

Original Article

Leadership Strategies to Improve Lecturer Performance at STAI Alhikmah Tebing Tinggi and STIT Batubara

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Abstract:

This paper aims to analyze leadership strategies in improving lecturer performance at Private Islamic Higher Education Institutions (PTKIS), particularly at STAI Al-Hikmah Tebing Tinggi and STIT Batubara. The research focuses on lecturer performance, coordination patterns between PTKIS leaders and study programs, and leadership strategies to improve the implementation of the three pillars of higher education. The research method uses a qualitative approach with a multisite design in two research locations. Data collection was conducted through in-depth interviews, participatory observation, and documentation studies. Data analysis was conducted descriptively and analytically through the stages of data reduction, data presentation, verification, and conclusion drawing, with validity testing through source and method triangulation. The results of the study show that the performance of lecturers at both institutions has been carried out in a planned and sustainable manner through the synergy of higher education leadership with study programs. Leadership coordination serves as a strategic mechanism in integrating academic policies with the implementation of the three pillars of higher education through planning, monitoring, evaluation, and professional development. Leadership strategies include the development of pedagogical competencies, strengthening a culture of research and scientific publication, science-based community service, creating a conducive academic environment, and a sustainable reward system. The discussion shows that collaborative leadership can improve the professionalism, motivation, and productivity of lecturers. However, challenges such as limited facilities, administrative burdens, and variations in lecturer competencies still need to be addressed, requiring visionary leadership and continuous guidance.

Keywords: Leadership strategies, Faculty performance, Higher education management.

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Introduction

Private Islamic Higher Education Institutions (PTKIS) are one of the important pillars in the higher education system in Indonesia. PTKIS not only function as academic

institutions, but also as vehicles for shaping the character and Islamic values of the younger generation. In this context, PTKIS have a responsibility to produce graduates who are not only intellectually competent, but also have high moral and spiritual integrity. To achieve this goal, the role of lecturers as the spearhead of the implementation of the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education) is vital ([Dimiyati, 2018](#)). Lecturers are tasked not only with teaching, but also with conducting research and community service as a form of tangible contribution to national development. However, in reality, the performance of lecturers at a number of PTKIS is still not optimal. Many lecturers still focus solely on teaching, neglecting other functions such as research and community service. Limited innovation in learning, low productivity in scientific publications, and minimal involvement in social activities are common symptoms. This certainly has an impact on the quality of graduates and the competitiveness of institutions at the local and national levels ([Yunita, 2022](#)).

The urgency of improving lecturer performance is in line with the latest regulations issued by the government. In the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 828 of 2024 concerning Guidelines for the Guidance and Development of the Profession and Career of Functional Positions for Lecturers in the Field of Religious Studies, it is emphasized that specific guidelines are needed to carry out the guidance and development of the profession of lecturers in the field of religious studies in a systematic and sustainable manner. This serves as an important legal and policy basis that affirms the responsibility of institutions, particularly PTKIS administrators, in improving the quality and professionalism of lecturers ([Krismawati, 2019](#)).

Based on these initial observations, the researchers found data on several Islamic higher education institutions, such as the Al-Hikmah Tebing Tinggi Islamic College (STAI) and the Batubara College of Tarbiyah (STIT). In both institutions, it was found that a number of lecturers taught outside their areas of expertise, for example, graduates of sharia study programs who taught education courses or lecturers with a general education background who taught Islamic material. This condition not only resulted in a low level of understanding of the teaching material but also had an impact on weak delivery, irrelevant teaching methods, and a lack of innovation in the learning process.

This mismatch results in a lack of mastery of the material, suboptimal teaching methods, and a lack of innovation in the delivery of learning. As a result, the quality of education produced is unable to meet the standards expected by students, institutions, and the community ([Sulistyaningrum et al., 2025](#)). In this context, the leadership strategy of PTKIS managers is key to reorganizing the managerial and academic systems in order to encourage an overall improvement in lecturer performance ([Arwani, 2022](#)).

Limited coordination and collaboration among lecturers teaching the same course is one of the crucial issues in the implementation of the learning process in higher education. Suboptimal academic communication among lecturers results in a lack of integration in the delivery of material, differences in pedagogical approaches, and inconsistencies in the achievement of learning outcomes ([Iqbal & Pramana, 2021](#)). This condition often causes confusion for students because the material they receive is not systematically structured in accordance with the learning plan. In addition, weak coordination also implies a low level of commitment among some lecturers to attend lectures. A relatively high frequency of absenteeism not only disrupts the smooth running of the teaching and learning process, but also reduces academic quality and erodes the credibility of higher education institutions ([Nomin et al., 2025](#)). Therefore,

strategic efforts are needed to build a collaborative work pattern among lecturers, both through joint planning, integrated learning implementation, and routine evaluation of the learning process. Furthermore, strengthening a professional academic culture is key to creating an effective and meaningful lecture process that can guarantee the quality of higher education (Handayani & Hidayat, 2024).

The moral responsibility of educators is often overlooked. Some lecturers carry out their teaching duties merely as a routine without showing commitment and empathy towards the academic and character development of students. In fact, lecturers are required not only to deliver material, but also to serve as moral guides, motivators, and role models (Anggraeni et al., 2020).

The lack of attention to career development is also an obstacle to improving the quality of lecturers. Many lecturers are not encouraged to continue their studies to a higher level, publish scientific papers, or participate in academic forums that support self-improvement. This has an impact on the stagnation of lecturers' competencies and their inability to keep up with the dynamics of science and technology (Sumanti et al., 2021).

Another issue that is no less important is the lecturer recruitment system, which is not yet fully based on competence and institutional needs. In some cases, recruitment is carried out without considering the scientific background, pedagogical abilities, or integrity of prospective lecturers. As a result, the lecturers recruited are unable to meet academic needs and even add to internal problems in education management (Nahariah, 2021).

Based on these various issues, there is a pressing need for effective leadership strategies from PTKIS administrators to carry out comprehensive reforms. These strategies must address the aspects of recruitment, training, guidance, supervision, and career development of lecturers. Strong, visionary, and solution-oriented leadership will determine the direction of change for the institution as a whole. In this context, a study of leadership strategies at STAI Al-Hikmah Tebing Tinggi and STIT Batubara is important to determine the extent to which administrators are able to respond to and overcome various issues related to lecturer performance, as well as how the steps taken can improve the quality of education in a sustainable manner (Rohimah, 2017).

PTKIS managers are not only required to be administrators, but also must act as transformational leaders who are capable of driving significant performance changes. Effective leadership needs to be designed based on mapping the real problems faced by lecturers and institutions, as well as formulating strategic steps that are oriented towards improving the quality of human resources. This strategy includes continuous training policies, monitoring and evaluation systems, the implementation of rewards and punishments, and the strengthening of an ethical and professional work culture (Selviyanti et al., 2023).

The development of a training system that targets the improvement of junior lecturers' competencies is one of the strategic efforts that must be prioritized. Training that focuses on teaching, research, and community service must be a routine and integrated agenda, not just a formality. This capacity building is expected to produce lecturers who are not only competent in their fields of expertise, but also have strong character and commitment to the Tri Dharma of Higher Education (Sanda et al., 2022).

Ethical issues and lecturer behavior that is not in line with academic values indicate the need for moral guidance and strengthening of work ethic. In this case, the moral responsibility of lecturers as educators, mentors, and role models becomes an

important focus in building a healthy academic climate. Lecturers must be encouraged to have integrity, responsibility, and empathy towards students and institutions. Leadership that is able to nurture humanely, yet remain firm against violations, is necessary to create positive changes in work culture (Imbron & Pamungkas, 2021).

Career development aspects must also receive special attention. Institutions need to design clear career paths and motivate lecturers to improve their academic qualifications through further study, scientific publications, and involvement in national and international scientific forums. Thus, lecturers are not only stuck in a teaching routine, but also continue to develop intellectually and professionally.

Furthermore, the success of the management's leadership strategy in managing faculty resources will greatly depend on the quality of the recruitment system. Faculty recruitment must be carried out selectively, transparently, and based on institutional needs. Prospective faculty members recruited must have relevant academic competencies, good teaching skills, and high moral integrity. In this way, institutions can build a solid foundation for realizing excellence in education.

Methods

This study uses a qualitative approach because it aims to gain an in-depth understanding of the phenomenon of leadership management strategies in improving lecturer performance at two universities with different characteristics. The qualitative approach allows researchers to produce descriptive data in the form of written and spoken words from individuals as well as behavior that can be observed directly. This method was chosen because the research focuses not only on the end results, but also on the process, the dynamics of interaction, and the social and cultural context of the organization that underlies leadership practices in each institution (Moleong, 2014).

The research design used was a multi-site study. This design was chosen because it was able to capture contextual variations while allowing for comparisons between research locations to identify patterns, similarities, and differences in the implementation of leadership strategies. Multi-site research not only describes phenomena in one location in depth, but also compares findings from several locations to identify conditions that support or hinder improvements in lecturer performance. Each location is treated as a case that is analyzed comprehensively, and the results are then compared to gain a broader and deeper understanding (Hasiara, 2018).

This study was conducted at STAI Al Hikmah Tanjung Balai and STIT Batubara. Both institutions were purposively selected based on their similarities as private Islamic higher education institutions and the variations in their management systems and leadership styles. The selection of locations was based on theoretical considerations to enable relevant and meaningful comparisons. The research period ran from May 2025 to March 2026, starting from the preparation stage, data collection, analysis, to the preparation and examination of the dissertation (Hasiara, 2012).

Data collection was conducted through interviews, observations, and documentation studies. In-depth interviews were conducted with university leaders, lecturers, educational staff, and related parties to explore information about leadership strategies and their influence on lecturer performance. Observations were conducted to directly observe managerial activities, communication patterns, and organizational dynamics on campus. Meanwhile, documentation was used to supplement the data through the examination of official documents such as the institution's vision and

mission, organizational structure, performance reports, and academic policies. The combination of these three techniques was intended to obtain comprehensive and complementary data (Miles & Huberman, 2005).

Data analysis techniques refer to the interactive model developed by Miles, Huberman, and Saldana, which includes data reduction, data presentation, and conclusion drawing and verification. Data reduction is carried out by selecting and focusing on information that is relevant to the research objectives. The reduced data is then presented in narrative form and in a matrix comparing different sites to facilitate interpretation. Conclusions are drawn continuously throughout the research process by continually verifying findings based on available evidence. The analysis is conducted in two stages, namely in-depth analysis at each location and comparative analysis between locations to find common patterns and contextual characteristics (Miles & Huberman, 2005).

To ensure data validity, this study applied source and method triangulation, member checking with informants, and researcher reflexivity in controlling potential bias (Moleong, 2014). With a systematic multisite approach and in-depth analysis, this study is expected to produce credible, contextual findings that contribute theoretically to the development of leadership management in higher education.

Results

Performance of lecturers at STAI Al-Hikmah Tebing Tinggi and STIT Batubara

Based on the results of single-site and cross-site analyses, it can be understood that the performance of lecturers at STAI Al-Hikmah Tebing Tinggi and STIT Batubara has been designed and implemented in a planned, systematic, and sustainable manner through synergy between university leaders and study programs. Faculty performance is not only positioned as an administrative obligation in the implementation of the three pillars of higher education, but also serves as a key indicator in improving the quality of higher education and strengthening institutional governance. This is reflected in academic policies, faculty development programs, monitoring and evaluation systems, and the development of faculty professionalism, which are integral parts of the management of Islamic higher education institutions.

At Site I, namely STAI Al-Hikmah Tebing Tinggi, lecturer performance was developed through a structured institutional coordination approach between higher education leaders and study programs. Institutional leaders played a role in formulating academic policies oriented towards improving the quality of higher education's three pillars, while study programs functioned as policy implementers through direct supervision of lecturers' academic activities. Coordination is carried out through academic meetings, coordination meetings, and formal and informal academic communication. This approach shows that the improvement of lecturer performance at STAI Al-Hikmah Tebing Tinggi is based on strengthening the academic management system that emphasizes consistency in the implementation of institutional policies.

The learning aspect at STAI Al-Hikmah Tebing Tinggi places teaching quality as the top priority in lecturer performance assessments. The university leadership monitors learning implementation through study program reports that cover the preparation of Semester Learning Plans (RPS), learning tools, learning methods, and student learning outcome evaluation systems. Study programs also provide academic assistance through pedagogical training, innovative learning workshops, and learning supervision. This

assistance aims to ensure that lecturers are able to carry out learning in accordance with academic quality standards and improve the quality of student learning.

The field of research and scientific publication at STAI Al-Hikmah Tebing Tinggi has received attention through various forms of institutional support. The university leadership and study programs provide training in research methodology, assistance in preparing research proposals, and facilitation of scientific publication. This support is reinforced through the provision of internal research grants and the development of interdisciplinary research collaborations. These efforts demonstrate that improving faculty performance is not only oriented towards teaching activities, but also towards strengthening academic productivity in the field of research.

The field of community service at STAI Al-Hikmah Tebing Tinggi is seen as an integral part of the three pillars of higher education, which serves to strengthen the relevance of lecturers' knowledge to the needs of the community. The institution's leadership, together with the study programs, encourages lecturers to carry out community service activities based on their respective fields of expertise. Emphasis is also placed on strengthening the planning, documentation, and evaluation systems for community service activities so that the impact of these activities can be measured systematically and sustainably.

At Site II, namely STIT Batubara, lecturer performance is developed through a collaborative leadership approach that emphasizes two-way communication between university leaders, study programs, and lecturers. Study programs not only act as policy implementers, but also as mediators who convey the aspirations and academic needs of lecturers to institutional leaders. Coordination is carried out through internal meetings, academic announcements, and the use of digital communication media that support the effective delivery of academic information.

The learning aspect at STIT Batubara emphasizes the development of lecturers' pedagogical competencies through the application of innovative and technology-based learning methods. The university leadership and study programs actively encourage lecturers to adapt the learning system to developments in information technology. Learning evaluations also involve students through the completion of lecturer performance assessment questionnaires. Student involvement provides objective feedback on the quality of lecturers' teaching and forms the basis for the formulation of policies to improve the quality of learning.

The field of research and scientific publication at STIT Batubara emphasizes strengthening a collaborative academic culture through the establishment of scientific discussion forums, research groups, and joint academic activities among lecturers. This approach aims to increase research productivity while strengthening academic interaction among lecturers. The institution's leadership also provides support through training in scientific writing, research methodology, and facilitation of research funding and scientific publications.

The field of community service at STIT Batubara places community service activities as a means of implementing lecturers' scientific knowledge in responding to community needs. The community service program is carried out in a planned and integrated manner with faculty research activities and involves students as part of contextual learning. This approach demonstrates that community service not only functions as a tridharma obligation but also as a strategy for developing the academic competencies of faculty and students.

The results of the cross-site analysis show that both institutions share similarities in placing leadership coordination and study programs as key strategies for improving lecturer performance. Both institutions demonstrate a commitment to developing lecturer competencies through academic training, performance monitoring and evaluation, and strengthening the implementation of the three pillars of higher education. The difference lies in the approach to strategy implementation, where STAI Al-Hikmah Tebing Tinggi emphasizes structured institutional coordination and internal coaching, while STIT Batubara emphasizes two-way communication, strengthening a collaborative academic culture, and utilizing technology in developing lecturer performance.

The improvement in faculty performance at both institutions is influenced by the effectiveness of institutional coordination, the academic development system, performance monitoring and evaluation, and the continuous development of faculty professionalism. Faculty performance will improve if performance improvement strategies are implemented in an integrated, systematic, and adaptive manner in response to developments in higher education.

The findings of research on lecturer performance at STAI Al-Hikmah Tebing Tinggi and STIT Batubara show consistency with the concept of lecturer performance management in the perspective of higher education management, which places lecturers as the main actors in improving the academic quality of higher education institutions. Faculty performance is essentially a reflection of faculty members' ability to carry out the three pillars of higher education in a professional, systematic manner that is oriented towards learning quality and scientific development. Faculty performance is not only measured based on the quality of learning implemented, but also in terms of research productivity, contributions to community service, and faculty involvement in the development of higher education institutions. Improving lecturer performance requires institutional policy support, a sustainable academic coaching system, and a conducive academic work environment to encourage the continuous development of lecturer competencies ([Mar'attus & Prayitno, 2022](#); [Surya, 2006](#))

The findings show that faculty performance at both institutions is carried out through a structured and continuous coordination system between university leaders and study programs. This coordination system functions as a mechanism for controlling academic quality as well as a means of professional development for lecturers. This approach is in line with educational management theory, which emphasizes that improving the quality of human resources in higher education is greatly influenced by the effectiveness of institutional governance, which includes the processes of planning, implementing academic programs, monitoring, and continuously evaluating lecturer performance. Systematic institutional coordination can create harmony between institutional policies and the implementation of lecturers' academic duties so that the implementation of the three pillars of higher education can run effectively and be oriented towards the quality of higher education ([Richter et al., 2020](#)).

Thus, the performance of lecturers at STAI Al-Hikmah Tebing Tinggi and STIT Batubara is influenced by the integration of academic management systems, professional development of lecturers, performance monitoring and evaluation, and the strengthening of a sustainable academic culture. Improving lecturer performance requires a comprehensive managerial approach oriented towards the continuous development of lecturer competencies so that lecturers are able to carry out the three pillars of higher education in a professional, productive, and high-quality manner. The

implementation of a lecturer performance improvement strategy integrated with institutional policies has the potential to have a positive impact on the continuous improvement of the quality of Islamic higher education.

PTKIS leadership strategy with study programs in improving lecturer performance at STAI Al-Hikmah Tebing Tinggi and STIT Batubara

Based on the results of single-site and cross-site analyses, it can be understood that the PTKIS leadership strategy, together with the study program, in improving the performance of lecturers at STAI Al-Hikmah Tebing Tinggi and STIT Batubara has been designed and implemented in a systematic, structured, and sustainable manner. The strategy for improving lecturer performance is not only positioned as an institutional administrative program, but also as an integral part of strengthening the academic quality of higher education institutions. Lecturer performance improvement is carried out through the synergy of academic leadership, strengthening lecturer competency development, performance monitoring and evaluation systems, strengthening research culture, and developing a conducive academic environment. This strategy demonstrates that lecturer performance improvement is a managerial process that involves the integration of institutional policies, the development of academic human resources, and the strengthening of the academic culture of higher education institutions.

At Site I, STAI Al-Hikmah Tebing Tinggi, the strategy for improving lecturer performance was developed through strengthening the synergy between institutional leaders and study programs in the implementation of academic policies. Higher education leaders played a role in establishing strategic policies related to the implementation of the three pillars of higher education, while study programs acted as technical implementers who ensured that these policies were implemented through regular monitoring and evaluation of lecturer performance. This strategy shows that strengthening institutional coordination is fundamental to improving the effectiveness of lecturers' academic tasks. In addition, the development of lecturers' pedagogical competencies is carried out through academic training, workshops on innovative learning methods, learning supervision, and evaluation of learning tools. This strategy shows that improving the quality of learning is a top priority in improving lecturer performance at STAI Al-Hikmah Tebing Tinggi.

Strengthening research and scientific publications at STAI Al-Hikmah Tebing Tinggi is carried out through assistance in preparing research proposals, providing internal research grants, and strengthening interdisciplinary research collaboration. Community service is also positioned as an important indicator in assessing lecturer performance by emphasizing the lecturers' tangible contributions to the community. In addition, the leadership of STAI Al-Hikmah Tebing Tinggi emphasizes the importance of creating a conducive academic work environment, lecturer welfare, and continuous professional development for lecturers. This strategy shows that improving lecturer performance at STAI Al-Hikmah Tebing Tinggi is carried out through a comprehensive academic management approach oriented towards the continuous development of lecturer professionalism.

At Site II, STIT Batubara, the strategy to improve lecturer performance is implemented through a collaborative academic leadership model by placing study programs as strategic units in implementing academic policies. Study programs not only act as implementers of leadership policies, but also function as units that map lecturer

competency needs based on institutional and individual lecturer needs. This strategy demonstrates a participatory approach to academic human resource development at STIT Batubara.

The development of lecturer competencies at STIT Batubara is carried out through pedagogical training, research methodology workshops, strengthening technology-based learning, and involving students in evaluating lecturer learning. Research is strengthened through the establishment of scientific forums, lecturer research groups, and the strengthening of a collaborative research culture. Community service at STIT Batubara is carried out through a community empowerment approach based on lecturers' scientific knowledge, which is integrated with research and learning activities. In addition, STIT Batubara emphasizes the importance of developing digital-based academic facilities, giving awards to outstanding lecturers, and strengthening academic cooperation networks as strategies to improve lecturer performance.

Cross-site analysis shows that both institutions share similarities in placing collaborative academic leadership as a key strategy in improving faculty performance. Both institutions emphasize the importance of synergy between university leaders and study programs in implementing academic policies, strengthening faculty competency development, monitoring and evaluating performance, and strengthening the academic culture of the university. Another similarity shows that improving faculty performance is carried out through strengthening the three pillars of higher education, which include learning, research, and community service in an integrated manner.

The differences in the strategies of the two institutions reflect the characteristics of their respective institutional development. STAI Al-Hikmah Tebing Tinggi places greater emphasis on strengthening institutional coordination through formal monitoring, improving lecturer welfare, and regulating lecturer workloads proportionally. STIT Batubara places greater emphasis on developing strategies based on mapping lecturer needs, strengthening student-based learning evaluations, developing a collaborative research culture, and strengthening the digitization of academic facilities. These differences show that strategies for improving lecturer performance are influenced by the characteristics of academic management and the organizational culture of each university.

The synthesis of the research findings shows that the strategies of PTKIS leaders and study programs in improving lecturer performance can be categorized as institutional collaboration-based academic management strategies. These strategies include strengthening academic policy coordination, developing lecturer competencies on an ongoing basis, implementing a lecturer performance monitoring and evaluation system, strengthening a culture of research and community service, and creating an academic environment that supports lecturer professionalism. Lecturer performance improvement strategies that are implemented systematically and continuously can create lecturers who are professional, productive, and adaptive to developments in higher education.

The analysis also shows that the success of improving lecturer performance is greatly influenced by the effectiveness of academic leadership that is capable of building strong organizational communication, creating a collaborative academic culture, and providing institutional support for lecturer competency development. Visionary and participatory academic leadership can increase lecturer motivation in carrying out the three pillars of higher education and strengthen lecturer commitment to the development of higher education quality.

In line with the strategies outlined on both websites, it is evident that coordination between leadership and study programs serves as an academic management tool for integrating institutional policies with the implementation of the three pillars of higher education. The findings also show that this coordination is not only structural in nature, but has developed into an academic coaching mechanism that facilitates the continuous improvement of lecturer competence. The coordination carried out routinely through academic meetings, learning monitoring, and lecturer performance evaluations shows that improving lecturer performance is seen as a process that must be managed systematically and purposefully. This condition is in line with the view of educational management which emphasizes that the effectiveness of educational organizations is largely determined by the ability of institutions to build harmony between planning, implementation, and control of programs through coordination between work units ([Usman, 2014: 214](#)). The research findings also show that structured coordination can improve the clarity of the division of academic tasks among lecturers and strengthen accountability in the implementation of the three pillars of higher education.

The tendency for strategies that place leadership and study program synergy as the foundation for improving lecturer performance is also reinforced by research findings that show the role of study programs as centers for academic operational management. Study programs not only function as implementers of leadership policies, but also as units that map lecturer competency development needs and coordinate the implementation of academic development programs. These findings are in line with the theory of strategic management in education, which states that educational organizations require coordination between units so that strategic plans can be implemented operationally and oriented towards achieving institutional goals ([Ananda & Abdillah, 2018](#)). The research also shows that coordination involving two-way communication between leadership and study programs can increase lecturer participation in academic program development and strengthen lecturer commitment to improving the quality of higher education.

In terms of learning, the findings show that strategies for developing lecturers' pedagogical competencies are implemented through training, innovative learning workshops, academic supervision, and evaluation of learning tools. The study also found that involving students in learning evaluation is an important strategy for improving the quality of lecturers' teaching. These findings reinforce the theory of lecturer professionalism, which asserts that the quality of learning is greatly influenced by the ability of lecturers to design, implement, and evaluate learning effectively and in a manner oriented towards student needs ([Mulyasa, 2013](#)). In addition, the research findings show that the use of learning technology is an adaptive strategy in improving the quality of learning, enabling lecturers to adapt the learning process to developments in modern higher education.

In terms of monitoring and evaluating lecturer performance, the research findings show that both institutions implement a monitoring system that is conducted periodically and based on objective data. Monitoring is not only carried out through lecturer activity reports, but also through learning evaluations by students and academic coordination meetings. These findings show that monitoring and evaluating lecturer performance serves as a mechanism for controlling academic quality as well as a basis for designing more effective lecturer development programs. This is in line with the theory of education quality management, which emphasizes that performance evaluation

is part of a continuous improvement process in enhancing the quality of educational services. The research findings also show that follow-up on evaluation results in the form of training, coaching, and personal communication can increase lecturers' motivation to improve their academic performance.

In terms of research and scientific publications, the findings show that the strategy to strengthen research culture is implemented through the provision of internal research grants, assistance in preparing research proposals, the formation of faculty research groups, and the strengthening of interdisciplinary research collaboration. The study also found that institutional support in research development can increase the productivity of faculty scientific publications and strengthen the academic reputation of higher education institutions. These findings are in line with the theory of education quality management, which states that the development of a research culture is an important indicator in improving the competitiveness of higher education institutions. In addition, the research findings show that research collaboration between lecturers can improve the quality of research and expand the academic network of lecturers.

In terms of developing lecturer professionalism, the results of the study show that lecturer competency development strategies are implemented through academic training, scientific workshops, educational qualification improvements, and a periodic lecturer performance evaluation system. The study also found that rewarding outstanding lecturers and providing guidance to lecturers who need to improve their competencies can increase lecturer work motivation. These findings are in line with the theory of lecturer professional development, which emphasizes that improving the quality of lecturers must be done through systematic and continuous competency development, supported by institutional policies that facilitate lecturer career development.

Thus, the findings of this study indicate that the strategies of PTKIS leaders and study programs in improving lecturer performance are not only oriented towards improving the individual competencies of lecturers, but also include strengthening the academic management system, developing academic culture, and creating a conducive working environment. These findings reinforce the concept that improving lecturer performance is the result of the integration of academic leadership, institutional coordination, professional development of lecturers, and a higher education quality assurance system that is implemented on an ongoing basis.

Conclusion

Based on the results of research on leadership management strategies in improving lecturer performance at STAI Al-Hikmah Tebing Tinggi and STIT Batubara, it can be concluded that lecturer performance improvement has been carried out in a focused, systematic, and sustainable manner through the strengthening of the three pillars of higher education. Faculty performance is not only focused on the aspect of learning, but also includes improving the quality of research, scientific publication productivity, and community service relevant to the field of science. All of these aspects are supported by continuous academic guidance and faculty professionalism development programs.

The leadership strategies implemented by PTKIS leaders together with study programs demonstrate a collaborative and participatory academic leadership pattern. Efforts made include improving pedagogical competence, facilitating research and publication activities, and strengthening research-based community service. In

addition, leaders also play a role in building a conducive academic culture, creating a supportive work environment, and encouraging lecturer motivation and commitment. With this strategy, the quality and professionalism of lecturers have improved, which has had a positive impact on the overall quality of the institution.

Suggestion

Based on the results of the study, several suggestions can be made to support the continuous improvement of lecturer performance. The leadership of STAI Al-Hikmah Tebing Tinggi and STIT Batubara are expected to continue strengthening collaborative leadership management with study programs, as well as increasing support for human resource development policies through continuous training, the provision of technology-based academic facilities, and a fair reward system. Study programs need to optimize their role in faculty professional development, conduct consistent performance monitoring and evaluation, and develop competency mapping as a basis for academic development. Faculty members are expected to continue to improve their pedagogical competencies, research and publication productivity, and be active in community service and adaptive to learning technologies. Meanwhile, further research is recommended to examine Islamic higher education leadership strategies with a broader approach, including organizational culture, transformational leadership, and the digitization of education.

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