

Understanding Lecturer Performance Behavior: A Systematic Literature Review on the Role of Work Environment and Motivation

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ABSTRACT

Lecturer performance behavior plays a crucial role in enhancing the quality and effectiveness of higher education. While the work environment and motivation have been recognized as key influencing factors, their interactive effects remain underexplored in the literature. This study conducted a Systematic Literature Review (SLR) guided by the PRISMA 2020 framework, analyzing 75 peer-reviewed publications from 2015 to 2024. The literature was sourced from major academic databases including Scopus, Web of Science, Google Scholar, and the Indonesian national journal portal (Garuda). Inclusion criteria focused on studies examining lecturer performance behavior in relation to work environment and motivation within higher education contexts. Thematic synthesis revealed two dominant and interrelated factors: (1) the work environment—encompassing academic leadership, institutional support, organizational culture, and infrastructure; and (2) motivation—comprising intrinsic and extrinsic elements. Studies showed that lecturer performance is significantly enhanced when a supportive environment aligns with strong motivational drivers. Conversely, high motivation alone or favorable environments without corresponding motivation often yield limited impact. The findings suggest that lecturer performance behavior is shaped by the dynamic interaction between institutional conditions and motivational mechanisms. This review contributes a more integrative conceptual framework by moving beyond fragmented approaches, highlighting the need for holistic academic human resource strategies. Future research should adopt longitudinal and mixed-methods designs to capture the evolving nature of this interaction over time.

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1. INTRODUCTION

Lecturers play a critical role in fostering academic quality and shaping a productive higher education environment. Lecturer performance behavior, particularly as reflected in innovative and proactive engagement in academic duties, contributes significantly to the effectiveness of higher education institutions (Bastian & Widodo, 2022). Accordingly, the study of lecturer performance has received considerable attention due to its relevance to improving the quality of higher education. However, many existing studies continue to treat the work environment and motivation as determinants examined separately (Rahardja, Lutfiani, Setiani Rafika, & Purnama Harahap, 2020; Siburian, 2025), resulting in a limited understanding of how these two factors interact in shaping lecturer performance behavior within higher education contexts.

Lecturer performance behavior refers to lecturers' efforts to go beyond formal duties and responsibilities in order to achieve optimal academic outcomes. This concept encompasses proactive and innovative academic behaviors, as well as extra-role contributions in teaching, research, and community service. Systematic literature indicates that lecturer performance is a multidimensional construct involving task performance, academic engagement, and extra-role behavior that collectively support institutional effectiveness (Wahjudi, Armanu, Hadiwidjojo, & Solimun, 2024). In the Indonesian higher education context, lecturers' extra-role behavior and work-related well-being have also been shown to explain variations in performance, although their influence is strongly shaped by leadership practices and organizational conditions (Aktar, 2025).

Motivation represents a key psychological factor influencing lecturer performance behavior in higher education settings. Empirical studies demonstrate that motivation plays a crucial role in enhancing academic engagement and lecturer performance through sustained psychological mechanisms (Li & Khattak, 2023). Intrinsic motivation, such as satisfaction derived from knowledge sharing, academic achievement, and professional recognition, encourages lecturers to engage more deeply in teaching, research, and community service activities. Meanwhile, extrinsic motivation—including incentives, reward systems, and career development opportunities—contributes to strengthening lecturers' commitment to institutional goals (Zhao, 2024). Nevertheless, the effectiveness of motivation does not operate in isolation but is contingent upon the organizational context in which lecturers work. Institutional support, academic leadership, and a conducive organizational culture shape conditions that may either reinforce or weaken the contribution of motivation to lecturer performance behavior (Phetorant, Isman Kadar, & Lina Novitas, 2024)

Within the higher education literature, the work environment and motivation are widely recognized as interrelated factors influencing lecturer performance behavior. Several studies report that academic leadership and work motivation significantly affect lecturer performance, although these variables are often analyzed as independent predictors (Hayati, Permana, Satori, Aedi, & Supiani, 2025). More recent research has begun to adopt contextual approaches by considering moderating or mediating variables—such as the use of information technology in higher education—to explain the relationship between motivation, organizational factors, and lecturer performance (Yani, Pawirosumarto, & Ridwan, 2025). Despite these developments, studies that explicitly integrate the work environment and motivation to examine how their interaction shapes lecturer performance behavior remain relatively limited.

Based on this context, this systematic literature review aims to explore the dynamics of lecturer performance behavior by examining the roles of the work environment and motivation within higher education contexts. Through a systematic search and analysis of prior studies, this review seeks to identify key findings, methodological trends, and theoretical frameworks used to investigate these factors. By positioning the work environment and motivation within a single analytical framework, this study is expected to contribute theoretically by offering a more comprehensive conceptual mapping of lecturer performance behavior, as well as practically by informing academic human resource management and policy formulation in higher education institutions. Unlike previous studies that generally treat the work environment and motivation as separate or additive predictors, this systematic

review is directed toward developing an integrative understanding of how the interaction between these two factors shapes lecturer performance behavior in academic work settings.

2. METHODS

2.1 Research Design

This study employed a Systematic Literature Review (SLR) approach guided by the PRISMA 2020 framework to ensure a structured, transparent, and replicable review process (Rethlefsen & Page, 2021). The SLR approach was selected because it enables a systematic identification, screening, evaluation, and synthesis of existing literature, thereby strengthening methodological rigor and minimizing selection bias. Through this approach, the study integrates empirical and theoretical findings related to lecturer performance behavior, with particular attention to the roles of the work environment and motivation within higher education contexts—factors that have often been examined separately in previous studies.

2.2 Scope and Time Frame

The review covered publications from 2015 to 2024, representing a decade of recent research developments in higher education. This time frame was selected to maintain conceptual and contextual relevance, considering the significant changes in higher education governance, academic work patterns, and institutional policies during this period. The scope of the review was limited to higher education settings, focusing on studies involving lecturers or academic staff and addressing lecturer performance behavior, work motivation, and academic work environment factors.

2.3 Literature Search Strategy

A systematic literature search was conducted across four major academic databases: Scopus, Web of Science, Google Scholar, and the Indonesian national journal portal (Garuda). These databases were selected to capture both internationally indexed and nationally reputable scholarly publications, ensuring comprehensive coverage of relevant literature.

The search strategy employed combinations of key terms aligned with the research focus, including *lecturer performance*, *performance behavior*, *work environment*, *motivation*, *higher education*, and *academic engagement*. Boolean operators (AND / OR) were used to refine and optimize the search results. The initial search yielded 310 records, consisting of 120 articles from Scopus, 90 from Web of Science, 70 from Google Scholar, and 30 from Garuda. A summary of the databases, keywords, publication years, and the number of identified records is presented in Table 1.

Table 1. Literature Search Strategy and Identified Studies

Database	Main Keywords	Boolean Operators	Year Range	Records
Scopus	Lecturer performance; performance behavior; work environment; motivation; higher education; academic engagement	AND / OR	2015–2024	120
Web of Science	Lecturer performance; performance behavior; work environment; motivation; higher education; academic engagement	AND / OR	2015–2024	90
Google Scholar	Lecturer performance; performance behavior; work environment; motivation; higher education; academic engagement	AND / OR	2015–2024	70
Garuda	Lecturer performance; performance behavior; work environment; motivation; higher education; academic engagement	AND / OR	2015–2024	30
Total				310

2.4 Inclusion and Exclusion Criteria

To ensure objectivity and consistency in the study selection process, explicit inclusion and exclusion criteria were established prior to the screening stage. These criteria are summarized in Table 2.

Table 2. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Document type	Journal articles and conference proceedings	Books, book chapters, reports, editorials
Publication status	Final, peer-reviewed publications	In-process, review-only, or non-peer-reviewed
Research context	Higher education	Non-higher education contexts
Study participants	Lecturers or academic staff	Non-academic professions
Research focus	Lecturer performance behavior, motivation, and/or work environment	Studies unrelated to the core variables
Language	English	Non-English
Publication period	2015–2024	Outside the defined time range

2.5 Study Selection Procedure (PRISMA)

The study selection process followed the four stages of the PRISMA 2020 framework: identification, screening, eligibility, and inclusion (Loong, Abdullah, & Lada, 2025). Of the 310 records identified in the initial search, 60 duplicate records were removed, leaving 250 articles for title and abstract screening. During this stage, 130 articles were excluded due to irrelevance to the research focus. At the eligibility stage, 45 articles were further excluded because they did not meet the predefined inclusion criteria, such as lacking a focus on higher education or not addressing motivation or work environment factors. Consequently, 75 studies were included in the final analysis, comprising 55 journal articles and 20 conference proceedings. The selection process and the number of studies at each stage are illustrated in Figure 1.

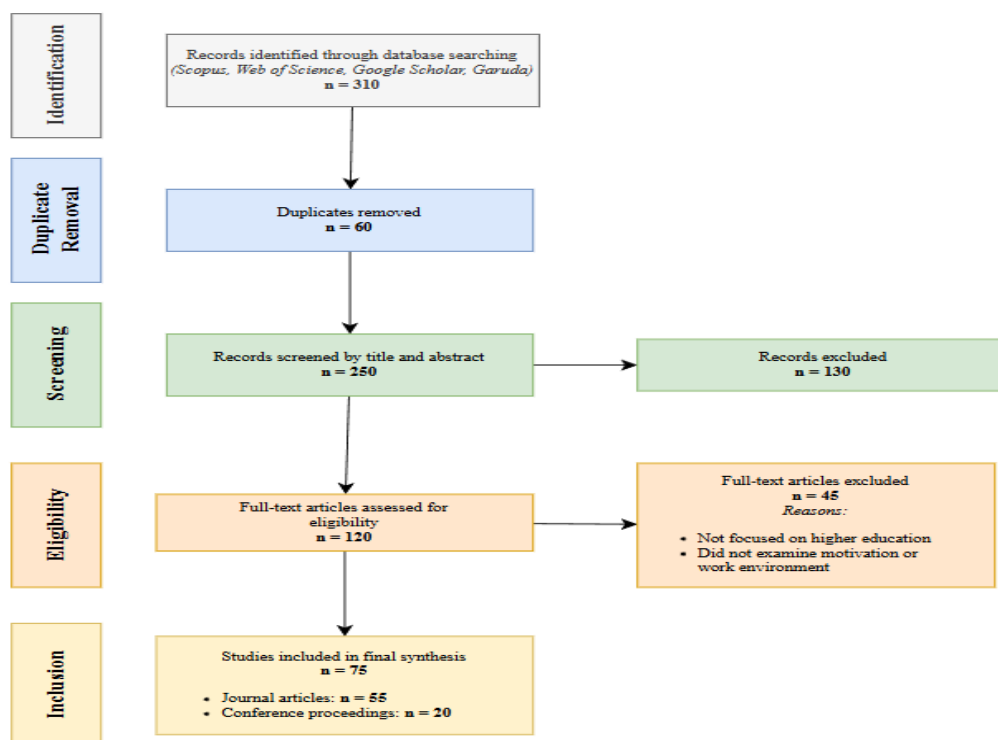


Figure 1. PRISMA Flow Diagram of the Literature Selection Process

2.6 Quality Assessment

A quality assessment was conducted for all included studies to ensure that the synthesis was based on credible and methodologically sound sources. Study quality was evaluated based on peer-review status, database indexation (e.g., Scopus or equivalent), clarity of research objectives, and transparency of methodological procedures. Consistency between research aims, methods, and findings was also considered. This assessment aimed to reduce potential bias and enhance the reliability of the synthesized evidence (García-Peñalvo, 2022).

2.7 Data Extraction

Data extraction was performed using a structured data extraction matrix to ensure consistency across studies. Extracted information included authorship and year of publication, research context, study objectives, research design and methods, key variables, and main findings related to lecturer performance behavior, motivation, and work environment. This systematic extraction process facilitated cross-study comparison and supported the identification of recurring patterns and contextual variations.

2.8 Coding and Data Analysis

Data analysis employed a thematic analysis approach using deductive coding. The coding framework was developed based on predefined conceptual categories, namely lecturer performance behavior, work environment, motivation, and contextual or interactional factors influencing their relationships. Relevant findings from each study were coded accordingly to identify dominant themes. A deductive approach was adopted to ensure alignment between the research objectives and the analytical process, as well as consistency in the interpretation of findings.

2.9 Synthesis and Reporting

Data synthesis was conducted through a narrative–thematic approach, integrating key findings from all included studies. The synthesis focused on mapping the conceptual relationships between the work environment, motivation, and lecturer performance behavior, as well as identifying research gaps in the existing literature. Reporting followed the PRISMA 2020 guidelines, with Table 1 and Figure 1 included to enhance methodological transparency and support future replication.

3. FINDINGS AND DISCUSSION

This section presents the results of the thematic synthesis and a critical discussion of the studies included in this systematic literature review. The analysis focuses on the characteristics of the reviewed literature, the dominant themes that emerge, and the patterns of interaction between the work environment and motivation in shaping lecturer performance behavior in higher education. Rather than merely summarizing empirical findings, the discussion seeks to identify conceptual tendencies, methodological variations, and institutional contexts that influence how lecturer performance behavior is understood and explained in the literature. Accordingly, this section not only addresses what has been studied, but also examines why certain factors—such as academic leadership, organizational support, and reward systems—consistently emerge as key determinants, and under what conditions their influence is strengthened or constrained. The discussion is organized thematically to clarify the dynamic interaction between the work environment and motivation in explaining lecturer performance behavior.

3.1 Characteristics of Included Studies

The studies included in this systematic literature review demonstrate considerable diversity in geographical context, methodological approach, and conceptual orientation in examining lecturer performance behavior in higher education. A total of 75 studies were drawn from various regions, including Asia, the Middle East, Europe, and Africa, indicating that lecturer performance is a cross-

cultural issue embedded in diverse higher education systems. Methodologically, the literature is dominated by quantitative survey-based studies employing regression analysis or structural equation modeling, while qualitative and mixed-methods studies remain relatively limited. Conceptually, most studies operationalize the work environment and motivation as separate constructs, with the work environment typically associated with academic leadership, organizational culture, and institutional support, and motivation differentiated into intrinsic and extrinsic dimensions. These characteristics suggest a prevailing tendency toward partial analysis, in which the interactive relationship between the work environment and motivation in shaping lecturer performance behavior has not yet been systematically explored.

3.2 Thematic Finding

The thematic synthesis of the included studies identifies two dominant themes that are consistently used in the literature to explain lecturer performance behavior in higher education: the work environment and motivation. The work environment represents structural and institutional dimensions, including academic leadership, organizational culture, institutional support, and the availability of facilities and support systems that frame lecturers' academic activities. Motivation, by contrast, reflects internal and external psychological mechanisms that drive lecturers' engagement, commitment, and sustained performance in fulfilling their academic roles. Although prior studies have often examined these themes independently, the synthesis indicates that lecturer performance behavior is more accurately understood as the product of interaction between work environment conditions and individual motivational dynamics. Accordingly, this review positions both themes within an integrated analytical framework. A summary of the main themes, subthemes, and representative studies is presented in Table 3.

Table 3. Thematic Synthesis of Lecturer Performance Behavior in Higher Education Literature

Main Theme	Subtheme	Representative Studies	Research Context	Key Findings
Work Environment	Academic leadership	Hayati et al. (2025); Siburian (2025); Purnamasari, Handayani, & Kusuma (2024)	Indonesian higher education institutions	Strategic and transformational leadership fosters supportive academic climates, strengthens lecturer motivation, and enhances engagement in teaching, research, and community service.
Work Environment	Organizational culture	Adiwinata, Irawan, Adha, & Kusuma (2022); Tannady & Budi (2023)	Public and private universities	Collaborative and innovation-oriented academic cultures are positively associated with lecturers' task performance and extra-role behaviors, whereas rigid bureaucratic cultures constrain performance.
Work Environment	Institutional support and facilities	Disurya, Lestari, Sasongko, & Kristiawan (2022)	Universities in Indonesia and Africa	Adequate infrastructure, administrative support, and access to academic resources facilitate lecturer productivity, while insufficient facilities undermine engagement and job satisfaction.

Work Environment	Digital and learning environment	Haziroh, Putra, & Budiantoro (2021)	Higher education during e-learning implementation	Supportive digital infrastructure and IT assistance strengthen the positive impact of leadership on lecturer performance, particularly in online and blended learning contexts.
Motivation	Intrinsic motivation	Narasuci, Setiawan, & Noermijati (2018); Subhaktiyasa, Gede Agung, Jampel, & Dantes (2024)	Indonesian higher education	Intrinsic motivation, including professional fulfillment and value-based commitment, mediates the relationship between leadership and lecturer performance behavior.
Motivation	Extrinsic motivation	Dedi Mulyadi (2021); Zulfikar, Efendi, Pulubuhu, Kadir, & Parenta (2021)	Higher education institutions	Financial incentives, rewards, and formal recognition contribute to performance improvement, although their effects are contingent on institutional fairness and transparency.
Interaction between Work Environment and Motivation	Mediating and integrative mechanisms	Narasuci et al. (2018); Adiwinata et al. (2022)	; Hayati et al. (2025)	Multicontext higher education Lecturer performance behavior is shaped by the interaction between work environment and motivation; motivation operates more effectively when supported by conducive organizational conditions.

The work environment theme encompasses several key subthemes, including academic leadership, organizational culture, institutional support, and the availability of facilities and supporting infrastructure. The reviewed studies consistently indicate that academic leadership—particularly strategic and transformational leadership—plays a central role in shaping work environments that support lecturer performance by providing academic autonomy, aligning institutional goals, and facilitating teaching and research resources (Hayati et al., 2025; Purnamasari et al., 2024; Siburian, 2025). Moreover, collaborative and innovation-oriented organizational cultures, coupled with adequate administrative support and facilities, are reported to enhance lecturers' engagement in academic tasks and extra-role contributions (Adiwinata et al., 2022; Disurya et al., 2022; Tannady & Budi, 2023). Conversely, work environments characterized by rigid bureaucracy, control-oriented leadership, and limited facilities tend to constrain creativity, reduce job satisfaction, and weaken lecturers' commitment to their academic roles (Disurya et al., 2022).

The motivation theme comprises intrinsic and extrinsic dimensions that influence lecturer performance behavior in distinct ways. The literature indicates that intrinsic motivation—such as professional satisfaction, the perceived meaning of academic work, and commitment to scholarly values—is closely associated with deep and sustained lecturer engagement (Narasuci et al., 2018). This form of motivation is frequently linked to extra-role behaviors, including research initiatives and community engagement (Subhaktiyasa et al., 2024). Extrinsic motivation, encompassing financial incentives, reward systems, and career development opportunities, functions as a performance enhancer, particularly when implemented fairly and transparently (Mulyadi, 2021). However, several

studies emphasize that the effectiveness of extrinsic motivation is highly contextual and tends to diminish when not supported by a conducive work environment and aligned academic culture.

Although the work environment and motivation emerge as dominant themes, the synthesis also reveals variations and tensions in the reported findings regarding their respective roles. Some studies suggest that high individual motivation does not necessarily translate into optimal performance under unsupportive work conditions, while others indicate that improvements in the work environment alone may have limited impact in the absence of sufficient motivational drivers (Adiwinata et al., 2022). These variations indicate that the relationship between work environment and motivation is context-dependent and influenced by institutional characteristics, leadership styles, and prevailing reward systems. Nevertheless, only a limited number of studies explicitly integrate both factors within a single analytical framework.

Overall, the thematic findings suggest that the literature on lecturer performance behavior remains dominated by approaches that treat the work environment and motivation as independent determinants. This limitation underscores the need for a more holistic synthesis to understand how institutional conditions and motivational mechanisms interact in shaping lecturer performance behavior in higher education. These findings provide a foundation for the comparative analysis and identification of research gaps discussed in the following sections.

3.3 Comparative and Methodological Insights

The comparative analysis of the reviewed studies indicates that the relationships between work environment, motivation, and lecturer performance behavior vary considerably across geographical contexts and methodological approaches. Studies conducted in developing countries, particularly in Southeast Asia and parts of Africa, tend to emphasize extrinsic factors such as institutional policies, reward systems, compensation, and facility availability as primary determinants of lecturer performance. In these contexts, the work environment is often understood as a structural prerequisite that enables motivation to function effectively. In contrast, studies from European contexts and more established higher education systems place greater emphasis on intrinsic dimensions, including academic autonomy, meaningful work, and professional satisfaction, as key drivers of sustained lecturer engagement and performance.

From a methodological perspective, the literature is largely dominated by quantitative survey-based studies aimed at testing causal relationships between work environment, motivation, and lecturer performance. While this approach is effective in identifying relational patterns and effect strengths, it tends to simplify the complexity of underlying contextual dynamics. Qualitative and mixed-methods studies, although fewer in number, offer deeper insights into lecturers' subjective experiences, particularly in relation to how institutional policies, academic culture, and leadership practices are interpreted in daily academic work. These differences suggest that methodological choices shape the analytical emphasis placed on the mechanisms underlying lecturer performance behavior.

In addition to contextual and methodological differences, the literature also reveals tensions regarding the relative roles of work environment and motivation. Some studies emphasize that high individual motivation does not automatically lead to optimal performance in unsupportive environments, while others suggest that improvements in the work environment without corresponding motivational reinforcement yield limited performance gains. These tensions indicate that the relationship between work environment and motivation is interdependent and cannot be adequately understood through linear or isolated analytical models.

Overall, the comparative and methodological analysis highlights that existing literature has yet to fully integrate contextual, methodological, and conceptual dimensions in explaining lecturer performance behavior. This limitation reinforces the need for integrative synthesis approaches that conceptualize the work environment and motivation as interacting factors in shaping lecturer performance. These insights provide the basis for identifying research gaps and formulating theoretical and practical implications, as discussed in the subsequent section.

3.4 Research Gaps and Recommendations

The thematic synthesis and comparative analysis reveal several significant research gaps in the literature on lecturer performance behavior. First, most studies continue to adopt partial approaches that position the work environment and motivation as independent determinants, thereby limiting the ability to explain their interactive mechanisms comprehensively. Second, the predominance of cross-sectional research designs constrains understanding of the long-term dynamics of lecturer performance, particularly in relation to how changes in institutional policies, academic leadership, and reward systems influence motivation and engagement over time. Third, institutional context and academic culture are often treated as background variables rather than central analytical factors, leaving cross-regional and cross-system variations insufficiently explained.

From a theoretical perspective, these findings indicate the need for conceptual frameworks that integrate structural and psychological dimensions in explaining lecturer performance behavior. An integrative approach that views the work environment as a contextual condition that both frames and moderates the role of motivation can enrich theoretical understanding of lecturer performance in higher education. Future research would benefit from adopting more dynamic perspectives through longitudinal designs and mixed-methods approaches to capture the complexity of interactions between work environment, motivation, and lecturer performance more comprehensively.

Practically, the findings have important implications for academic human resource management in higher education institutions. Efforts to enhance lecturer performance should not rely solely on incentive provision or individual motivational enhancement, but must be accompanied by the creation of supportive work environments, including strategic academic leadership, collaborative organizational cultures, and fair and transparent reward systems. Higher education institutions are therefore encouraged to adopt policies that simultaneously balance structural and motivational dimensions to promote sustainable lecturer performance. In this way, this review provides both conceptual and practical foundations for evidence-based and holistic academic policy formulation aimed at improving lecturer performance in higher education.

4. CONCLUSION

This systematic literature review demonstrates that lecturer performance behavior in higher education is shaped by the dynamic interaction between the work environment and motivation, rather than by either factor in isolation. The reviewed literature consistently indicates that supportive institutional conditions—such as strategic academic leadership, collaborative organizational culture, adequate infrastructure, and transparent reward systems—provide the structural foundation through which motivational mechanisms can effectively enhance academic engagement, productivity, and extra-role behavior. At the same time, motivation remains a critical psychological driver of sustained lecturer commitment, yet its influence is highly contingent on contextual support. The findings also reveal tensions in the literature, indicating that high motivation may not translate into optimal performance in unsupportive environments, while improvements in the work environment alone may yield limited outcomes without adequate motivational reinforcement.

The primary contribution of this review lies in its integrative conceptual perspective, which links environmental and motivational factors within a unified framework of lecturer performance behavior. By moving beyond fragmented or additive explanations, this review advances a more holistic understanding of how institutional conditions shape the effectiveness of individual motivation in academic work settings. Practically, the findings suggest that higher education institutions should adopt balanced, evidence-based human resource strategies that simultaneously strengthen leadership capacity, recognition systems, participatory academic governance, and motivational support. Nevertheless, the dominance of cross-sectional studies in the existing literature limits insights into long-term performance dynamics, highlighting the need for future longitudinal and mixed-methods research. In this regard, cross-institutional policy comparisons may provide actionable insights for

developing adaptive and context-sensitive human resource management approaches that enhance lecturer motivation and institutional effectiveness.

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