



Contents lists available at [Journal IICET](#)
JPPi (Jurnal Penelitian Pendidikan Indonesia)
ISSN: 2502-8103 (Print) ISSN: 2477-8524 (Electronic)
Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



The influence of leadership, training, competence on lecturer performance in higher education

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Article Info

Article history:

Received Jul 13th, 2022
Revised Aug 02nd, 2023
Accepted Aug 18th, 2023

Keyword:

Leadership,
Training,
Competence,
Lecturer performance

ABSTRACT

The research was conducted to determine the effect of leadership, training, competence on the performance of lecturers of the Development Economics Study Program, Faculty of Economics and Business, University of Muhammadiyah Makassar. This study uses a quantitative approach, the survey design provides questionnaires, interviews, and observations to a target sample of 46 people. The sampling technique used was purposive sampling. The data were then analyzed using descriptive analysis and the analytical method used was multiple linear regression analysis with the help of SPSS26 in hypothesis testing. The results of this study indicate that leadership has a positive and significant effect on the performance of lecturers in the Development Economics Study Program, Faculty of Economics and Business, University of Muhammadiyah Makassar. Training has a positive and significant effect on lecturer performance. Competence has a positive and significant effect on lecturer performance. Leadership, training, competency simultaneously have a positive and significant effect on lecturer performance.



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Introduction

Education as a national system has been regulated in the National Education System Law Number 20 of 2003, stating that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their own profession to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. The aim of national education is to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens, in undergoing the educational process in accordance with the system formal, non-formal and informal education, which are at the levels of elementary education, secondary education and higher education. Thus every nation's children without exception can reach educational services and be equal at the level of education (Hazairin Habe, 2017).

Lecturers who have the ability to research, the ability to do analysis, the ability to think critically, communication skills, mastery of foreign languages, mastery of information technology (Djamarah, 2010). The results of research by (Setiyati, 2014), (Yusrizal, 2011), (Mangkunegara, 2015) found that lecturer performance is the main key to education. Good lecturer performance explains that all aspects of education are carried out properly and correctly and with full responsibility, so that the impact is changes in attitudes,

behavior, ways of thinking and speaking of students, all of these things are the essence of quality education (Narsih, 2017), (Fenia, 2018), (Arniati, 2021).

Lecturers are the most decisive key factor in the success of education in tertiary institutions. Any reforms carried out in education such as updating the curriculum, providing infrastructure and implementing new teaching methods, without performing lecturers, improving the quality of education will not achieve maximum results. The fact shows that there are still a large number of Lecturers of the Development Economics Study Program, Faculty of Economics and Business, University of Muhammadiyah Makassar, who are underqualified, the level of mastery of teaching materials, learning design, implementation of learning activities, class management, mastery of information technology and skills in using innovative learning methods is still lacking so that performance lecturers can not be maximized. Researchers argue that one of the things that affect lecturer performance is not optimal competence of lecturers, lack of training and lack of leadership skills in analyzing situations, in communication and lack of assertiveness in dealing with subordinates.

Based on these conditions, efforts are needed to improve lecturer performance through increasing lecturer competence, implementing training and leadership that is analytic, courageous and assertive. This is the basis for conducting research to examine the influence of leadership, training and competence on lecturer performance cause according to the researcher's knowledge and the results of previous research, it was found that there had been no research related to the influence of leadership, training and competence on lecturer performance conducted at Muhammadiyah universities, so that the research results could fill the gaps in the literature.

Leadership

Leadership is the ability to convince others to work together under their leadership as a team to achieve or carry out a certain goal (Muspawi, 2023), (Amir, 2019). According to (Syahrul, 2020), (Didin Hikmah Perkasa Ferryal Abadi, 2020) leadership is any action taken by individuals or groups to coordinate and provide direction to individuals or groups who are members of a certain organization to achieve predetermined goals (Nageeta Tara Rosa, 2020) measures leadership, with indicators namely: analysis, pragmatism, decision making, and assertiveness.

Leadership plays a very dominant role in the success of tertiary institutions in carrying out their various activities, especially seen in the performance of their lecturers (Simatupang, S., & Silalahi, 2019), (Maryadi, 2023)(Siagian, 2016). This is supported by the results of research conducted by (Cherian, 2021) which found that leadership style influences organizational or company performance.

This shows that leadership affects lecturer performance. Leaders must be able to analyze, skilled at communicating, courageous and assertive. These results were also obtained from (Hakim et al., 2021)(Didin Hikmah Perkasa Ferryal Abadi, 2020) which states that work can be influenced by the style of the leaders they lead. Leaders can lead or guide to improve employee performance. According to (Martoyo, 2016) leadership indicators are analytical skills, communication skills, courage, listening skills, assertiveness. Based on the theory and results of previous research, the hypothesis proposed is:

H1: There is an influence of leadership on lecturer performance

Training

Training is a process to improve competency (Sutrisno, 2019), (Larasati, 2018). (Hasibuan, 2017)(Arniati et al, 2020) which reveals that training is a short-term educational process using systematic and organized procedures. (Kurniawati, 2017) explains that job training and development refers to matters relating to planned efforts undertaken to achieve mastery of skills, knowledge, and attitudes of employees or members of the organization. According to (Dessler, 2021), one model of effective job training that can be applied to various types of training is a five-step training process called ADDIE (analysis, design, develop, implement, evaluate analyze, design, develop, implement, evaluate) with a description of the process or training stages.

According to (Mangkunegara, 2017) some of the objectives of job training needed include a. Improving the appreciation of the ideological soul, Increasing work productivity, Increasing the determination of human resource planning, establishing a moral attitude, generating enthusiasm, increasing stimulation so that lecturers are able to achieve optimally, Improving occupational health and safety, Avoiding obsolescence and Increasing lecturers' self-development and Improving quality.

It can be concluded that lecturer training is a systematic and organized planned effort and process to improve lecturer performance in terms of improving quality, mastery of technology, self-development and enthusiasm needed to carry out teaching activities and achieve common goals. So the more often a lecturer attends training, the better his performance will be which is in line with research (Sutrisno, 2019, p. 68) which

states that training is a process to improve lecturer competence. Based on the theory and results of previous research, the hypothesis proposed is:

H2: There is an effect of training on lecturer performance

Competence

Competence is defined as mastery of a task (teaching and educating), skills, attitudes and appreciation needed to support the success of the educational process being carried out. Thus competence is not only related to the lecturer's ability to present lessons in front of the class, but also includes the lecturer's skills in educating and instilling a good attitude to student. (Uno, 2018) states that competence is a prominent characteristic of one's self and become a way of behaving and thinking in all situations and enduring it. From this opinion it can be understood that competence refers to a person's performance in a job which can be seen from his thoughts, attitudes, and behavior. It can be concluded that competence is a set of mastery of abilities, skills, values, and attitudes that must be owned, internalized, and mastered by lecturers originating from education, training, and experience to carry out teaching duties in a professional manner. According to (Mustari & Rahman, 2014), (Muhamad and Rahman, 2018) and (Rusman, 2018.) there are four competencies that must be possessed by a lecturer including pedagogic competence, pedagogic competence, personal competence, social competence, professional competence, the four competencies are integrated in the lecturer's performance.

It can be concluded that lecturer competence is a systematic and organized planned effort and process to improve lecturer performance in terms of increasing pedagogic competence, pedagogic competence, personal competence, social competence, professional competence needed to carry out teaching activities and achieve common goals. Based on the theory and results of previous research, the hypothesis proposed is:

H3: There is an influence of competence on lecturer performance

Lecturer Performance

Lecturer performance is the result achieved by the lecturer in carrying out the duties of the Tri Dharma of Higher Education which is assigned and becomes his responsibility on the basis of skills, experience, and sincerity within a certain time frame (Rahmawati, 2019). According to (Anhar Januar Malik, 2022; Hasibuan, 2017) performance is the result of a person's work carrying out his duties on skill, effort, and opportunity. Performance is the result of work in quality and quantity that a person achieves in carrying out his duties in accordance with the responsibilities given to him (Zaini Hafidh, M. Tajudin Zuhri, 2019). Based on the description above, it can be concluded that lecturer performance is the result achieved by lecturers in carrying out quality teaching assignments. In this study, lecturer performance is intended as performance in carrying out teaching assignments through learning design, learning implementation, classroom management, mastery of information technology.

This is in line with the opinion (Mulyasa, 2009) which states that lecturers who have high performance are enthusiastic and try to improve their competence, both in relation to planning, implementing, and evaluating learning, so that optimal work results are obtained. (Alam, 2017), (Usman, 2006) suggests several performance indicators for lecturers, namely First, the ability to plan teaching and learning. Second, the ability to carry out teaching and learning activities. Third, the ability to evaluate. Fourth, the implementation of improvement and enrichment programs. Based on the theory and results of previous research, the hypothesis proposed is:

H4: There is a simultaneous influence of leadership, training, competency on lecturer performance.

On the basis of the results of previous research and existing theory, the researchers created a framework to determine the influence of leadership, training, competence on lecturer performance. Leadership, training, competence are independent variables, while lecturer performance is the dependent variable, so that the influence between the independent variables and the dependent variable in this study is described in the following framework:

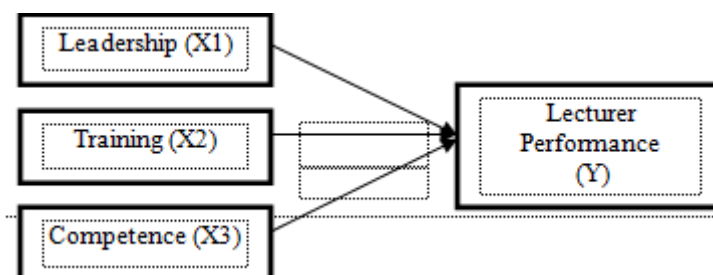


Figure 1. Framework

Based on figure 1, show the leadership has impact to teacher performance if the principal's leadership is getting better, the teacher's performance will increase (Bahler Siregar, 2020; Faris, 2020). On the other hand, according (Fenia, 2018) training has impact on teacher performance in Senior High School. And then, Leadership reflect their leadership styles relationship high task behavior (Hakim et al., 2021). Besides, competencies that must be possessed by a lecturer including pedagogic competence, pedagogic competence, personal competence, social competence, professional competence, the four competencies are integrated in the lecturer's performance (Mustari & Rahman, 2014; Rusman, 2018).

Method

This study was conducted at the Development Economics Study Program, Faculty of Economics and Business, Muhammadiyah University of Makassar using a quantitative approach. The data used are primary data and secondary data. Primary data was obtained by distributing questionnaires to respondents, in this case the Lecturer of the Development Economics Study Program. While secondary data were obtained from institutions/organizations or parties related to this research. The population in this study were 46 lecturers from the Development Economics Study Program who would provide information. The sampling technique used was purposive sampling of 46 lecturers with the characteristics who are home-based in the Development Economics study program, are over 25 years old, have a minimum education of Masters Degree and work experience of at least 1 year.

The analytical method used is analysis multiple linear regression with SPSS with variable measurements can be seen in the following table:

Table 1. Variable Measurement

Variable	Code	Items / Construct	Major Reference
Leadership (X1)	X1.1	Analytical ability	(Martoyo, 2016.)
	X1.2	Communication skills	
	X1.3	Courage	
	X1.4	Firmness	
Training (X2)	X2.1	Improve quality	(Harras et al., 2020)
	X2.2	Adopt a moral attitude	
	X2.3	Raising spirit	
	X2.4	Improve self development	
Competence (X3)	X3.1	Pedagogical competence	(Mustari & Rahman, 2020)
	X3.2	Social competence	
	X3.3	Professional competence	
	X3.4	Personal competence	
Lecturer performance (Y)	Y1.1	Learning design	(Alam, 2017)
	Y1.2	Implementation of learning	
	Y1.3	Class management	
	Y1.4	Mastery of information technology	

Source: Previous studies (2022)

Table 1 shows that an all variables consist three independent variable such as leadership (X1), Training (X2) and Competence (X3), and then, one dependent variable such as Lecturer performance (Y). All Variables using five likert scale such as Very Satisfied (VS), Satisfied (S), Neutral (N), Not Satisfied (NS) and Very Dissatisfied (VD). On the other hand, the validity data greater than 0,03 which is the level of the item correlation than has good validity (Budiastuti & Bandur, 2018). However, the Cronbach's Alpha was used, with the criterion if the r-count > r-table (5%) is the meaning has reable (Budiastuti & Bandur, 2018).

Results and Discussions

Descriptive statistics

Data was collected by distributing questionnaires by giving questionnaire questions to the lecturers of the Development Economics Study Program, Faculty of Economics and Business, University of Muhammadiyah Makassar. The questionnaires distributed by the researchers were 46 questionnaires and all of them were answered by the respondents. Description of the characteristics of the respondents can be seen in the table 2.

Table 2. Characteristics of the respondents

Description	Measurement	Number	Percentage
Gender	Man	31	67
	Woman	15	33
Age	25-35 years old	13	28
	36-45 years old	18	39
	46 -55 years old	7	15
	> 56 years old	8	18
Education Level	Master	32	70
	Doctoral	14	30
Work-length	1-5 years	3	7
	6 -10 years	9	20
	11-15 years	12	26
	16 – 20 years	15	33
	> 21 years	7	15

Sources: Output SPSS (2022)

Table 2 shows the characteristics of the respondents with the number of respondents, namely 46 lecturers consisting of 31 men with a percentage rate of 67% and 15 women with a percentage level of 33%. Age levels, namely lecturers aged between 25-35 as many as 13 people with a percentage rate of 28%, lecturers aged between 35-45 as many as 18 people with a percentage level of 39%, aged between 45-55 as many as 7 people with a percentage level 15%, and those aged 55 and over as many as 8 people with a percentage rate of 18%. Education Qualifications, namely the Masters level of 32 people with a percentage rate of 70% and the Doctoral level of 14 people with a percentage level of 30%. The level of length of work is between 1-5 years as many as 3 people with a percentage rate of 7%, length of work between 6-10 years as many as 9 people with a percentage rate of 20%, length of work between 11-15 years as many as 12 people with a percentage rate of 26%, length of work between 16-20 years as many as 15 people with a percentage rate of 33%, and years of service 21 years and over as many as 7 people with a percentage rate of 15%.

*Validity Test***Table 3.** Validity

Variables	Indicator	Value R-count	Value R-table	Description
Leadership (X1)	X1.1	0,81	0,2353	Valid
	X1.2	0,6	0,2353	Valid
	X1.3	0,69	0,2353	Valid
	X1.4	0,76	0,2353	Valid
Training (X2)	X2.1	0,7	0,2353	Valid
	X2.2	0,59	0,2353	Valid
	X2.3	0,81	0,2353	Valid
	X2.4	0,69	0,2353	Valid
Competence (X3)	X3.1	0,71	0,2353	Valid
	X3.2	0,69	0,2353	Valid
	X3.3	0,61	0,2353	Valid
	X3.4	0,63	0,2353	Valid
Lecturer performance (Y)	Y1.1	0,78	0,2353	Valid
	Y1.2	0,6	0,2353	Valid
	Y1.3	0,74	0,2353	Valid
	Y1.4	0,78	0,2353	Valid

Based on the table 3, the results of validity test, it can be seen that the variable training with 4 question items, leadership with 4 question items, competence with 4 question items, already have a value on the question item above 0.2353 it meets the valid requirements.

Reliability Test

Table 4. Reliability Test

Variables	Cronbach's alpha	Description
Leadership (X1)	0,715	Reliable
Training (X2)	0,698	Reliable
Competence (X3)	0,66	Reliable
Lecturer performance (Y)	0,725	Reliable

Based on the table 4, showed the result was variables of leadership, training, the competence and performance of lecturers already have value alpha coefficient above 0.60 means that the variables used are consistent and reliable.

Hypothesis Testing

The result of hypothesis testing show at the table 3, and table 4.

Table 3. Hypothesis Testing

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	2.759	1.673			1.649	.107
	Leadership (X1)	.427	.083	.483		5.137	.000
	Training (X2)	.302	.068	.408		4.419	.000
	Competence (X3)	.123	.046	.255		2.690	.010

Sources: Output SPSS (2022)

Dependent Variable: Lecturer Performance (Y)

According to table 3, can be seen the strength of influence of leadership on lecturer performance (Y) is 0.000 > 0.05 and so it can be concluded that Hypothesis (H1) is accepted which means there is an influence of X1 on Y. Also, the effect of training on lecturer performance (Y1) is 0.000 > 0.05, it the mean that hypothesis (H2) is accepted which means that there is an effect of X2 on Y. Furthermore, the hypothesis testing result for the effect of competence (X3) on lecturer performance (Y1) is 0.010 > 0.05, it can be concluded that hypothesis (H3) is accepted which means that there is an effect of X3 on Y. In the other hand.

Table 4, showed the result of simultaneous using F testing for investigation effect of leadership, training and competence on lecturer performance.

Table 4. Hypothesis Result with F-test

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	34.882	3	11.627	28.347	.000^b
Residual	17.227	42	.410		
Total	52.109	45			

1) Dependent Variable:Lecturer performance; 2) Predictors: (Constant), Leadership, Training , Competence.

Source : Output SPSS (2022)

Based on the table 4, Hypothetical testing showed is 0.000 < 0.05. It mean there is signifikan influence of leadership (X1), training (X2), competence (X3) simultaneously on lecturer performance (Y). So it can be concluded that hypotesis (H4) is accepted.

Table 5 shows that the R Square value is 0.669, this means that the influence of variables X1, X2 and X3 simultaneously on variable Y is 66.9% and the remaining 33.1% is explained by variables other than the independent variables in this study.

Table 5. Coefficient of Determination

Model			

I	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.818 ^a	.669	.646	.64044

Predictors: (Constant), Leadership, Training, Competence.

Source: Output SPSS (2022)

The Influence leadership on Lecturer Performance

The influence of leadership on lecturer performance is positive. That is, an increase in leadership will follow an increase in the performance of lecturers with the assumption that other factors that influence the size of leadership are considered constant. This study shows the positive and significant influence of leadership on lecturer performance. This can be seen from the results of the analysis found that leadership has a positive effect on lecturer performance.

This research is also in line with research from (B. Medina Nilasari, Salut Muhidin, 2022), stating that transformational leadership influences employee creativity. (Anhar Januar Malik, 2022) states that paternalistic leadership significantly affects individual tasks and contextual performance. (Wahyu Saripudin, 2019). The results of the study show that spiritual leadership with the values, attitudes, and behavior of the leader has a significant positive effect on the meaning/vocation, and employee membership. Furthermore, research conducted by (Handoko, 2015) shows that there is an influence of the principal's leadership on teacher performance. Likewise (Muchlis Syahrani, Hernawaty Hernawaty, 2022) and (Widiantari, 2022), (Cahyadi, 2023) found that leadership affects teacher performance.

The results of this study are in line with the statement that the creation of quality and professional lecturer performance on campus requires the support of competent leaders as leaders and manajemen. According to (Hendiawan, 2020), (Martoyo, 2016) effective school principal leadership has criteria, including empowering teachers to carry out the learning process properly, smoothly, and proactively. Successfully applying leadership principles in accordance with the level of maturity of teachers and other staff at school. This research also supports the results of previous research from (Nisa, A., dan Zulaika, 2017), (D. H. P. Ferryal Abadi, 2020), the conclusion that principal leadership has a positive effect on teacher or lecturer performance.

Managerial implications of the influence of leadership on lecturer performance are the ability of lecturers in learning design, implementation of learning, class management, mastery of information technology, namely increasing leadership through analytical skills, communication skills, courage and firmness.

The Influence Training on Lecturer Performance

The influence of training on lecturer performance is positive. This means that an increase in training will be followed by an increase in lecturer performance, assuming that other factors that affect the amount of training are considered constant. This study shows that there is a positive and significant effect of training on lecturer performance. This can be seen from the results of the analysis, it is known that training has a positive and significant effect on lecturer performance. The results of this study are in line with research (Venita Putri Utami, 2020) which states that education and training (training) have a positive and significant effect on teacher performance.

Furthermore, research conducted by (Mustari, Muhamad and Rahman, 2018) based on the research results it can be concluded that education and training have a positive and significant effect on teacher performance. The results of this study are in line with (Fenia, 2018), (Alam, 2017) which states that professionalism is not just having knowledge, technology, and management but having high skills and having the required behavior. The guidance and development of the lecturer profession aims to improve performance and is carried out continuously to create performance according to the desired needs. Furthermore, another opinion was also expressed by (Hendiawan, 2020), (Arniati Muhe, 2016) that training affects instructor performance. Fundamental factors that are closely related to teacher professional performance are opportunities for self-development and improvement.

Education and training program is a means of self-improvement and teacher career development. According (Mangkunegara, 2015), (Thoriq Kurniawan, 2019) training and work motivation together have a positive and significant effect on lecturer performance. The managerial implication of the effect of training on lecturer performance is this shows that if the training intensity is higher, the lecturer's performance will increase, because training through quality improvement, determining moral attitudes, arousing enthusiasm, increasing self-development, will also increase lecturer performance in managing teaching and learning activities which include learning design, learning implementation, management of information technology mastery classes.

The Influence Competence on Lecturer Performance

The influence competence on lecturer performance is positive. That is, the increase will follow the increase in lecturer performance competence with the assumption that other factors that influence competency measures are considered constant. This study shows that there is a positive and significant effect of competency on lecturer performance. This can be seen from the analysis showing that competence has a positive and significant effect on lecturer performance. (Syahrul, 2020) states that leadership empowerment has a positive effect on intrinsic motivation, and psychological empowerment partially mediates the positive influence of empowering leadership in supporting intrinsic motivation. Furthermore, research conducted by (Simatupang, S., & Silalahi, 2019), (Faris, 2020), concluded that competence has a positive and significant effect on teacher performance. The results of this study are in line with which states that one of the factors that influence a person's performance is skills, namely the skills of workers in an organization can be improved through courses/training. Furthermore, (Mustari & Rahman, 2014) argues that teacher competence carries out a complex combination of knowledge, attitudes, skills, and values shown by the teacher in the context of his performance.

The managerial implications of the influence of competence on lecturer performance show that if lecturer competence increases through pedagogical competence, social competence, professional competence, personal competence, then the lecturer's performance will also increase in managing teaching and learning activities which include learning design, learning implementation, class management mastery of information technology, namely by increasing competence through pedagogic competence, social competence, professional competence, personal competence.

The Influence leadership, training and competence on lecturer performance

The influence of leadership, training and competency simultaneous is positive. That is, the increase will follow the increase in lecturer performance assuming other influencing factors are considered constant. This study shows that there is a positive and significant influence of leadership, training and competence simultaneous on lecturer performance. In line with the results of (Nageeta Tara Rosa, 2020), (Mangkunegara, 2015), (Fenia, 2018), (Thoriq Kurniawan, 2019), (Kusumawati, 2023) to measure leadership with leadership measurement indicators, namely: analysis, pragmatism, decision making, and assertiveness. According to Mustari, (Mustari & Rahman, 2020) competencies must be possessed by a lecturer such as pedagogic competence, pedagogic competence, personal competence, social competence, professional competence. The lecturer performance must be able to plan learning, carry out teaching and learning activities, and then, evaluate and implementation of improvement and enrichment programs.(Alam, 2017).

Performance is the result of work in quality and quantity that a person achieves in carrying out his duties in accordance with the responsibilities given to him, and work carrying out his duties on skill, effort, and opportunity (Zaini Hafidh, M. Tajudin Zuhri, 2019) (Anhar Januar Malik, 2022; Hasibuan, 2017). The quality and professional lecturer performance should be support of the competent leaders (Hendiawan, 2020; Martoyo, 2016). Successfully applied leadership principles in accordance with the level of maturity of teachers and other staff at school. This principal leadership has effect on teacher or lecturer performance (D. H. P. Ferryal Abadi, 2020; Nisa, A., dan Zulaika, 2017). Leadership has relationship on intrinsic motivation, and psychological empowerment partially mediates the positive influence of empowering leadership in supporting intrinsic motivation (Simatupang, S., & Silalahi, 2019), competence has significant effect on teacher performance (Faris, 2020), influence a person's performance is skills of workers in an organization can be improved through training (Mustari & Rahman, 2014) to improve their performance.(Hakim et al., 2021).

Managerial implications of the simultaneous influence of leadership, training, and competency on lecturer performance. This shows that increasing the ability of lecturers in designing learning, implementing learning, managing classes and mastering information technology is by increasing leadership through analytical skills, communication skills, courage and assertiveness. Meanwhile to improve training through quality improvement, determination of moral attitudes, arousing enthusiasm, increasing self-development. Likewise with increasing competence through pedagogic competence, social competence, professional competence, personal competence.

Conclusions

Based on the results of the analysis of the data that has been collected and processed, it can be concluded that leadership has a positive and significant effect on the performance of lecturers in the Development Economics Study Program, Faculty of Economics and Business, University of Muhammadiyah Makassar. Training has a positive and significant effect on the performance of lecturers in the Development Economics Study Program, Faculty of Economics and Business, Muhammadiyah University. Competence has a positive and significant effect on the performance of lecturers in the Development Economics Study Program, Faculty of Economics

and Business, Muhammadiyah University of Makassar. Also, this study concluded is the leadership, training and competence simultaneous effect on lecturer performance in Development Economics study program, Faculty of Economics and Business, Muhammadiyah University. This study suggestions are: lecturers should try as often as possible in participating in training to increase competence so that this increases the ability of lecturers in learning design, implementation of learning, class management, mastery of information technology. The head of the study program should facilitate participation in training to support the competence of lecturers so as to create an expected teaching and learning atmosphere. The suggestion for further research by adding other independent variables besides leadership, training, and competence which of course can affect the dependent variable of lecturer performance to complete this research further because there are other independent variables outside of this research that can affect lecturer performance. This needs to be done in order to develop research constructs that are more diverse according to conditions in each tertiary institution.

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