

A Systematic Literature Review on Lecturer Performance and the Influence Factors

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Abstract

There were many discussions and studies carried out on several research results with the theme of lecturer performance. From 1970 to 2022, at least 2,414 Indonesian library titles were found and no less than 774,061 English library titles with this theme. This shows that lecturer performance is a riveting theme to be raised in research. Efforts to improve lecturer performance have been made through recommendations resulting from various studies by examining the influence exerted by independent variables on lecturer performance. However, measuring lecturer performance involves different dimensions. Several studies show inconsistencies in both dimensions and aspects involved in measuring each variable. This inconsistency makes policymakers faced with doubts about what should be done to improve lecturer performance. It is very important to examine in more depth the factors that influence effective and appropriate lecturer performance. The research design used a systematic review with the theme of lecturer performance and the factors that influence it, involving 2,414 articles searched by the National Digital Library. Using the PRISMA method, 35 articles were selected which continued to the synthesis stage. Data processing uses NVivo and Orange software. The research results show that in general the factors that influence lecturer performance are grouped into two types, namely: external factors and internal factors, the external factor that has a more dominant influence is organizational leadership. Meanwhile, the internal factors are work commitment, job satisfaction, and competence.

Keywords: *lecturer performance; factors; systematic literature review; PRISMA.*

Abstrak

Diskusi dan pembahasan yang dilakukan pada sejumlah hasil penelitian dengan tema kinerja dosen sangat banyak ditemukan. Sejak tahun 1970 sampai dengan 2022 ditemukan setidaknya 2.414 judul pustaka berbahasa Indonesia dan tidak kurang dari 774.061 judul pustaka berbahasa Inggris dengan tema kinerja dosen (atau lecturer performance). Hal ini menunjukkan bahwa kinerja dosen merupakan tema pembahasan yang sangat menarik untuk diangkat dalam penelitian-penelitian. Upaya meningkatkan kinerja dosen telah dilakukan melalui rekomendasi yang dihasilkan dari berbagai penelitian yang diusulkan oleh para peneliti dengan cara menguji pengaruh yang diberikan oleh variabel-variabel independen terhadap kinerja dosen. Akan tetapi, dari berbagai penelitian yang telah dilakukan, pengukuran terhadap kinerja dosen melibatkan dimensi yang berbeda-beda. Beberapa studi yang memperlihatkan adanya inkonsistensi baik dimensi maupun aspek-aspek yang terlibat dalam pengukuran setiap variabel. Ketidak-konsistenan hasil-hasil penelitian yang disebutkan di atas membuat pengambil kebijakan dihadapkan pada keragu-raguan mengenai apa yang sebaiknya dilakukan untuk meningkatkan kinerja dosen. Sangat penting untuk mengkaji lebih dalam seperti apa faktor-faktor yang mempengaruhi kinerja dosen yang efektif dan tepat. Desain penelitian menggunakan systematic review dengan tema kinerja dosen dan faktor-faktor yang mempengaruhinya yang melibatkan 2.414 artikel yang ditelusuri dari Digital Library Perpustakaan. Dengan menggunakan metode PRISMA, terpilih 35 artikel yang dilanjutkan ke tahap sintesis. Pengolahan data menggunakan bantuan software NVivo dan Orange. Hasil penelitian menunjukkan bahwa secara umum faktor-faktor yang mempengaruhi kinerja dosen dikelompokkan ke dalam dua jenis, yaitu: faktor eksternal dan faktor internal, faktor eksternal yang memberikan pengaruh lebih dominan adalah kepemimpinan organisasional. Sementara faktor internalnya adalah komitmen kerja, kepuasan kerja, dan kompetensi

Kata kunci: kinerja dosen; faktor-faktor; systematic literature review; PRISMA

INTRODUCTION

University is the most elevated level of education which plays a vital part in accomplishing educational objective. A few significant parts or components in university is lecturers. Based on Law Number 14 of 2005, there are four competencies that lecturers must have to carry out the duties of the Tri Dharma Perguruan Tinggi, namely pedagogical, professional, personal, and social competencies. These four competencies are essential in achieving national education goals which are realized through lecturer performance. Lecturer performance is one of the deciding elements for the outcome of the teaching and learning experience in university. Universities, both public and private, as part of the national education system, need to continue to be encouraged to increase the growth, role, responsibility, and quality of education (Nafi'ah & Ayu, 2017). The competence of lecturers determines the quality of the implementation of the Tri Dharma Perguruan Tinggi as shown in the professional activities of lecturers (Nelly & Elisabeth, 2020). Razak revealed that lecturers who have low performance will result in poor learning, which has an impact on the low competence of graduates, and ultimately harms the quality of higher education (Razak et al., 2016). Prawirosentono (1999) states that there is a cosy connection between individual and company performance. That is what the assertion shows on the off chance that the lecturers' performance is great, the performance of colleges will likewise be great.

The lecturer's performance is an intriguing component to be inspected for five reasons: To begin with, lecturers are leads for the progress of the educating and growing experience. Second, lecturers not only assume a part in that frame of mind to understudies but additionally give guides of mentalities, discourse, conduct, and character. Third, lecturers' execution is not conclusive and cannot be improved because as people, speakers are continuously developing and evolving. Fourth, on the off chance that the instructor's presentation is not upheld by proficient capability and work inspiration, then the educating and educational experience cannot run as expected true to form. Accordingly, instructors can work on true to form. Fifth, lecturers have scholarly capabilities, skills, proficient testaments, well-being, and otherworldliness and can understand public training objectives (Adiawaty, 2020b).

Discussions carried out on many research results with the theme of lecturer performance are enormously found. From 1970 to 2022, at least 2,414 titles in Indonesian libraries and no less than 774,061 titles in English libraries with the theme of lecturer performance were found¹. This shows that lecturer performance is a very interesting discussion theme to be raised in research. Moreover, lecturers as one of the important actors that determine the progress of higher education both in terms of educational processes and outcomes, their performance needs to continue to be optimized so that it has an impact on the progress of the institution even better. For this reason, many studies are carried out to provide diverse references for improving the performance of lecturers in universities.

Efforts to improve lecturer performance have been carried out through recommendations resulting from various studies by examining the influence exerted by independent variables on lecturer performance. Research conducted by Firmansyah, et al (2021) raises the theme of lecturer performance by examining three factors that allegedly influence it. The result shows that lecturer performance is influenced by servant leadership, education quality management, and organizational culture. Other research was conducted by Munandar (2021) who proposes a model for improving lecturer performance by optimizing factors that influence it significantly, namely: organizational culture, information technology, and organizational commitment. The lecturer performance improvement model is also offered by Jufrizen, et al (2020) where in this model, improving lecturer performance is carried out by increasing work motivation and the organizational climate.

Meanwhile, Azmy (2019), Fathorrahman (2019), and Nafi'ah and Ayu (2017) involve general terms. They conducted research to test several factors that influence lecturer performance. Azmy's research results found that lecturer performance was significantly and simultaneously influenced by knowledge of learning methodology and personal professionalism (Azmy, 2019). Fathorrahman's research results show broader findings. However, what is related to lecturer performance is that motivation, ability,

¹ via <https://e-resources.perpusnas.go.id>. Information regarding the search database can be seen on the website. The data listed corresponds to search results on June 19 2022 at 22:53 WIB.

and organizational commitment have a positive and significant effect on performance (Fathorrahman, 2019). The results of Nafi'ah and Ayu's research found that the factors that influence performance are broadly grouped into two, namely: ability and motivation factors (Nafi'ah & Ayu, 2017).

Research such as Yusaini (2020), Arifin (2020), Komarudin (2019), and other research conducts studies on efforts that can be made to improve lecturer performance by examining the factors that influence it both directly and indirectly, both empirical and theoretical. This shows that both theoretical and practical developments to improve lecturer performance have been carried out by various researchers in the last decade.

However, from various studies that have been conducted, measurement of lecturer performance involves different dimensions. Based on the definitions above, the performance of lecturers has various dimensions, especially those directly related to their duties in implementing the Tri Dharma Perguruan Tinggi. In addition, lecturer performance also has different dimensions for lecturers who occupy certain positions either with their position as leaders or other additional duties. In this function, the performance of lecturers can be measured from their ability to make decisions, communicate, administrate, and personality. The quality of lecturer performance shows how much achievement a lecturer has in completing his duties and responsibilities. Along with the many dimensions of lecturer performance, there are more factors, both internal and external, that affect the performance achieves its quality.

Eryana's research, for example, views lecturer performance on only one dimension, namely the teaching dimension by involving 4 (four) measurement aspects, namely: teaching preparation, teaching, learning evaluation, and teaching material development. While variables that are considered to affect teaching performance are the work environment and professional competence (Eryana, 2016). The aspects of measuring the work environment and professional competence are not clearly described. Even though Lilawati mentioned that the competence of lecturers does not have a significant influence on lecturer performance (Lilawati & Mashari, 2017). Although the study did not clearly describe what are the dimensions and aspects involved in measuring competence and performance. Readers harbour doubts about both research results. Whether competence, in general, does not affect lecturer performance or will it have a significant influence if the dimensions of competence and aspects of lecturer performance are narrowed or there are other possibilities.

Zain and Yuliana's research describes lecturer performance into two dimensions, namely compensation and job satisfaction. In their research, they put the dimension of organizational commitment as a control variable (which can be manipulated). The results of his research show that mediating organizational commitment can increase the effect of compensation on lecturer performance. Unlike the case with the variable job satisfaction, the results showed that job satisfaction had a direct effect even though there was no change in organizational commitment. Zain & Yuliana said, that when

lecturers have high job satisfaction, they can improve their performance even though they do not have organizational commitments (Zain & Yuliana, 2017). This result is not quite in line with the results of the research conducted by Yusaini. In her research, Yusaini clearly stated that organizational commitment has a positive and significant influence both directly and partially on improving lecturer performance (Yusaini, 2017).

The inconsistency in the research results mentioned above makes policymakers faced with doubts about what should be done to improve lecturer performance. Apart from that, policymakers are still faced with the many dimensions and aspects involved in measuring performance and do not have a clear reference regarding their effectiveness when compared with each other. Various inconsistencies in the dimensions of factors that influence lecturer performance make policymakers determine strategic steps that can be taken to improve lecturer performance in higher education by paying attention to the various dimensions and aspects involved, as well as academics. It is very important to examine in more depth the factors that influence effective and appropriate lecturer performance. Rupp et al. (2014), Colquitt et al. (2013), and especially Karam et al. (2019) campaign for integrative research to connect and interpret evidence from primary studies to expand research by considering a broader set of consequences and various configurations by considering alternative methods. Cooper (2019) in his book said that a systematic meta-synthesis review would be more useful than a static aggregation of cumulative findings, so in this study, a systematic review was used as the appropriate method for configuring and creating a conceptual framework for the themes being studied.

So far there has been no systematic literature review produced in the last decade either research at home or abroad. A search on <https://e-resources.perpusnas.go.id> with the search keywords ‘lecturer performance’ AND ‘systematic review’ yielded the results of 2,477 research titles conducted about higher education. Specific searches are performed by changing the search field only on articles with the title ‘lecturer performance’. The search results showed that there were only 3 article titles and all three did not talk about the factors that affect the lecturer’s performance. Thus, a systematic literature review of factors that affect lecturer performance has so far not been carried out to analyse factors that have a very strong influence on improving lecturer performance.

Based on the description above, various inconsistencies in the dimensions of factors that affect the performance of lecturers and their various aspects are also found. Thus, it is very important to research to examine the positive influence of effective and appropriate lecturer performance factors. This condition offers an important challenge shortly. The gap in this literature becomes a research question, “What are the positive factors that affect the performance of lecturers?”

Rousseau (2012) suggests that a good systematic review is based on questions that can be formulated well. Research questions that can be justified to indicate the next

steps of investigation such as research protocols and conceptual frameworks (Gough et al., 2012).

METHODS

The research design is a systematic review with the theme of lecturer performance and the factors that influence it, is a research library that aims to explore the influence between variables X (factors) and Y (lecturer performance). The data collection stage in this study involves the population that will be the target of the study. In this systematic review, the research has two targets. First, the results of the study cumulatively reflect all previous research. Second, the included studies allow generalization of focus in the area of the research topic (Cooper, 2017). The purpose of the data collection process is to identify and collect all studies relevant to the research to be conducted (Thomas & Harden, 2008). Data collection techniques and screening methods using various references from Cooper (2017). Article searches are carried out on digital libraries by limiting publication dates from January 2012 to June 2022 that have been set. The digital library used in searching for articles is a national digital library subscribed to the National Library of the Republic of Indonesia (PERPUSNAS RI) which can be accessed at <https://e-resources.perpusnas.go.id/>. On June 22, 2022, the national digital library subscribed to the National Library of the Republic of Indonesia based on the name of the digital library there are 37 digital libraries.

Of the 37 digital libraries subscribed to PERPUSNAS RI, 4 digital libraries and 1 additional digital library that is not subscribed to PERPUSNAS RI, namely JSTOR. Selection of 5 digital libraries (ScienceDirect, ProQuest, EBSCOhost, JSTOR, and Springer) because they have a wealth of articles in this research family. The literature search is carried out, in general, using the keyword ‘lecturer performance’. Meanwhile, to narrow the search results, the keyword ‘NOT evaluation NOT application NOT system’ was added. The operationalization of keywords in the digital library in this paper uses access from PERPUSNAS RI through <https://e-resources.perpusnas.go.id>.

The unit of analysis of lecturer performance themes is articles obtained from the OpenAIRE digital library (1,046 articles), OAIs (962 articles), Complementary Index (179 articles), Directory of Open Access Journals (179 articles), eBook Index (38 articles), Education Research Complete (6 articles), Academic Search Index (2 articles), Humanities International Complete (1 article), and Entrepreneurial Studies Source (1 article) in total 2,414 articles to be the population in this study. The quantity of articles got was enormous to the point that the assurance of the quantity of tests utilized in this concentrate through a screening cycle (consideration and rejection), and methods for evaluating the quality and pertinence of articles involving Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) created by Moher, Liberati, Tetzlaff, Altman, and The PRISMA Group (Moher et al., 2009). The articles obtained will be evaluated using inclusion and exclusion criteria to produce candidate sample articles in this systematic review. The inclusion criteria in this study can be seen in Table 1 while the exclusion criteria can be seen in Table 2 adopted from Priola’s research (2016).

Table 1. Article inclusion criteria

Criteria	Information
Research articles, peer review, academic journal	To get a comprehensive view of the relationship between lecturer performance and the factors that influence it
Whole country	To obtain diverse socio-cultural views on the relationship between lecturer performance in higher education and the factors that influence it.
Education and higher education sector	To focus the discussion of performance only on the education sector

Table 2. Article exclusion criteria

Criteria	Information
Irrelevant title (advance search)	Using advanced search "Select a field: TI Title" will eliminate article titles that do not contain the keyword "lecturer performance"
Duplicate article removal	Deletions were made to avoid double counting and identical titles
The abstract is not relevant	The abstract of each article does not specifically show the relationship between lecturer performance and the factors that influence it.
Publication beyond January 2012 to June 2022	To get a comprehensive view of theoretical and empirical changes over time in the last decade.
Full text not available	Limited resources to obtain the full text

Based on the inclusion and exclusion criteria above, the PRISMA procedure is presented to obtain several studies that are used as samples in the study. As a result, 35 research articles were retained for in-depth data analysis ranging from extraction, coding, and assessment of quality and relevance. The data analysis technique refers to the Miles & Huberman interaction model (Suciati et al., 2022), namely: (1) data collection, literature collection using specified search keywords, (2) data reduction, where the literature is then selected focused among these options then analysed by

coding, tracking themes and creating groups, (3) data presentation, where data is arranged based on groups in a table, and (4) conclusion, where all results obtained are processed to conclude.

RESULTS AND DISCUSSION

1. Data extraction

Data extraction is the process of retrieving data from a data source for further processing (coding, analysis, and interpretation). To facilitate data extraction, one of the qualitative data processing applications is used, namely NVivo 12 Plus. This *software* can be an assistant in analysing some data, including (a) reading article text; (b) creating codes for specific text fragments; (c) reviewing fragments of text divided into specific codes; (d) organizing information by theme; (e) trace ideas with notation; and (f) link related text fragments using links.

2. Data encoding

Data coding is a systematic way of organizing data sets into smaller analytical units through the creation of categories and concepts derived from the data (Lockyer, 2004). Miles, Huberman, and Saldana (2014) suggest at least two cycles of data coding in systematic review, first chunking of data and second conceptualization of evidence. The first step is to create variable elements that can represent important elements of the research article, or so-called quality and relevance variables, such as research objectives, research questions, research methods, research instruments, research samples, research results, research limitations, research conclusions, recommendations, and research implications (Priola, 2016).

In addition, in this paper, new elements are made according to the study, namely: (a) independent variables (factors), (b) dependent variables (lecturer performance), and (c) mediators and moderators (intervening variables) on NVivo 12 Plus. A mediator variable describes a property or process in which the independent variable can affect the dependent variable directly and indirectly. The moderator variable describes the nature or process by which the independent variable can affect the dependent variable indirectly in reinforcing or reducing the effect of the independent variable on the dependent (Garnett et al., 2008).

3. Quality and relevance assessment

Quality and relevance assessment variables are used to avoid drawing conclusions based on unreliable data (Thomas & Harden, 2008). To assess the quality and relevance of each study or article used, researchers apply TAPUPAS (Transparency, Accuracy, Purposively, Utility, Propriety, Accessibility, and Specificity) formulated by Priola (2016) adapted from Pawson and the Social Care Institute for Excellence (2003) to assess the methodological quality and relevance of each article. The assessment process begins by evaluating eight important elements of TAPUPAS.

Studies that earned a total of 22 to 21 quality points were rated as having high overall quality and relevance, studies that earned 20 to 19 quality points were rated as

having overall medium quality and relevance, studies that produced 18 quality points or less were rated as having low quality and relevance in the context of this study. To maintain quality and relevance, articles used in systematic reviews only have overall quality and relevance high (high) and medium (medium) (Priola, 2016). Articles that have high quality and relevance are being further processed to the data synthesis stage. Based on this criterion, out of 35 samples, 20 articles were processed to the data synthesis stage.

4. Data synthesis

Because of the diversity of themes of independent variables that are known to have a positive and significant influence on the dependent variable, the data synthesis in this study uses thematic synthesis. Thematic synthesis is a qualitative method of synthesizing research by comparing common and unique themes. Based on a critical realist approach. Thematic synthesis inductively integrates evidence using techniques adapted from meta-ethnography and *grounded theory* (Bethel & Bernard, 2010). In this study researchers followed a model developed by Thomas and Harden (2008) and this study is simplified into two stages of thematic synthesis as follows:

- a. In the first step, text fragments have been coded into data extraction variable elements, namely: (a) research method; (b) research instruments; (c) research sample; (d) research results; (e) research conclusions, recommendations, and implications; and (f) research limitations coded using NVivo 12 Plus to capture the meaning of the independent variables and lecturer performance as the dependent variable. One of the features of NVivo 12 Plus is the ability to display graphs of the most dominant words mentioned from a collection of text. Coding conclusions, recommendations and research implications state what factors (independent variables) have an influence on lecturer performance based on the research results obtained. The author’s statements in this section can be visualized to make it easier to see trends in each research result. It was found that the most dominant variables were commitment, satisfaction, leadership, and competence. The findings from the dataset of the relationship between the independent variables of commitment, satisfaction, leadership, and competence as factors influencing lecturer performance containing the name and year of the researcher, results, and conclusions from the dataset can be done by copying and pasting directly based on the coding results in NVivo. Table 3 is used to present the findings from the dataset, making it easy to read.

Table 3. Dataset Results Focus on Independent Variables

Author Article	Conclusion
Fathorrahman, Fathorrahman (2019)	Motivation, competence, and organizational commitment each have a significant positive effect on lecturer performance, while organizational

	performance and commitment each have a significant positive effect on lecturer job satisfaction. In addition, performance fully mediates the influence of organizational commitment on lecturer job satisfaction.
Milwati, Susi (2014)	Lecturer performance can be directly improved through OCB and lecturer empowerment and indirectly from transformational leadership and organizational commitment. The OCB of lecturers will be strengthened if the empowerment of lecturers, and the organizational commitment of lecturers increases.
Munandar, Dadang (2021)	Of the three variables studied, the largest contribution was made by organizational commitment. This shows that organizational commitment is a critical success factor in efforts to improve performance.
Yusaini, Yusaini (2017)	Job satisfaction influences lecturer performance. Institutional/ organizational commitment influences lecturer performance.
Lilawati, Emi; Mashari, Fauziah (2017)	There is a significant influence between lecturer competence and lecturer performance. There is a significant influence between lecturer job satisfaction and lecturer performance. The higher the job satisfaction for lecturers, the higher the performance, and vice versa, the lower the job satisfaction, the lower the performance. There is a significant influence between lecturer competence and lecturer job satisfaction on lecturer performance.
Wahyuni, Hari (2019)	The competence of lecturers, work motivation received, and job satisfaction felt by lecturers drives the performance of lecturers, meaning that lecturer performance is determined by competence work motivation, and job satisfaction that has been felt by lecturers.
Purwanto S. K. (2015)	Leadership in higher education that can improve lecturer performance is leadership that can set an example, make decisions quickly, provide delegation

	of authority, and have a high level of optimism.
Wardhana, Galih Wisnu; Choerudin, Achmad (2014)	There is a significant simultaneous influence between the independent variables consisting of leadership, discipline, and motivation on lecturer performance
Rahmat, Abdul; Sinaulan, Jimmy Herman (2017)	There is a positive and unidirectional relationship between organizational commitment, basic personality, and lecturer competence supported by micro-culture and social capital and lecturer performance. These relationships are interconnected and run in the same direction, which means that each unit of increasing organizational commitment, basic personality, and lecturer competence, supported by increasing micro-culture and increasing social capital, will improve lecturer performance.
Eryana, Eryana (2016)	There is a significant influence of work environment variables on lecturers’ teaching performance both partially and simultaneously. There is a significant influence of professional competency variables on lecturers’ teaching performance both partially and simultaneously

- b. In the second step, the similarities and differences of the independent variables are considered to produce a more congruent/balanced list of variables. The process of translating variables between studies as suggested by Thomas and Harden (2008) helps categorize different authors’ conceptualizations into concepts with descriptive themes.

Based on the results in the first step, articles were selected that placed the variables of commitment, satisfaction, leadership, and competence as independent variables that affect lecturer performance.

Table 4. Operational Definition of Independent Variables

Independent Variables	Operational Definition
Commitment	1. The intention of the employee to continue working in the organization 2. The degree of care of employees and their contribution to organizational success 3. There is emotional attachment, identification, and

	<p>involvement of employees in the organization</p> <ol style="list-style-type: none"> 4. Profit and loss considerations if employees leave the organization 5. There is a feeling of obligation in employees to continue working in the organization 6. The willingness of employees to continue to be in a company in the future 7. The craving of individuals from the association to keep up with their enrolment in the association and take a stab at the accomplishment of organizational objectives
Satisfaction (including job satisfaction)	<ol style="list-style-type: none"> 1. Equality theory, difference theory, needs fulfilment theory, group view theory, expectancy theory, and Herzberg's two-factor theory 2. The general attitude of the individual to his work. Someone with a high level of job satisfaction shows a positive attitude toward the job, someone who is dissatisfied with his job shows a negative attitude toward his job 3. Workers feel satisfied when their work provides something they appreciate. Job satisfaction will occur when workers feel that the value they want is met. 4. Positive attitude of employees or employees to the tasks performed, arising from an assessment of the work situation
Leadership	<ol style="list-style-type: none"> 1. The ability of an individual to influence, motivate, and enable employees to contribute effectively and successfully to the organization of which the employee is a member 2. Clarity of vision and mission, achievement of vision and mission, optimism, confidence, speed of action, ability to set an example and delegation of authority
Competence (including lecturer competence)	<ol style="list-style-type: none"> 1. Pedagogic, professional, personal, social competence is the ability of skills, knowledge, and enthusiasm to work to do work according to the workload that is his responsibility 2. Competence is the skills, expertise and attitude that exist in a person in carrying out obligations in accordance with the established performance 3. Competencies can be classified into 3 (three) groups, namely (1) personal characteristics, (2) visionary, and (3) organization specific.

5. A new paradigm of factors affecting lecturer performance

Based on the above synthesis, the factors affecting the performance of lecturers are predominantly given by the following variables:

a. Organizational Commitment

Organizational commitment is defined as a person's desire to remain a member of an organization as put forward by Stephen Robbins (2002). Researchers also agree that organizational commitment is not a passive loyalty, but rather a relatively strong individual identification and involvement in an organization as Mowday suggests. He further stated that organizational commitment has three elements, namely: (1) strong trust and acceptance of organizational goals and values; (2) readiness to work hard; and (3) a strong desire to stay in the organization (Mowday et al., 2013). Allen and Meyer grouped organizational commitments into three categories: affective commitment, continuance commitment, and normative commitment (Meyer et al., 1993). These three categories are psychological conditions that describe the relationship between individuals and organizations and have implications in the decision to continue or not to continue membership in an organization.

b. Job Satisfaction

Stephen Robbins (2015, p. 170) characterizes job satisfaction as an individual's overall mentality towards their work, the contrast between how much pay an employee gets and the amount they get, to be specific what they ought to get. On a fundamental level, each organization generally anticipates that its representatives should work ideally to expand benefits and assist with speeding up the accomplishment of other organizational objectives. Therefore, to realize these expectations, it is appropriate if the company is also able and willing to provide encouragement that can result in employees feeling satisfied with their work.

An employee will get job satisfaction if the following are met:

1) Favourable working conditions

Employees care about the environment both for personal comfort and to make it easier to do good tasks. Studies prove that employees prefer safe, harmless and hassle-free surroundings. In addition, most employees prefer to work close to home, in clean and relatively modern facilities, and with adequate tools.

2) Fast salary or wages

Employees want a wage system and promotion policy that they perceive as fair with expectations. When wages are seen as fair based on job demands, individual skill levels, and community wage standards, satisfaction is most likely to result.

3) Supportive colleagues

For most employees, work also fills the need for social interaction. Therefore, it is not surprising that having friendly and supportive colleagues leads to increased job satisfaction. Supervisor behaviour is also a major determinant of satisfaction.

c. Leadership

The leadership referred to here is organizational leadership. Leadership according to Stephen P. Robbins (2002, p. 163) is the ability to influence a group to achieve a goal. According to Richard L. Daft, the ability to influence people to achieve organizational goals (Daft, 2006, p. 313). In line with these two opinions, G.R. Terry and L.W. RVC

define leadership as the ability to direct followers to work together with trust and diligently perform the tasks given by their leader (Terry, 2000, p. 152). Based on these definitions, the concept of leadership is closely related to the empowerment or optimization of existing resources to achieve organizational goals, including human resources to work under the tasks assigned to them.

According to Adiawaty (2020a) There are several indicators of leadership that are empowering as defined above, namely:

- 1) Able to see the problem thoroughly
- 2) Able to arrange relationships between events dynamically
- 3) Take the initiative to make improvements
- 4) Able to create order and order
- 5) Always trying new things
- 6) Encourage and reward creativity
- 7) Serve and empathize
- 8) Conduct persuasion in achieving goals
- 9) Build commitment
- 10) Able to coordinate many things
- 11) Able to collaborate with many parties
- 12) Provide guidance and advice to subordinates
- 13) Encouraging / motivating in achieving task implementation
- 14) Inspire and get to know how things work
- 15) Able to formulate a shared vision
- 16) Able to communicate the vision and invite it to be realized

d. Lecturer Competence

Lecturer competency is a set of knowledge, skills, and behavioural abilities that must be possessed, internalized, and mastered by lecturers in carrying out professional duties with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students through the field of education (Djamarah & Zain, 2010)

Lecturer competence is a roundness of knowledge, skills, and attitudes that manifest intelligent and responsible actions in carrying out duties as learning agents. As learning agents, lecturers are required to be creative in preparing methods and strategies that are suitable for the conditions of their students, choosing and determining a learning method that is under the learning material. According to Budiada (2011) a lecturer who has adequate competence will certainly have a positive effect on the potential of students. Along with the issuance of Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers which states the competencies that must be possessed by a lecturer, which include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education.

1) Competence in Pedagogy

Law of the Republic of Indonesia Number 14 of 2005 states that pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

2) Personality competencies

Lecturers as educators whose main task is to teach, have personality characteristics that are very influential on the success of human resource development. The steady personality of a lecturer will set a good example for students and the community, so that lecturers will appear as figures who should be "respected" (obeyed by advice or words or orders) and "imitated" (exemplified by their attitudes and behaviours). The personality of the lecturer is the most important factor for the success of student learning. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that personality competence is the ability of a steady, noble, wise, and authoritative personality and become an example for students. While Surya (2003) calling this personality competence a personal competence, which is the personal ability of a lecturer that is needed in order to become a good lecturer.

3) Social Competence

Law of the Republic of Indonesia Number 14 of 2005 states that social competence is the ability of lecturers to communicate and get along effectively with students, fellow educators, education staff, parents or guardians of students, and the surrounding community.

4) Professional Competence

Law of the Republic of Indonesia Number 14 of 2005 states that professional competence is the ability of lecturers to master knowledge in the fields of science, technology, and art that they have which at least includes mastery of subject matter broadly and deeply in accordance with the standards of the content of the educational unit program, the subjects they have. As the duties of lecturers in general that lecturers are required to learn the subject matter they will teach to students.

These four competencies are integrated into lecturer performance, meaning that in lecturers there must be all required competencies. If there is one lack of competence, then the lecturer cannot be said to be a professional lecturer (Wahidmurni et al., 2010). The indicators of lecturer competence in this study are pedagogic competence, personality competence, social competence, and professional competence.

CONCLUSION

Based on the results of the synthesis of several articles involved in this *systematic review*, the following conclusions can be drawn:

1. In general, factors that affect lecturer performance are grouped into two types, namely: external factors and internal factors.
2. Based on the results of the analysis, the external factor that exerts a more dominant influence is organizational leadership. The internal factors are work commitment, job satisfaction, and competence.
3. The four factors above, if improved, will contribute to improving lecturer performance better than other factors.
4. As for internal factors, it does not entirely come from within a lecturer. It is called internal because these factors are in the lecturer.
5. Further studies need to be carried out to analyse other variables that can optimize these internal factors.

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