

## MAPPING THE LECTURER PERFORMANCE LANDSCAPE: BIBLIOMETRIC ANALYSIS OF LITERATURE 2015-2024

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### ABSTRACT

The objective of this study is to map the research landscape of lecturer performance for the 2015-2024 period. The research method uses a bibliometric approach to 199 Scopus documents with the keyword "Performance Lecturer". Descriptive analysis of annual and country trends and co-occurrence mapping using VOSviewer (network, density, and overlay) was conducted. The results show an increasing trend in publications, with a spike in 2020 of 32 documents and in 2024 of 35 papers published in Scopus. The geographic distribution shows Indonesia's dominance as the largest contributor, followed by Malaysia and other countries; therefore, this topic appears to be accelerating in Southeast Asia. Thematic mapping displays two main interconnected clusters. First, the managerial-organizational cluster includes leadership, motivation, organizational culture, commitment, path analysis, and private universities. Second, the pedagogical-technological cluster encompasses students, learning, teaching, systems, processes, evaluation/assessment, technology, implementation, and the pandemic, with connecting methodological terms such as variable, respondent, role, time, and software/data collection. These findings imply the need for integrated lecturer performance indicators that balance organizational and pedagogical dimensions, standardised measurement for cross-study comparability, expanded cross-country collaboration to reduce regional bias, and the use of learning technology to encourage measurable lecturer performance improvements at the individual and institutional levels. The mapping results provide an empirical basis for higher education leaders and policymakers to design interventions and further research agendas on lecturer performance.

**Key words:** Bibliometric Analysis; Lecturer Performance; Private University

## INTRODUCTION

Lecturer performance is a crucial indicator of the quality and success of higher education institutions. This performance encompasses not only teaching but also research and community service, as part of the Tri Dharma of Higher Education. Improving the quality and quantity of lecturer performance is a key focus for policymakers, university administrators, and academics. Effectively managing and improving this performance requires a comprehensive and systematic understanding of trends, key focus areas, and collaboration among researchers in the field.

Lecturer performance is often measured using quantitative indicators, such as the number of scientific publications, citations, research grants obtained, teaching hours, and student graduation rates. However, this approach is increasingly being expanded to include qualitative dimensions, such as the quality of innovative teaching, the social impact of research, contributions to curriculum development, and roles in university governance. In higher education in Indonesia, lecturer performance is strictly regulated through various government regulations, including the credit point (AK) system, lecturer certification, and lecturer workload (BKD) measurement. These policies aim to ensure that every lecturer meets minimum competency standards and contributes optimally.

Given the importance and complexity of the lecturer performance issue, a systematic and comprehensive methodology is needed to map and analyse the trends, key themes, and intellectual networks that have emerged in related studies. Bibliometric analysis is a quantitative method that uses statistical and mathematical methods to analyse academic data (articles, books, and conferences) to identify academic patterns, emerging

research trends, the most influential authors and institutions, and conceptual evolution within a specific field of study. By applying this analysis to the literature on work habits, researchers can review the literature in an unbiased manner and present an objective, well-structured, and data-driven illustration of the global scope of research in this field. Mapping the lecturer performance landscape through bibliometric analysis will identify the most frequently researched dimensions (e.g. contributing factors, research gaps, impacts, measurement instruments, or managerial practices) and highlight key actors (journals, authors, and countries) contributing to this field. Thus, this mapping provides a strong theoretical and empirical foundation for policymakers, university managers, and future researchers.

Bibliometric analysis utilises software such as VOSViewer for data visualisation (Farhat *et al.*, 2024; Patty *et al.*, 2023; Wahyudin *et al.*, 2023). This approach was chosen due to its effectiveness in providing comprehensive data sets that can be used to improve research quality, while also mapping impact and collaboration between authors, countries, or institutions (Nandiyanto & Husaeni, 2021; Asikin *et al.*, 2023). Bibliometric analysis allows the identification of relevant publication patterns, facilitating a deep understanding of the evolution of research topics and collaborative networks within the academic field (Samala *et al.*, 2024). Thus, this study seeks to uncover a comprehensive picture of the contributions and development of lecturers' research through publication metrics, document sources, and an analysis of affiliations and languages used (Hidayah *et al.*, 2024). This approach also allows the identification of dominant trends, the most frequently occurring topics, and the most cited articles and authors, providing insights into the internal structure and hidden inferences in the relevant literature (Yan & Zhiping, 2023).

This bibliometric study utilises VOSviewer software, known for its overlap and density visualisation capabilities, making it an optimal choice for visual mapping in co-citation analysis, bibliographic coupling, and keyword co-occurrence (Zhang et al., 2024; Husaeni & Nandiyanto, 2021). VOSviewer facilitates the quantitative analysis of large scientific datasets, enabling researchers to identify key research areas and predict future research topics (Martins et al., 2022). VOSviewer, frequently used to analyse Scopus data, produces in-depth data visualisations and provides quantitative insights into research trends (Rahmawati et al., 2022). VOSviewer specifically facilitates the identification of frequently used terms in recently published articles through keyword co-occurrence analysis and enables the visualisation of relationships between authors, countries, and article citation analysis (Rishi et al., 2022). VOSviewer's ability to generate low-dimensional visual maps is particularly helpful in identifying similarities and differences between articles within both homogeneous and heterogeneous clusters (Sarawagi & Mall, 2024). This quantitative approach effectively transforms thousands of publications into summarised indicators or network charts, depicting the performance and evolution of a research field (Klaser et al., 2024).

Therefore, this study will leverage the power of bibliometric analysis and the visualisation tool VOSviewer to identify and analyse the lecturer performance landscape from 2015 to 2024, identifying key research trends, collaborations, and the most influential topics (Soegoto et al., 2021; Murni et al., 2023). The strategic selection of the 2015–2024 timeframe encompasses a period rich in significant changes in higher education policy and global scientific publication dynamics, enabling the identification of relevant evolutionary trends.

This study's primary objective is to conduct an expanded bibliometric analysis to map the intellectual, structural, and thematic landscape of research on lecturer performance globally. This study will describe publication patterns in depth based on publication output, the number of publications in the last 10 years, and the number of citations, and analyse the author country and publication affiliation distributions annually. It will utilise VOSviewer software to visualise topic analysis and research trends (Hidayah et al., 2024).

## **MATERIALS AND METHODS**

This study adopted a descriptive qualitative approach through a comprehensive literature review and bibliometric analysis to evaluate relevant publications, as was done in other research that identified dominant trends and topics in the education literature using VOSviewer (Patty et al., 2024). This methodology enables researchers to identify naturally emerging thematic clusters from the data, representing the interconnections between key issues and keywords in the field of lecturer performance (Istichomah et al., 2024). This approach also revealed how the structure of the research network evolved over time, highlighting shifts in the research focus and the emergence of new interdisciplinary areas. In this context, bibliometric analysis offers a comprehensive understanding of the structure and thematic focus of the lecturer performance research field, particularly in identifying key thematic focus areas related to policy impact and institutional change (Filho et al., 2022).

This research methodology will involve a series of bibliometric analysis stages, starting with keyword identification, literature search, data extraction, data analysis, data visualisation, and interpretation of results (Handayani et al.,

2023). The data collection process was conducted systematically through searches in leading academic databases, Scopus and ScienceDirect, by entering keywords relevant to lecturer performance (Sendika & Frinaldi, 2025). The Scopus database search results revealed 199 articles relevant to the keyword lecturer performance. The selected literature must have been published within a predetermined time frame, from 2015 to 2024, to ensure the temporal relevance of the data (Arshad *et al.*, 2024).

The inclusion criteria for the literature selection were publications from 2015 to 2024 in English or Indonesian, indexed by Scopus, and relevant to the topic of lecturer performance (Bahrom *et al.*, 2025). The exclusion criteria were publications irrelevant to the research topic, duplicates, and those without full access (Samala *et al.*, 2024). The collected data, which met the criteria, were exported and formatted for analysis using VOSviewer, which allows for the visualisation of collaborations, citations, and keyword co-occurrences to reveal the intellectual structure of the field (Nandiyanto & Husaeni, 2021; Martins *et al.*, 2022).

This approach aligns with systematic search methods applied in other studies, which involve searching databases such as Google Scholar, Garuda, and Scopus, emphasising the relevance, credibility, and currency of the sources (Bahrom *et al.*, 2025). This data selection process will also undergo an initial screening stage based on titles and abstracts, followed by a full-text review to ensure complete alignment with the research objectives (Hamilaturroyya & Adibah, 2025; Yogi *et al.*, 2025). This stage is crucial to ensure that the data used is of high quality and maximally relevant, given that only valid and reliable literature will form the basis of the analysis (Bahrom *et al.*, 2025). Thus, a bibliometric analysis will quantify and assess specific aspects of the research, facilitating the identification of trends in the field of lecturer performance

(Ma & Hui, 2023). These steps include topic identification, literature search and selection, content analysis, and conceptual synthesis (Bahrom *et al.*, 2025).

## RESULTS AND DISCUSSION

The number of published documents on mapping the lecturer performance landscape is based on trend analysis, which is used to understand the growth, fluctuation, and decline patterns of a variable over time, thus providing a basis for future planning and decision-making (Gassanova & Kozhakhmet, 2024). The increase in the number of documents from year to year can be interpreted as increased productivity, managerial system efficiency, or increasing administrative needs. Conversely, fluctuations indicate internal and external factors influencing organizational performance in producing documents. Thus, the literature review in this study shows publication trends based on a Scopus database search from 2015 to 2024 with the keyword "lecturer performance," as shown in Figure 1.

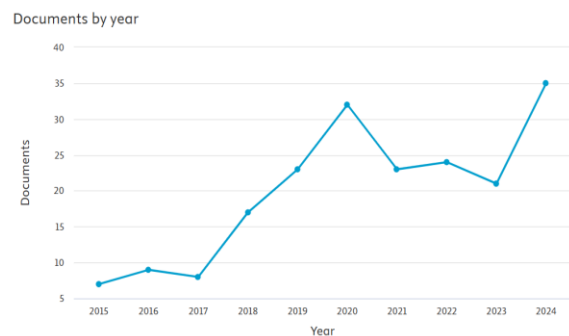


Figure 1. Number of Scopus Publications on Lecturer Performance 2015-2024

Figure 1 presents the mapping of the lecturer performance landscape based on the number of publications in each year from 2015 to 2024, which shows the dynamic evolution in the interest and productivity of publications on lecturer performance, with a total of 199 publications. In the period 2015 to 2017, this topic was in the incubation phase with

a very low and stagnant publication volume, moving from seven documents in 2015, slightly increasing to nine in 2016, and decreasing again to eight papers in 2017. However, the trend changed drastically in the acceleration phase (2018–2020), where research interest in lecturer performance increased sharply, possibly driven by global and local higher education policy reforms. The number of publications increased almost twofold to 17 documents in 2018. It continued to climb until reaching its first peak with 32 papers in 2020, a significant surge that indicates widespread recognition of the importance of this topic. Subsequently, a phase of consolidation and fluctuation occurred (2021–2023), during which the publication volume decreased slightly, with 23 documents recorded in 2021, a slight increase to 24 papers in 2022, and a decrease to 21 documents in 2023, indicating adjustments or more focused research. Most interestingly, 2024 saw a remarkable resurgence in interest in lecturer performance research, reaching a record high of 35 published documents. This increase confirms that the study of lecturer performance, particularly using bibliometric methods, is maturing and becoming a highly relevant and pressing central theme in contemporary higher education management.

The distribution of corresponding authors comes from various global regions and represents a pluralistic research ecosystem (Guibrinet et al., 2024). Authors submitting articles come from not only one area but also various countries with varying levels of research, demonstrating that information flows through international collaboration and increasingly open publication platforms. This distribution illustrates the existence of knowledge-building hotspots in several countries that serve as drivers of collaboration, as well as significant contributions from other countries that broaden perspectives within the discipline. The analysis of the landscape

mapping of lecturer performance between 2015 and 2024 is based on contributions from authors from various countries, based on the number of Scopus-index publications of 199 articles. More clearly, the distribution of authors across countries using the keyword "lecturer performance" can be seen in Figure 2.

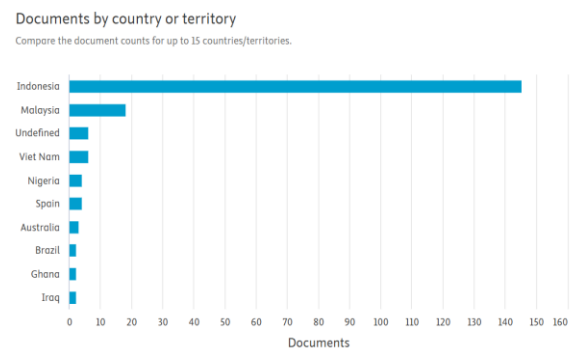


Figure 2. Most prolific authors by country.

Figure 2 shows the country's contribution to research publications on lecturer performance between 2015 and 2024, with a total of 199 publications. Indonesia emerged as the dominant knowledge producer with 145 publications, with a contribution greater than all other countries. This indicates that the majority of research results on lecturer performance were produced by Indonesian authors, followed by Malaysia, with the second largest contribution of 18 articles. Meanwhile, several countries, such as Vietnam had six publications, Nigeria and Spain had four publications, Australia had three publications, Brazil, Ghana, and Iraq had one publication. 6 undefined publications did not include any country/affiliation information detected by the system.

The next stage of analysis is data visualization analysis using VOSviewer, which involves looking at the network visualization regarding lecturer performance, as shown in Figure 3.

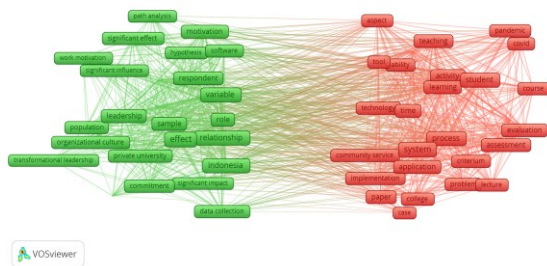


Figure 3. Network Visualization of Lecturer Performance

Bibliometric mapping was performed using VOSviewer to visualise the distribution of terms and their interconnections. The network visualization identified two main clusters with 54 items, as shown in Figure 3.

- (i) Cluster 1 (27 items): ability, activity, application, aspect, assessment, case, college, community service, course, COVID, criterion, evaluation, implementation, indicator, information, learning, lecture, pandemic, paper, problem, process, student, system, teaching, technology, time, tool
- (ii) Cluster 2 (27 item): organizational culture, path analysis, population, private university, relationship, respondent, role, sample, significant effect, significant impact, significant influence, software, structural equation model, transformational leadership, variable, work motivation, commitment, data analysis, data collection, effect, hypothesis, indonesia, influence, job satisfaction, leadership, motivation, organizational commitment

Figure 3 maps the VOSviewer network visualisation, showing two large interconnected clusters. The red cluster contains terms related to the learning process in higher education, such as student, learning, teaching, activity, assessment, evaluation, process, system, technology, time, tool, course, and COVID/pandemic. This indicates that much

research addresses how learning is designed, implemented, and evaluated, including the use of technology and the impact of the pandemic.

The green group contained terms such as organizational behaviour and quantitative methods, including leadership, transformational leadership, organizational culture, motivation/work motivation, commitment/organizational commitment, job satisfaction, effect, significant effect/impact/influence, variable, hypothesis, path analysis, structural equation model (SEM), respondent, sample, population, private university, Indonesia, and data collection. This indicates that research has often used statistical analysis to examine the influence of leadership and organizational culture on motivation, satisfaction, and commitment.

Central connecting terms, such as variable, relationship, effect, role, motivation, and respondent, are used. These terms bridge the two groups: organizational factors (leadership and culture) are linked to outcomes in the learning context. Simply put, this map depicts the two main focuses of learning and organisations, which influence each other, with a quantitative approach as the primary analytical tool.

The next stage is the density visualisation analysis in the VOSviewer analysis of lecturer performance, as shown in Figure 4.

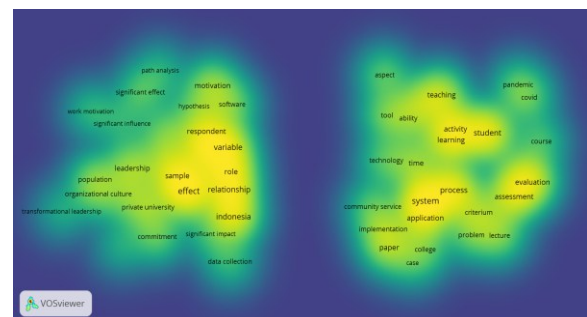


Figure 4. Density visualization of lecturer performance

The density visualisation in Figure 4 shows the concentration of research themes

based on colour intensity: the yellow area indicates the most frequently appearing and influential terms, whereas the green-blue area indicates supporting terms. Two categorised density centres are visible. First, the pedagogical side can be seen with the highest density in student, learning, teaching, system, process, evaluation, and assessment, thus indicating a strong focus on the design, implementation, and evaluation of learning. On both the organizational and methodological sides, the highest density levels are gathered in variable, relationship, effect, sample, respondent, and Indonesia, followed by motivation, which can illustrate the rise of quantitative studies that examine the relationship between variables in the context of higher education in Indonesia.

Meanwhile, the green-blue areas indicate supporting constructs such as organizational culture, transformational leadership, private universities, data collection, technology, tools, time, community service, lectures, courses, and cases. This pattern shows that while learning practices and testing relationships between variables are central, organizational factors, particularly leadership and motivation, remain present as reinforcements that influence learning outcomes and student behaviour. Thus, this density visualisation emphasises the close relationship between pedagogical innovation and organizational factors/analytical methods; the density map helps identify dominant topics as well as gaps in the integration of themes for future research (Gao & Zhang, 2025).

The following analysis, namely the overlay visualisation of lecturer performance, is shown in Figure 5.

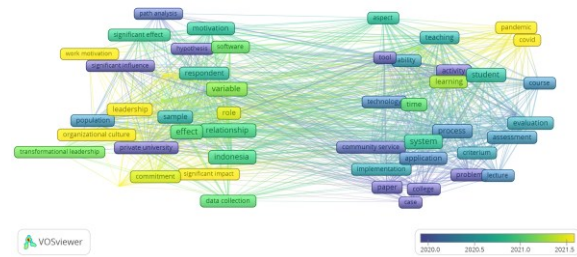


Figure 5. Overlay visualization of lecturer performance

Figure 5. Overlay visualisation shows that research trends are moving along two major interrelated streams. Pedagogical themes, including students, learning, teaching, assessment, evaluation, process, system, technology, and course, appear consistent and remain a research focus, especially during the COVID-19 pandemic, as indicated by the lighter colours (yellow-green). In contrast, organizational and human resource themes, such as leadership/transformational leadership, organizational culture, work motivation, commitment, and relationship/variable/effect, are also strengthening, illustrating a shift in research attention toward organizational factors that influence learning processes and outcomes in higher education. The lighter colours for work motivation, leadership, commitment, and relationships indicate that these topics are relatively new and developing.

This overlapping analysis confirms that previous studies focused on lecture practices, tools/methods (e.g., tools, papers, lectures, cases), and institutional settings (private universities, Indonesia) that appeared earlier (purple-blue) have evolved into causal testing using quantitative approaches (path analysis/SEM, hypothesis, significant effect/impact/influence). Thus, this map displays continuity in pedagogical themes and demonstrates novelty in the integration of leadership, including transformational

leadership, organizational culture, motivation, commitment, and academic outcomes. Consequently, this research finding is a recent advancement in positioning the role of leadership and culture as motivational drivers that impact learning quality, particularly in the context of changes triggered by the pandemic (Yacob, *et al.*, 2025).

## CONCLUSIONS AND IMPLICATIONS

Results of a bibliometric analysis of 199 Scopus articles from 2015 to 2024 on lecturer performance using VOSviewer to map trends and themes. The results show an increasing publication trend, reaching peaks in 2020 and 2024. Research on the performance of lecturers was predominantly from Indonesia and Malaysia, highlighting the focus on Southeast Asia. Two main clusters of themes were identified on this issue: (1) management organisations, such as leadership and motivation, and (2) technology pedagogy, such as learning and evaluation, which are linked by the term methodology. This study recommends integrating both aspects in the assessment, standardisation of measurement, international collaboration, and utilisation of technology. These findings can serve as a basis of data for university leaders and policymakers. policies to design strategies and further research so that they will have an impact on improving the quality of lecturer performance.

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