

Pancasila Leadership: The Contribution of Pancasila-Profiled Leadership Through Team Collaboration to Improve Lecturer Performance in Higher Education

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ABSTRACT; Negative phenomena in leadership have increasingly emerged, reflected in various cases indicating a crisis of morality and character. In recent times, leaders have been involved in cases of corruption, sexual harassment, drug abuse, infidelity, and other misconduct, largely due to noncompliance with governmental regulations and religious principles. Such forms of leadership can undermine teamwork and organizational performance across various institutions. This article examines the influence of Pancasila-profiled leadership behavior on teamwork and lecturer performance within State Islamic Religious Higher Education Institutions (Perguruan Tinggi Keagamaan Islam Negeri, PTKIN). To date, research has been limited in addressing the importance of leaders embodying Pancasila-based characteristics in their leadership practices. Therefore, this study differs from previous research, which generally focuses on managerial success without examining leadership behavior in depth. The research data were collected using a questionnaire that had previously undergone validity and reliability testing with 30 respondents. The data analysis employed a quantitative approach using Path Analysis statistical techniques, involving 90 respondents who are Heads of Study Programs within PTKIN. The findings reveal three key factors influencing lecturer performance in higher education. First, Pancasila-profiled leadership directly affects lecturer performance. Second, teamwork significantly influences lecturer performance. Third, Pancasila-profiled leadership also indirectly affects lecturer performance through teamwork. These findings are expected to serve as an important reference for leaders in Indonesia, particularly within PTKIN, to prioritize Pancasila-based leadership behavior. Such leadership is essential for fostering leaders and lecturers who adhere to state regulations and religious values, uphold noble character, embrace diversity, promote cooperation, and demonstrate creativity and independence to enhance higher education performance.

Keywords: *Leadership, Pancasila profile, Team Collaboration, Lecturer, and Performance.*

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INTRODUCTION

Leadership is a critical factor in determining the direction and success of higher education institutions (Aprilianto et al., 2025; Hariadi et al., 2024a; Ma'arif et al., 2025). Within the context of universities, leaders are not only responsible for achieving administrative and academic objectives but also play a strategic role in shaping organizational culture, fostering the character of the academic community, and enhancing the quality of social relationships within the campus environment (Arif et al., 2011; Hamzah et al., 2024; Maqfirah et al., 2026;

Mokodompit et al., 2025; Yuliana et al., 2025). Effective leadership fosters a harmonious, productive, and integrity-driven work environment, enabling all organizational members to perform optimally in achieving shared goals (Adeoye et al., 2025; Amalia, 2026; Hariadi et al., 2024b; Hetharion et al., 2026). Therefore, leadership success should not be assessed solely by administrative and operational achievements, but also by a leader's ability to instill moral values, ethical principles, and positive character traits throughout the organization (Hakim & Salim, 2024; Ismawati, 2023; Masitah et al., 2024; Munawaroh, 2025; Mutia et al., 2023). In the Indonesian context, these values are fundamentally embodied in a leadership model grounded in Pancasila, which serves as the nation's philosophical foundation and state ideology (Ahyani et al., 2024; Asmendri et al., 2024; Cahyono et al., 2025; Daulay et al., 2024, 2024). Such leadership emphasizes not only organizational effectiveness but also the cultivation of humanistic, ethical, and value-based practices that contribute to the sustainable development of higher education institutions (Prahara et al., 2026).

In the era of the Fourth Industrial Revolution, higher education institutions are confronted with increasingly complex challenges driven by rapid technological advancements, social transformation, and intensifying global competition. Simultaneously, various negative phenomena involving public leaders have attracted widespread societal concern, including corruption, abuse of power, declining integrity, and other forms of unethical conduct. These issues are not confined to governmental institutions; they have also begun to permeate higher education environments. Such conditions underscore the urgent need for leadership models that not only emphasize managerial effectiveness but also uphold strong ethical values, integrity, and character. Consequently, the promotion of leadership grounded in Pancasila values has become increasingly relevant as a strategic approach to strengthening institutional governance and fostering a positive academic culture within higher education institutions (Za et al., 2024). This condition indicates that institutional progress does not necessarily correspond to the moral quality of its leaders. Many universities have successfully attained excellent accreditation status, developed modern facilities, and demonstrated significant administrative advancement; however, they have not always succeeded in cultivating an academic culture characterized by strong ethical values, honesty, and integrity. In fact, higher education institutions bear a profound responsibility for shaping future generations who are not only intellectually competent but also possess noble character, ethical awareness, and a strong sense of national identity. Therefore, the pursuit of institutional excellence should extend beyond academic and managerial achievements to include the development of value-based leadership and character-oriented educational environments that support the holistic growth of students and the broader academic community (Sari et al., 2026).

Within higher education institutions, the quality of leadership plays a crucial role in fostering effective teamwork and collaboration. Teamwork is a fundamental component of institutional success, as the achievement of higher education goals cannot be realized through individual efforts alone but rather through the collective contributions of leaders, lecturers, administrative staff, and students (Rosodor & Putra, 2025). Effective collaboration promotes mutual trust, open communication, shared responsibility, and a strong commitment to institutional objectives. Consequently, leaders who are capable of encouraging cooperation and creating an inclusive working environment are more likely to enhance organizational effectiveness and strengthen the overall performance of the academic community (Za et al., 2024). Previous studies have demonstrated that leaders who possess strong communication skills, inclusiveness, integrity, and the ability to support their subordinates are more likely to create positive work environments and enhance organizational productivity. Furthermore, adaptive leadership that is responsive to the needs of organizational members has been shown to significantly strengthen team commitment, motivation, and overall effectiveness. However, the majority of research on leadership in higher education has primarily focused on managerial

and administrative dimensions, including governance effectiveness, accreditation achievement, and infrastructure development. Comparatively little attention has been given to leadership grounded in Pancasila values and its role in fostering teamwork to enhance lecturer performance, particularly within State Islamic Higher Education Institutions (PTKIN). This gap highlights the need for further investigation into how Pancasila profile-based leadership can contribute to the development of collaborative academic environments and improved institutional performance (PTKIN) (T' et al., 2005).

State Islamic Higher Education Institutions (PTKIN) occupy a strategic position in advancing higher education that is not only academically excellent but also deeply rooted in Islamic and national values. As faith-based higher education institutions, PTKIN are expected to serve as models in cultivating organizational cultures that uphold integrity, tolerance, mutual cooperation, and moral responsibility. In this regard, the implementation of Pancasila profile-based leadership becomes particularly important within the PTKIN context. Such leadership extends beyond administrative competence by emphasizing moral exemplarity, honesty, fairness, national unity, and respect for diversity. Leaders who embody these values are more likely to foster harmonious working relationships and strengthen teamwork across the academic community. Under such conditions, lecturers are likely to feel more valued and supported, leading to higher levels of work motivation, professional commitment, and performance. Consequently, Pancasila profile-based leadership has the potential to serve as a strategic mechanism for enhancing both organizational effectiveness and the quality of academic outcomes within PTKIN (Kartiko et al., 2025; Prahara et al., 2026).

A persistent challenge in contemporary higher education is the gap between institutional success in administrative and formal achievements and the quality of leadership character demonstrated by some university leaders. While many leaders have successfully guided their institutions toward accreditation excellence, organizational growth, and other measurable accomplishments, they have not always been able to serve as role models in terms of moral integrity and ethical conduct. This issue is particularly significant because the attitudes and behaviors of leaders exert a profound influence on the character development of both lecturers and students. As key figures within the academic community, leaders are expected not only to achieve organizational objectives but also to exemplify the ethical values and principles that underpin a strong and sustainable academic culture (Lam & Lam, 2026). When lecturers and students are exposed to leadership practices characterized by dishonesty, authoritarianism, discrimination, or a lack of moral values, such conditions can undermine the academic culture and adversely affect the overall quality of education. Conversely, leadership that is humanistic, inclusive, and grounded in Pancasila values can foster a healthy academic environment and strengthen a culture of collaboration within higher education institutions. Such leadership encourages mutual respect, trust, and shared responsibility among members of the academic community, thereby creating conditions that support both individual and organizational development. Therefore, it is essential to examine how Pancasila profile-based leadership contributes to enhancing lecturer performance through teamwork within State Islamic Higher Education Institutions (PTKIN). This investigation is expected to provide a deeper understanding of the mechanisms through which value-based leadership promotes collaborative practices and improves academic performance in the higher education sector.

Based on the foregoing discussion, this study aims to examine the contribution of Pancasila profile-based leadership to lecturer performance through teamwork within State Islamic Higher Education Institutions (PTKIN). The study is expected to contribute to the theoretical advancement of higher education leadership literature by extending the understanding of value-based leadership rooted in national principles and its role in fostering collaborative academic environments. In addition, it seeks to offer practical insights for university leaders and policymakers in promoting more ethical, inclusive, and human-centered

institutional governance. The hypothesis proposed in this study is that Pancasila profile-based leadership positively influences lecturer performance through teamwork. Specifically, the more effectively Pancasila values are embedded in higher education leadership practices, the stronger the culture of collaboration, professionalism, and productivity among lecturers in carrying out their academic responsibilities.

METHOD

Based on the research problem and the proposed hypotheses, this study adopted a quantitative research approach (Alford & Teater, 2025). This approach was deemed appropriate because it enables the systematic examination of relationships among variables and facilitates hypothesis testing through statistical analysis. By employing quantitative methods, the study sought to generate objective and empirical evidence regarding the influence of Pancasila profile-based leadership and teamwork on lecturer performance within State Islamic Higher Education Institutions (PTKIN) (Sitompul, H., 2017a). The research process began with the development of a structured questionnaire instrument based on three study variables, namely Pancasila profile-based leadership and teamwork as the independent variables, and lecturer performance as the dependent variable. A total of 26 questionnaire items were initially developed and subsequently subjected to validity and reliability testing. The results of the validity assessment indicated that 20 of the 26 items met the required validity criteria and were therefore retained as the final research instrument for data collection. The study population comprised all Heads of Study Programs within State Islamic Higher Education Institutions (PTKIN), totaling 117 individuals. The sample size was determined using the Slovin formula, resulting in a sample of 90 respondents. These respondents were selected to provide representative data for examining the relationships among the variables under investigation (Akmal, 2019).

Responses submitted through the questionnaire were automatically recorded and compiled in a spreadsheet database, which served as the primary dataset for the study. The questionnaire was distributed to 90 respondents, representing the selected research sample, through an online survey link. The respondents consisted of Heads of Study Programs from several State Islamic Higher Education Institutions (PTKIN) in Aceh, including UIN Ar-Raniry Banda Aceh, IAIN Langsa, IAIN Lhokseumawe, IAIN Takengon, and STAIN Teungku Dirundeng Meulaboh. The use of an online questionnaire facilitated efficient data collection and ensured broad participation across the participating institutions (Siregar, 2013). Data were analyzed using path analysis to examine the causal relationships among the variables and to test the three hypotheses proposed in this study. Path analysis was selected because it enables the assessment of both direct and indirect effects among variables within a single analytical model. Through this technique, the study investigated the direct effects of Pancasila profile-based leadership and teamwork on lecturer performance, as well as the indirect effect of Pancasila profile-based leadership on lecturer performance through teamwork as a mediating variable. The statistical analysis was conducted to determine the significance and strength of these relationships, thereby providing empirical evidence for the proposed research model. The overall research methodology is illustrated in the following figure:

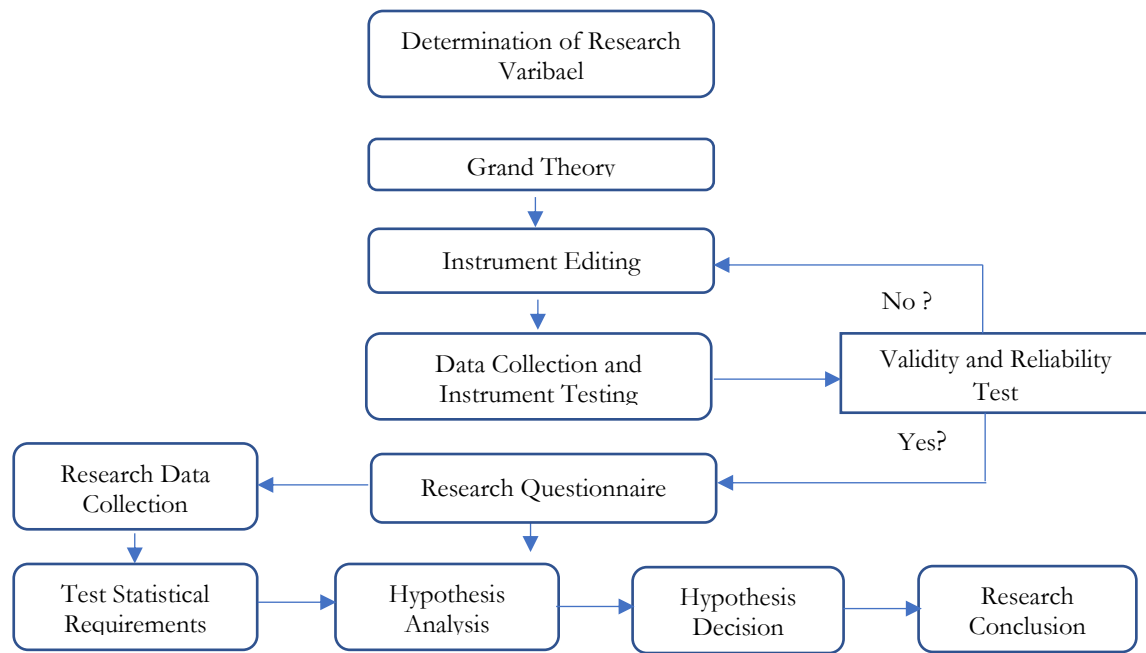


Figure 1. Flow Diagram of Research Methods

Based on the total number of study programs, with one lecturer representing each Head of Study Program at every higher education institution in Province, the population in this study amounts to 117 Heads of Study Programs. The sampling technique employed in this research is proportional random sampling, determined using the Slovin formula with the following formulation:

$$n = \frac{N}{N.d^2 + 1}$$

Information:

n = Sample size

N = Population size

d^2 = Precision level (set at 5% or 0.05) (Sitompul, H., 2017b)

Thus, based on the application of the above formula, the sample size can be calculated by substituting the population value of 117 and the precision level (d) of 0.05, resulting in the following sample size:

$$\begin{aligned}
 n &= \frac{N}{N.d^2 + 1} \\
 n &= \frac{116}{0,29+1} \\
 n &= \frac{117}{1,29} \\
 n &= 90
 \end{aligned}$$

Based on the determination of sample size using the Slovin formula, a total sample of 90 Heads of Study Programs was obtained. The questionnaire was distributed to these 90 Heads of Study Programs (research sample), selected from a population of 117 Heads of Study Programs within PTKIN in, who were asked to complete the survey and provide their assessments. The questionnaire consisted of five response options, with scores ranging from 1 to 5, where 5 represents the highest score and 1 the lowest. The scores derived from respondents' answers were used as the research data. Furthermore, three hypotheses were tested using statistical path analysis. The results of hypothesis testing, based on predetermined statistical criteria, provide answers to the research hypotheses formulated earlier.

RESULTS AND DISCUSSION

Result

Results of Sample Size Determination Test

The population of this study consists of study program leaders, represented by the Heads of Study Programs within PTKIN, totaling 117 individuals. These Heads of Study Programs are distributed across five (5) State Islamic Higher Education Institutions (PTKIN) in Province, namely UIN Ar-Raniry Banda Aceh, IAIN Malikussaleh Lhokseumawe, IAIN Zawiyah Cot Kala Langsa, STAIN Teungku Chik Dirundeng, and IAIN Takengon. The total number of Heads of Study Programs across these institutions is presented in Table 3.1, as summarized in Table 1 below.

Table 1. List of the Number of Study Programs at PTKIN InAs The Research Population

No	PTKIN Name	Total	
		Study Program	Head of Study Program
1	UIN Ar-raniry Banda	54	54
2	IAIN Malikussaleh Lhokseumawe	21	21
3	IAIN Zawiyah Cot Kala Langsa	23	23
4	STAIN Teungku Dirundeng Meulaboh	12	12
5	STAIN Gaja Puteh Takengon	7	7
Total		117	117

Source: PD-DIKTI, 2024.

Instrument Validity and Reliability Testing

To ensure that the three variables form a valid and reliable research instrument for data collection, all instruments in this study will be tested after obtaining permission for data collection from five PTKIN institutions in through the heads of the Research and Community Service Institutes. The analysis of the instrument test results will be conducted using the Product Moment formula (Riduwan and Engkos Achmad Kuncoro, 2017) as follows:

$$r_{xy} = \frac{n(\sum x_i y_i) - (\sum x_i)(\sum y_i)}{\sqrt{[n \cdot \sum x_i^2 - (\sum x_i)^2] \cdot [n \cdot \sum y_i^2 - (\sum y_i)^2]}}$$

Where:

- r_{xy} = Correlation coefficient between X and Y
- x = Score of each item
- y = Total score of each item
- n = Total of respondents (Akmal, 2019)

Each question item in the questionnaire from the five types of instruments will also be tested for reliability as reliable and consistent question items concerning the data collected. The reliability of the questionnaire is analyzed using the Cronbach's Alpha technique (Sudjana, 1992) with the formula:

$$r_k = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum St^2}{St^2} \right)$$

Description:

- r_k = Instrument reliability
- k = Total of items
- $\sum St^2$ = Sum of valid variances

St^2 = Total variance (Akmal, 2019)

Based on the validity testing results of the three research variables, a total of 20 questionnaire items were found to be valid. Therefore, the research instrument, having met both validity and reliability criteria, is appropriate for data collection. The detailed results of the validity and reliability tests for each item can be tabulated as follows.

Table 2. Results of the Validity and Reliability Analyses of Instrument Items Based on the Research Variables

Variabel	Results of the Valid Item Analysis	Number of Valid Item
Pancasila-Oriented Leadership (X ₁)	1,2,4,5,7, 8, 9	6
Teamwork (X ₂)	10,11,12,13,15,17	7
Lecturer Performance (Y)	18,19,20,21,23,25, 26	7
Total		20

Source: Processed Primary Data, 2024

Research Hypothesis Testing Results

The findings of this study will be obtained by testing the formulated hypotheses. Hypothesis testing in this study aims to examine the research questions or problem statements proposed. Through hypothesis testing, answers that were previously in the form of research hypotheses are confirmed. The results of this testing provide definitive answers that serve as research findings, accountable under various accurate, valid, and reliable research criteria based on the statistical analysis tests applied. To better understand the causal relationships between variables, the interconnections among the research variables can be illustrated as follows:

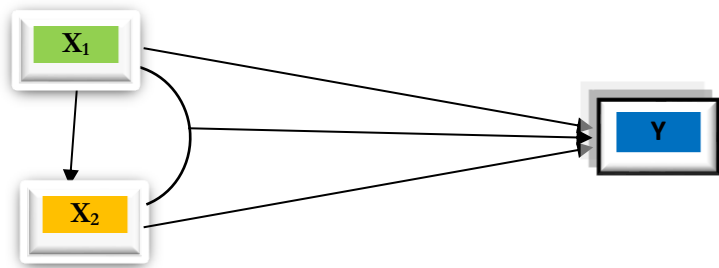


Figure 2. Effect of Causality of Independent Variables Against Dependent Variables

Description:

X1 = Pancasila Profiled Leadership

X2 = Team Collaboration

Y = Lecturer Performance

The first hypothesis analysis was conducted to examine the effect of Pancasila-profiled leadership (X₁) on lecturer performance (Y) at State Islamic Higher Education Institutions (PTKIN) in Province, Indonesia. This analysis was intended to determine whether leadership practices that embody Pancasila values contribute significantly to improving lecturer performance. To achieve this objective, hypothesis testing was performed based on the statistical results obtained from the collected data. In this study, the null hypothesis (H₀) stated that Pancasila-profiled leadership has no significant effect on lecturer performance, whereas the alternative hypothesis (H_a) stated that Pancasila-profiled leadership has a significant effect on lecturer performance. The testing procedure was carried out using a significance level of 0.05 to assess the relationship between the independent and dependent variables.

The decision regarding hypothesis acceptance or rejection was based on the significance value (Sig.) generated by the statistical analysis. When the significance value was less than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted, indicating that

Pancasila-profiled leadership significantly affects lecturer performance. Conversely, when the significance value was equal to or greater than 0.05, the null hypothesis was accepted and the alternative hypothesis was rejected, indicating that Pancasila-profiled leadership does not have a significant effect on lecturer performance. This procedure provided empirical evidence regarding the role of value-based leadership in enhancing lecturer performance within PTKIN in Province.

The results of the statistical analysis provide detailed values and significance levels (Sig.) as presented in the following table:

Table 3. SPSS Output Results on the Effect of Pancasila-Profiled Leadership Variable on Lecturer Performance

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1.060	1.455		.729	.469
	Pancasila-Profiled Leadership	.492	.094	.523	5.219	<.001

a. Dependent Variable: Lecturer Performance

Source: Processed Primary Data, 2024

Based on Table 3 above, the key aspect to consider is the significance value between the independent and dependent variables. In this hypothesis, Pancasila-profiled leadership serves as the independent variable, while lecturer performance is the dependent variable. According to the predetermined hypothesis testing criteria, if the significance value (Sig.) is less than 0.05, the hypothesis is accepted. From Table 3, the obtained significance value is 0.001, which means Sig. < 0.05 (0.001 < 0.05). Therefore, a statistical decision can be made that the research hypothesis is accepted. The conclusion for the first hypothesis is that Pancasila-profiled leadership has a significant effect on lecturer performance.

Furthermore, the effect of teamwork (X_2) on lecturer performance (Y) was examined through hypothesis testing using a significance level of 0.05. The analysis aimed to determine whether teamwork contributes significantly to improving lecturer performance at State Islamic Higher Education Institutions (PTKIN), Indonesia. In this study, the null hypothesis (H_0) stated that teamwork has no significant effect on lecturer performance, while the alternative hypothesis (H_a) stated that teamwork has a significant effect on lecturer performance.

To test these hypotheses, the significance value (Sig.) obtained from the statistical analysis was compared with the predetermined significance level ($\alpha = 0.05$). If the significance value was less than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted, indicating that teamwork has a significant effect on lecturer performance. Conversely, if the significance value was equal to or greater than 0.05, the null hypothesis was accepted and the alternative hypothesis was rejected, indicating that teamwork does not significantly affect lecturer performance. Through this procedure, the study was able to assess the extent to which teamwork contributes to lecturer performance and to provide empirical evidence regarding the role of collaborative practices in enhancing academic effectiveness within PTKIN in Province

The SPSS output provides detailed results and Sig. values to determine whether the hypothesis is rejected or accepted. These calculation results can be tabulated in Table 4 as follows:

Table 4. SPSS Output Results of the Effect of Team Collaboration Variable on Lecturers' Performance

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	1.060	1.455		.729
	Lecturers' team collaboration	.510	.122	.419	4.180
					<.001

a. Dependent Variable: lecturers' performance

Source: Processed Primary Data, 2024

Based on Table 4 above, the key aspect to consider is the significance value between the independent and dependent variables. In this case, for the second hypothesis, team collaboration serves as the independent variable, while lecturers' performance is the dependent variable. The hypothesis testing criteria have been established such that if the Sig. value is less than 0.05, the hypothesis is accepted. From Table 4, the obtained Sig. value is 0.001; thus, Sig. < 0.05 (0.001 < 0.05). Therefore, a statistical decision can be made that the research hypothesis is accepted. The conclusion for testing the second hypothesis is that team collaboration has a significant effect on lecturers' performance.

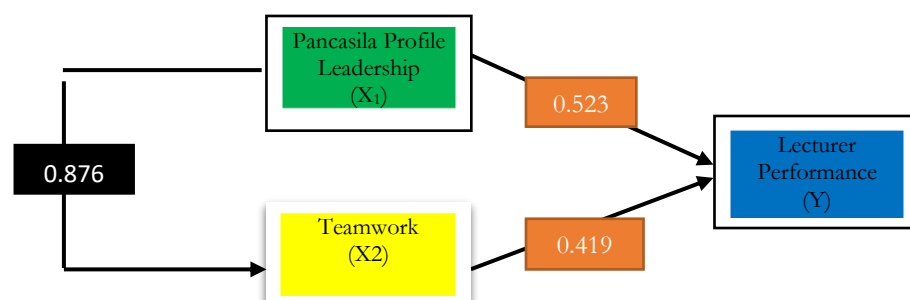
Furthermore, Figure 2 indicates that there is still an indirect effect exerted by the Pancasila-profile leadership variable, as it operates through the contribution of the team collaboration variable. This variable also strengthens the influence of Pancasila-profile leadership on lecturers' performance. Based on the path coefficient calculations, the results show that the Pancasila-profile leadership variable (indirectly) affects lecturers' performance through the team collaboration variable. The magnitude of this effect can be presented in the following table:

Table 5. Results of Path Coefficient Calculation of Pancasila-Profile Leadership through the Indirect Variable (Team Collaboration) on Lecturers' Performance

Variabel	Path Analysis Interpretation	Calculations	Effect Size
Pancasila Profile	Direct Effect	$(0.523)^2$	0.273529
	Indirect Effect	0.419×0.876	0.367
	Total Pengaruh		0.640

Source: Primary Data Processing, 2024

Based on the calculated path coefficients obtained from the three predefined hypothesis tests, the relationships among the variables can be causally illustrated in terms of their respective contributions as follows:

**Figure 3.** The Magnitude of Path Analysis Coefficient Between Research Variables

Discussion

The Influence of Pancasila Leadership Profile on Lecturer Performance.

The results of the descriptive analysis presented in Figure 3 indicate that Pancasila profile-based leadership (X1) has a direct effect on lecturer performance (Y), with a coefficient of 0.523. In general, this value suggests that leadership grounded in Pancasila values falls within a moderately strong category in promoting improvements in lecturer performance. From a descriptive perspective, this finding reflects that leadership practices emphasizing moral values, ethics, and exemplary conduct have been effectively implemented in daily academic activities (Za et al., 2024). The descriptive analysis presented in Figure 3 indicates that Pancasila profile-based leadership (X1) exerts a direct effect on lecturer performance (Y), with a coefficient of 0.523. Overall, this coefficient suggests that leadership grounded in Pancasila values demonstrates a moderately strong capacity to enhance lecturer performance. From a descriptive standpoint, this finding implies that leadership practices emphasizing moral values, ethical principles, and exemplary behavior have been effectively implemented in everyday academic activities (Hasbi et al., 2025).

In the field of educational management, leadership is widely recognized by scholars as a central factor in shaping the effectiveness of educational organizations. Values-based leadership, exemplified by Pancasila profile-oriented leadership, operates not only as a guide for policy direction but also as an important source of inspiration for lecturers (Robbins, Stephen P., & Judge, 2017). The implementation of values such as integrity, mutual cooperation, and responsibility fosters the creation of a conducive work environment. The findings of this study indicate that 27.35% of leadership behavior within PTKIN has contributed to improving lecturer performance through the implementation of Pancasila profile-based practices.

In general, the influence of leadership on lecturer performance can be observed in aspects of professionalism. Lecturers operating under strong leadership tend to demonstrate more structured performance, ranging from the preparation of Semester Learning Plans (RPS) and the delivery of interactive teaching, to active engagement in research and community service. These activities are consistently carried out as part of habitual practices grounded in spiritual values, which constitute the core substance shaping the behavior of leaders with a Pancasila-oriented profile. Educational management scholars, such as Robbins and Yukl, emphasize that effective leaders are capable of fostering subordinates' intrinsic motivation, ensuring that performance is driven not merely by formal obligations but also by a sense of professional responsibility and accountability (Yulk, 2001).

Pancasila profile-based leadership also contributes to fostering a positive organizational culture within higher education institutions. A work culture grounded in religiosity, diversity, and strong ethical values creates a harmonious and productive academic environment (Dwiningwarni & Dindah, 2017). Under such conditions, lecturers are not merely working to fulfill formal workload requirements but are also encouraged to innovate in teaching methods, enhance the quality of their research, and engage in broader academic collaborations. This underscores the strategic role of leadership in developing a sustainable performance ecosystem. The descriptive findings of this study demonstrate that the implementation of Pancasila profile-based leadership has had a tangible impact on overall lecturer performance. Scholars in educational research argue that performance improvement is influenced not only by individual factors but also by the quality of leadership in integrating values, vision, and work practices. Therefore, the stronger the implementation of Pancasila values-based leadership, the greater the potential for improving lecturer performance in achieving the objectives of higher education institutions (Mugabekazi et al., 2026).

Conversely, when leadership in higher education institutions is not grounded in the Pancasila profile, various risks may arise that directly and indirectly affect lecturer performance as well as institutional quality (Sit et al., 2025). The absence of fundamental values such as

integrity, honesty, and responsibility has the potential to erode lecturers' trust in their leaders. From an educational management perspective, low levels of trust in leadership constitute a key factor that can diminish work motivation and organizational commitment. Previous studies indicate that leadership lacking a values-based foundation tends to create an uncondusive work environment, ultimately leading to decreased individual and team productivity (Robert N. Lussier, 1997). Another potential risk is the emergence of value disorientation within organizational practices. In the absence of a Pancasila-based foundation, decision-making tends to become pragmatic and short-term oriented, with the potential to overlook principles of justice and ethics. This condition may trigger internal conflicts, job dissatisfaction, and a decline in the quality of relationships among members of the academic community. Robbins and Judge assert that leadership which does not prioritize a Pancasila-oriented approach in managing an organization can weaken organizational culture, motivation, and commitment, ultimately leading to reduced performance and overall institutional effectiveness (Stephen P. Robbins, 2007) .

In the context of lecturer performance, the absence of exemplary leadership from institutional leaders also constitutes a critical factor (Zhang et al., 2025). Lecturers tend to emulate the behavior of their leaders; therefore, when leaders fail to demonstrate discipline, responsibility, and commitment to organizational values, such behaviors may be internalized negatively by lecturers. A study by Ompusunggu (2023) indicates that leadership styles lacking in values and exemplary conduct have a significant impact on low lecturer performance, particularly in the implementation of the tridharma of higher education. This underscores that leadership functions not only as a guiding force but also as a behavioral model within the organization (Ompusunggu, 2023).

Furthermore, from an institutional perspective, the absence of Pancasila profile-based leadership may heighten risks to both the reputation and sustainability of the institution. Higher education institutions may face a decline in governance quality, weakened accountability, and an increased likelihood of ethical and legal violations. Previous studies in educational management suggest that institutions lacking values-based leadership often encounter difficulties in maintaining academic quality and sustaining public trust (Kreitner, R., 2014). Ultimately, this condition may lead to a decline in institutional competitiveness at both the national and global levels. Therefore, Pancasila profile-based leadership is not merely a normative necessity but also a strategic imperative in the governance of higher education institutions. The absence of these values may generate various risks, both at the level of individual lecturers and across the institution as a whole (Lam & Lam, 2026). Therefore, strengthening leadership grounded in Pancasila values represents a crucial step in ensuring optimal lecturer performance as well as the sustained quality of higher education institutions in Indonesia.

The Effect of Teamwork on Lecturer Performance

The analysis results presented in Figure 3 indicate that teamwork (X_2) has a direct effect on lecturer performance (Y), with a path coefficient of 0.419. This value suggests that teamwork exerts a moderate yet significant influence on enhancing lecturer performance. Substantively, these findings imply that the higher the quality of collaboration among lecturers, the greater the level of performance achieved, particularly in teaching, research, and community service. Therefore, teamwork constitutes a key determinant in fostering optimal lecturer performance within higher education institutions.

Based on these findings, an important implication emerges for heads of study programs and other institutional leaders within higher education, particularly in PTKIN in Indonesia, to prioritize the development and maintenance of effective lecturer teamwork. Leaders are required to understand and strategically leverage collaborative practices among lecturers to enhance institutional performance. Through well-established teamwork, institutional programs can be implemented effectively and efficiently in accordance with their intended objectives. This

is consistent with theories of organizational behavior and educational management, which emphasize the critical role of collaboration in improving individual performance. Scholars such as Robbins and Kreitner argue that effective teamwork enhances productivity through synergy, whereby collective outcomes exceed the sum of individual contributions (Kreitner, Robert, 2013). In the context of higher education, these findings reinforce the notion that lecturer performance is shaped not only by individual competencies but also by social dynamics and interactions within academic teams.

The findings of this study provide practical implications for higher education leaders, particularly within PTKIN in Indonesia, to prioritize the strengthening of collaborative work cultures. Leaders are expected to develop and sustain effective teamwork among lecturers as a strategic effort to enhance institutional performance (Asy'Ari et al., 2025; Huriyah et al., 2025; Shittu et al., 2025; Sodiq et al., 2024). This can be achieved through the establishment of systems that promote collaboration, including the formation of teaching teams, interdisciplinary research partnerships, joint course planning, accreditation document preparation, collaborative research activities, and collective community service programs (Hamdi et al., 2026; Muslim et al., 2026; Rabbani et al., 2024; Slamet Riyadi et al., 2025). Moreover, institutional policies should be oriented toward team-based incentives rather than solely individual achievements, thereby encouraging lecturers to actively support one another and engage in knowledge sharing. A collaborative work environment not only improves communication and minimizes conflict but also accelerates the achievement of institutional goals in a more effective and efficient manner (H et al., 2022). In the context of higher education, these findings reinforce the understanding that lecturer performance is influenced not only by individual competencies but also by social dynamics and interactions within academic teams. Consistent with organizational behavior and educational management theories, effective teamwork fosters synergy, where collective outcomes exceed individual contributions. Therefore, strengthening teamwork is a crucial strategy in building sustainable and high-performing academic institutions.

Teamwork can also serve as a means of strengthening institutional cohesion, reducing mutual suspicion among members, and fostering a shared sense of solidarity and collective responsibility (Skousen & Skousen, 2022). The outcomes of teamwork are inherently collective rather than individual in nature. When these outcomes are outstanding, they signify excellence achieved through shared efforts, representing the collective accomplishment of the entire team rather than that of any individual member (Kreitner, Robert, 2013). Therefore, leaders need to actively encourage and establish collaborative teams within higher education institutions to effectively accomplish planned programs. This view is supported by Terry in *Management*, who emphasizes that teamwork has a significant impact on enhancing organizational performance. This is because the performance of each organizational member cumulatively contributes to overall organizational performance (George R. Terry, 2010).

Teamwork in enhancing lecturer performance within higher education is reflected in its capacity to generate academic synergy that supports the effective implementation of the tridharma of higher education (Mugabekazi et al., 2026). In practice, lecturers who engage in teamwork tend to demonstrate greater effectiveness in developing collaborative learning, jointly designing course materials, and exchanging innovative pedagogical approaches. For instance, within course teaching teams, lecturers can complement each other's expertise, resulting in a more comprehensive learning process. From an academic perspective, collaboration is also evident in joint research activities and scholarly publications, where team interactions facilitate the enrichment of ideas, methods, and analyses, ultimately leading to higher-quality outputs (Hu & Cecilia Ka Yuk Chan, 2024).

From both theoretical and empirical perspectives, these findings are consistent with prior studies that affirm a positive relationship between teamwork and both individual and organizational performance. Research in educational management indicates that cohesive teams

can enhance lecturer productivity through effective communication, mutual trust, and a shared commitment to institutional goals (Kania et al., 2023). Studies by scholars such as Robbins in the field of organizational behavior, along with recent empirical research in higher education, further confirm that team collaboration makes a significant contribution to performance improvement, particularly within complex and dynamic academic environments (Robbins, Stephen P., & Judge, 2017). This reinforces the argument that teamwork is not merely a supporting factor, but a primary determinant in enhancing lecturer performance.

At the institutional level, the contribution of teamwork is also reflected in the success of various programs, such as study program accreditation, the development of Outcome-Based Education (OBE) curricula, and the implementation of community-based service initiatives. Lecturers who are accustomed to working collaboratively tend to be more adaptable to change, capable of completing tasks collectively, and exhibit higher levels of job satisfaction. Previous studies have also demonstrated that institutions fostering a collaborative culture are more likely to achieve superior organizational performance (Nyoto, 2021). Therefore, strengthening teamwork not only impacts individual lecturer performance but also contributes strategically to enhancing the quality and competitiveness of higher education institutions (Andriani, 2024).

The Effect of Pancasila Profile-Based Leadership Through Teamwork on Lecturer Performance

The path analysis results presented in the figure indicate that Pancasila profile-based leadership (X_1) not only exerts a direct effect on lecturer performance (Y), but also has an indirect effect through teamwork (X_2). This is evidenced by the path coefficient from X_1 to X_2 of 0.876 and from X_2 to Y of 0.419. Conceptually, these values suggest that Pancasila profile-based leadership has a very strong capacity to foster teamwork, which in turn contributes to improved lecturer performance. In other words, teamwork functions as a mediating variable that strengthens the influence of leadership on performance.

From a higher education management perspective, these findings indicate that leadership effectiveness is not solely measured by the direct relationship between leaders and individual performance, but also by the ability to cultivate a collaborative organizational social system. The coefficient of 0.876 suggests that Pancasila profile-based leadership has a very strong capacity to foster a culture of teamwork. This is consistent with the concept of a learning organization, where interactions among individuals within teams play a crucial role in enhancing organizational capacity. Leaders who internalize Pancasila values, such as mutual cooperation and respect for diversity, are able to build trust and solidarity among lecturers.

The effect of teamwork on lecturer performance, as indicated by the coefficient of 0.419, underscores that collaboration serves as a crucial mechanism in enhancing academic productivity (Ahadiyah et al., 2024; Febrianti et al., 2025; Rismanila et al., 2025). In the context of higher education, teamwork is reflected in activities such as teaching teams, collaborative research, and collective community service. When strong teamwork is established as a result of effective leadership, lecturers do not operate solely as individuals but actively support one another to achieve more optimal outcomes. Consequently, lecturer performance becomes the result of a well-organized collective process.

“From a strategic perspective, this indirect pathway indicates that Pancasila profile-based leadership functions as an enabler in fostering a productive work ecosystem. Values such as integrity, justice, and empathy embodied by leaders help create a positive psychological climate, enabling lecturers to feel valued and motivated to contribute within teams. This finding reinforces the notion that values-based leadership generates a multiplier effect, whereby its impact is not only direct but also operates through intermediary variables that strengthen the overall relationship.

The discussion highlights teamwork as a key mechanism in mediating the influence of leadership on lecturer performance. The high path coefficient from X_1 to X_2 (0.876), along with the contribution of X_2 to Y (0.419), indicates that improvements in lecturer performance within PTKIN are strongly dependent on leaders' ability to foster effective collaboration. Therefore, in the practice of higher education management, strengthening teamwork should be prioritized as a central leadership strategy to ensure sustainable and systematic improvements in lecturer performance. This is consistent with the findings of Jason A. Colquitt et al. in the Integrative Model of Organizational Behavior, which explain that organizational performance is significantly influenced by teamwork at the individual level. Accordingly, the results of this study are aligned with and reinforce these theoretical perspectives (Colquitt, J. A., LePine, J. A., & Wesson, 2023).

From a theoretical standpoint, these findings affirm that teamwork functions as a highly strategic mediating variable, demonstrating a strong correlation between leadership and lecturer performance in higher education. This argument is further supported by recent studies indicating that knowledge-oriented leadership enhances team performance through mechanisms of collaboration and innovation (Amna Manzoor, Bowen Zhang, 2023; Salamuddin et al., 2025). This implies that, within contemporary educational management theory, leadership is no longer understood as a linear relationship, but rather as a system that fosters social interactions (team dynamics) which subsequently generate performance outcomes. Accordingly, these findings enrich structural equation models in higher education research, particularly by highlighting the critical role of mediating variables such as teamwork.

For higher education administrators, these findings demonstrate that improving lecturer performance cannot rely solely on direct individual-level interventions, but must also emphasize the development of a collaborative teamwork ecosystem. Recent studies indicate that the use of technology and collaborative learning strategies significantly enhances teamwork competencies, engagement, and the effectiveness of academic task implementation (Hu & Cecilia Ka Yuk Chan, 2024; Kartiko et al., 2026). Furthermore, other studies emphasize that a collaborative organizational culture and participative leadership are capable of enhancing commitment and innovation, which in turn positively impact institutional performance (Riza et al., 2025). Therefore, from a practical standpoint, leaders of PTKIN should develop team-based policies, such as team teaching, collaborative research, and interdisciplinary academic forums. In relation to policy development and institutional strategic direction, these findings indicate that strengthening teamwork not only affects individual performance but also enhances overall institutional competitiveness. Recent studies further confirm that collaboration and transformational leadership are key factors in promoting sustainable productivity within higher education institutions (Ekume et al., 2025). Accordingly, leaders of PTKIN need to integrate collaborative values into strategic policies, including the development of organizational culture, the establishment of team-based work systems, and the strengthening of values-based leadership. Overall, these implications affirm that teamwork is not merely a supporting variable, but a fundamental foundation for achieving excellent lecturer performance and fostering adaptive higher education institutions in the global era (Adimayuda et al., 2025; Marwan, 2015; Mutaqin et al., 2026).

Based on the empirical verification of the research hypotheses and the supporting theoretical frameworks that reinforce these findings, the causal relationships among the three variables are integrated into a model for enhancing lecturer performance in higher education, particularly within PTKIN, which constitutes the novelty of this study. The underlying indicators and causal linkages among these variables can be illustrated as follows:

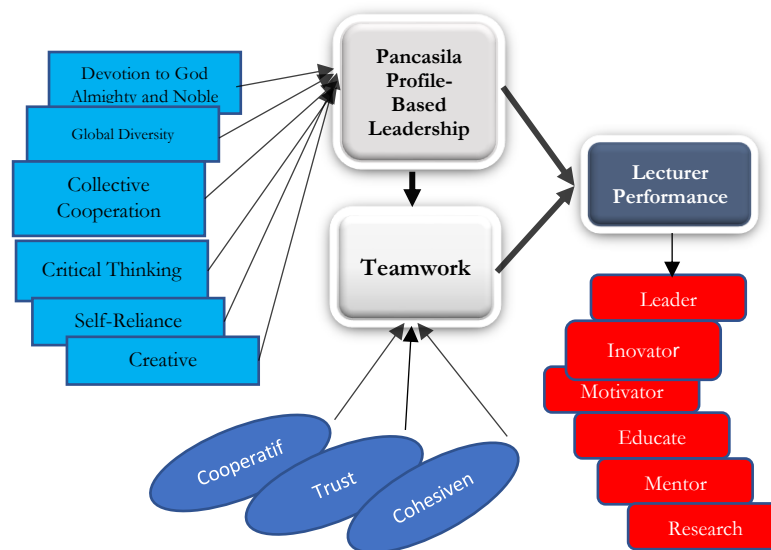


Figure 4. The Novelty of the Research as a Concept of the Contribution of Pancasila Profile Leadership to Teamwork and Lecturer Performance at PTKIN.

Based on the results of the path analysis, the figure illustrates that Pancasila profile-based leadership, which is characterized by six core dimensions faith and devotion to God Almighty with noble character, global diversity, mutual cooperation, critical reasoning, independence, and creativity exerts both a direct effect on lecturer performance and an indirect effect through teamwork as a mediating variable. The findings indicate that stronger implementation of Pancasila-based leadership values is associated with higher levels of teamwork, reflected in cooperative behavior, mutual trust, and team cohesion among organizational members. Furthermore, effective teamwork contributes significantly to enhanced lecturer performance, as demonstrated through lecturers' roles as leaders, innovators, motivators, educators, mentors, and researchers. The directional arrows in the model represent the causal relationships among the variables tested through path analysis, showing that Pancasila profile-based leadership not only directly influences lecturer performance but also indirectly affects it by strengthening teamwork. Therefore, the path analysis results confirm that lecturer performance can be improved more effectively when the development of Pancasila profile-based leadership is accompanied by the reinforcement of a collaborative work culture within higher education institutions.

CONCLUSION

Based on the research findings and analytical review, efforts to enhance lecturer performance within State Islamic Higher Education Institutions (PTKIN) are influenced by three key factors. First, Pancasila profile-based leadership has been empirically and theoretically proven to play a significant role in improving lecturer performance. Leadership that embodies the values of faith and piety, global diversity, mutual cooperation, critical thinking, independence, and creativity encourages lecturers to perform their academic duties more effectively and professionally. Second, lecturer teamwork represents another important factor contributing to lecturer performance. Effective collaboration among lecturers strengthens communication, mutual support, trust, and collective commitment in implementing academic responsibilities. As teamwork improves, lecturer performance is also enhanced across various institutional programs and activities. Third, Pancasila profile-based leadership not only contributes directly to lecturer performance but also strengthens teamwork among lecturers. Leadership practices that reflect Pancasila values foster a collaborative academic environment, encourage cohesion, and build trust within work teams. Consequently, stronger teamwork serves as an important mechanism through which Pancasila profile-based leadership contributes to the improvement of lecturer performance within PTKIN. Overall, the findings suggest that

improving lecturer performance requires not only the development of leadership grounded in Pancasila values but also the strengthening of teamwork as a strategic component of institutional effectiveness. The integration of these two factors creates a supportive academic environment that enables lecturers to perform their roles more productively and contribute more effectively to the achievement of higher education goals.

This study contributes theoretically by enriching the discourse on educational leadership through empirical evidence that Pancasila profile-based leadership and teamwork are important factors in enhancing lecturer performance within State Islamic Higher Education Institutions (PTKIN). Practically, the findings provide insights for higher education leaders and policymakers to strengthen lecturer performance through the implementation of Pancasila values and the development of collaborative work cultures. However, this study is limited to PTKIN in and focuses only on leadership, teamwork, and lecturer performance variables; therefore, future studies are encouraged to involve broader contexts and additional variables to obtain more comprehensive findings.

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