

# Dynamics of Academic Leadership and Its Impact on Lecturer Performance in the Faculty of Economics, Muhammadiyah University of Jakarta

## Dynamics of Academic Leadership and Its Impact on Lecturer Performance in the Faculty of Economics, University of Muhammadiyah Jakarta

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**Abstract**—This study aims to analyze the influence of academic leadership on lecturer performance at the Faculty of Economics, Muhammadiyah University of Jakarta. The background of the study indicates that the dynamics of higher education require academic leaders to be able to provide strategic direction, value integrity, and professional support to increase academic productivity. This study used a quantitative approach with a correlational survey design. The sample consisted of 100 active lecturers selected through a simple random sampling technique. Data were collected using a Likert-scale questionnaire and analyzed using multiple linear regression, after undergoing validity, reliability, and classical assumption tests. The results showed that the academic leadership model simultaneously had a significant effect on lecturer performance, contributing 64.2%. Partially, the dimensions of strategic vision, professional development support, communication, and institutional value integrity had a positive and significant influence on lecturer performance. Meanwhile, academic empowerment did not show a significant effect. The institutional value integrity dimension was the most dominant predictor, indicating the importance of the values of trustworthiness, transparency, and social responsibility in increasing lecturer motivation and productivity. These findings provide theoretical implications for strengthening value-based leadership models in Islamic higher education, as well as practical implications in the form of recommendations for improving the professional development system, communication transparency, and governance reform to expand academic autonomy.

**Keywords**— Academic Leadership, Value Integrity, Lecturer Performance, Higher Education, Professional Development.

### I. INTRODUCTION

Higher education faces increasingly complex dynamics along with increasing demands for accountability, global competition, and the acceleration of digital transformation. In this context, academic leadership plays a central role in ensuring the achievement of institutional quality and optimal faculty performance.

Academic leaders—such as deans, program heads, and faculty leaders—are required not only to be managerially competent but also to facilitate a collaborative, adaptive, and innovation-oriented academic environment (Bryman, 2021; Heffernan, 2024; Macfarlane, 2024; Mulenga & Shilongo, 2023).

Lecturer performance in higher education is generally evaluated through the implementation of the Tri Dharma (Three Pillars of Excellence), contributions to research, curriculum development, learning innovation, and active participation in institutional activities. Numerous studies have shown that lecturer performance is significantly influenced by the academic leadership patterns implemented within the faculty, particularly those related to strategic vision, communication, empowerment, and support for professional development

(Aldridge & McNeill, 2023; Jones et al., 2022; Malik et al., 2022; Hatmansyah et al., 2021; Sarmiento et al., 2024). Leadership that provides clear direction, builds healthy interpersonal relationships, and provides support for competency development has been shown to increase lecturers' intrinsic motivation and productivity.

In values-based higher education institutions—including Muhammadiyah Higher Education—academic leadership has an additional dimension: the integration of Islamic values, ethics, and social responsibility. Recent studies have shown that values-based leadership positively influences lecturer commitment, organizational trust, and the quality of academic interactions (Huda & Sabri, 2023; Nasution & Ahmad, 2024; Masruroh & Mu'limin, 2024; Astuti & Saril, 2024; Dewi, 2019). The integrity of institutional values, such as trustworthiness, justice, and professionalism, serves as a crucial guideline in leadership practices and a significant differentiating factor compared to non-religious universities.

However, empirical studies on the relationship between academic leadership dynamics and lecturer performance in the context of Muhammadiyah universities, particularly within the Faculty of Economics at the University of Muhammadiyah Jakarta, are still limited. This faculty has unique characteristics,

including diverse lecturer backgrounds, the demands of implementing a modern economics curriculum based on Islamic values, and the need to adapt to digital developments in the learning process (Marjuni, 2021; Upen & Sesmiarni, 2025; Rosmita et al., 2023).

Based on this research gap, this study aims to analyze the influence of various dimensions of academic leadership—including strategic vision, professional support, communication, empowerment, and institutional value integrity—on lecturer performance at the Faculty of Economics, Muhammadiyah University of Jakarta. This research not only provides an empirical contribution to the literature on academic leadership in Indonesia but also offers a contextual perspective on how values-based leadership can improve lecturer quality in a modern Islamic university environment.

## II. MEHTOD

This study used a quantitative approach with a correlational survey design to analyze the influence of academic leadership on lecturer performance. This approach was chosen because it objectively measures the relationships between variables and allows for generalization of findings to the relevant population (Creswell & Guetterman, 2021).

The study population included all lecturers actively implementing the Tri Dharma (Three Pillars of Leadership), including permanent lecturers, non-permanent lecturers, and lecturers pursuing advanced studies but still teaching at the Faculty of Economics, Muhammadiyah University of Jakarta. Based on 2024 academic data, this population consisted of 110 active lecturers. Therefore, the sample size of 100 respondents was considered representative and in accordance with the recommended minimum sample size for multiple regression research (Hair et al., 2022).

The sampling technique used was simple random sampling, ensuring that each member of the population had an equal chance of being selected as a respondent. This technique is considered appropriate for populations homogeneous in terms of academic duties and responsibilities, thus producing an unbiased sample. This study involved two types of variables:  
1. Independent variable (X): Academic Leadership, measured through five dimensions: strategic vision, professional development support, communication and transparency, academic empowerment, and institutional value integrity.  
2. Dependent variable (Y): Lecturer Performance, which includes: Implementation of the Tri Dharma, Learning Innovation, Contribution to Curriculum Development, and Institutional Participation.

The research instrument used was a 1–5 Likert scale questionnaire developed based on an adaptation of Ramsden's (2021) academic leadership concept and Heffernan's (2024) lecturer performance measurement framework. Each dimension was operationalized through statement items that underwent expert judgment to ensure content suitability. Item validity was tested using Corrected Item–Total Correlation, with a correlation value  $>0.30$  being considered valid. Instrument reliability was analyzed using Cronbach's Alpha, with an  $\alpha$

value  $\geq 0.70$  indicating adequate internal consistency (Taber, 2021).

Data were analyzed using multiple linear regression to determine the simultaneous and partial effects of each academic leadership dimension on lecturer performance. Prior to the regression testing, classical assumption tests were conducted, including: normality test (Kolmogorov–Smirnov), multicollinearity test (VIF and Tolerance), heteroscedasticity test (Glejser), and linearity test (scatterplot). All analyses were conducted using SPSS version 27.

## III. RESULT

### 1. Respondent Profile

A total of 100 lecturers participated in this study. Respondents came from various academic positions and educational backgrounds. The distribution of respondent characteristics is shown in Table 1.

TABLE 1. Respondent Profile

Category	Distribution	Percentage
Gender	Female	58%
	Male	42%
Age	31–45 years	62%
	46–60 years	31%
	> 60 years	7%
Highest Education	Master's Degree (S2)	74%
	Doctorate (S3)	26%
Length of work	> 5 years	55%
	< 5 years	45%
Functional Position of Lecturer	Assistant Professor	30%
	Lecturer	40%
	Associate Professor	20%
	Professor	10%

This profile indicates that the sample is quite heterogeneous and represents active lecturers in the Faculty of Economics.

### 2. Instrument Validity and Reliability Test

All items in the questionnaire were tested for validity and reliability. The results indicated that all items met the validity criteria (correlation value  $> 0.30$ ) and reliability (Cronbach's Alpha  $> 0.70$ ). A summary of the test results is presented in Table 2.

TABLE 2. Summary of Validity and Reliability Tests

Variable	Number of Items	Correlation Range	Valid Status	Cronbach's Alpha	Reliable Status
Academic Leadership	25	0,34–0,72	Valid	0,892	Reliable
Lecturer Performance	20	0,31–0,69	Valid	0,867	Reliable

All instruments were deemed suitable for use in the next analysis stage.

### 3. Descriptive Analysis

Descriptive analysis was conducted to determine the tendencies of respondents' perceptions of the research variables. The average scores for each dimension are presented in Table 3.

TABLE 3. Descriptive Statistics of Research Variables

Variable / Dimensi	Mean	Category
Academic Leadership		
Strategic Vision	4,12	High
Professional Support	3,98	High
Communication (Transparency)	4,05	High
Academic Empowerment	3,87	Quite High
Institutional Value Integrity	4,31	Very High
Average Total	4,07	High
Lecturer Performance		
Implementation of the Tri Dharma	4,03	High
Learning Innovation	3,76	Quite High
Curriculum Contribution	3,68	Quite High
Institutional Participation	3,92	High
Average Total	3,85	Cukup Tinggi

These findings indicate that the value integrity dimension is the leadership aspect most highly valued by respondents.

#### 4. Classical Assumption Test

The results of the classical assumption test indicate that the data meets all regression requirements. A summary of the test results is presented in Table 4.

TABLE 4. Classical Assumption Test Results

Test Type	Method	Results	Criteria	Conclusion
Normality	Kolmogorov-Smirnov	p = 0.203	p > 0.05	Normal
Multicollinearity	VIF	1.12–1.87	VIF < 10	No multicollinearity
Heteroscedasticity	Glejser test	p > 0.05 for all variables	p > 0.05	No heteroscedasticity
Linearity	Scatterplots	Random distribution pattern	Linear relationship	Meets the linearity assumption

Thus, the regression model can be further analyzed.

#### 5. Multiple Linear Regression Analysis

Multiple linear regression was used to assess the simultaneous and partial influence of academic leadership dimensions on lecturer performance.

TABLE 5. Multiple Linear Regression Results

Variable	Coefficient (β)	t-count	Sig.
Constant	0,923	3,41	0,001
Strategic Vision (X1)	0,214	2,67	0,009
Professional Support (X2)	0,198	2,31	0,023
Communication (X3)	0,176	2,09	0,039
Empowerment (X4)	0,152	1,78	0,078
Value Integrity (X5)	0,287	3,54	0,001

This model has a determination value of  $R^2 = 0.642$ , indicating that 64.2% of the variation in lecturer performance can be explained by academic leadership variables.

#### 6. Hypothesis Testing

Hypothesis testing indicates that:

- Strategic vision, professional support, communication, and institutional value integrity have a positive and significant influence on lecturer performance.

- Academic empowerment has no significant influence.

This finding confirms that the values and ethics aspects of leadership have the strongest contribution to lecturer performance in the Faculty of Economics.

## IV. DISCUSSION

The results show that academic leadership has a significant influence on lecturer performance, contributing 64.2%, indicating that leadership quality is a primary determinant of academic productivity. This finding aligns with the new paradigm of higher education leadership that emphasizes visionary capabilities, institutional ethics, and professional support as the foundation for improving higher education quality (Macfarlane, 2024; Heffernan, 2024).

### 1. Institutional Value Integrity as the Strongest Predictor

The findings indicate that institutional value integrity has the strongest influence on lecturer performance. This underscores the importance of trustworthiness, transparency, and professionalism as the basis for leadership behavior in Islamic higher education. Previous literature confirms that values-based leadership creates a meaningful academic culture, improves work morale, and strengthens organizational commitment (Huda & Sabri, 2023; Nasution & Ahmad, 2024; Dewi, 2019).

In the Muhammadiyah context, value integrity is not only a moral dimension but also an institutional identity. Leaders who exemplify ethical conduct encourage lecturers to improve the quality of the Tri Dharma through a sense of belonging, emotional stability, and strong interpersonal relationships (Masruroh & Mu'limin, 2024; Astuti & Saril, 2024). These findings align with the theory of value-driven leadership, which states that values determine the behavior, decisions, and work ethic of academics (Balalle, 2025; MacLachlan, 2024).

### 2. The Role of Strategic Vision, Professional Support, and Communication

#### a. Strategic Vision

Strategic vision has a significant impact and is consistent with previous research that suggests that clear leadership direction improves goal clarity, performance stability, and long-term orientation among lecturers (Aldridge & McNeill, 2023; Macfarlane, 2024).

#### b. Professional Development Support

Professional support in the form of training, research funding, publication opportunities, and access to academic networks is a crucial aspect in improving lecturer performance. Global studies confirm that continuous professional development improves the quality of learning, research productivity, and academic job satisfaction (Jones et al., 2022; Sarmiento et al., 2024; Shaikh et al., 2023).

#### c. Communication and Transparency

Quality communication has been shown to contribute to improved performance by creating a collaborative and accountable work climate. Open, two-way communication strengthens trust, reduces organizational conflict, and increases lecturer engagement (Bryman, 2021; Upen & Sesmiarni, 2025; Malik et al., 2022). Recent literature also suggests that

leadership communication is a strong predictor of learning innovation and academic program effectiveness (Mawardi & Violin, 2023; Santoso et al., 2023).

### 3. Academic Empowerment: Has Not Yet Had a Significant Impact

The academic empowerment dimension did not significantly impact lecturer performance. This is consistent with research showing that empowerment is only effective when accompanied by structural changes and organizational governance (Creswell & Guetterman, 2021; Hardianto, 2024). Some potential causes include:

- 1) A centralized bureaucracy, limiting lecturers' discretion.
- 2) A hierarchical academic culture discourages junior lecturers from taking initiative.
- 3) The absence of formal mechanisms to involve lecturers in strategic decisions.
- 4) Minimal institutional support for developing individual innovative capacity.

Mseti's (2023) study emphasized that academic empowerment requires systemic reforms such as participatory regulation, distributive leadership, and a safe environment for academic experimentation.

### 4. Lecturer Performance: Strong in Tri Dharma, Weak in Learning Innovation

Despite relatively high implementation of Tri Dharma, learning innovation remains low. This condition reinforces the finding that lecturers tend to be burdened with administrative work and lack the space for pedagogical experimentation (Aldridge & McNeill, 2023; Rosmita et al., 2023). The literature shows that learning innovation can only thrive when institutions provide:

- Learning technology training (hatmansyah et al., 2021),
- innovation funds,
- teacher learning communities,
- academic performance incentives (shaikh et al., 2023).

These findings are relevant in the context of the Merdeka Belajar–Kampus Merdeka policy, which demands the adaptation of digital and collaborative learning.

### 5. Theoretical and Practical Implications

Theoretically, this research strengthens the values-based academic leadership model as a core element in increasing lecturer productivity in Islamic higher education. Value integrity has been shown to be more influential than structural factors such as empowerment. This extends the findings of ethical leadership and values-driven leadership theories in the Indonesian context (Mulenga & Shilongo, 2023; Macfarlane, 2024). Practically, this research provides policy direction for the Faculty of Economics, University of Muhammadiyah Jakarta (UMJ), to:

- Strengthen the internalization of organizational values through exemplary leadership;
- Improve the lecturer professional development system;
- Developing a more collaborative and transparent communication strategy;
- Undertaking governance reforms to enhance academic autonomy.

Thus, strong, valued, and adaptive academic leadership is the primary foundation for improving lecturer quality and institutional competitiveness in the modern era of higher education.

## V. CONCLUSION

This study demonstrates that academic leadership plays a crucial role in improving lecturer performance at the Faculty of Economics, Muhammadiyah University of Jakarta. Overall, the regression model explains 64.2% of the variation in lecturer performance, indicating that leadership dynamics are a strategic factor in building academic quality. The institutional value integrity dimension emerged as the strongest predictor of lecturer performance. This confirms that values-based leadership—reflecting trustworthiness, honesty, and social responsibility—is a crucial foundation for increasing academic productivity in modern Islamic higher education institutions. Other dimensions such as strategic vision, professional development support, and transparent communication also have significant impacts, demonstrating that visionary, supportive, and open leadership can strengthen lecturer motivation and performance.

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