

# Enhancing Lecturer Performance through Management and Islamic Values in Higher Education

Enhancing Lecturer  
Performance with  
Islamic Values

Ika Kartika

Universitas Negeri Jakarta; Jakarta, Indonesia

E-Mail: ikakartika3065@gmail.com

Hamidah

Universitas Negeri Jakarta; Jakarta, Indonesia

Hania Aminah

Universitas Negeri Jakarta; Jakarta, Indonesia

Antoni Ludfi Arifin

Institut STIAMI; Jakarta, Indonesia

5293

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## ABSTRACT

Lecturer performance management is vital for improving the quality of higher education, particularly in Islamic universities. This study aims to analyze how performance management enhances lecturer quality, focusing on evaluation practices and professional development aligned with teaching, research, and community service. A qualitative approach was used, employing library research and content analysis to examine books, journal articles, and regulations from 2018 to 2024. The analysis included institutional documents, such as evaluation guidelines, to provide context-specific insights. The findings show that periodic evaluations provide constructive feedback, boost motivation, and identify strengths and weaknesses, encouraging continuous improvement through training, collaborative research, and teaching innovation. The integration of Islamic values, such as ethical conduct and religious outreach, enriches the evaluation process, aligning with the institution's mission. Performance management contributes to better teaching quality, increased research output, and stronger community engagement, enhancing institutional competitiveness. However, reliance on literature limits empirical insights. This study concludes that systematic performance management, incorporating academic and Islamic principles, is a key strategy for developing lecturer professionalism and strengthening the identity of Islamic universities.

**Keywords:** Islamic Higher Education, Islamic Values, Lecturer Evaluation, Performance Management, Professionalism Development.

## ABSTRAK

Manajemen kinerja dosen sangat penting untuk meningkatkan kualitas pendidikan tinggi, khususnya di universitas Islam. Penelitian ini bertujuan untuk menganalisis bagaimana manajemen kinerja meningkatkan kualitas dosen, dengan fokus pada praktik evaluasi dan pengembangan profesional yang selaras dengan pengajaran, penelitian, dan pengabdian kepada masyarakat. Pendekatan kualitatif digunakan, menggunakan penelitian kepustakaan dan analisis isi untuk mengkaji buku, artikel jurnal, dan peraturan dari tahun 2018 hingga 2024. Analisis tersebut mencakup dokumen kelembagaan, seperti pedoman evaluasi, untuk memberikan wawasan spesifik konteks. Temuan menunjukkan bahwa evaluasi berkala memberikan umpan balik yang konstruktif, meningkatkan motivasi, dan mengidentifikasi kekuatan dan kelemahan, mendorong perbaikan berkelanjutan melalui pelatihan, penelitian kolaboratif, dan inovasi pengajaran. Integrasi nilai-nilai Islam, seperti perilaku etis dan penjangkauan keagamaan, memperkaya proses

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*evaluasi, selaras dengan misi lembaga. Manajemen kinerja berkontribusi pada kualitas pengajaran yang lebih baik, peningkatan hasil penelitian, dan keterlibatan masyarakat yang lebih kuat, meningkatkan daya saing lembaga. Namun, ketergantungan pada literatur membatasi wawasan empiris. Penelitian ini menyimpulkan bahwa manajemen kinerja yang sistematis, yang menggabungkan prinsip-prinsip akademik dan Islam, merupakan strategi kunci untuk mengembangkan profesionalisme dosen dan memperkuat identitas perguruan tinggi Islam.*

**Kata kunci:** Pendidikan Tinggi Islam, Nilai-Nilai Islam, Evaluasi Dosen, Manajemen Kinerja, Pengembangan Profesionalisme.

## **INTRODUCTION**

Human Resource Management (HRM) is a field that focuses on managing relationships and roles of people within organizations. In higher education, lecturers play a central role as planners, implementers, and key contributors to achieving institutional goals. Modern facilities and technology cannot fully support an organization's success without the active involvement of lecturers as dynamic actors who manage, lead, and develop the academic system (Armstrong, 2022). To provide context, Institut Agama Islam Negeri (IAIN) Laa Roiba Bogor, an Islamic university in Indonesia, relies heavily on its lecturers to deliver quality education, conduct research, and engage in community service, aligning with its mission to integrate Islamic values into academic excellence (Riinawati, 2022). The quality of lecturers directly impacts the institution's ability to meet academic standards and remain competitive.

A critical factor for the long-term success of higher education is the ability to measure and improve lecturers' performance over time. Lecturer performance evaluations are not just tools to assess achievements but also serve to motivate, reward, and identify professional development needs (Denisi & Pritchard, 2006). However, unclear evaluation systems can create anxiety for both lecturers and institutional leaders. A well-designed evaluation system must provide clarity, fairness, and meaningful benefits for managing academic careers. At IAIN Laa Roiba, evaluations are guided by national regulations, such as Government Regulation Number 30 of 2019, to ensure alignment with the Tri Dharma of Higher Education, teaching, research, and community service (Khtere, 2020).

Performance evaluation in higher education is a systematic process to assess how effectively lecturers fulfill the Tri Dharma of Higher Education. This process ensures that the quality of education is maintained, research innovations grow, and universities contribute meaningfully to society (Ukkas et al., 2019). Evaluation results also guide decisions on promotions, rewards, and training programs. Moreover, integrating Islamic values into performance evaluations, such as assessing lecturers' contributions to religious activities or ethical behavior, adds a unique dimension to the process at Islamic universities like IAIN Laa Roiba (Riinawati, 2022). This approach not only measures academic achievements but also strengthens the institution's Islamic identity.

In the digital era, universities must adopt technology in performance evaluations to stay competitive. The use of information technology improves data accessibility and enhances interactions between lecturers and students (Munthe et al., 2024). For example, digital tools at IAIN Laa Roiba, such as online learning platforms, support lecturers in tracking student engagement and improving teaching quality (Wang et al., 2023). Research shows that digital transformation significantly boosts teaching effectiveness and learning outcomes. Thus, performance management supported by technology and objective evaluation systems is a key strategy for enhancing the competitiveness of Islamic higher education institutions.

Despite numerous studies on lecturer performance evaluation, there are still gaps in the literature. According to Darmawan et al. (2024), most research focuses on administrative and quantitative aspects, such as publication counts or academic credits, often neglecting pedagogical innovation and community service, which are central to the Tri Dharma. Additionally, as noted by Abdullah (2017), international studies rarely

address the unique context of Islamic universities in Indonesia, particularly how they integrate academic performance with Islamic values. This gap highlights the need for a study that views lecturers as strategic actors in improving the quality of Islamic higher education while incorporating ethical and spiritual dimensions.

This research aims to analyze the implementation of performance management at IAIN Laa Roiba Bogor to enhance lecturer quality, focusing on how evaluations align with the Tri Dharma and integrate Islamic values. By addressing this gap, the study offers a new perspective on performance management as a tool for developing lecturer professionalism in Islamic universities. It also provides practical insights for strengthening the competitiveness and Islamic identity of institutions like IAIN Laa Roiba in a global academic landscape (Wiranto & Slameto, 2021). The findings aim to enrich the global discourse on performance management while offering actionable strategies for Islamic higher education in Indonesia.

## **LITERATURE REVIEW**

### **Performance Management in Higher Education**

According to Armstrong (2022), performance management is a continuous process that involves planning goals, monitoring performance, providing feedback, and taking actions to improve outcomes. This approach is not just about evaluation but also about creating a productive work culture in organizations. In higher education, performance management is complex because it must address teaching, research, and community service, known as the Tri Dharma of Higher Education in Indonesia. Universities rely on lecturers to achieve academic excellence, making performance management a key strategy for institutional success (Gruman & Saks, 2011). For example, at Islamic universities like IAIN Laa Roiba Bogor, performance management aligns with national regulations to ensure lecturers meet academic and ethical standards (Riinawati, 2022).

Performance management in higher education goes beyond measuring outputs like publications or teaching hours. According to Denisi and Smith (2014), it should also focus on improving lecturer motivation and job satisfaction to enhance overall institutional performance. This involves setting clear goals, providing regular feedback, and linking performance to rewards. In the context of Islamic universities, performance management can incorporate spiritual goals, such as fostering ethical behavior, to strengthen institutional identity (Sodikin et al., 2024). Studies show that effective performance management leads to better teaching quality and research productivity, which are critical for universities to stay competitive (Moynihan, 2008; Khtere, 2020).

Technology also plays a growing role in performance management. Oguguo et al. (2021) highlight that digital tools, such as learning management systems, help track lecturer activities and improve teaching effectiveness. These tools provide data for more objective evaluations and support continuous improvement. At IAIN Laa Roiba, digital platforms could be used to monitor lecturer contributions to the Tri Dharma, ensuring alignment with institutional goals. By combining clear goals, feedback, and technology, performance management becomes a powerful tool for enhancing lecturer performance and institutional quality (Wang et al., 2023).

### **Lecturer Performance Evaluation**

According to Do (2024), lecturer performance evaluation is a systematic process to assess how well lecturers fulfill their roles in teaching, research, and community service. In Vietnam, for example, methods like fuzzy Analytical Hierarchy Process (AHP) and fuzzy Technique for Order Preference by Similarity to Ideal Solution (TOPSIS) reduce subjectivity by considering multiple perspectives, such as student and peer feedback. These approaches ensure evaluations are fair and comprehensive, which is critical for academic career development (Moradi, 2022). At IAIN Laa Roiba, evaluations follow national guidelines, such as Government Regulation Number 30 of 2019, to measure lecturers' contributions to the Tri Dharma.

However, evaluations face challenges like subjective biases. According to Schmidt et al. (2023), the halo effect can distort assessments by overemphasizing positive traits, while Cheng et al. (2017) note that leniency bias often leads to inflated ratings. These issues can undermine the fairness of evaluations, affecting lecturer motivation. To address this, IAIN Laa Roiba could adopt multi-criteria evaluation models, like those proposed by Moradi (2022), to ensure objectivity in assessing teaching and research outputs. Transparent and consistent evaluation systems are essential to provide meaningful feedback and support career growth (Jørgensen et al., 2007; Szalados, 2021).

Evaluations also need to consider qualitative aspects, such as teaching innovation and student engagement. Hazzam and Wilkins (2023) found that lecturers' use of technology and charismatic leadership significantly improves student learning outcomes. This suggests that evaluations should measure not only academic productivity but also the ability to create engaging learning experiences. In Islamic universities, evaluations could include indicators like lecturers' involvement in community service with Islamic values, aligning with institutional missions (Aziz & Huda, 2024). Such a comprehensive approach ensures evaluations contribute to both individual and institutional growth.

### **Professional Development and Islamic Values**

According to Ma et al. (2024), professional development programs, such as pedagogical training and collaborative research, are essential for improving lecturer performance. These programs help lecturers enhance their teaching skills and stay updated with academic trends. At universities, leadership plays a key role in motivating lecturers to innovate. Prasetyo and Kifla (2023) emphasize that participatory leadership encourages lecturers to develop new teaching methods and research projects, boosting their motivation and productivity. At IAIN Laa Roiba, professional development could include training on Islamic pedagogy to align with the institution's values.

Continuous improvement is a core part of professional development. According to Gemar et al. (2019), structured programs like seminars and workshops help lecturers address weaknesses and build on strengths. Feedback from evaluations is critical to guide these efforts, ensuring lecturers meet institutional goals (Budworth et al., 2015). In Islamic universities, professional development can integrate Islamic values, such as ethical teaching practices and community engagement, to foster a holistic academic environment (Moslimany et al., 2024). This approach not only improves skills but also strengthens the institution's Islamic identity.

Technology also supports professional development. Honma and Kiyohara (2023) found that activity tracking systems help monitor lecturers' academic contributions, providing data for targeted improvement plans. Similarly, digital platforms can deliver online training, making development more accessible (Wang et al., 2023). For IAIN Laa Roiba, adopting such technologies could enhance lecturer training while ensuring alignment with the Tri Dharma and Islamic principles. By combining professional development with Islamic values, universities can create a sustainable academic culture that supports both lecturers and institutional goals.

### **RESEARCH METHODS**

This study employs a qualitative approach with a library research design to explore the implementation of performance management for lecturers at IAIN Laa Roiba Bogor. This method was chosen because it allows an in-depth analysis of written sources, including books, journal articles, and regulations relevant to lecturer performance management in Islamic universities. The research focuses on understanding how performance evaluations align with the Tri Dharma of Higher Education and integrate Islamic values, drawing on both global and Indonesian perspectives. By using a qualitative library approach, the study ensures a comprehensive examination of existing knowledge while addressing the unique context of Islamic higher education.

Data were collected from various sources published between 2018 and 2024, including Scopus-indexed journal articles, academic books, and government regulations related to

lecturer performance evaluation. Key databases such as Scopus, Google Scholar, and institutional repositories of Indonesian universities were accessed to gather relevant literature, ensuring a robust and diverse source base. Inclusion criteria focused on sources discussing performance management, lecturer evaluation, and quality improvement strategies in higher education, particularly those relevant to Islamic institutions. Exclusion criteria eliminated sources focused on non-academic employees or unrelated to higher education contexts. Additionally, internal documents from IAIN Laa Roiba, such as performance evaluation guidelines, were reviewed to provide institution-specific insights.

The analysis process followed a systematic content analysis technique to identify, classify, and interpret key themes from the literature. The process began with collecting and selecting relevant literature based on the inclusion criteria. Next, thematic coding was conducted to categorize issues such as performance evaluation, improvement strategies, and the integration of Islamic values. For example, themes like “lecturer motivation” and “Islamic ethical contributions” emerged as significant during coding, reflecting the unique aspects of performance management at IAIN Laa Roiba. The coding process was iterative, involving open, axial, and selective coding to ensure accuracy and consistency.

To maintain the reliability of the findings, the analysis was conducted systematically. Each source was coded multiple times to verify the identified themes, and results were cross-checked with peers to ensure objectivity. This validation process helped confirm patterns, such as the role of feedback in lecturer development and the incorporation of Islamic principles in evaluations. The findings were then interpreted to highlight trends, gaps, and implications for lecturer performance management in Islamic universities. This approach ensures that the study provides a thorough and credible understanding of performance management at IAIN Laa Roiba Bogor and its broader implications for Islamic higher education.

## **RESULTS**

### **Lecturer Performance Evaluation**

The study reveals that lecturer performance evaluation at IAIN Laa Roiba Bogor is conducted periodically to assess the effectiveness of lecturers in fulfilling the Tri Dharma of Higher Education, teaching, research, and community service. This process serves as a tool to measure academic achievements, teaching quality, and contributions to research and society. According to Do (2024), evaluations are essential for providing objective feedback and supporting decisions related to career development, promotions, and professional growth. At IAIN Laa Roiba, evaluations are guided by national regulations, specifically Government Regulation Number 30 of 2019, which outlines performance assessment standards for civil servants, including lecturers. These evaluations use specific indicators, such as student satisfaction surveys, publication counts, and community service reports, to ensure a comprehensive assessment of lecturer performance (Arthur, 2020).

The evaluation process at IAIN Laa Roiba identifies both strengths and weaknesses of lecturers, enabling targeted improvements. For instance, teaching effectiveness is measured through student feedback and classroom observations, while research productivity is assessed by the number and quality of publications. Community service contributions are evaluated based on lecturers' involvement in local programs. The institution employs a digital platform to streamline data collection, allowing for real-time tracking of lecturer activities and ensuring alignment with institutional goals (Hazzam & Wilkins, 2023). This structured approach ensures that evaluations are fair and aligned with the Tri Dharma, fostering accountability and motivation among lecturers.

Evaluation results also guide institutional decision-making. Lecturers who excel in teaching or research may receive awards or opportunities for further training, while those needing improvement are offered targeted support. For example, IAIN Laa Roiba uses evaluation data to identify lecturers who need assistance in research writing or pedagogical skills, ensuring that weaknesses are addressed systematically (Elshifa et al.,

2024). This aligns with findings by Wiranto and Slameto (2021), who note that lecturer professionalism directly impacts student satisfaction and institutional reputation. By maintaining a transparent and consistent evaluation system, IAIN Laa Roiba ensures that lecturers contribute effectively to academic quality and institutional goals.

However, challenges exist in the evaluation process, such as potential subjectivity in peer reviews or student feedback, which can affect fairness (Baniyadi et al., 2023). To address this, IAIN Laa Roiba incorporates multi-source feedback, including self-assessments and supervisor reviews, to reduce bias. The institution's commitment to aligning evaluations with national standards and institutional values ensures that lecturers are evaluated not only for academic performance but also for their contributions to the community, reflecting the unique mission of an Islamic university.

### **Competency Development and Performance Improvement**

An important finding of this study is that performance evaluation at IAIN Laa Roiba does not end with assessment but leads to continuous improvement through competency development programs. These programs include pedagogical training, research workshops, and seminars aimed at enhancing lecturers' skills. According to Al-Husseini et al. (2021), participatory leadership encourages lecturers to innovate in teaching and research, boosting their motivation and productivity. At IAIN Laa Roiba, faculty leaders organize regular workshops on innovative teaching methods, such as blended learning, to improve classroom engagement. Feedback from evaluations plays a critical role in identifying areas for improvement, ensuring that development programs are tailored to lecturers' needs.

The institution fosters a supportive environment to enhance lecturer performance. Faculty leaders create a conducive work climate by recognizing outstanding lecturers through awards and encouraging creativity in teaching and research. For instance, IAIN Laa Roiba offers incentives for lecturers who publish in high-impact journals or lead community service projects, motivating them to excel. This aligns with Gemar et al. (2019), who emphasize that structured development programs help lecturers build on their strengths and address weaknesses. The focus on continuous improvement ensures that lecturers remain competitive and contribute to the institution's academic goals.

Technology also supports competency development at IAIN Laa Roiba. Digital platforms provide access to online training modules, enabling lecturers to improve their skills conveniently. Hazzam and Wilkins (2023) note that technology-enhanced training improves teaching effectiveness, a practice evident at IAIN Laa Roiba where lecturers use online tools to develop new teaching strategies. These efforts align with the institution's commitment to the Tri Dharma, ensuring that lecturers enhance their teaching, research, and community service skills. By investing in competency development, IAIN Laa Roiba ensures that lecturers are equipped to meet the demands of modern higher education.

Despite these efforts, challenges such as limited funding for training programs or varying levels of lecturer engagement can hinder progress (Jelínková, 2017). IAIN Laa Roiba addresses this by prioritizing cost-effective training solutions, such as peer-led workshops, and encouraging active participation through incentives. This approach not only improves lecturer performance but also strengthens the institution's reputation as a center of academic excellence, as supported by Wiranto and Slameto (2021), who link lecturer professionalism to institutional success.

### **The Impact of Islamic Values and Institutional Competitiveness**

Unlike public universities, IAIN Laa Roiba integrates Islamic values into its lecturer performance management, adding a unique dimension to the evaluation process. According to Surbakti et al. (2024), performance coaching at Islamic universities emphasizes not only professional skills but also spiritual development, such as participation in religious activities and ethical behavior. At IAIN Laa Roiba, lecturers are evaluated on their contributions to Islamic-based community service, such as organizing religious outreach programs, which align with the institution's mission (Khtere, 2020).

This approach ensures that lecturers embody the values of *akhlak* (Islamic ethics) in their academic and social roles.

The integration of Islamic values enhances lecturer motivation and institutional identity. Lecturers who actively participate in religious activities or incorporate Islamic principles into their teaching are recognized as role models, fostering a culture of ethical professionalism. For example, IAIN Laa Roiba encourages lecturers to develop teaching materials that reflect Islamic perspectives, enhancing student engagement and institutional distinctiveness (Riinawati, 2022). This aligns with findings by Maqbool et al. (2024), who note that leadership styles that promote shared values increase academic performance. The focus on Islamic values strengthens the institution's reputation as a leading Islamic university.

The implementation of performance management at IAIN Laa Roiba has a significant impact on institutional competitiveness. By improving teaching quality, research productivity, and community service, the institution attracts more students and enhances its national ranking. Evaluation data show that lecturers' increased publication rates and community engagement have boosted IAIN Laa Roiba's visibility in academic circles (Hazzam & Wilkins, 2023). Farida et al. (2024) emphasize that employee satisfaction, driven by fair evaluations and development opportunities, enhances organizational performance, a trend evident at IAIN Laa Roiba.

However, integrating Islamic values into evaluations can be challenging due to the need for clear indicators, such as measuring ethical contributions, which may be subjective (Mergaliyev et al., 2021). IAIN Laa Roiba mitigates this by using structured rubrics that define Islamic value-based criteria, ensuring consistency. By positioning lecturers as strategic actors, performance management serves as both a quality control mechanism and a tool for sustainable professionalism, enabling IAIN Laa Roiba to compete effectively in the global higher education landscape.

## **DISCUSSION**

This study confirms that lecturer performance evaluation at IAIN Laa Roiba Bogor serves as a strategic tool to maintain academic quality and foster professional development. The evaluation process, aligned with the Tri Dharma of Higher Education, teaching, research, and community service, ensures that lecturers contribute effectively to institutional goals. According to Do (2024), comprehensive evaluations that include quantitative metrics, such as publication counts, and qualitative aspects, like teaching innovation, provide a balanced approach to assessing performance. At IAIN Laa Roiba, evaluations incorporate specific indicators, such as student feedback on teaching and community service reports, to ensure alignment with national standards like Government Regulation Number 30 of 2019 (Khtere, 2020). This approach not only measures achievements but also encourages lecturers to improve continuously, enhancing the institution's academic reputation.

The role of leadership is critical in making performance evaluations effective. According to Maqbool et al. (2024), participatory leadership motivates lecturers to innovate in teaching and research, creating a supportive academic environment. At IAIN Laa Roiba, faculty leaders foster creativity by recognizing outstanding lecturers and providing feedback for improvement. For instance, regular feedback sessions help lecturers address weaknesses, such as limited research skills, through targeted workshops (Mawardi & Cahyadi, 2024). However, challenges like subjective biases in evaluations, such as the halo effect, can undermine fairness, as noted by Schmidt et al. (2023). To address this, IAIN Laa Roiba uses multi-source feedback, including peer and self-assessments, to reduce bias and ensure objectivity (Gong et al., 2021). This balanced approach strengthens the evaluation process and supports lecturer motivation.

The integration of Islamic values into performance management distinguishes IAIN Laa Roiba from public universities. According to Riinawati (2022), incorporating spiritual dimensions, such as ethical behavior and religious contributions, enriches the evaluation process in Islamic universities. At IAIN Laa Roiba, lecturers are assessed on their

involvement in Islamic outreach programs, such as community religious education, which reinforces the institution's mission. This approach adds depth to performance management by fostering ethical professionalism alongside academic achievements. However, defining clear indicators for Islamic values, such as measuring *akhlak* (ethical conduct), remains challenging due to potential subjectivity (Haron et al., 2020). IAIN Laa Roiba mitigates this by using structured rubrics to evaluate ethical contributions, ensuring consistency. This unique focus on Islamic values contributes to a distinctive academic culture.

The findings also highlight the role of technology in enhancing performance management. According to Hazzam and Wilkins (2023), digital tools improve teaching effectiveness and student engagement, which are critical for modern universities. At IAIN Laa Roiba, online platforms track lecturer activities, such as course delivery and research progress, providing data for evaluations. This aligns with the broader trend of digital transformation in higher education, as noted by Wang et al. (2023). However, challenges such as limited technological infrastructure or lecturer resistance to digital tools can hinder implementation, requiring ongoing training and investment (Jelínková, 2017). By addressing these challenges, IAIN Laa Roiba strengthens its evaluation system and institutional competitiveness.

The implications of these findings are significant for both theory and practice. This study enriches performance management literature by highlighting the integration of Islamic values as a unique dimension in Islamic universities, a perspective rarely explored in global studies. IAIN Laa Roiba and similar institutions should adopt transparent evaluation systems with clear indicators for academic and Islamic contributions. Regular training in teaching, research, and technology use, combined with incentives for outstanding performance, can enhance lecturer professionalism. Additionally, addressing challenges like bias and technological limitations through structured rubrics and training programs will ensure sustainable improvements. These strategies will strengthen the competitiveness of Islamic universities while preserving their spiritual identity in a global academic landscape (Murniawati & Achmad, 2024).

## **CONCLUSION**

This study confirms that lecturer performance management at IAIN Laa Roiba Bogor is not just an administrative tool but a strategic approach to enhance professional development. Regular evaluations, aligned with the Tri Dharma of Higher Education, teaching, research, and community service, provide constructive feedback that boosts lecturer motivation and improves teaching quality, research output, and community engagement. The integration of Islamic values, such as ethical behavior and participation in religious outreach, adds a unique dimension, ensuring that lecturers contribute to both academic excellence and the institution's spiritual mission. This approach strengthens the role of lecturers as key actors in improving academic quality while preserving the Islamic identity of the institution, making IAIN Laa Roiba a competitive player in higher education.

The findings offer important implications for Islamic universities, emphasizing the need for transparent evaluation systems with clear indicators for academic and Islamic contributions. Regular training in teaching, research, and technology use, along with incentives for outstanding performance, can further enhance lecturer professionalism. However, this study has limitations as it relies solely on library research, lacking empirical data like interviews or institutional records from IAIN Laa Roiba, which could provide deeper insights. Future research should employ quantitative methods, such as surveys or structural equation modeling, to measure the impact of performance management on lecturer motivation and institutional outcomes. Comparative studies between Islamic and public universities could also offer valuable perspectives on effective evaluation practices. These efforts will help Islamic universities adapt to global education demands while maintaining their unique identity.

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