

Determinants of Lecturer Performance: Systematic Literature Review (SLR) Approach

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DOI: <http://doi.org/10.33650/al-tanzim.v9i4.11658>

Received: 16 June 2025

Revised: 11 November 2025

Accepted: 26 November 2025

Abstract:

This study aims to identify and map the key determinants of lecturer performance using a Systematic Literature Review (SLR) approach guided by the PRISMA protocol. A total of 30 Scopus-indexed scientific articles (Q1-Q4), published between 2015 and 2025, were systematically analyzed. The findings reveal seven dominant factors affecting lecturer performance: organizational commitment, job satisfaction, work motivation, lecturer competence, organizational culture, organizational citizenship behavior (OCB), and transformational Leadership. Among these, individual factors emerged as the most prevalent, followed by organizational culture and Leadership. These results indicate that lecturer performance is a multidimensional construct shaped by psychological, structural, and contextual dimensions. The study contributes theoretically by integrating diverse perspectives into a holistic conceptual framework and provides practical insights for developing human resource policies in higher education, particularly within private religious institutions. However, as a secondary literature analysis, the validity of these findings requires further empirical investigation within localized contexts, including the role of variables such as lecturer certification and Islamic Leadership.

Keywords: *Lecturer Performance, PRISMA, Organizational Commitment, Transformational Leadership*

Abstrak:

Penelitian ini bertujuan untuk mengidentifikasi dan memetakan determinan utama yang memengaruhi kinerja dosen melalui pendekatan Systematic Literature Review (SLR) berbasis protokol PRISMA. Sebanyak 30 artikel ilmiah terindeks Scopus (Q1-Q4) yang diterbitkan antara tahun 2015 hingga 2025 dianalisis secara sistematis. Hasil temuan menunjukkan tujuh faktor dominan yang memengaruhi kinerja dosen, yaitu: komitmen organisasi, kepuasan kerja, motivasi kerja, kompetensi dosen, budaya organisasi, perilaku kewargaan organisasi (OCB), dan kepemimpinan transformasional. Dari seluruh faktor tersebut, aspek individual menjadi kategori yang paling menonjol, diikuti oleh budaya organisasi dan kepemimpinan. Temuan ini menunjukkan bahwa kinerja dosen merupakan konstruksi multidimensional yang dibentuk oleh dimensi psikologis, struktural, dan kontekstual. Studi ini memberikan kontribusi teoritis melalui integrasi berbagai perspektif ke dalam kerangka konseptual yang holistik, serta menawarkan wawasan praktis bagi pengembangan kebijakan sumber daya manusia di pendidikan tinggi, khususnya di institusi keagamaan swasta. Namun, karena kajian ini merupakan analisis literatur sekunder, validitas temuan ini masih memerlukan verifikasi lebih lanjut

melalui penelitian empiris dalam konteks lokal, termasuk peran variabel seperti sertifikasi dosen dan kepemimpinan Islami.

Kata Kunci: *Kinerja Dosen, PRISMA, Komitmen Organisasi, Kepemimpinan Transformatif*

Please cite this article in APA style as:

Sukarelawan, A. G., Hamid, E. A., Qomusuddin, I. F., Wemama, A. (2025). Determinants of Lecturer Performance: Systematic Literature Review (SLR) Approach. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 9(4), 1318-1337.

INTRODUCTION

Lecturer performance is understood as a multidimensional construct and includes teaching, research, community service, and professional participation activities aligned with the institution's vision and commitment. The Human Capital Theory perspective places performance as an output of institutional investment through training, competency development, and research opportunities that strengthen academic capacity (Aman-Ullah et al., 2022; Chen et al., 2021; Yimam, 2022). Organizational Performance Theory emphasizes that ability, motivation, and structural support are the foundation for achieving optimal performance (Baloch et al., 2022; Somwethee et al., 2023; Zhao et al., 2021). Within the framework of Social Exchange Theory, recognition, reward systems, and the quality of institutional relationships contribute to strengthening commitment and improving performance (Han et al., 2023; Mishra & Mund, 2024; Thomas & Gupta, 2021). Thus, lecturer performance is shaped by the interaction among individual factors, professional values, institutional culture, and leadership style, including in the context of a pesantren-based campus that emphasizes religious values and academic collectivity.

Several studies have shown that the determinants of lecturer performance are interrelated and cannot be treated in isolation. Several studies identified key themes, including motivation and self-efficacy, quality of Leadership and organizational communication, institutional culture, policy environment, and professional competence (Gouédard et al., 2023; Luo et al., 2024; Soomro et al., 2024). In a contemporary perspective, performance is understood as the result of dynamic processes formed through personal, relational, and structural systems. Transformational leadership behavior, for example, shows a correlation with higher levels of academic engagement (Rigaux & Cunningham, 2021), while Organizational Citizenship Behavior serves as a mediator linking organizational culture to performance outcomes (Ali et al., 2023; Chang et al., 2021; Iqbal & Parray, 2025). However, most studies use quantitative models and focus on testing relationships among variables, leaving aspects of experience, interpretation, and context unexplored in depth.

Although academic discourse on lecturer performance continues to develop, several research gaps remain. First, there have not been many studies that have explored how lecturers interpret and respond to performance demands in the context of institutions with different cultural characters and value orientations. Second, performance determinants are still often analyzed as separate entities, rather than as mutually interacting phenomena in the social reality of academic work. Third, a qualitative approach exploring lecturers'

professional experience, particularly regarding the construction of academic identity, leadership dynamics, and institutional values, remains limited. This condition suggests that although key factors have been widely identified, the understanding of how they are experienced, negotiated, and internalized in academic practice remains incomplete.

This research is designed to fill this gap through an exploratory qualitative approach that explores how lecturers understand, interpret, and build performance experiences in the context of higher education. The primary focus of the research is not on testing measurable variables, but on the search for meaning that emerges from work experience, adaptive strategies, and organizational dynamics that shape academic behavior. Through this approach, the research aims to enrich the theoretical framework by including emotional, relational, and cultural dimensions and to provide pragmatic recommendations for higher education institutions on designing policies and interventions grounded in academic reality.

This research focuses on understanding how various performance determinants interact in academic practice and how lecturers respond to and interpret these influences. This study examines the role of motivation, institutional leadership style, Workload, professional development opportunities, and organizational culture in shaping daily academic behavior. This approach shifts the perspective from simply measuring performance outcomes to understanding performance as a social process formed and negotiated in academic daily life. This orientation strengthens the relevance of this research in discussions about the quality of higher education, academic professionalism, and institutional governance.

RESEARCH METHOD

This study applies the Systematic Literature Review (SLR) approach, following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Agrawal et al., 2024; Ogunmakinde et al., 2024; Polychronopoulos & Nguyen-Duc, 2024). This approach aims to produce a structured scientific synthesis of the determinants of lecturer performance. The SLR process comprises three core phases: identification, screening, and inclusion. The Scopus database is used as the primary source, with the search keywords "lecturer performance" AND ("determinants" OR "factors" OR "predictors") AND ("higher education" OR "university") applied to the title, abstract, and keywords of the publication. The article selection follows the inclusion criteria: scientific articles, publication period 2015–2025, indexed by Scopus Q1–Q4, and containing no duplication. Inappropriate articles are excluded from advanced analysis.

At the screening stage, titles and abstracts are evaluated for relevance to the research focus. A total of 36 articles were issued because they did not directly discuss the determinants of lecturer performance in the context of higher education. After an advanced exclusion process, 30 articles were declared eligible and analyzed in this study. The systematic article selection process is presented in the PRISMA diagram in Figure 1.

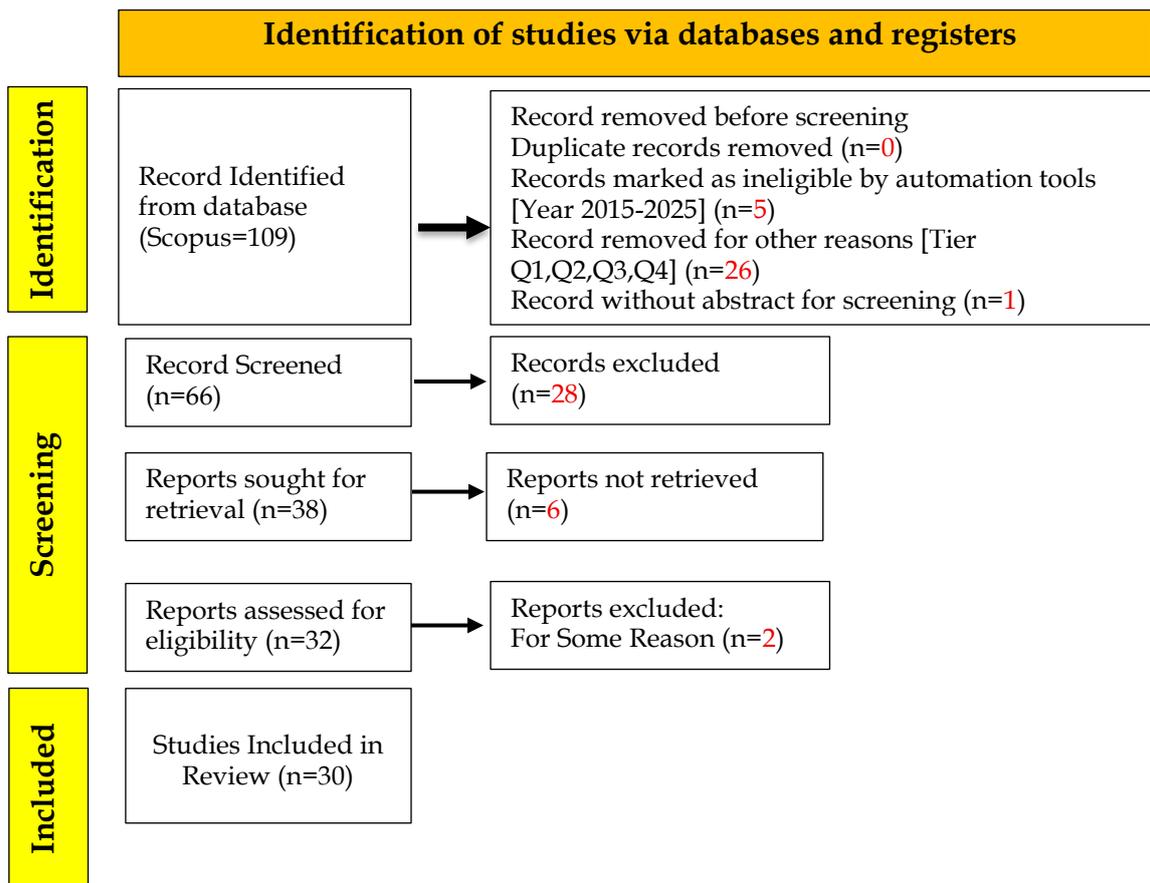


Figure 1. Search Process According to PRISMA Guideline

The selected articles were then subjected to data extraction to obtain information on the determinants, research methods, sample characteristics, and core results. The data were analyzed thematically to trace the pattern of findings, conceptual trends, and the contribution of each publication to the understanding of factors affecting lecturer performance (Agrawal et al., 2024; Casadei et al., 2023; Ogunmakinde et al., 2024). This approach produces scientific mapping that can strengthen the development of theoretical frameworks and directions for further research in higher education management, including Islamic education ecosystems such as pesantren-based universities.

RESULT AND DISCUSSION

Result

The inclusion of 30 selected articles reflects the diversity and complexity of research conducted on lecturer performance across various higher education contexts. These studies contribute to understanding the multidimensional nature of performance determinants, ranging from individual and psychological factors to organizational and Leadership dimensions. Table 1 provides an overview of the reviewed articles on determinants of lecturer performance.

Table 1. Summary of Reviewed Articles on Lecturer Performance Determinants

| No | Authors & Year | Variabel | Key Findings |
|----|---|--|--|
| 1 | (Lucky & Yusoff, 2015) | teaching qualifications, lecturer characteristics, and lecturer competencies | There is a significant relationship between teaching qualifications, lecturer characteristics, and lecturer competencies with lecturer performance. |
| 2 | (Hazriyanto, Badaruddin Ibrahim, 2017) | Commitment, Satisfaction, Performance | Job and Commitment, job satisfaction, and performance are factors that contribute to lecturer performance. |
| 3 | (Otache & Inekwe, 2022) | job satisfaction, turnover intentions | A significant positive relationship exists between job satisfaction and lecturer performance. |
| 4 | (Jafri et al., 2024) | organizational culture, competence, and professionalism on innovative behavior, job satisfaction, and performance, moderated by the spiritual intelligence | Organizational culture, competence, and professionalism positively influence lecturer performance but do not significantly influence Spiritual Intelligence, with Innovative Behavior moderating the relationship between lecturer performance and Spiritual Intelligence. |
| 5 | (Fashiku, 2016) | Leaders' Communication Pattern | The communication patterns of leaders significantly improve lecturer performance |
| 6 | (Nelly Nelly, Harjanto Prabowo, Agustinus Bandur, 2024) | Competency, transformational Leadership | Transformational Leadership has a positive direct influence on lecturer performance. |
| 7 | (Subhaktiyasa et al., 2024) | Spiritual leadership and lecturer performance, work motivation | Spiritual Leadership influences lecturer performance and work motivation. In addition, work motivation plays a mediating role with a high effect size. |
| 8 | (Siburian, 2024) | Leadership Style, Work Motivation, and Job Satisfaction | Effective Leadership and high work motivation significantly increase job satisfaction, which, in turn, positively impacts lecturer performance. |
| 9 | (Sarmiento AA, Supartha IWG & DK, 2024) | Transformational Leadership, Knowledge Sharing, Change Adaptability, and Its Relationship | Transformational Leadership has a significant influence on knowledge sharing and lecturer performance. |
| 10 | (Restu & Sriadhi, 2022) | leadership, learning planning, and teaching materials | The main determinants of lecturer performance are Leadership, learning planning, and teaching materials. |
| 11 | (Setyaningsih et al., 2022) | Age, education, motivation, satisfaction, perception of supervision, learning facilities, and technological literacy | Factors such as age, education, motivation, satisfaction, perceptions of supervision, learning facilities, and technological literacy significantly influence lecturer |

| No | Authors & Year | Variabel | Key Findings |
|----|---|--|--|
| 12 | (Hakim, W. and Fernandes, 2022) | organizational citizenship behavior, Personality, Organizational Commitment and Job Satisfaction. | performance. Organizational Citizenship Behavior as a moderator of the relationships between Personality, Organizational Commitment, and Job Satisfaction and Performance. |
| 13 | (Pudjiarti, Emiliana, Sugeng Wahyudi Wahyudi, 2017) | Organizational learning, voluntarily creative roles, | Organizational learning and organizational commitment have a positive direct influence on lecturers' innovative behavior. |
| 14 | (Andi Asari, Didin Widyartono, 2020) | information technology | The most dominant factor influencing their performance is information technology. |
| 15 | (Agustina, G., Ahman, E., Disman, Sojanah, J., & Soeratin, 2022) | There are relationships among organizational happiness character, organizational citizenship behavior | , and performance. In this study, organizational citizenship partially mediates improvements in lecturer performance. |
| 16 | (Bastian & Widodo, 2022) | Innovative behavior, work engagement, and OCB | Innovative behavior, work engagement, and OCB significantly influence lecturers' task performance. |
| 17 | (Ghasemy, M. and Frömbing, 2024) | Lecturers' interpersonal trust in peers, job performance, and OCBI | Positive affect and interpersonal trust can serve as mediating variables between contextual factors (e.g., peer trust) and outcomes (performance, OCBI). |
| 18 | (Usastiawaty Cik Ayu Saadiah Isnainy, Agustinus Bambang Setiyadi, Riswanti Rini, 2023) | Adaptive Culture | Adaptive Culture Influences Lecturer Performance |
| 19 | (Adison Adrianus, Sihombing, Nurhattati Nurhattati, Mustaqim Pabbajah, Honorata Ratnawati Dwi Putranti, Fredrikus Djelahu Maigahoaku, 2024) | Servant Leadership, Organizational Commitment, and Task Performance of Lecturers around Religious Colleges | Servant Leadership has a positive impact on organizational commitment and task performance. Organizational commitment mediates the relationship between servant Leadership and task performance. |
| 20 | (Zulpikar, Ida Aju, Brahmasari, Ida Aju Brahma, 2024) | Organizational culture, training, and reward systems, Organizational Citizenship Behavior (OCB), employee engagement | Organizational culture, training, and reward systems positively influence Organizational Citizenship Behavior (OCB), employee engagement, and lecturer performance. |
| 21 | (Ahmed Aliyu Palladan, 2023) | Motivation, recruitment process, strategic management practices, and organizational support | Managerial factors that influence lecturer performance are motivation, recruitment process, strategic management practices, and organizational support. |
| 22 | (Suryanef, Al Rafni, Alfi Husni Fansurya, | Decentralized Leadership and Policies | Decentralized Leadership and policies benefit higher education |

| No | Authors & Year | Variabel | Key Findings |
|----|--|--|---|
| | Silvi Juwita, 2023) | | lecturers. |
| 23 | (Mariana, L., Ramly, M., Sinring, B., & Rahman, 2024) | Turnover intention, Workplace well-being, Workload | Turnover intention has a positive effect on lecturer performance. Workplace well-being significantly influences lecturer performance through turnover intention. Workload significantly influences lecturer performance through turnover intention. |
| 24 | (Andi Arif, 2022) | organizational Leadership, organizational commitment, organizational culture, and organizational quality management. | The research results suggest improving lecturer performance by strengthening aspects of organizational Leadership, organizational commitment, organizational culture, and organizational quality management. |
| 25 | (Affandi et al., 2023) | Organizational Commitment, Governance | Organizational Commitment Influences the Performance of Lecturers at Private Universities; Governance Influences the Performance of Lecturers at Private Universities |
| 26 | (Fikri & Setiawati, 2023) | Empowering Leadership, work motivation | Empowering Leadership, work motivation has a positive and significant effect on lecturer performance. |
| 27 | (Willy, Cahyadi, Lukieto, Cahyadi, Cia Cai, Cen, Limega, 2024) | Effective Leadership, supportive organizational culture, and work motivation | This study highlights the importance of effective Leadership, supportive organizational culture, and work motivation strategies in improving lecturer performance in higher education institutions in Indonesia. |
| 28 | (Aldjufri et al., 2024) | Islamic Leadership, organizational culture, and job satisfaction | Islamic Leadership, organizational culture, and job satisfaction have a significant influence on lecturer performance |
| 29 | (Lubis & Edward, 2024) | Organizational commitment, competence, resonant Leadership, work climate, and job satisfaction | Organizational commitment, competence, resonant Leadership, and work climate positively influence lecturer performance, both directly and indirectly, with job satisfaction moderating this effect. |
| 30 | (Wibowo et al., 2024) | Distributed Leadership, OCB. | Distributed Leadership significantly influences OCB and Creative Performance. |

The synthesis of 30 selected studies reveals that lecturer performance is a multifaceted construct influenced by a range of individual, organizational, and contextual factors. Central among these are transformational Leadership and

leadership style, which play crucial roles in motivating and guiding lecturers toward higher achievement and innovation. Work motivation, job satisfaction, and organizational commitment consistently mediate the relationship between leadership practices and performance outcomes. Additionally, organizational culture, adaptive culture, and governance or quality management contribute to creating supportive institutional environments that enhance lecturer productivity. Individual factors such as competence, work engagement, and spiritual or servant Leadership also demonstrate significant positive effects, highlighting both the professional and ethical dimensions of performance. Moreover, modern determinants such as information technology and organizational citizenship behavior (OCB) emphasize the dynamic and collaborative nature of academic work in higher education institutions. Overall, these variables collectively form an interrelated framework that underpins the determinants of lecturer performance in contemporary higher education settings.

Discussion

Based on the selection process following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol, a total of 30 relevant scientific articles were analyzed in this study. The articles were obtained from various reputable international journals indexed by Scopus, with a quartile range from Q1 to Q4. The primary focus of these studies is on factors that influence lecturer performance. In the initial identification process, hundreds of articles were identified through the Scopus and Science databases. However, after going through the title and abstract screening stage, followed by full selection based on inclusion and exclusion criteria, only 30 articles met the methodological, topical, and temporal criteria (2015–2025). The distribution of publications from selected articles is shown in Figure 2.

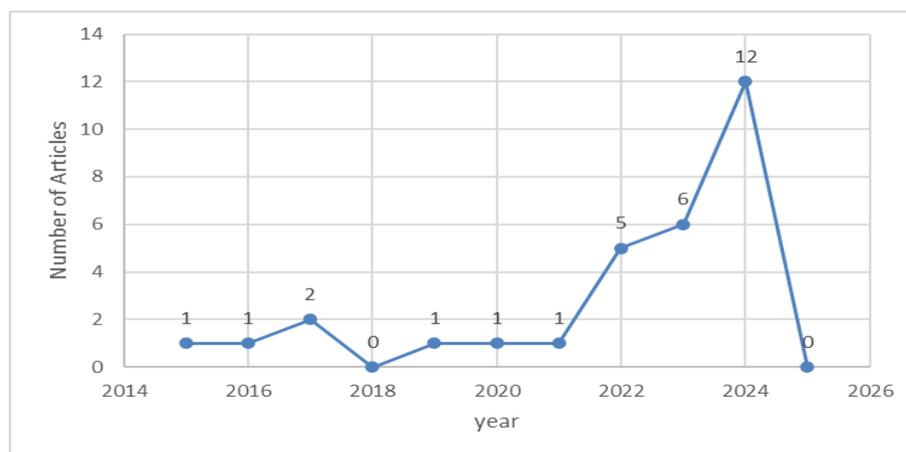


Figure 2. Distribution of Articles by Publication Year

Figure 2 shows the trend in the number of publications on the determinants of lecturer performance from 2015 to 2025. In general, the number of articles published has increased significantly, especially over the last three years. In the early period (2015–2020), the number of publications remained relatively stagnant, with only 1-2 articles per year. Even in 2018, no publications

met the inclusion criteria for this study. This phenomenon shows that during that period, the determinants of lecturer performance were not a significant focus in global or regional academic research.

However, starting in 2021, the trend began to show a significant increase. There was a spike in the number of articles in 2022, with 5, then 6 in 2023, and 12 in 2024. This spike reflects the growing attention of researchers to human resource management issues in higher education, especially in strengthening lecturer performance. The year 2025 saw a drastic decline, with zero publications, likely due to limited data in the current year or to published articles not being fully indexed in the database.

To provide a deeper understanding, the articles were classified based on the theme of lecturer performance determinants, as shown in Table 1. The results show that individual factors are the most dominant category, with 32 articles discussing related topics such as lecturer motivation, competence, and job satisfaction. Followed by environmental factors and organizational culture (17 articles), leadership factors (13 articles), and managerial factors (10 articles).

This classification reflects a multidimensional approach to lecturer performance that extends beyond the personal to include organizational dynamics and institutional policies. In addition, to assess the recency and quality of sources, the distribution of articles based on the year of publication (see Figure 1) shows that most studies were published in the range of 2021 to 2025, indicating that this topic is very relevant to contemporary higher education conditions, including in the context of adaptation to changes in educational policies, learning technology, and human resource management in the academic environment.

Table 2. Classification of Lecturer Performance Determinants Based on Literature Review

| No | Factor Category | Determinants of Lecturer Performance | Number of Articles |
|----|--------------------|--|--------------------|
| 1 | Individual Factors | <ul style="list-style-type: none"> a. Lecturer Competence (Jafri et al., 2024; Lubis & Edward, 2024; Lucky & Yusoff, 2015; Nelly Nelly, Harjanto Prabowo, Agustinus Bandur, 2024; Restu & Sriadhi, 2022). b. Job Satisfaction (Aldjufri et al., 2024; Hakim, W., and Fernandes, 2022; Hazriyanto & Ibrahim, 2019; Jafri et al., 2024; Otache & Inekwe, 2022; Setyaningsih et al., 2022; Siburian, 2024; Suryanef, Al Rafni, Alfi Husni Fansurya, Silvi Juwita, 2023). c. Organizational Commitment (Adison Adrianus, Sihombing, Nurhattati Nurhattati, Mustaqim Pabbajah, Honorata Ratnawati Dwi Putranti, Fredrikus Djelahu Maigahoaku, 2024; Affandi et al., 2023; Andi Arif, 2022; Hakim, W., and Fernandes, 2022; Hazriyanto & Ibrahim, 2019; Lubis & Edward, 2024; Pudjiarti, Emiliana, Sugeng Wahyudi Wahyudi, 2017; Willy, Cahyadi, Lukieto, Cahyadi, Cia Cai, Cen, Limega, 2024). d. Work Motivation (Fikri & Setiawati, 2023; Setyaningsih et al., 2022; Siburian, 2024; Subhaktiyasa et al., 2024; Willy, Cahyadi, Lukieto, Cahyadi, Cia Cai, Cen, Limega, 2024). e. Age and Education (Setyaningsih et al., 2022). | 32 |

| | | | |
|----------|---|---|-----------|
| | | f. Personality (Hakim, W., and Fernandes, 2022). | |
| | | g. Innovative Behavior (Bastian & Widodo, 2022) | |
| | | h. Islamic Work Ethic (Zulpikar, Ida Aju, Brahmasari, Ida Aju Brahma, 2024). | |
| | | i. Work Professionalism (Fikri & Setiawati, 2023; Jafri et al., 2024). | |
| 2 | Leadership Factors | a. Leader Communication Style (Fashiku, 2016), | 13 |
| | | b. Transformational Leadership (Amândio de Araújo Sarmiento, I Wayan Gede Supartha, Desak Ketut Sintaasih, 2024; Nelly Nelly, Harjanto Prabowo, Agustinus Bandur, 2024). | |
| | | c. Spiritual Leadership (Subhaktiyasa et al., 2024). | |
| | | d. Leadership Style (Siburian, 2024). | |
| | | e. Servant Leadership (Adison Adrianus, Sihombing, Nurhattati Nurhattati, Mustaqim Pabbajah, Honorata Ratnawati Dwi Putranti, Fredrikus Djelahu Maigahoaku, 2024). | |
| | | f. Decentralized Leadership (Suryanef, Al Rafni, Alfi Husni Fansurya, Silvi Juwita, 2023). | |
| | | g. Organizational Leadership (Andi Arif, 2022). | |
| | | h. Empowering Leadership (Fikri & Setiawati, 2023). | |
| | | i. Leadership (Willy, Cahyadi, Lukieto, Cahyadi, Cia Cai, Cen, Limega, 2024). | |
| | | j. Islamic Leadership (Aldjufri et al., 2024). | |
| | | k. Resonant Leadership (Lubis & Edward, 2024). | |
| | | l. Distributed Leadership (Wibowo et al., 2024) | |
| 3 | Environmental Factors & Organizational Culture | a. Organizational Citizenship Behavior (Agustina, G., Ahman, E., Disman, Sojanah, J., & Soeratin, 2022; Bastian & Widodo, 2022; Hakim, W., and Fernandes, 2022; Wibowo et al., 2024). | 17 |
| | | b. Organizational Learning (Pudjiarti, Emiliana, Sugeng Wahyudi Wahyudi, 2017). | |
| | | c. Availability of Information Technology (Andi Asari, Didin Widyartono, 2020). | |
| | | d. Organizational Happiness Character (Agustina, G., Ahman, E., Disman, Sojanah, J., & Soeratin, 2022). | |
| | | e. Work Involvement (Bastian & Widodo, 2022). | |
| | | f. Trust Relationship (Ghasemy, M. and Frömbling, 2024). | |
| | | g. Adaptive Culture (Usastawaty Cik Ayu Saadiah Isnainy, Agustinus Bambang Setiyadi, Riswanti Rini, 2023; Zulpikar, Ida Aju, Brahmasari, Ida Aju Brahma, 2024). | |
| | | h. Academic Environment (Suryanef, Al Rafni, Alfi Husni Fansurya, Silvi Juwita, 2023). | |
| | | i. Organizational Culture (Aldjufri et al., 2024; Andi Arif, 2022; Willy, Cahyadi, Lukieto, Cahyadi, Cia Cai, Cen, Limega, 2024). | |
| | | j. j. Work Climate (Lubis & Edward, 2024). | |
| | | k. Work Environment (Siburian, 2024; Wibowo et al., 2024). | |
| 4 | Managerial Factors | a. Training (Zulpikar, Ida Aju, Brahmasari, Ida Aju Brahma, 2024) | 10 |
| | | b. Reward System (Zulpikar, Ida Aju, Brahmasari, Ida Aju Brahma, 2024) | |
| | | c. Recruitment Process (Ahmed Aliyu Palladan, 2023). | |

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- d. Strategic Management Practices (Ahmed Aliyu Palladan, 2023).
 - e. Organizational Support (Ahmed Aliyu Palladan, 2023).
 - f. Decentralization of policy (Suryanef, Al Rafni, Alfi Husni Fansurya, Silvi Juwita, 2023).
 - g. Turnover Intention (Mariana, L., Ramly, M., Sinring, B., & Rahman, 2024).
 - h. Workplace Welfare (Mariana, L., Ramly, M., Sinring, B., & Rahman, 2024).
 - i. Organizational Quality Management (Andi Arif, 2022).
 - j. Governance (Affandi et al., 2023).
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(Source: processed data, 2025)

The classification results of the 30 articles analyzed in this study show that the determinants of lecturer performance can be divided into four main categories: individual factors, leadership factors, environmental factors, and managerial factors. The individual factor category is the most dominant. This shows that lecturers' personal characteristics, such as motivation, competence, and job satisfaction, remain the main determinants of performance. This finding aligns with the Integration Theory of Human Capital Theory (HCT) and Self-Determination Theory (SDT), which provide a comprehensive understanding of how education and motivation affect productivity and academic performance. HCT argues that investment in education and training improves individual skills, leading to increased productivity and income (Bae & Patterson, 2014). In contrast, SDT emphasizes the role of intrinsic motivation and personal competence in driving academic success, suggesting that when students feel autonomous and competent, their engagement and performance increase (Dunn, J. C., & Zimmer, 2020).

Furthermore, environmental factors and organizational culture are the second dominant factors. This emphasizes the importance of the work atmosphere, institutional values, and social support from the campus environment as drivers of performance. The interaction between environmental factors and organizational culture plays a significant role in determining performance, especially in educational institutions. The Open Systems Organization Theory of Järvenpää et al. (2023) explains that organizations are influenced and shaped by their external environment. In this framework, a conducive organizational culture can encourage collaboration and significantly increase lecturer productivity (Miner, 2011). Temuan ini juga diperkuat oleh penelitian Dekawati (2020), yang menyatakan bahwa meningkatkan organisasi iklim adalah esensial untuk meningkatkan produktivitas, karena mengstimulasi teamwork dan hubungan yang lebih baik antarstaff (Ipong Dekawati, 2020).

Meanwhile, the leadership factor becomes the third dominant factor, indicating that leadership style, leader communication, and support from superiors also play a crucial role in determining lecturer performance. This aligns with Transformational Leadership Theory, as research by Nelly (2024) shows that leaders who can inspire, motivate, and attend to individual needs will drive improved organizational performance, including in higher education.

Finally, managerial factors. This includes aspects of institutional policies, recruitment processes, performance evaluations, and reward systems. This category is closely related to the form described by Brunner et al. (2023), emphasizing that long-term organizational advantage lies in managing unique internal resources rather than merely responding to external conditions (Hermansyah et al., 2022). In addition, empirical studies found that human resource management practices that develop human capital act as mediators, strengthening long-term competitive advantage and improving employee performance (Hamadamin & Atan, 2019).

To gain a deeper understanding of the determinants of lecturer performance, a classification of the factors most frequently reported in the scientific literature from 2015 to 2024 was conducted. This process was carried out as part of the Systematic Literature Review (SLR) approach, following the PRISMA protocol, to identify thematic trends and conceptual contributions of the selected articles. Through content analysis of articles that met the inclusion criteria, several key variables were successfully identified as dominant determinants of lecturer performance. Figure 3 below illustrates the frequency distribution of each of these factors in the analyzed literature.



Figure 3. Distribution of Dominant Factors

Figure 3 shows the frequency of occurrence of the seven main factors analyzed in scientific articles from 2015 to 2025. Based on the results of data synthesis, organizational commitment and job satisfaction are the two most frequently studied factors, each appearing in 8 articles. This shows that the affective aspect and emotional attachment of lecturers to the institution play a central role in influencing their performance.

This may reflect that, in the context of lecturer studies in Indonesia and its surroundings during the analyzed period, greater attention was paid to internal individual and organizational factors rather than to the direct role of leaders. Overall, these findings suggest that a holistic approach that combines affective (commitment, satisfaction), intrinsic (motivation, competence), and work-

environment (organizational culture, OCB, leadership style) aspects is needed to improve lecturer performance. In line with the evolution of higher education, efforts to improve lecturer performance have become a strategic focus for enhancing the quality of higher education institutions. This study makes a significant contribution by identifying and analyzing seven dominant factors that have been most widely discussed in the scientific literature over the past decade (2015–2024) regarding the determinants of lecturer performance. The seven factors include: organizational commitment, job satisfaction, work motivation, lecturer competence, organizational culture, organizational citizenship behavior (OCB), and transformational Leadership.

These findings indicate that improving lecturer performance is influenced not only by individual factors but also by the quality of social relationships in the workplace and supportive organizational systems. Factors such as organizational commitment and job satisfaction emerged as the most dominant factors in the studies analyzed, indicating the importance of emotional attachment and psychological comfort in shaping optimal performance behavior. Lecturers' work motivation and competence, as personal dimensions, also play a central role. At the same time, organizational culture and extra-role behavior, such as OCB, indicate the importance of a conducive organizational ecosystem. In addition, although not as many as other factors, transformational Leadership still emerged as an important variable that can encourage change and innovation in lecturer performance through inspiration and empowerment. By integrating these seven factors, this study presents a holistic view of lecturer performance improvement strategies relevant to today's higher education demands.

However, this study has methodological limitations. Although this study has followed a systematic literature review approach based on the PRISMA protocol and analyzed 30 Scopus-indexed scientific articles (Q1–Q4) published between 2015 and 2025, the findings still need to be interpreted with caution. Generalization of the findings should be limited to the context of the available literature, because not all of the reviewed studies involve primary empirical data from the local Indonesian context. Therefore, further research with a quantitative or qualitative approach, primarily through survey methods, in-depth interviews, or field case studies, is needed to confirm the relevance and contribution of factors such as organizational commitment, job satisfaction, motivation, competence, organizational culture, OCB, and transformational leadership style to lecturer performance in higher education environments.

This finding also opens up space to strengthen studies of the ecosystem of private Islamic higher education, thereby broadening understanding of how various determinants of lecturer performance operate within the framework of distinctive religious and structural values. The complexity of religious educational institutions requires adjustments in understanding the roles of factors such as transformational Leadership grounded in Islamic values, which have not been explored in depth in previous studies. In addition, other factors, such as lecturer certification, need to be further studied because they may be important variables that influence performance.

With a contextual and comprehensive empirical approach, the results of this systematic study can be used as an initial conceptual foundation, which is further strengthened through field validation at private religious higher education institutions. This is important for designing more targeted policy interventions and managerial practices in order to improve the quality of education and institutional competitiveness.

Theoretically, this study contributes to enriching the model of determinants of lecturer performance by integrating psychological, organizational, and leadership dimensions into a unified framework. Practically, the findings can serve as a strategic reference for university leaders and policymakers in developing effective human resource management programs, especially those aimed at enhancing lecturer motivation, satisfaction, and commitment. Furthermore, the emphasis on organizational culture and transformational Leadership implies that building a supportive, value-driven academic environment is crucial to sustaining performance excellence. At the policy level, the results of this study can guide the formulation of competency-based lecturer development programs and institutional governance mechanisms that align with global higher education standards while preserving local and religious values.

CONCLUSION

This study successfully identified seven dominant factors influencing lecturer performance through a Systematic Literature Review (SLR) conducted in accordance with the PRISMA protocol. These factors include organizational commitment, job satisfaction, work motivation, lecturer competence, organizational culture, organizational citizenship behavior (OCB), and transformational Leadership. The findings demonstrate that lecturer performance is a multidimensional construct shaped by interrelated psychological, structural, and contextual aspects. Individual factors, particularly organizational commitment and job satisfaction, emerged as the most prominent, highlighting the importance of affective engagement and psychological well-being in academic environments. Meanwhile, organizational culture and Leadership help create a productive and innovative work ecosystem. This study underscores the necessity of a holistic approach to human resource development policies in higher education, especially within private religious institutions with distinct institutional dynamics. The findings offer a foundational conceptual framework that should be further validated through empirical research in field-specific contexts.

ACKNOWLEDGMENT

The author would like to express his deepest gratitude to all parties who have provided support throughout the compilation of this research. In particular, the author would like to thank the supervisors and academic directors for their valuable input, direction, and constructive criticism throughout the process of compiling and perfecting this systematic literature review.

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