

The Influence of Leadership and Training on Teacher Competence and Performance

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ABSTRACT

This research aims to determine the leadership and training on teacher competence and performance at private Islamic secondary schools (MTSS) in Muhammadiyah Bulukumba Regency. This study uses a quantitative approach. The data used in this study are primary data and secondary data. Primary data was obtained by distributing questionnaires to respondents, the teachers at MTSS Muhammadiyah Bulukumba Regency. Meanwhile, secondary data were obtained from institutions/organizations or parties related to this research, namely data from the MTSS Muhammadiyah Region, Bulukumba Regency, in the form of data on the influence of leadership and training on teacher performance through competence. The sampling technique used in this research is purposive sampling. The analytical method used is path analysis in testing the hypothesis test with the help of PLS 3.0. The results of this study indicate that the leadership and training variables have a positive effect on teacher competence and performance by 79.40 percent. Was concluded that leadership and training influenced competence. Leadership, Education, and Training affect teacher performance. In addition, leadership, and training affect teacher performance through competence. Competence affects teacher performance.

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INTRODUCTION

School as formal education aims to form human beings who have personality in developing the intellectuals of students in the context of the nation's intellectual life. As an educational leader, the principal has a significant role in helping teachers and students. In his leadership, the principal must understand, overcome and improve the shortcomings in the school environment, both from outside and within the school. The teacher primarily determines the success of learning for students because the teacher is a learning leader and facilitator and, at the same time, is the center of learning initiatives. That is why teachers must continually develop their abilities. Teachers need to have professional standards by

mastering the material and learning strategies and encouraging students to study seriously to actualize their various competencies and have good performance (Trisdiono, 2015).

Leadership influences competence. Improving teacher competence can be done with the initiative of the principal to build teacher capacity. The use of information technology as an alternative for knowledge management in schools can create a good learning climate and culture for teachers to increase their capacity (Banani, 2017). In addition to leadership factors that affect competence, education and training factors also affect competence. Slameto (2010) states that the background that can affect the formation of teacher competence is one external factor, such as school policies, determining teachers' workload, upgrading, or training that has been and needs to be followed. Leadership influences teacher performance. Creating a professional-quality teacher performance in schools requires the support of a competent principal as a leader and manager (Harras et al., 2020). In addition to leadership factors that affect teacher performance, education and training factors also affect teacher performance. According to Sastrohadiwiryo (2010), the expected benefits and impacts of organizing training for employees/teachers of an agency/organization is an increase in work productivity and performance. Education and training increase knowledge and improve work skills, thereby increasing work productivity.

Based on observations made in the Private Tsanawiyah (MTSS) of Muhammadiyah Bulukumba Regency regarding leadership, the leaders in this school still feel that they lack a direct approach and motivating their teachers and are less successful in mobilizing teachers to work optimally. For example, suppose the teacher experiences difficulties and obstacles in carrying out his duties. In that case, the leader does not want to go down directly to provide encouragement and direction to his subordinates. Leaders in this school tend to let the teacher be able to overcome and solve the problems they face alone. In addition, the visible phenomenon is that there are differences in the selection of teachers who are included in education and training with teachers who are placed following the education and training so that the performance of the teachers involved is different in carrying out their duties and productivity.

On the ground, we discovered that some certified educators had not yet adjusted their salary allowances despite passing certification. Consequently, the professional allowance amount remains unchanged. In addition, the application for School Operational Assistance (BOS) has not been submitted for three months; for madrasa teachers, receiving BOS funds is an absolute necessity for their survival.

Research conducted by Amanahaturiah et al. (2017) shows a positive and significant influence between teacher leadership and teacher competence. Then the research conducted by Banani (2017) from the study results concluded that the principal's leadership had a significant positive effect on teacher competence. Supriyanto's (2015) research shows the influence of education and training (training) on teacher competence. Then the research conducted by Ashari (2014) from the research results it can be concluded that training has a positive effect on teacher competence. Research conducted by Arimbi (2011) shows a positive and significant influence of a principal's leadership on teacher performance. Then the research conducted by Handoko (2015) from the study results concluded that there was an influence of principal's leadership on teacher performance. Research conducted by Murniati (2016) from the study results shows that there is a positive and significant effect of education and training on teacher performance. Research conducted by Sobandi (2010)

indicates that teacher competence affects teacher teaching performance. Then the research conducted by Simatupang & Silalahi (2019) from the study results shows that competence has a positive and significant influence on teacher performance.

This research is a development of previous research conducted by Banani (2017) entitled *The Effect of Leadership on Teacher Competence in Realizing Learning Effectiveness*. However, researchers added an independent variable in this study, namely education and training. They added a dependent variable, namely teacher performance, which can be another aspect that needs to be investigated.

LITERATURE REVIEW

Leadership

Leadership is the ability to convince others to work together under their leadership as a team to achieve or carry out a specific goal (Tjokroamidjojo, 2011). The leadership in question is how to organize and become chairman, chief administrator, manager, or manager of an institutional association (Pidarta, 2011). According to Danim (2012), leadership is every act carried out by individuals or groups to coordinate and provide direction to individuals or groups who are members of a particular container to achieve predetermined goals. Siagian, (2010) to measure leadership, researchers took indicators for leadership measurement, namely: analysis, pragmatism, decision, and assertiveness.

Education and Training (Education and Training)

According to Tilaar (2012), the terms education and training are distinguished in the broader sense. The training assumes the existence of a formal education basis. Training has the connotation of mastering specific physical and mental academic skills required in certain professions. Training is thus linked to the world of work and productivity. On the other hand, education has an orientation toward one's personal development. Sudjana (2011) in Trisdiono (2015) argues that teachers need to be included as often as possible in various in-service training that is managed professionally and refers to the needs of teachers in carrying out their roles and functions. It can be formulated that education and training are a process of teaching specific knowledge, skills, and attitudes so that workers are more skilled and able to carry out their responsibilities better, following standards. While in this study, education and training are defined as team member participation in the teaching process of specific knowledge and skills, and attitudes so that teachers are more skilled and able to carry out their responsibilities better, according to standards.

Competence

Uno (2014) states competence is a characteristic that stands out for a person and becomes a way of behaving and thinking in all situations and lasts for an extended period. From this opinion, it can be understood that competence refers to a person's performance in a job that can be seen from thoughts, attitudes, and behavior. It can be concluded that competence is a set of mastery of abilities, skills, values, and attitudes that must be possessed, internalized, and mastered by teachers sourced from education, training, and experience to carry out their teaching duties professionally. While in this study, competence

is defined as the ability/skill of a teacher in the form of knowledge, skills, attitudes, and values obtained through education and training to carry out their duties properly.

Teacher Performance

According to Hasibuan (2012), performance results from the work a person carries out his duties on skills, efforts, and opportunities. Based on the explanation above, performance is a result achieved by a person in carrying out tasks based on skills, experience, sincerity, and time according to predetermined standards and criteria. It can be concluded that performance results from work in quality and quantity achieved by a person in carrying out his duties following the responsibilities given to him. While in this study, teacher performance is defined as the ability to manage teaching and learning activities, including lesson planning, learning implementation, learning evaluation, and fostering interpersonal relationships with students.

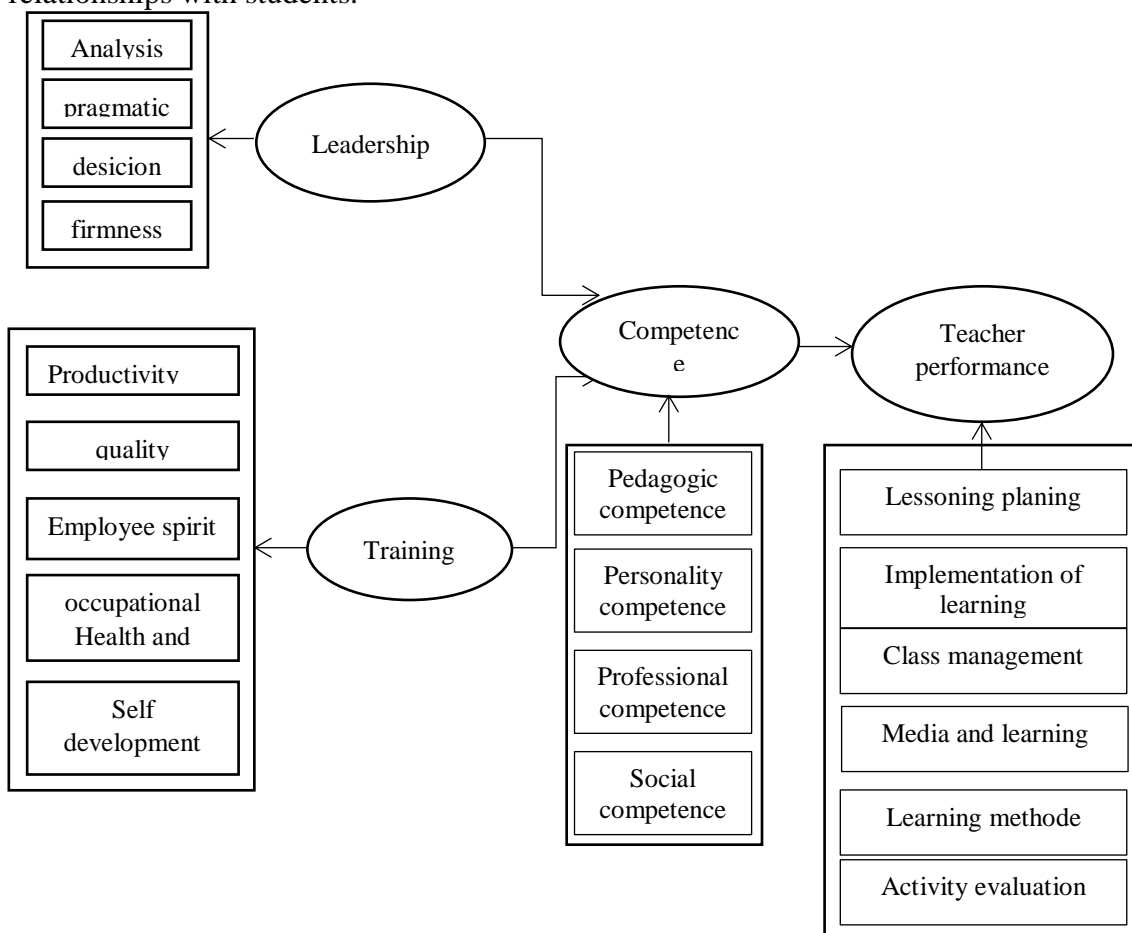


Figure 1. Research Model

- H1: Leadership has an effect on competence in MTSS Muhammadiyah Bulukumba Regency
- H2: Education and training has an effect on competence in MTSS Muhammadiyah Bulukumba Regency
- H3: Leadership has an effect on teacher performance at MTSS Muhammadiyah Bulukumba Regency

H4: Education and training has an effect on teacher performance at MTSS Muhammadiyah Bulukumba Regency

H5: Leadership affects teacher performance through competence in MTSS Muhammadiyah Bulukumba Regency

METHOD

This study uses a quantitative approach. The data used in this study are primary data and secondary data. Primary data was obtained by distributing questionnaires to respondents, in this case, the teachers at MTSS Muhammadiyah Bulukumba Regency. At the same time, secondary data were obtained from institutions/organizations or parties related to this research, namely data from MTSS Muhammadiyah Bulukumba Regency in the form of data on the influence of leadership and training on teachers' performance through competence. Forty-six people will provide information about leadership, training, competence, and teacher performance. The sampling technique used in this research is purposive sampling. The analytical method used is path analysis with the help of PLS.

Operational Research Variables

Table 1. Variables / Item Measurement

Variable	Code	Items / Construct	Major Reference
Leadership	• K1	• Analysis	(Siagian, 2010)
	• K2	• pragmatic	
	• K3	• Decision	
	• K4	• Firmness	
training	• D1	• Increase productivity	(Harras et al., 2020)
	• D2	• Improve quality	
	• D3	• Raising the spirit	
	• D4	• Improve occupational health and safety	
	• D5	• Self-development	
Competence	• KP1	• Pedagogic competence	(Mustari & Rahman, 2014)
	• KP2	• Personal competence	
	• KP3	• Professional competence	
	• KP4	• Social competence	
Teacher performance	• KG1	• Planning of learning activities	(Rusman, 2012)
	• KG2	• Implementation of learning activities	
	• KG3	• Class management	
	• KG4	• Use of media and learning resources	
	• KG5	• Use of learning methods	
	• KG6	• Evaluation in activities	

FINDINGS

Description of Respondents Characteristics

Table 2. Characteristics of Respondents

Variable	Measurement	N	%
Gender	Man	32	70
	Woman	14	30
age	21-30	13	28
	31-40	18	40

	41-50	6	14
	> 51	9	20
Education Level	S1	41	90
	S2	5	10
Work-length	1-5 years	3	6
	6-10 Years	9	20
	11-15 Years	13	28
	16-20 Years	15	34
	>21 Years	6	14

Source: Questionnaire Processing Results, 2022

Validity and Reliability Test

Table 3. Validity and Reliability Test Results

Variable	Instrument	r-calculated	Cronbach Alpha	Average Variance Extracted (AVE)	Result
Leadership	K.1	0.927 _	0.932 _	0.832	Valid and reliable
	K.2	0.935			Valid and reliable
	K.3	0.944			Valid and reliable
	K.4	0.838 _			Valid and reliable
training	D.1	0.881 _	0.948 _	0.828	Valid and reliable
	D.2	0.859 _			Valid and reliable
	D.3	0.945 _			Valid and reliable
	D.4	0.949 _			Valid and reliable
	D.5	0.912 _			Valid and reliable
Competence	KP.1	0.882 _	0.886 _	0.847	Valid and reliable
	KP.2	0.898 _			Valid and reliable
	KP.3	0.786 _			Valid and reliable
	KP.4	0.886 _			Valid and reliable
Teacher Performance	KA.1	0.931 _	0.955 _	0.818	Valid and reliable
	KA.2	0.906 _			Valid and reliable
	KA.3	0.926 _			Valid and reliable
	KA.4	0.847 _			Valid and reliable

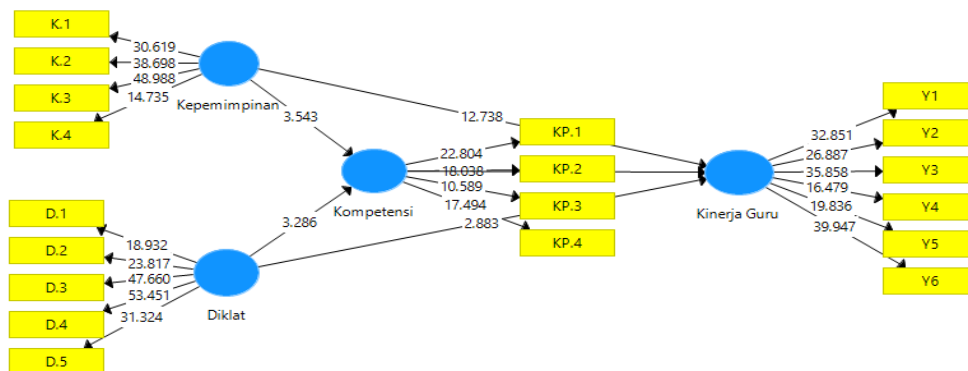
KA.5	0.902 _	Valid and reliable
KA.6	0.912 _	Valid and reliable

Source: Primary data, processed 2022

Table 3 is the results of the validity test for the four research variables that will be used in testing the hypothesis, namely emotional intelligence, spiritual intelligence, employee job satisfaction and performance, it can be concluded that all research variables are valid or valid, the reason is because the *Partial criteria Least Square (PLS)* it can be seen that all *loading* indicators are above 0.65 and the *average variance extracted* exceeds 0.5. Then, the reliability of the research *instrument* used in this study was tested using *Cronbach's Alpha* and the coefficient of *composite reliability*. The basic construct used is said to be *reliable* if the *composite reliability* and *Cronbach alpha values* are above 0.70, it can be concluded that all research variables have acceptable levels of validity and reliability.

Data Analysis

Data analysis in this study was carried out using the *Structural Equation Model (SEM)*. The test was carried out with the help of the *Smart PLS* program. Figure 1 below presents the results of testing the *SEM Model* using *PLS* as follows:



Source: PLS output, 202 2

Table 4. R Square Test

Construct	R Square
Competence (Y1)	0.794
Teacher Performance (Y2)	0.985

Source: PLS output, 2022

The *R-Square* value for the competency variable is 0.794 or as big as 79.40 % , which means that the competency variable can be explained by the leadership and training variables is 79.40 % while the remaining 20.60 % can be explained by other variables not found in this study. Then, the *R -Square* value for the competency variable is 0.985 or as big as 98.50 % , which means that the teacher's performance variable can be explained by the leadership, training and competence variables is 98.50 % while the remaining 1.50 % can be explained by other variables not found in this study.

Path Analysis

Direct Influence

Table 5 . Direct Influence

Independent Variable	Dependent Variable	Symbol	Original Sample (O)	T-Stats	P-Values
Leadership (X1)	Competence (Y1)	X1--> Y1	0.491	3.543	0.000
Training (X2)		X2--> Y1	0.435	3,286	0.001
Leadership (X1)	Teacher performance (Y2)	X1--> Y2	0.743	12,738	0.000
Training (X2)		X2--> Y2	0.189	2,883	0.004
Competence (Y1)		Y1--> Y2	0.193	2,890	0.003

Source: PLS Output, 2022

Based on Table 5, the direct effect shows that:

1. The direct influence of leadership on competence

The coefficient of the influence of leadership (X1) on competence (Y1) is 0.491 with the at-count value of 3.543 at a significance level of 0.000. These coefficients indicate that leadership (X1) has a positive and significant effect on competence (Y1). This means that an increase in leadership (X1) will be followed by an increase in competence (Y1) with the assumption that other factors that affect the size of competence (Y1) are considered constant. The beta statistical value of the leadership influence coefficient (X1) on competence (Y1) is 0.491 with a significance of 0.000 or below 0.05. This means that leadership (X1) has a positive and significant effect on competence (Y1). Thus hypothesis 1, which states that leadership affects competence in MTSS Muhammadiyah Bulukumba Regency, is proven.

2. The direct effect of training on competence

The beta k coefficient of the effect of training (X2) on competence (Y1) is 0.435 with the at-count value of 3.286 at a significance level of 0.001. These coefficients indicate that education and training (X2) positively and significantly affect competence (Y1). This means that the increase in education and training (X2) will be followed by an increase in competence (Y1) with the assumption that other factors that affect the size of competence (Y1) are considered constant. The beta statistical value of the education and training effect coefficient (X2) on competence (Y1) is 0.435 with a significance of 0.001 or below 0.05. This means that education and training (X2) positively and significantly affect competence (Y1); thus, hypothesis 2 states that education and training affect competence in MTSS Muhammadiyah Bulukumba Regency is proven.

3. The direct influence of leadership on teacher performance

The beta k coefficient of leadership (X1) influence on teacher performance (Y2) is 0.743 with the at-count value of 12.738 at a significance level of 0.000. These coefficients indicate that leadership (X1) positively affects teacher performance (Y2). This means that an increase in leadership (X1) will be followed by an increase in teacher performance (Y2), assuming other factors that affect the size of the teacher's performance (Y2) are considered constant. The beta statistical value of the leadership influence coefficient (X1) on teacher performance (Y2) is 0.743 with a significance of 0.000 or below 0.05. This means that leadership (X1) positively and significantly

affects teacher performance (Y2). Thus hypothesis 3, which states that leadership affects teacher performance at MTSS Muhammadiyah Bulukumba Regency, is proven.

4. The direct effect of education and training on teacher performance

The beta k coefficient of the effect of education and training (X2) on teacher performance (Y2) is 0.189 with the at-count value of 2.883 at a significance level of 0.004. These coefficients indicate that education and training (X2) positively affect teacher performance (Y2). This means that an increase in education and training (X2) will be followed by an increase in teacher performance (Y2) with the assumption that other factors that affect the size of competence (Y1) are considered constant. The beta statistical value of the education and training effect coefficient (X1) on teacher performance (Y2) is 0.189 with a significance of 0.004 or below 0.05. This means that education and training (X1) positively and significantly affect teacher performance (Y2). Thus hypothesis 4, which states that education and training affect teacher performance at MTSS Muhammadiyah Bulukumba Regency, is proven.

5. The direct influence of competence on teacher performance

Beta coefficient of the influence of competence (Y1) on teacher performance (Y2) is 0.193 with at-count value of 2.890 at a significance level of 0.003 . These coefficients indicate that competence (Y1) has a positive effect on teacher performance (Y2). This means that an increase in competence (Y1) will be followed by an increase in teacher performance (Y2) with the assumption that other factors that affect the size of competence (Y1) are considered constant. The beta statistic value of the coefficient of the influence of competence (Y1) on teacher performance (Y2) is 0.193 with a significance of 0.003 or below 0.05. This means that competence (Y1) has a positive and significant effect on teacher performance (Y2), thus hypothesis 7 which states that competence has an effect on teacher performance at MTSS Muhammadiyah Bulukumba Regency, is proven.

Indirect influence

Table 6 . Indirect Influence

Information	Symbol	Original Sample (O)	T-Stats	P Values
Indirect influence of leadership (X1) on teacher performance (Y2) through competence (Y1)	X1--> Y1--> Y2	0.460 _	3,314	0.001
The indirect effect of education and training (X2) on teacher performance (Y2) through competence (Y1)	X2--> Y1--> Y2	0.400 _	3,458	0.000

Source: PLS output (2022)

Based on Table 6, the indirect effect can be interpreted as follows:

1. The indirect influence of leadership on teacher performance through competence

The indirect effect of leadership (X1) on teacher performance (Y2) is the multiplication of the beta value of the leadership coefficient (X1) on competence (Y1) with the beta value of the competency coefficient (Y1) on teacher performance (Y2), which is 0.460

with a significant value of 0.001. Based on these results indicate that indirect leadership (X1) through competence (Y1) has a significant influence on teacher performance (Y2). Thus, hypothesis 5, which states that leadership affects teacher performance through competence at MTSS Muhammadiyah Bulukumba Regency, is proven.

2. The indirect effect of education and training on teacher performance through competence

The indirect effect of training (X2) on teacher performance (Y2) is the multiplication of the beta value of the training coefficient (X2) on competence (Y1) with the beta value of the competency coefficient (Y1) on teacher performance (Y2), which is 0.400 with a significant value of 0.000. Based on these results indicate that indirectly training (X2) through competence (Y1) has a significant effect on teacher performance (Y2). Thus, hypothesis 6, which states that education and training have an effect on teacher performance through competence at MTSS Muhammadiyah Bulukumba Regency, is proven

DISCUSSION

Influence of Leadership on Competence

The influence of the leadership variable on competence is positive. This means that an improvement will follow an increase in leadership in incompetence with the assumption that other factors that influence leadership size are considered constant. This study shows a positive and significant influence of leadership on competence. This can be seen from the direct influence path analysis results, and it is found that leadership has a positive and significant effect on competence. This study also follows research from Amanahuzuriah et al. (2017), the conclusion that there is a positive and significant influence between teacher leadership and teacher competence.

Furthermore, research conducted by Banani (2017) based on the study results that the principal's leadership has a significant positive effect on teacher competence. The results of this study are in line with the statement that increasing teacher competence can be done with the initiative of the principal to build teacher capacity. The use of information technology as an alternative for knowledge management in schools can create a good learning climate and culture for teachers to increase their capacity (Ainissyifa & Garut, 2017). Good leaders will always foster and develop the competence of their teachers through various activities. Among them are Teacher Work Activities (KKG), seminars, workshops, and so on, the implementation of which is facilitated by the principal as a leader.

The managerial implication of the influence of leadership on competence is the ability/skills of a teacher in the form of knowledge, skills, attitudes, and values obtained through education and training so that they can carry out their duties properly, namely by improving leadership using analysis, namely the leader can analyze in determining steps. Steps in achieving goals, then pragmatic, namely the leader in compiling the steps in the process of achieving goals must be programmed, structured and conceptualized. Decisions, namely in the implementation of decision-making leadership dares to take risks, and finally, firmness, namely leaders in decision making must be firm without compromise in order to be respected by his subordinates.

The Effect of Education and Training on Competence

The effect of the education and training variable on competence is positive. This means that an improvement will follow the increase in education and training in incompetence with the assumption that other factors that affect the size of the training are considered constant. This study shows a positive and significant effect of training on competence. This can be seen from the direct influence path analysis results, and it is found that the results of the training have a positive and significant effect on competence. The results of this study also follow research from Supriyanto (2015), which concluded that there was an effect of education and training (training) on teacher competence.

Furthermore, research conducted by Ashari (2014) based on the study results can be concluded that training positively affects teacher competence. The results of this study are in line with the statement, according to the Ministry of National Education, in the guidelines for compiling a portfolio of teacher certification in office in 2007, what is meant by education and training (training) is an experience in participating in education and training activities in the context of developing and increasing competence in carrying out duties as educators, both at the sub-district, district or city, provincial, national, and international levels. Physical evidence of this component can be a certificate, charter, or certificate from the education and training organization. Slameto (2010) states that the background that can affect the formation of teacher competence is one external factor, such as school policies, determining teachers' workload, upgrading, or training that has been and needs to be followed. Husen (2014) states that competence refers to the ability to carry out something obtained through education obtained by teachers through formal and non-formal channels, such as education and training.

The managerial implication of the effect of education and training on competence is the ability/skills of a teacher in the form of knowledge, skills, attitudes, and values obtained through education and training so that they can carry out their duties properly, namely by increasing education and training by increasing productivity, which is intended to help improve abilities. the teacher concerned in carrying out his duties, then improving quality, namely increasing the quality of productivity, minimizing the possibility of mistakes made by teachers, so that the quality of output is expected also to increase, further increasing morale, namely the training program will improve the climate and reduce tensions that occur in schools, so that will cause a positive reaction from the teacher concerned, then improve occupational health and safety, namely creating a safer work environment and providing calm and stability to the mental attitude of teachers and the last is self-development, which is to provide opportunities for teachers to increase their knowledge and abilities, as well as improve their personality development.

The Effect of Leadership on Teacher Performance

The influence of the leadership variable on teacher performance is positive. This means that an improvement will follow an increase in leadership in teacher performance with the assumption that other factors that influence the size of leadership are considered constant. This study shows a positive and significant influence of leadership on teacher performance. This can be seen from the direct influence path analysis results, and it is found that leadership has a positive and significant effect on teacher performance. This study also

follows research from Arimbi (2011), the conclusion that there can be a positive and significant influence on the principal's leadership on teacher performance.

Furthermore, the research conducted by Handoko (2015) based on the study results shows that there is an influence of principal's leadership on teacher performance. The results of this study are in line with the statement that the creation of a professional quality teacher performance in schools requires the support of a competent principal as a leader and manager (Yamin & Maisah, 2010). According to Husen (2014), effective teacher leadership has criteria, including empowering teachers to carry out the learning process well, smoothly, and proactively. Successfully apply leadership principles appropriate to the maturity level of teachers and other employees in the school. This study also supports the results of previous research from Arimbi (2011), the conclusion that a principal's leadership can positively influence teacher performance. Furthermore, the research conducted by Handoko (2015) based on the study results shows that there is an influence of principal's leadership on teacher performance.

The managerial implication of the influence of leadership on teacher performance is the ability to manage teaching and learning activities, which include lesson planning, learning implementation, learning evaluation, and fostering interpersonal relationships with students, namely by improving leadership by employing analysis, namely the leader can analyze in determining the steps in achievement of goals, then pragmatic. Namely, the leader in compiling the steps in the process of achieving goals must be programmed, structured, and conceptualized, then decisions, namely in the implementation of decision-making leadership dares to take risks, and finally, decisiveness, namely leaders in decision making must be firm without compromise in order to be respected by his subordinates.

The Effect of Education and Training on Teacher Performance

The effect of the education and training variable on teacher performance is positive. This means that an increase in education and training will be followed by improved teacher performance, assuming other factors that affect the size of the training are considered constant. This study shows a positive and significant effect of training on teacher performance. This can be seen from the results of the direct influence path analysis, and it is found that the results of the training have a positive and significant effect on teacher performance. The results of this study also follow research from Wibowo (2014), the conclusion that education and training (training) has a positive and significant influence on teacher performance. Furthermore, research conducted by Murniati (2016) based on the study results 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 Rivai 's statement (2013), which states that professionalism is not just having knowledge, technology, and management but having high skills and having the required behavior. Teachers' guidance and professional development aim to improve performance and are carried out continuously to create performance following the desired requirements. Furthermore, another opinion was also expressed by Mangkunegara (2011) about the factors that affect teacher performance. The fundamental factor closely related to teachers' professional performance is one of the opportunities for self-development and improvement. The Education and Training Program (Diklat) is a way

for teachers' self-improvement and career development. According to Sastrohadiwiryo (2010), the expected benefits and impacts of implementing training for employees/teachers of an agency/organization is an increase in work productivity and performance. According to Rivai (2013), education and training are critical factors in human resource development. Education and training increase knowledge and improve work skills, thereby increasing work productivity.

The managerial implication of the effect of education and training on teacher performance is the ability to manage teaching and learning activities, which include lesson planning, learning implementation, learning evaluation, and fostering interpersonal relationships with students, namely by increasing education and training by increasing productivity, which is intended to help improve the ability of the teacher concerned. In carrying out their duties, then improving quality, namely increasing the quality of productivity, minimizing the possibility of mistakes made by teachers, so that the quality of output is also expected to increase, further increasing morale, namely the training program will improve the climate and reduce tensions that occur in schools so that it will cause a reaction. positive feedback from the teacher concerned, then improving occupational health and safety, namely creating a safer work environment and providing calm and stability to the mental attitude of the teacher and Finally, self-development, which provides opportunities for teachers to increase their knowledge and abilities, as well as improve their personality development.

The Effect of Competence on Teacher Performance

The influence of the competence variable on teacher performance is positive. This means that an improvement will follow an increase in incompetence in teacher performance with the assumption that other factors that affect the size of competence are considered constant. This study shows a positive and significant influence of competence on teacher performance. This can be seen from the direct influence path analysis; it is found that competence has a positive and significant effect on teacher performance. This study also follows research from Sobandi (2010), the conclusion that teacher competence affects teacher teaching performance.

Furthermore, research conducted by Simatupang & Silalahi (2019), based on the study results, can be concluded that competence has a positive and significant influence on teacher performance. The results of this study are in line with Muhardin's statement (2017), which states that one of the factors that affect a person's performance, namely skills, namely the skills of workers in an organization can be improved through courses/training. Furthermore, Pamungkas (2017) argues that teacher competence performs a complex combination of knowledge, attitudes, skills, and values shown by the teacher in the context of his performance.

The managerial implication on the influence of competence on teacher performance is the ability to manage teaching and learning activities, which include learning planning, learning implementation, learning evaluation and fostering interpersonal relationships with students, namely by increasing competence by means of pedagogic competence, namely the ability to manage student learning to actualize various competencies that students have, then personality competencies, namely personality abilities that are steady, stable, mature, wise

and authoritative, become role models for students, and have noble character, then professional competencies, namely the ability to master learning materials broadly and deeply which allows them to guide students students meet the specified competency standards, and finally social competence, namely the ability of educators as part of the community to communicate and interact effectively with students, fellow educators, education personnel education, parents/guardians of students, and the surrounding community.

CONCLUSION

Based on the results of the analysis of the data that has been collected and processed, it can be concluded that leadership and training affect competence in MTSS Muhammadiyah Bulukumba Regency. Leadership, Education, and Training affect teacher performance at MTSS Muhammadiyah Bulukumba Regency. Moreover, leadership and training affect teacher performance through MTSS Muhammadiyah Bulukumba Regency competence. Furthermore, competence affects teacher performance at MTSS Muhammadiyah Bulukumba Regency. Based on research on the Effect of Leadership and Education and Training on Teacher Competence and Performance at MTSS Muhammadiyah Bulukumba Regency, the researcher proposes several suggestions that are expected to be used for future research to add other independent variables besides leadership, training, and competence, which of course can affect the dependent variable performance teachers to complete this research further because there are other independent variables outside of this study that might affect teacher performance.

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