

**The Impact of Lecturer Performance Management
on Higher Education Graduate Quality**

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Abstract

The management of lecturer performance in higher education has not been optimally implemented, thus impacting the quality of graduates. This study aimed to provide a comprehensive analysis of lecturer performance management to enhance graduate quality. Specifically, it explores the planning, organization, implementation, evaluation, and challenges of lecturer performance management along with the proposed solutions. Adopting a qualitative approach with a case study method, data was collected through observations, interviews, and document analysis and subsequently analyzed using triangulation techniques. This study is grounded in Terry's management theory, Veithzal R's performance theory, and Sallis' quality theory. The findings reveal that: (1) performance planning focuses on the implementation of the Tridharma of Higher Education, reinforcing lecturers' commitment to their professional responsibilities; (2) task and workload distribution follow applicable regulations; (3) performance implementation aligns with the university's vision, mission, and strategic plans; (4) performance evaluation is conducted by university leadership with the involvement of the Quality Assurance Team; (5) key challenges include suboptimal lecturer performance, financial management issues, and inadequate facilities; and (6) proposed solutions encompass enhancing lecturer competencies, improving financial management, and upgrading infrastructure. In conclusion, although lecturer performance management has been implemented effectively, continuous improvements are necessary to further enhance graduate quality.

Keywords: Lecturer performance management, graduate quality, higher education

INTRODUCTION

The provision of higher education is an inseparable part of the Indonesian national education system and is based on the mandate of Article 31, paragraph (3) of the 1945 Constitution of the Republic of Indonesia. Higher education, the level of education that prepares superior human resources, plays an important role in creating a competent generation in various fields of science, technology, and art (Harun et al., 2020). To achieve this, higher education institutions focus on developing students' critical thinking skills, fostering research and technological advancement, and preparing graduates to meet the demands of the global workforce. The increasing emphasis on science and technology aligns with Indonesia's efforts to remain competitive in the era of globalization and Industrial Revolution 4.0, where knowledge-based economies play a crucial role in national progress. Additionally, universities function as agents of social transformation, producing graduates who not only excel in their respective fields but also contribute to societal development through research, entrepreneurship, and community services.

Given its significant impact, high-quality higher education must be continuously improved through curriculum development, faculty performance enhancement, and institutional reforms. By maintaining high academic standards and promoting innovation, higher education can serve as a catalyst for national growth, ensuring that Indonesia produces graduates who are knowledgeable, skilled and capable of addressing global challenges. Therefore, higher education remains an integral component of Indonesia's long-term development strategy, reinforcing its commitment to build a prosperous and progressive society.

In addition to being an important instrument in educating the nation's life, Higher Education is also expected to face the dynamics of world developments that are increasingly oriented towards science and technology. In the era of globalization and Industrial Revolution 4.0, universities are required to play a strategic role in advancing civilization, improving human welfare, and contributing to solving various global challenges. Higher Education in Indonesia must continue to innovate and adapt to produce graduates who not only have knowledge and skills but are also able to have a positive impact on society, both at the national and international levels (Nugraha, 2021; Syam et al., 2019). In the context of higher education, the success of students as learning subjects is related to the personal process (individual process) of internalizing the knowledge, values, traits, attitudes, and skills that exist around them. The success of lecturers as teaching subjects is largely determined by their personal (individual) and institutional performance. In general, the performance of lecturers is based on their last educational certificate, academic position qualifications, teaching experience, research experience, and community service practices. These measures of lecturer performance determine the quality of learning and educational outcomes (Calles-Santoyo et al., 2019; Hafit et al., 2019; Sutawan et al., 2023).

Lecturer performance is the result of lecturers carrying out Tri Dharma of Higher Education tasks that are assigned and become their responsibility based on their skills, experience, and sincerity within a certain time frame. Performance coaching has been stipulated in various government policies; however, there are still various weaknesses in its implementation. For example, there are still lecturers who have not optimally implemented learning administration, have not been innovative in developing learning materials, and have not utilized technology in learning; this has a significant impact on the quality of graduates (Anastasia et al., 2022; Istanbul, 2019; Nyoto, 2021).

Lecturers are agents of change who also add color to their lives. Students' success on campus depends more on the extent to which lecturers are willing and able to perform their duties and functions effectively. Regarding the effectiveness of teaching work, the results of the study showed that the effectiveness of teachers' work in teaching (academic learning time) only reached 36 percent of the total time allocated (Sitorus et al., 2021). The effectiveness of lecturers' work is still not optimal and needs to be improved, including the need for an increase in the time to complete teaching obligations, the use of manpower in teaching, the use of manpower by lecturers, the use of minds in teaching, the appropriateness of the use of teaching facilities, and the results of student learning assessments. The effectiveness of lecturers' work not yet satisfactory (Hanan et al., 2023).

According to Singh and Jasial (2021), performance can be analyzed by examining individual, psychological, and organizational selves. Work discipline is a part of performance coaching, which is one of the many efforts to improve individual behavior so that they obey and comply with applicable rules, laws, or norms. Discipline is a management action that provides enthusiasm for the regular implementation of organizational standards (Komara, 2020; Yandri et al., 2023). For Higher Education, lecturer performance coaching greatly affects many areas, including accreditation and quality of education delivery. In a broad context, it can create a positive image of the community. Graduate quality has become a central issue that has always been hot and interesting to discuss by various groups. The quality of national graduates has not been able to be significantly calculated so as to satisfy all parties, especially users of educational results (Elfindri et al., 2015; Gunawan et al., 2018; Saad, 2022)

The results of observations conducted at the *Institute Agama Hindu Negeri* or IAHN and *Institute Agama Kristen Negeri Palangka Raya City* or IAKN have indicated several issues pertaining to the performance of lecturers. These observations suggest that certain lecturers do not adequately implement Tri Dharma, particularly regarding scientific publications. From a technical perspective, time constraints have been identified as a recurrent concern for lecturers. The lecturers' teaching load is high because of the limited number of faculty members teaching the courses, leaving them with limited time to engage in research. Another frequently encountered challenge is the financial aspect, as targeted journals, particularly those with national or international reputations, often impose substantial publication costs. From a substantive perspective, several obstacles were identified, including limitations in finding references, the ability to write journals in international languages, the still high level of plagiarism in writing, and the target journals.

However, in terms of R&D capabilities, some lecturers have not fully implemented these capabilities optimally. The problem related to the above policy according to the research results of (Essel et al., 2022), there are still many lecturers who do not understand the standards that must be mastered properly to support the implementation of the policy. Lecturers must be able to master scientific publication techniques based on *open journal systems (OJS)*, master writing techniques according to templates for the intended journal, and master citation techniques using reference *software* (Zotero, Mendeley, EndNote, and others). The lecturer's lack of understanding of this is that the paper has not been published or is immediately rejected *via OJS*. This usually occurs because the writing does not match the template of the journal. Lack of understanding regarding things that must be in certain parts of the paper.

All lecturers can conduct research, but not all can publish their research results based on finding from Anthony et al. (2022). Since 2017, it has been known that research

results in the campus environment are very abundant, only not many have been published to the wider community (Halimi et al., 2020). The results of research and community services by lecturers are very important for publishing. Therefore, all parties must support the readiness of research results to be published. Many community service research results by lecturers end up as archive fillers in campus libraries. In addition, the limitations of scientific publications by lecturers can be addressed through various strategies (Halimi et al., 2020). To improve the quality of graduates through lecturer performance coaching, a lecturer performance coaching management model can be developed to improve the quality of graduates of Higher Education. Based on the background description explained, therefore, this study aims to determine the planning, organization, implementation, problems, solutions and evaluation of lecturer performance coaching in improving the quality of graduates at IAHN and IAKN.

This study focuses on lecturer performance coaching in enhancing the quality of graduates in Indonesian higher education, specifically at IAHN and IAKN. Lecturer performance coaching is a crucial aspect of higher education management, as it encompasses the planning, organization, implementation, and evaluation of lecturers' performance in fulfilling the Tri Dharma of Higher Education. While previous studies have extensively discussed the role of higher education in producing high-quality human resources limited research has specifically addressed the mechanisms through which lecturer performance coaching contributes to improving graduate quality (Harun et al., 2020). Additionally, previous research has primarily focused on academic qualifications and teaching effectiveness, but has not developed a systematic model of lecturer performance coaching aimed at producing competent graduates (Sutawan et al., 2023).

Several research gaps must be addressed. First, the implementation of Tri Dharma of Higher Education still faces various challenges, particularly in terms of scientific publications. Studies indicate that many lecturers lack an adequate understanding of academic writing standards, particularly regarding open journal systems (OJS) and citation techniques using reference management software such as Zotero, Mendeley, and EndNote (Anthony et al., 2022; Halimi et al., 2020). As a result, many research findings remain unpublished or are rejected due to non-compliance with journal formatting standards. Second, the quality of graduates of Indonesian higher education remains a contentious issue, particularly in relation to institutional accreditation and reputation. While lecturers play a central role in shaping student success, empirical studies that directly link lecturer performance coaching to graduate quality are lacking. Third, at the institutional level, there are numerous barriers to optimizing lecturer performance, including time constraints owing to high teaching workloads, limited faculty members, and high publication costs associated with reputable national and international journals.

This study aims to fill these research gaps by developing an effective lecturer performance coaching model to improve graduate quality. Through an in-depth analysis of the planning, organization, implementation, challenges, solutions, and evaluation of lecturer performance coaching, this study provides a comprehensive understanding of how institutions can strategically manage lecturer performance. Furthermore, this study explores the relationship between lecturer performance coaching and graduate quality, highlighting the impact of teaching effectiveness, research productivity, and community engagement on student success. To address the challenges faced by lecturers, this study proposes practical solutions, including enhanced training in scientific publications, the optimization of open journal systems, and institutional support for research funding and publication costs. Ultimately, this study seeks to provide theoretical and practical contributions to the field of higher education management by positioning lecturer performance coaching as a key determinant of educational quality in Indonesia.

METHOD

This study employed a descriptive analytical method to examine the management of lecturer performance development in improving graduate quality at IAHN and IAKN Palangka Raya. This research describes and analyzes data systematically without generalizing the findings to a broader population. A descriptive approach was chosen to ensure an in-depth understanding of current conditions based on direct observations, interviews, and documentation studies. The research participants were selected using purposive sampling, focusing on key informants such as the Chancellor, Vice Chancellors, Heads of Study Programs, and lecturers (both ASN and non-ASN). Data collection techniques included interviews, observations, and document analysis. Interviews were conducted with institutional leaders and lecturers to gather insights into planning, organizing, implementing, and evaluating lecturer performance. Observations focused on teaching practices, faculty engagement, and institutional infrastructure, whereas document analysis reviewed academic guidelines, performance reports, accreditation documents, and research publications. Data analysis was conducted through qualitative thematic analysis, in which responses and documents were categorized based on emerging themes related to lecturer performance coaching, challenges, and solutions. This approach ensures that this study provides a comprehensive overview of how lecturer performance development contributes to enhancing the quality of graduates in religious higher education institutions.

FINDINGS AND DISCUSSION

Findings

Planning for Lecturer Performance Development to Improve the Quality of Graduates at IAHN and IAKN Palangka Raya

Based on the results of interviews, observations, and document studies, it was found that PT determined performance coaching objectives by referring to the vision and mission of the institution, as well as the need to improve the quality of education and graduates. The determination of performance coaching objectives is based on lecturer performance regulations, such as lecturers' obligations, teaching loads, and lecturer performance training implementation plans. In addition, the PT also conducted a needs analysis to identify areas that require improvement and determine the lecturer performance standards to be achieved, such as planning training activities, seminars, and workshops to improve lecturer competence and skills in the learning process; supervising and evaluating the internal quality assurance team; conducting regular supervision and evaluation to monitor progress; and providing constructive feedback to lecturers for their performance coaching.

Higher Educational Institution through faculty leaders and study program heads improves educational facilities and infrastructure and support facilities for lecturer performance development to improve the quality of graduates, ensuring that learning support facilities and infrastructure are adequate to create an effective learning environment. Faculty leaders and lecturers collaborate to create an educational environment that supports quality improvements. Integrating various media and utilizing technology in the learning process makes the material interesting and interactive. The

rector provides support, commitment, and motivation to the lecturers through recognition and incentives for good performance.

Based on a study of documents on lecturer performance, coaching refers to the vision, mission, strategic plan, and status of IAHN and IAKN Palang Raya. The determination of objectives in IAHN refers to the statute that states the objectives of IAHN, including (1) implementing quality Hindu higher education management in order to produce superior and competent graduates; (2) producing research products and studies of Hindu arts, culture, customs, and religion that can address the challenges of scientific and technological progress and in facing the era of globalization; (3) disseminating scientific and technological research results in the form of community services to contribute to the economic, social, religious, and cultural development of the Indonesian nation; and (4) state and private, domestic, and foreign in order to support the implementation of the tri dharma of higher education. The results of the observation showed that the utilization and use of technology has not been fully utilized by teaching staff because some lecturers are not yet accustomed to using technology and still use conventional lecture methods.

Organizing the Development of Lecturer Performance to Improve the Quality of Graduates at IAHN and IAKN Palangka Raya

Based on the results of interviews, observations, and documentation studies to improve the performance of lecturers, IAHN Palangka Raya and IAKN Palangka Raya took various steps to provide support facilities to achieve a conducive work environment. IAHN Palangka Raya and IAKN Palangka Raya provide facilities such as training rooms, access to educational resources, and technology that supports the process of coaching lecturer performance.

Based on these observations, IAHN Palangka Raya and IAKN Palangka Raya have adequate and standardized facilities for the teaching and learning process, research, and community services. For academic services through e-campus and new online student-admission applications. The applications used in planning and finance are the RKA-KL application (Aplikasi yang digunakan dalam perencanaan dan keuangan adalah aplikasi RKA-KL (*Sistem Aplikasi Keuangan Tingkat Instansi/SAKTI*) or Agency Level Financial Application System, (*Sistem Informasi Manajemen dan Akuntansi Barang Milik Negara/SIMAK BMN*) or Inventory applications, Accrual-based Agency Accounting System (*Sistem Akuntansi Instansi Berbasis Akrual/SAIBA*) applications, Satker Application System (*Sistem Aplikasi Satker/SAS*), electronic tax reporting system (*Surat Pemberitahuan elektronik/e-SPT*), Government Land Management System (*Sistem Informasi Pertanahan/SIP*), and State Asset Management Information System (*Sistem Informasi Perizinan Terpadu/SIPT*). The facilities and infrastructure owned are still suitable for use according to the needs of the university. The quality of the facilities and infrastructure used meets the standards according to the specifications and is ready to use and easily accessible to the academic community for the needs of each unit. However, various applications have not been properly utilized by users owing to limited human

resources. The results of the observations of the existence of facilities in IAHN Palangka Raya and IAKN Palangka Raya are adequate and well managed, and routine maintenance is carried out in the form of cleanliness, arrangement, and environmental beauty.

Based on the results of interviews, observations, and documentary studies, work facilities that support the development of lecturer performance in the form of locations, buildings, tools, objects, equipment, and rooms for work have been well-prepared by IAHN Palangka Raya and IAKN Palangka Raya to create satisfaction and comfort during work. Facilities at IAHN Palangka Raya and IAKN Palangka Raya were provided. The work environments at IAHN Palangka Raya and IAKN Palangka Raya are conducive and quite attractive; the work space is neatly arranged, and the yard is spacious. Improvements in the work environment and the provision of adequate work facilities continue to create comfort, tranquility, and a conducive working atmosphere. In addition, relationships between employees also need to be considered to avoid unwanted things such as social jealousy, conflict in the workplace, and other less harmonious relationships. It is hoped that such treatment will encourage employees to work better so that the quality of service is more optimal.

Implementation of Lecturer Performance Coaching to Improve the Quality of Graduates at IAHN and IAKN Palangka Raya

Based on the results of the interviews, observations, and documentation studies, IAHN Palangka Raya and IAKN Palangka Raya are responsible for giving and explaining orders. Achieving the goals and objectives of an organization. PT leadership emphasizes the differences between the roles and responsibilities of each lecturer and education staff and how they complied with them.

Based on the Self-Evaluation document of IAHN Palangka Raya and IAKN Palangka Raya, it is stated that the Institute has the task of organizing academic education and can organize vocational education in the field of religious knowledge and a number of specific fields of science and/or technology; if it meets the requirements, professional education can be organized in accordance with laws and regulations.

However, in certain cases, IAHN Palangka Raya and IAKN Palangka Raya may decide to delegate tasks to their subordinates. In some conditions, the leaders of IAHN Palangka Raya and IAKN Palangka Raya have not optimally implemented clear instructions that will not only make the work easier for the lecturers and staff who have been selected, but also allow them to have a clear understanding of what should be done and what should not be done.

Evaluating Teacher Performance Coaching to Improve the Quality of Graduates at IAHN and IAKN Palangka Raya

Based on the results of interviews, observations, and documentation studies, an examination of the implementation of the lecturer performance development plan was conducted with the aim of expanding the scope of work program development at IAHN Palangka Raya and IAKN Palangka Raya institutions. has been set out in the strategic

plan of IAHN Palangka Raya and IAKN Palangka Raya with the budget support stated in the DIPA with professional management by competent officials. The breadth of work program development to achieve the goals and strategies of vision and mission.

Officials in governance develop professional performance for the implementation of Tri Dharma of Higher Education in the fields of education, research, and community services. The depth of performance achievement in the work program determined by the planner has analyzed the depth of the activity to achieve the objectives of the performance program, which is then allocated a budget to facilitate the performance program so that performance achievements can be met.

The Problem of Coaching Lecturer Performance to Improve the Quality of Graduates at IAHN and IAKN Palangak Raya

Based on the results of the interviews, observations, and document analysis, one of the key issues regarding lecturer resources is their limited engagement in research and community services. Many lecturers exhibit low motivation to conduct research and contribute to community development, which directly affects their professional growth and quality of education. Additionally, some lecturers show a lack of interest in improving their expertise in scientific specialization and academic competencies, which hinders their ability to stay updated with developments in their respective fields.

One of the main reasons for the low research engagement at IAHN Palangka Raya and IAKN Palangka Raya is the lack of access to relevant information and a limited understanding of educational issues. Many lecturers also struggle to conduct in-depth analyses within their disciplines, which affects their ability to produce quality research. Despite possessing strong subject knowledge, some lecturers face challenges in accessing the latest academic resources, thus limiting their exposure to new ideas and innovations. This situation is further aggravated by a lack of collaborative opportunities, which prevents them from exchanging experiences with peers in similar fields.

Furthermore, large class sizes create additional obstacles, making it difficult for lecturers to establish meaningful connections with their students. As a result, some lecturers may not fully consider the diverse needs and interests of their students, leading to less engaging learning experiences. This issue is compounded by a lack of instructional innovation, as some lecturers struggle to design activities that effectively enhance students' motivation and participation. Addressing these challenges requires institutional support, increased research incentives, better access to academic resources, and professional development programs that encourage lecturers to actively engage in research, teaching innovation, and student-centered learning approaches.

Teacher Performance Coaching Management in Improving the Quality of Graduates at IAHN and IAKN Palangak Raya

Based on the results of interviews, observations, and documentation studies, the problems in the aspect of lecturer performance development resources can be in accordance with the expected learning and educational objectives: (a) Improving the

professional abilities of lecturers is an effort to help lecturers who are not yet professional to become professional. Improving professional abilities is an assistance so that lecturers can be professional in learning; and (b) improving the professional abilities of lecturers is incorrect if it is only directed at fostering employee abilities. Professional lecturers have two characteristics: a high level of abstraction and a high level of commitment.

Discussion

Planning for Lecturer Performance Development to Improve Graduate Quality at IAHN and IAKN Palangka Raya

Planning for lecturer performance development is a crucial process that determines the success of higher education institutions in producing high-quality graduates. The findings of this study indicate that IAHN and IAKN Palangka Raya implement performance planning by setting clear objectives based on their institutional vision, mission, and strategic goals. This is in line with previous studies that emphasize the importance of strategic planning in higher education to enhance graduate employability (Ma'dan et al., 2020). A well-structured performance plan helps lecturers to align their activities with institutional expectations, ensuring that their teaching, research, and community services contribute to student development. However, despite structured planning, challenges remain in optimizing performance planning, particularly in integrating modern educational technology into the teaching and learning processes. Studies have shown that digital learning tools significantly improve teaching effectiveness (Oguguo et al., 2021), yet findings at IAHN and IAKN suggest that some lecturers still rely on conventional teaching methods. This aligns with Devlin and Samarawickrema (2022), who argue that post-pandemic higher education institutions must redefine performance planning to include digital literacy training for lecturers. Thus, while performance planning is generally well structured, there is a need for further integration of technology-enhanced learning in performance development strategies.

Organizing Lecturer Performance Development

Effective organization is fundamental to lecturer performance development, ensuring that human and material resources are efficiently allocated. At IAHN and IAKN Palangka Raya, the research findings revealed that facilities and infrastructure have met higher education standards, supporting effective learning environments. This is consistent with the findings of Kooli and Abadli (2022), who highlighted that institutional infrastructure significantly impacts lecturer performance and student outcomes. Despite the availability of adequate facilities, the findings suggest that the utilization of educational technologies remains suboptimal because of limited digital competency among lecturers. Camilleri (2021a) argued that modern higher education must incorporate digital management systems to streamline academic processes. Although IAHN and IAKN have introduced various academic service applications, such as e-Campus and online financial systems, limited human resources have hindered their full implementation. Previous studies have emphasized that organizational structures must include continuous digital training for faculty members (Sinnayah et al., 2024). Thus, improving the organization of lecturer performance development requires resource allocation and capacity-building initiatives to enhance lecturers' adaptability to new technologies.

Implementation of Lecturer Performance Coaching

The implementation of lecturer performance coaching at IAHN and IAKN followed institutional guidelines, including compliance with academic workload policies and Tri Dharma Principles. The findings highlight that lecturers' tasks are aligned with Permendikbud No. 15 of 2020, ensuring that teaching, research, and community service obligations are fulfilled. These results resonate with previous research that states that lecturer performance should be assessed based on adherence to structured workload policies (Gilmore, 2021). However, a notable challenge in its implementation is the lack of clear and consistent instructions from institutional leadership. Jamali et al. (2022) showed that effective leadership plays a crucial role in shaping faculty performance, and unclear directives can lead to misalignment in task execution. Additionally, it was found that lecturer motivation is influenced by structured guidance and leadership support. The findings at IAHN and IAKN suggest that, while policies exist, there is a need for stronger mentorship and clearer communication from university leadership to enhance implementation effectiveness.

Evaluation of Lecturer Performance Coaching

Evaluation is a critical component of performance coaching that ensures continuous improvement in teaching and research outcomes. At IAHN and IAKN, performance evaluations were conducted by Internal Quality Assurance Teams composed of senior lecturers. This aligns with research findings that emphasize the role of quality assurance mechanisms in maintaining higher education standards, which focus on measuring lecturers' contributions to student success, institutional goals, and the effectiveness of academic programs (Kayyali, 2023). However, a key limitation of this study was the lack of a standardized evaluation framework. Although evaluation processes exist, they often rely on subjective assessments rather than quantifiable performance indicators. Camilleri (2021b) suggested that a balanced scorecard approach can enhance performance evaluation by incorporating clear metrics such as student feedback, research output, and professional development activities. Thus, the evaluation systems at IAHN and IAKN would benefit from a more structured, data-driven approach to ensure transparency and consistency in lecturer performance assessment.

Challenges in Lecturer Performance Coaching

The study revealed several challenges in lecturer performance coaching, including low motivation for research and community service, limited access to international publications, and time constraints due to high teaching loads. These challenges align with previous studies indicating that faculty members often prioritize teaching over research because of institutional expectations (Essel et al., 2022). A critical issue identified at IAHN and IAKN is the low number of international research publications, which is consistent with the findings of Halimi et al. (2021), who argued that publication challenges arise from limited training in academic writing and journal submission procedures. Additionally, funding constraints remain a major barrier to lecturer development. The study highlighted that financial limitations significantly affect faculty engagement in R&D and professional development. The study's findings suggest that many lecturers struggle with high publication fees, making it difficult to disseminate research findings internationally. Addressing these challenges requires institutional policies that provide financial support and structured research mentoring programmes to enhance faculty productivity.

This study provides a comprehensive analysis of lecturer performance management at IAHN and IAKN Palangka Raya, highlighting both the strengths and areas for improvement. One of its key strengths is the use of multiple data collection methods, including interviews, observations, and document analysis, ensuring a holistic understanding of institutional practices. Furthermore, this study incorporates relevant management and performance theories, making its findings academically rigorous and practically applicable. However, this study has some limitations. The study was limited to two institutions, meaning that the findings may not be generalizable to other higher education contexts. Additionally, while the research identifies challenges and solutions, further empirical testing is required to evaluate the effectiveness of the proposed solutions. Future studies could employ quantitative approaches to measure the direct impact of performance-coaching strategies on graduate success metrics.

CONCLUSION

This study examined lecturer performance management at IAHN and IAKN Palangka Raya, focusing on planning, organization, implementation, evaluation, and challenges in improving graduate quality. The findings indicate that, while performance coaching is structured and aligned with institutional policies, several challenges hinder its effectiveness. Issues such as low research productivity, limited integration of technology in teaching, financial constraints, and unclear leadership communication continue to impact lecturer performance and graduate quality. In terms of planning and organization, both institutions provide adequate facilities; however, there is a need to strengthen digital integration and faculty development programs. The implementation process follows institutional guidelines yet lacks clear leadership instructions and structured research support. Evaluations are conducted through internal quality assurance mechanisms; however, performance assessments are subjective and lack measurable indicators. Universities should focus on improving research training and mentoring to increase faculty research output, enhance financial support for research and publication funding, promote technology-based teaching through digital literacy training, and develop a standardized evaluation system with measurable performance indicators. Future research should explore quantitative analysis of how lecturer performance affects student success and employability, conduct comparative studies across different universities to identify best practices, and examine the role of digital transformation in enhancing lecturer performance and teaching quality. By addressing these issues, future research could contribute to a more effective lecturer performance coaching model, ultimately improving the overall quality of higher education in Indonesia.

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