. Therefore, efforts to improve employee performance are the most

serious challenges of government management because success in achieving goals and the survival of the organization depends on the quality of the performance of the human resources in it. Employee performance measurement is very necessary because it will be beneficial for the employees themselves and for the agency or organization. Performance measurement is useful as an evaluation material to achieve better employee performance. Based on the theories discussed above, it can be concluded that employee performance indicators can be used in this study. This study aims to analyze the Development of Human Resources and Leadership Style and Competence on the Performance and Quality of Service of Educators at SMP and SMA IT Pesantren Al Utsaimin Bangkinang. From the observations made by the researcher, it was found that there were several problems in the quality of service caused by the lack of teacher performance at SMP and SMA IT Pesantren Al Utsaimin Bangkinang. Problems in the quality of service at SMP and SMA IT Pesantren Al Utsaimin Bangkinang can be seen in the following table:

Table 1.
Number of New Students at SMP IT Pesantren Al Utsaimin Bangkinang

No	Junior High School		Senior High School	
	Year	Amount of New Students	Year	Amount of New Students
1	2016	320	2016	115
2	2017	293	2017	107
3	2018	274	2018	93
4	2019	233	2019	80
5	2020	189	2020	60

Source: Al Utsaimin Islamic Boarding School, 2021.

The data above shows that there is a decrease in the number of new students in each new school year. The decrease in the number of new students each year has increased in percentage. A fairly high decrease occurred from 2019 to 2020. Thus, it can be seen that teacher performance is a consideration for parents to enroll their children in SMP and SMA IT Pesantren Al Utsaimin Bangkinang. with the decrease in the number of new students over the past five years, it can be an indication of problems at SMP and SMA IT Pesantren Al Utsaimin Bangkinang, one of the problems is the quality of service and the quality of teacher performance which is getting worse every year so that this problem has an impact on the public's assessment of the school.

Table 2.

Table of Work Assessment of SMP and SMA IT Pesantren Al Utsaimin Bangkinang Teachers 2018-2020

Performance	2020					
	Junior High School			Senior High School		
	Weighted	Achievement	Score	Weighted	Achievement	Score
Discipline	10	65	6,5	10	70	7
Responsibility	10	70	7	10	64	6,4
Cooperation	10	80	8	10	7,5	7,5
Leadership	10	75	7,5	10	70	7
Work Results						
Work Quality	20	80	16	20	80	16
Work Quantity	20	80	16	20	70	14
Work Skills	20	70	14	20	70	14
Amount	100		75	100		64,9
	2019					
	Junior High School			Senior High School		
Performance	Weighted	Achievement	Skor	Weighted	Achievement	Skor
Discipline	10	72	7,2	10	80	8
Responsibility	10	71	7,1	10	63	6,3
Cooperation	10	81	8,1	10	75	7,5
Leadership	10	74	7,4	10	70	7
Work Results						
Work Quality	20	80	16	20	80	16
Work Quantity	20	80	16	20	70	14
Work Skills	20	70	15	20	70	14
Amount	100		76,8	100		72,8
	2018					
	Junior High School			Senior High School		
Performance	Weighted	Achievement	Skor	Weighted	Achievement	Skor
Discipline	10	75	7,5	10	80	8
Responsibility	10	74	7,4	10	68	6,8
Cooperation	10	85	8,5	10	85	8,5

Leadership	10	76	7,6	10	75	7,5
Work Results						
Work Quality	20	80	16	20	80	16
Work Quantity	20	80	16	20	70	14
Work Skills	20	70	14	20	70	14
Amount	100		77	100		74,8

Source: SMP and SMA IT Al Utsaimin Bangkinang, 2021.

Based on the results of observations of the performance of SMP and SMA IT Al-Utsaimin teachers, there has been a decline in performance over the past 3 years. Performance is also determined and measured by leadership style. Leadership style is a behavioral norm used by a person when that person tries to influence the behavior of others (Suranta, 2002). Leadership style is appropriate if the goals of the organization have been communicated and subordinates have accepted them. A leader must apply a leadership style to manage his subordinates, because a leader will greatly influence the success of the organization in achieving its goals (Guritno and Waridin, 2005). Leadership is a process of leaders influencing followers to interpret circumstances, choosing organizational goals, organizing work and motivating followers to achieve organizational goals, maintaining cooperation and work teams, organizing support and cooperation from people outside the organization (Yukl in Idris, 2006). Referring to the quality and quantity of work that is still low, it becomes a separate homework for leaders or principals to improve.

Table 3.
Teacher Performance Achievement

No	Type of Ability	Achievement
1	Education Level	Good
2	Skill Level	Average
3	Teaching Experience	Good
4	Mastery of Technology	Poor

Source: Kampar Regency Education Office.

Based on the data above, it can be seen that there are two problems in the development of human resources for teachers at SMP and SMA IT Pesantren Al Utsaimin Bangkinang, namely teacher skills and mastery of technology. From the observations made, it was found that insignificant human resource development has an impact on low competence. Human resources are central figures in an organization. In order for management activities to run well, the organization must have knowledgeable and highly skilled employees and

efforts to manage the organization as optimally as possible so that employee performance increases. A good organization is an organization that strives to improve the capabilities of its human resources because this is a key factor in improving employee competence.

Human Resource Development and Performance.

Human resource development is the willingness to make high-level efforts to achieve organizational goals that are conditioned by the ability of these efforts to satisfy the needs of several individuals (Robins and Mary, 2005). Lolowang (2016) in his research entitled The Influence of Human Resource Development on Employee Performance found that there was a positive influence between the human resource development process on employee competence, H1: Human Resource Development has a Positive Effect on the Performance of Educators

Leadership Style and Performance.

Leadership style is a behavioral norm used by someone when that person tries to influence the behavior of others (Suranta, 2002). Research conducted by Astria Khairizah (2017) found that directive leadership had a significant effect on independent performance, H2: Leadership Style has a positive effect on Educators' Performance.

Competence and Performance.

According to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph 10 states that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties. The results of this study are also supported and in line with research in international journals conducted by Azmi (2013) on "The Effects of Competency-Based Career Development and Performance Management Practices on Service Quality" H3: Competence has a positive effect on the Performance of Educators.

Human Resource Development and Service Quality.

Human resource development is the willingness to make high-level efforts to achieve organizational goals that are conditioned by the ability of these efforts to satisfy the needs of several individuals (Robins and Mary, 2005). Samad (2018) in his study entitled the influence of human resource development on service quality found that there was a positive influence between the human resource development process and service quality. H4: Human resource development has a positive effect on service quality.

Leadership Style and Service Quality.

Leadership style is a behavioral norm used by a person when that person tries to influence the behavior of others (Suranta, 2002). Previous research, by (Pangarso, 2018); (Wijinarko, 2016). Shows the results that satisfaction has a positive effect on loyalty. H5: Leadership Style has a positive effect on Service Quality.

Competence and Service Quality.

According to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph 10 states that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties in research conducted by Marsitha (2013) in research on the influence of competence on Service Quality gave positive results H6: Competence has a positive effect on Service Quality.

Competence and Service Quality.

According to Mangkunegara (2009:67) stated that performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Research conducted by Surya (2018) on the influence of employee performance on Service Quality showed that performance has a positive effect on service quality H7: Employee Performance Has a Positive Effect on Service Quality.

Framework of Thought

Based on a review of the theoretical basis and previous research, a theoretical framework of thought can be compiled as presented in the following figure:
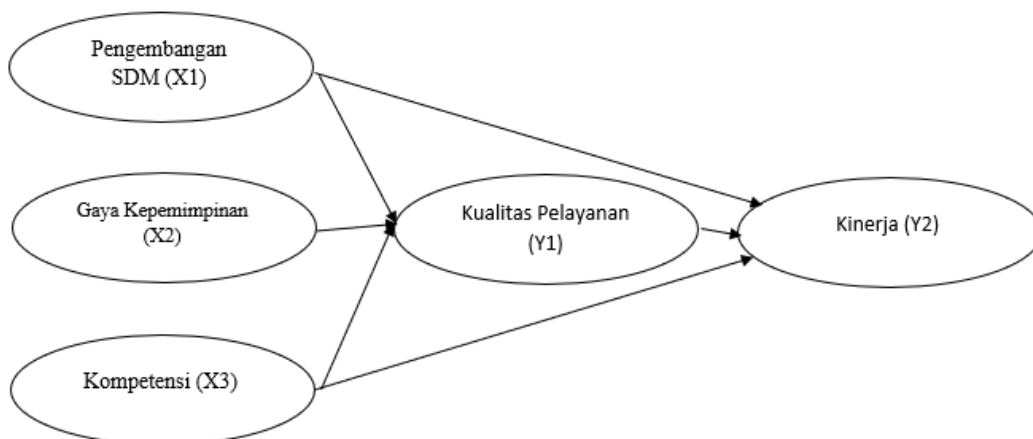

Figure 1.
Framework of Thought as Presented in the Following Figure

RESEARCH METHODE

Population is the subject of research. According to Sugiyono (2012) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. So the population is not only people but also objects and other natural objects. In this study, the population is employees at SMA and SMP IT Al Utsmani Bangkinang can be known with certainty. According to Arikunto (2010) a sample is a part or representative of the population being studied. Sampling is done by using a survey technique, namely the technique of determining samples with a survey technique is to determine all populations as research respondents. therefore the number of samples for this study is 81 teachers of SMP and SMA IT Pesantren Al Utsaimin Bangkinang. The types of data used in this study are primary and secondary data. Primary data in this study is data obtained from the answers of respondents through the questionnaire that has been given. Secondary data is data that is not obtained directly by researchers but is obtained from data published by companies, reports of an institution, library studies, literature, previous research journals, and magazines related to the problems studied.

This study consists of several variables, including independent variables, *Human resource development* is the preparation of humans or employees to assume higher responsibilities in an organization or company. (Samsudin Sadali, 2011). *Leadership Style* is The process of one individual influencing other group members toward achieving group or organizational goals. A leader is an individual in a group or organization who has the most influence on others (Wibowo, 2014). *Competence* is the basic characteristic of a person that enables employees to deliver superior performance in their work (Mangkunegara, 2009). and mediating variables, *Service Quality* is The ability of employees to optimally fulfill community expectations (Mangkunegara, 2009). and finally the dependent variable, *Performance* is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties following the responsibilities given to him (Mangkunegara, 2009).

RESULT AND DISCUSSION

Respondent Characteristics

From the questionnaire that has been filled out by the respondents, respondent identity data is obtained. The presentation of data regarding respondent identity is to provide an overview of the respondent's condition.

Table 4.
Respondent Characteristics

Age	Total	Percentage
<20 Years	-	-
20-30 Years	16	20%
31 – 40 Years	30	37%
> 40 Years	35	43%
Education		
Diploma	21	26%
Bachelor's Degree (S1)	60	74%
Gender		
Male	50	62%
Female	31	38%
Income		
Rp.3000.0000-Rp.4000.000	69	85%
>Rp.4000.000	12	15%

Source: Processed Data 2024.

Validity and Reliability Test

Construct validity testing in this study was conducted on all dependent variables used in the study consisting of the constructs of Human Resource Development, Leadership Style, Competence, Service Quality and Performance. The following validity tests are presented in table 5:

Table 5.
Construct validity test

Variable	Indicator	Corrected Item-Total Correlation	Average Variance Extract (AVE)	Conclusion
Human Resources Development	PSDM1	0.898	0.766	Valid and Reliable
	PSDM2	0.694		Valid and Reliable
	PSDM3	0.808		Valid and Reliable
	PSDM4	0.616		Valid and Reliable
	PSDM5	0.785		Valid and Reliable
	PSDM6	0.859		Valid and Reliable
	PSDM7	0.674		Valid and Reliable
	PSDM8	0.898		Valid and

				Reliable
	PSDM9	0.480		Valid and Reliable
	PSDM10	0.473		Valid and Reliable
	PSDM11	0.450		Valid and Reliable
	PSDM12	0.552		Valid and Reliable
	PSDM13	0.679		Valid and Reliable
Leadership Style	GK1	0.421	0.726	Valid and Reliable
	GK2	0.555		Valid and Reliable
	GK3	0.710		Valid and Reliable
	GK4	0.637		Valid and Reliable
	GK5	0.623		Valid and Reliable
	GK6	0.504		Valid and Reliable
	GK7	0.696		Valid and Reliable
	GK8	0.648		Valid and Reliable
	GK9	0.675		Valid and Reliable
	GK10	0.461		Valid and Reliable
	GK11	0.685		Valid and Reliable
	GK12	0.669		Valid and Reliable
Competence	KO1	0.429	0.616	Valid and Reliable
	KO2	0.364		Valid and Reliable
	KO3	0.807		Valid and Reliable
	KO4	0.807		Valid and Reliable
	KO5	0.682		Valid and

			Reliable
	KO6	0.614	Valid and Reliable
	KO7	0.748	Valid and Reliable
	KO8	0.592	Valid and Reliable
Service Quality	KP1	0.559	Valid and Reliable
	KP2	0.617	Valid and Reliable
	KP3	0.506	Valid and Reliable
	KP4	0.741	Valid and Reliable
	KP5	0.696	Valid and Reliable
	KP6	0.451	Valid and Reliable
	KP7	0.468	Valid and Reliable
	KP8	0.630	Valid and Reliable
	KP9	0.433	Valid and Reliable
	KP10	0.411	Valid and Reliable
	KP11	0.506	Valid and Reliable
	KP12	0.493	Valid and Reliable
	KP13	0.741	Valid and Reliable
	KP14	0.723	Valid and Reliable
	KP15	0.523	Valid and Reliable
Performance	KI1	0.775	Valid and Reliable
	KI2	0.726	Valid and Reliable
	KI3	0.748	Valid and Reliable
	KI4	0.693	Valid and

Note: The "0.691" value is positioned in the column to the left of the status column, spanning the Service Quality rows; "0.677" is positioned similarly spanning the Performance rows.

			Reliable
KI5	0.774		Valid and Reliable
KI6	0.470		Valid and Reliable
KI7	0.471		Valid and Reliable
KI8	0.455		Valid and Reliable
KI9	0.519		Valid and Reliable
KI10	0.521		Valid and Reliable
KI11	0.494		Valid and Reliable
KI12	0.496		Valid and Reliable
KI13	0.726		Valid and Reliable
KI14	0.774		Valid and Reliable
KI15	0.548		Valid and Reliable

Source: data processed by researchers in 2024.

The validity test table shows that each indicator in the measured variable has a good level of validity and reliability based on the Corrected Item-Total Correlation and Average Variance Extracted (AVE) values. In general, a Corrected Item-Total Correlation value above 0.30 indicates that each item or indicator has adequate correlation with its total score, so it is considered valid. In addition, an AVE value exceeding 0.50 indicates that the variable is able to explain the variance of its indicators well, so it can be concluded that the construct being measured is reliable. In the variable "Human Resources Development," the AVE value of 0.766 indicates that around 76.6% of the variance of its indicators is explained by the variable, which is a very good indicator of convergent validity. The Corrected Item-Total Correlation value of each indicator, such as PSDM1 which reached 0.898 and PSDM6 with 0.859, strengthens the consistency of the measurement of this variable. Although there are several indicators with lower correlation values, such as PSDM9 and PSDM10 (0.480 and 0.473), these values are still considered quite valid in social research. The "Leadership Style" variable also shows good results with an AVE value of 0.726, indicating that most of the variance of the leadership style

indicators is explained by this construct. Indicators with high Corrected Item-Total Correlation values, such as GK3 (0.710), GK7 (0.696), and GK11 (0.685), show a strong correlation with the total score.

Several indicators with lower correlation values, such as GK1 (0.421), are still considered valid because they are above the minimum limit. In the "Competence" variable, the AVE value of 0.616 indicates that around 61.6% of the variance of the indicator is explained by this construct. Several indicators such as KO3 and KO4, with a correlation value of 0.807, show good measurement consistency. However, some indicators such as KO2 with a correlation value of 0.364 are lower, although still valid. The variable "Service Quality" has an AVE of 0.691, with indicators such as KP4 (0.741) and KP13 (0.741) showing a high correlation. Although some indicators such as KP9 and KP10 have lower correlation values (0.433 and 0.411), they still meet the validity criteria. Finally, the variable "Performance" shows an AVE of 0.677, with several indicators such as KI1 (0.775) and KI5 (0.774) showing very good measurement consistency. Several indicators such as KI6 and KI7 (0.470 and 0.471) show lower correlations but still meet the minimum validity criteria.

Construct Reliability and Validity.

The next stage is testing the measurement consistency (reliability) using Cronbach's Alfa (CA) and Composite Reliability (CR) values. High reliability indicates that the indicators have high consistency in measuring their latent constructs. Cronbach's Alfa (CA) and Composite Reliability (CR) are said to be good if they have a value of ≥ 0.6. The data from the AVE and CR tests are shown in the following table:

Table 6.
Construct Reliability Test

Construct	Cronbach's Alpha	Composite Reliability
Leadership Style	0.872	0.913
Performance	0.874	0.911
Competence	0.791	0.865
Service Quality	0.887	0.918
Human Resource Development	0.897	0.929

Source: data processed by researchers in 2024.

The results of the reliability test in the table show that all variables in the study have a very good level of reliability, indicated by the Cronbach's Alpha and Composite Reliability values above the recommended threshold. In general, the Cronbach's Alpha value that is considered reliable is above 0.70, and a good Composite Reliability value exceeds 0.60. In these results, the "Leadership Style" variable has a Cronbach's Alpha value of 0.872 and a

Composite Reliability of 0.913, which indicates very good internal consistency and ensures that the instrument used to measure leadership style is quite reliable. Furthermore, the "Performance" variable shows a high reliability value with a Cronbach's Alpha of 0.874 and a Composite Reliability of 0.911, indicating that the items that make up the performance measurement have strong consistency. In the variable "Competence," the Cronbach's Alpha value is 0.791 and the Composite Reliability is 0.865, which also shows good reliability although slightly lower than other variables.

This still shows that the competency measurement instrument is quite reliable. In the variable "Service Quality," the Cronbach's Alpha value reaches 0.887 and the Composite Reliability is 0.918, indicating very strong reliability and indicating that service quality can be measured with high consistency using the instrument used. Finally, the variable "Human Resource Development" has a Cronbach's Alpha value of 0.897 and a Composite Reliability of 0.929, which is an indicator that the measurement related to HR development has a very high level of consistency. Overall, the results of this reliability test indicate that all variables in the study meet the criteria for strong reliability so that the instrument used can be considered reliable for measuring these concepts.

Multicollinearity Test

According to Ghozali (2012), the multicollinearity test aims to test whether a regression model finds a correlation between independent variables. To find out whether or not there is multicollinearity in the regression model, it can be seen from the Variance Inflation Factor (VIF) value. Tolerance measures the variability of independent variables that cannot be explained by other independent variables. So a high VIF value indicates high collinearity. The commonly used cut-off value is a VIF value <10. The following are the results of the multicollinearity test from the study, namely:

Table 7.
Data Multicollinearity Test

	Performance	Service Quality
Leadership Style	4.783	3.905
Performance	7.916	6.541
Competence	6.368	
Service Quality	3.599	3.487

Source: Processed Results 2024.

Coefficient of Determination

The R2 test is used to measure how far the model's ability to explain the variation of the dependent variable. In this study, the coefficient of determination uses the adjusted R-Square value.

Table 8.
Coefficient of Determination

	R Square	R Square Adjusted
Performance	0.829	0.820
Service Quality	0.843	0.837

Source: Processed Results 2024

Path Coefficients

The two structural equations produced in this study can be seen from the Smart PLS output on Regression Weights in the following table:

Table 9.
Regression Weights

Phat	Original Sample (O)	Description
Leadership Style -> Performance	-0.128	Negatif
Leadership Style -> Service Quality	0.371	Positif
Competence -> Performance	0.458	Positif
Competence -> Service Quality	0.465	Positif
Service Quality -> Performance	0.156	Positif
Human Resource Development -> Performance	0.454	Positif
Human Resource Development -> Service Quality	0.132	Positif

Source: Processed Results 2024.

Hypothesis Testing

The data analysis method used in this study is bootstrapping. Bootstrapping is resampling, which is used to determine the t value so that the level of significance of the t value can be known.

Table 10.
Hypothesis Testing

	T Statistics (|O/Stdev|)	P Values	Decision
Leadership Style -> Performance	0.819	0.413	Not Significant
Leadership Style -> Service Quality	3.281	0.001	Significant
Competence -> Performance	2.598	0.010	Significant

Competence -> Service Quality	3.450	0.001	Significant
Service Quality -> Performance	0.762	0.446	Not Significant
Human Resource Development -> Performance	4.204	0.000	Significant
Human Resource Development -> Service Quality	1.847	0.065	Not Significant

Source: Processed Results 2024.

The Effect of Human Resource Development on Service Quality

Based on the test results of the Human Resource Development variable on Service Quality, the P-Value value is 0.065 or greater than alpha. Because the P-Value value is greater than alpha, then Human Resource Development has an effect and is not significant on Service Quality. This means that the proposed hypothesis is rejected. It can be concluded that the Human Resource Development of teachers at SMP and SMA IT AL Utsmanai Bangkinang does not have a major impact on the quality of service at SMP and SMA IT AL Utsmani Bangkinang at this time.

The Effect of Leadership Style on Service Quality.

Based on the test results of the Leadership Style variable on Service Quality, the P-Value value is 0.001 or less than alpha. Because the P-Value value is less than alpha, then Leadership Style has an effect and is significant on Service Quality. This means that the proposed hypothesis is accepted. It can be concluded that the leadership style of teachers at SMP and SMA IT AL Utsmanai Bangkinang has a major impact on the quality of service at SMP and SMA IT AL Utsmani Bangkinang at this time.

The Effect of Competence on Service Quality

Based on the results of testing the Competence variable on Service Quality, the P-Value value is 0.001 or less than alpha. Because the P-Value value is less than alpha, then Human Resource Development has a significant effect on Service Quality. This means that the proposed hypothesis is accepted. It can be concluded that the Competence of teachers at SMP and SMA IT AL Utsmanai Bangkinang has a major impact on the quality of service at SMP and SMA IT AL Utsmani Bangkinang at this time.

The Effect of Human Resource Development on Performance.

Based on the results of testing the Human Resource Development variable on teacher performance, the P-Value value is 0.000 or less than alpha. Because the P-Value value is less than alpha, then Human Resource Development has a significant effect on Performance. This means that the proposed hypothesis is

accepted. So it can be concluded that the development of HR of employees in SMP and SMA IT AL Utsmani Bangkinang has a good impact on the performance of its employees at this time.

The Influence of Competence on Performance.

Based on the results of testing the Competence variable on teacher performance, the P-Value value is 0.010 or less than alpha. Because the P-Value value is less than alpha, Competence has a significant effect on Performance. This means that the proposed hypothesis is accepted. So it can be concluded that the Competence of employees in SMP and SMA IT AL Utsmani Bangkinang has a good impact on the performance of its employees at this time.

The Influence of Leadership Style on Performance.

Based on the results of testing the leadership style variable on teacher performance, the P-Value value is 0.413 or greater than alpha. Because the P-value value is greater than alpha, the Leadership Style has an effect and is not significant on Performance. This means that the proposed hypothesis is rejected. So it can be concluded that the Leadership Style of Employees at SMP and SMA IT AL Utsmani Bangkinang hurts the Performance of its employees at this time.

The Influence of Service Quality on Performance.

Based on the results of testing the variable Service Quality on teacher performance, the P-value is 0.446 or greater than alpha. Because the P-Value is greater than alpha, Service Quality has an effect and is not significant on Performance. This means that the proposed hypothesis is rejected. So it can be concluded that the Service Quality of Employees at SMP and SMA IT AL Utsmani Bangkinang has a negative impact on the Performance of its employees at this time.

CONCLUSION

This study concludes that Human Resource Development has a positive but insignificant effect on Service Quality, so the related hypothesis is rejected. On the contrary, Leadership Style and Competence have a positive and significant effect on Service Quality, indicating that good leadership style and high competence improve overall service quality. Human Resource Development also has a positive and significant effect on Performance, supporting the hypothesis that Human Resource Development improves performance. However, Leadership Style does not show a significant effect on Performance, so the hypothesis is rejected, indicating that good leadership style does not always improve performance. Competence has a positive and significant effect on Performance, indicating that good competence improves

performance. Finally, Service Quality has a positive but insignificant effect on Performance, indicating that good service quality does not always improve performance significantly.

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