The Influence of Visionary Leadership and Academic Culture on Lecturer Performance

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Abstract: This study examines the combined influence of visionary leadership and academic culture on the performance of lecturers in the Primary Education Study Program at Muara Bungo Muhammadiyah University (PGSD FKIP UMMUBA). This study employed an ex post facto design and involved 39 lecturers as participants. Data were collected through a questionnaire and analyzed using SPSS. The findings show that visionary leadership positively affects lecturer performance, with a significant t-value of 2.376 ($p = 0.023$). Similarly, academic culture also positively influences lecturer performance, with a t-value of 4.463 ($p = 0.000$). Additionally, an ANOVA test revealed that both visionary leadership and academic culture together significantly impact lecturer performance, with an F-value of 58.366 ($p = 0.001$). These results suggest that strengthening both visionary leadership and academic culture can enhance lecturer performance within the PGSD FKIP UMMUBA study program.
Keywords: visionary leadership, academic culture, lecturer performance

Introduction

Organizations, including those in education, face ongoing changes in human resources that impact their stability and continuity. Indonesia, as part of the international community, must adequately prepare its workforce to meet global standards. The Primary Education Study Program at Muara Bungo Muhammadiyah University (PGSD FKIP UMMUBA) faces challenges related to academic culture, affecting lecturer performance. Some lecturers do not fully embrace the Tridharma of higher education, with issues like unprofessional teaching, limited engagement in research and community service, and a lack of professional development opportunities. These factors contribute to unstable performance, poor mastery of material, ineffective teaching methods, lack of creativity, and classroom management struggles. Additionally, many lecturers are not punctual and fail to actively participate in community service.

An institution must be led by individuals who value creativity and continually strive for innovation. These leaders are often referred to as visionaries. Visionary leadership involves the creation, formulation, communication, and socialization of ideal ideas that represent the future goals of the organization. Achieving these goals requires commitment, transformation, and effective implementation (Hayashi et al., 2019; Heridiansyah et al., 2024; Eriksson et al., 2025). Leaders need skills, abilities, and resources to realize their vision (Vital, 2025; Li et al., 2024; Zheng et al., 2025), but this vision can produce extraordinary power, which makes it possible to leap far into the future. A visionary leader must play four roles: direction setter, change agent, spokesperson, and coach. This is in line with Verse 26 of Surah Sod:

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يٰدَاوٗدُ اِنَّا جَعَلْنٰكَ خَلِيْفَةً فِى الْاَرْضِ فَاحْكُمْ بَيْنَ النَّاسِ بِالْحَقِّ وَلَا تَتَّبِعِ الْهَوٰى فَيُضِلَّكَ عَنْ سَبِيْلِ اللّٰهِ ۗاِنَّ الَّذِيْنَ يَضِلُّوْنَ عَنْ سَبِيْلِ اللّٰهِ لَهُمْ عَذَابٌ شَدِيْدٌ بِمَا نَسُوْا يَوْمَ الْحِسَابِ

That means, "O David, indeed We will make you caliph (ruler) on earth. So, make decisions correctly among people and do not follow your desires because that will lead you astray from the path of Allah. Because they forgot the Day of Judgment, those who deviate from Allah's path will suffer a harsh punishment." Since this is the nature of a wretched person, we must be good leaders and avoid excessive lust. Furthermore, study programs in each faculty will advance if they are led by someone who reflects as a quality and appropriate Human Resource referred to as a leader. Leadership in an institution should be built above the sustained improvement paradigm. Leadership always strives to carry out continuous and respectful reform creativeness. Such a leader figure is referred to as a visionary leader.

A visionary leader shapes the organizational environment by fostering performance aimed at achieving goals. Lecturers must demonstrate strong performance to enhance effectiveness, which in turn supports higher performance. To reach organizational goals, lecturers need several influencing factors. Visionary leadership involves creating, communicating, and implementing ideas that reflect the organization's future ideals, achieved through the commitment of all personnel (Schenck et al., 2024). Visionary leadership reflects quality leadership, characterized by personal integrity, enthusiasm for the organization, the ability to foster a positive climate, and decisiveness in actions and decisions. A visionary leader transforms a vision into a strategy, working toward the achievement of desired goals. Such leaders guide, direct, and supervise members, especially lecturers, by providing support and approachability. Visionary leadership involves creating and communicating a realistic, trustworthy, and compelling vision of the future, which drives improvement. In higher education, academic activities are closely tied to education, teaching, research, and community service (Mangue & Gonondo, 2021; Mutohar et al., 2020; IseOlorunkanmi & Singh, 2019).

This role is ongoing, establishing behaviors that support academic culture in schools. Academic culture development includes respecting others' opinions objectively, reading to gain knowledge and insight, thinking rationally and critically in analysis, serving the community, writing papers and books, teaching and learning, and managing higher education institutions (Wowk et al., 2017; Benitez, 2019; Scott, 2016). Some characteristics of the development of academic culture are: respecting other people's opinions objectively; reading habits, increasing knowledge and insight; rational and critical thinking in analysis; serve the community; writing papers and books; teaching and learning process; and good college management (Harokah et al., 2024; Toding & Wibowo, 2024; Nurhikmah & Wibowo, 2024). To give birth to Human Resources excellence, one of which is through quality educational activities. Education in order to produce quality human resources has a very strategic position. For this reason, it is necessary to have university readiness with all its devices, including the leader as the main driver of learning activities, so lecturers must get Planned and professional career coaching from a leader (Santoso et al., 2024; Halimah & Wibowo, 2024; Awaliyah et al., 2024). Lecturer performance evaluation is urgently needed by universities that aim to improve internal quality on an ongoing basis (Efendi et al., 2024).

Lecturer performance is evaluated based on their Tri Dharma activities—education, research, and community service. Currently, evaluations are conducted using student questionnaire data, focusing solely on teaching and learning. This approach has several issues: (1) long data processing times, (2) evaluations that only cover education, not research or community service, (3) a misalignment with institutional guidelines, (4) difficulty in formulating policies to improve quality, and (5) accreditation challenges related to the implementation of Tri Dharma activities. To improve lecturer performance, factors such as respect for diverse perspectives, active engagement, and leadership are crucial. Visionary leaders, according to Sagala (2016), can drive change through initiative programs that align with the organization's vision. As outlined in Law No. 12 of 2012 on Higher Education, lecturers' performance is measured by their contribution to education, research, and community service as part of their Tri Dharma responsibilities.

Muara Bungo Muhammadiyah University (UMMUBA) is a private university in Bungo Regency, Jambi Province. This university has two faculties: the Faculty of Teacher Training and Education (FKIP) and the Faculty of Technology and Health Sciences (FTEKS). Results of the author's observations within the FKIP UMMUBA primary school teacher training research program framework. If you still have this tendency, the goals you want to achieve are not yet perfect. This may be characterized by management's

belief that the academic culture is not meeting expectations and impacting the instructor's performance in the course.

Insufficient professional development of lecturers has a negative impact on instructor performance. As a result, there are still teachers who cannot carry out all their professional duties well, there are still teachers who cannot master lectures, there are still teachers who do not keep class hours, and there are still teachers who do not understand the content of the material. Academic culture can be understood as the totality of life and activities of academics that are lived, interpreted, and practiced by members of the academic community, especially educational institutions. Academic culture tends to be in harmony with campus culture, aiming not only to develop intellectually but also to promote integrity, truth, and dedication to humanity, resulting in an overall positive campus culture (Fanelli et al., 2015; Basir et al., 2017; Aelenei et al., 2020).

Research conducted by Reviza in 2021 with quantitative research has the result that academic culture has a direct effect on the effectiveness obtained from the results of individual testing of academic culture, Lecturer performance directly affects the effectiveness of individual test results. Similar to the author's research, this study also has a good influence on the performance of lecturers at the University of Muhammadiyah Muara Bungo PGSD Jambi. Research conducted by Simanjuntak in 2021 has the result that the positive factor is a sense of security and convenience, flexible place and working time, time-efficient work, saved transportation costs, accelerate technology mastery information, as well as improving the creativity of the idea of the form of practicum, research, and service community. Research conducted by Permana in 2020 obtained the results that the assessment of lecturer performance in software development integrated based on data sources in each supporting unit at the STT Sangkakala institution. There are several subsystems, namely: EKEU subsystem, EDOM subsystem, subsystem EDOS, EPRODI subsystem, EP3M subsystem, and ADAK subsystem. The results of the design and This measurement were obtained from various formulations of the balanced scorecard of STT Sangkakala, including objectives, indicators, objectives and initiatives contained in the context diagram and key performance. This research is certainly different from the author's research results. The author does not use the scorecard method.

The aforementioned explanation indicates that academic culture and visionary leadership are crucial for the performance of lecturers in the FKIP UMMUBA Teacher Education Research Program. Consequently, researchers undertook this study to ascertain the impact of academic culture and visionary leadership on the performance of the lecturers.

Methods

This study employs a quantitative methodology, utilising numerical data to quantify measurements and furnish statistical descriptions, correlations, or elucidations. This ex post facto study is frequently utilised in educational research to guide decision-making. No variable manipulation was performed; only observations were made based on pre-existing data from respondents. The research employs a quantitative associative design to investigate the impact of visionary leadership and academic culture on lecturer performance within the UMMUBA FKIP PGSD. In this study, the population was all lecturers who taught in the UMMUBA FKIP PGSD, totaling 39 people. According to Arikunto (2012), the entire population should be sampled if the population is under 100. For populations over 100, 10-15% or 20-25% can be sampled. Since the population is 39 respondents, the entire population was used in this research, making it a census technique.

In this research, data was collected through questionnaires distributed to respondents. No direct instructions were needed, as the questionnaire included clear guidelines for completion, assuming respondents could understand how to fill it out correctly. The independent variables in this study are Visionary Leadership and Academic Culture, while the dependent variable is Lecturer Performance. The data analysis in this research uses quantitative analysis, involving tests for instrument validity, reliability, normality, homogeneity, linearity, and hypothesis testing. The validity of the instrument was assessed using the SPSS program, with the correlation coefficient determined through a 5% significance level, while invalid questions were removed. Reliability was tested using Cronbach's alpha, and a value greater than 0.60 indicated consistency in measurement. Normality was tested using the Kolmogorov-Smirnov test, and homogeneity was checked by comparing variance across sample data, with a

significance level of 0.05. Finally, hypothesis testing involved F-tests for simultaneous influence and t-tests for the partial impact of independent variables on the dependent variable.

Results and Discussion

Results

Results of Respondents' Responses to Lecturer Performance

Not all respondents had the same response. The results of responses from respondents regarding Lecturer Performance can be seen in Figure 1, which shows that the average score obtained from respondents was 4.395 with an average Respondent Achievement Level (TCR) of 87.9 percent with good results.

Figure 1. Lecturer Performance Responses
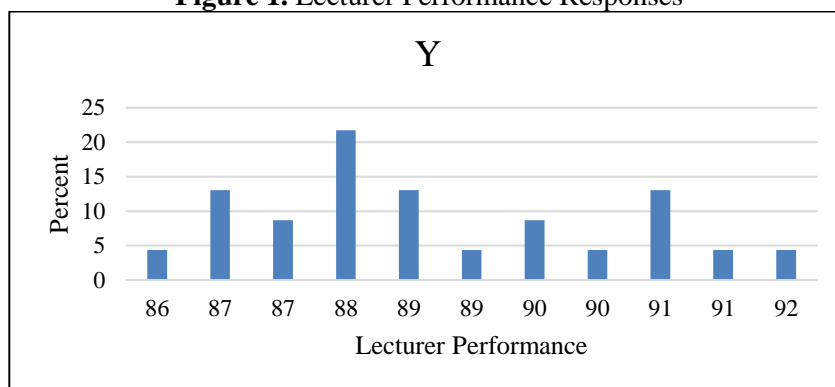
Results of Respondents' Responses to Visionary Leadership

Respondents' responses to communication may be different for each respondent. Results of respondents' responses regarding communication can be seen in Figure 2, which shows that the average score obtained from respondents was 4.230 with an average Respondent Achievement Level (TCR) of 84.618 percent with good results.

Figure 2. Visionary Leadership Responses
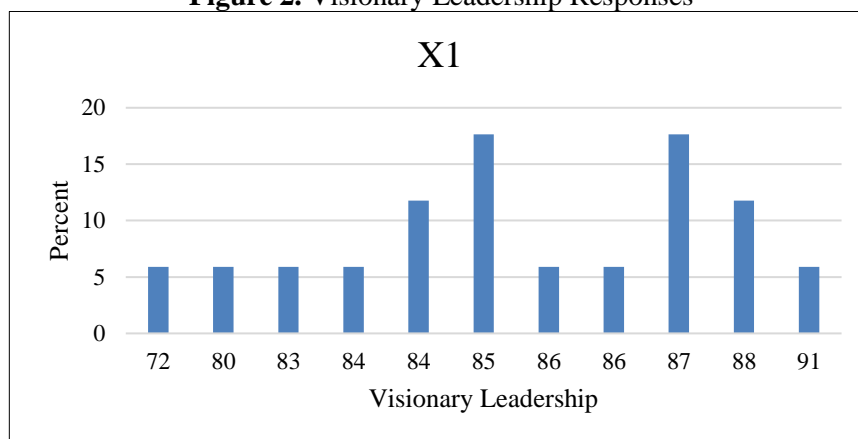
Results of Respondents' Responses to Academic Culture

Figure 3 below shows that the average score obtained from respondents was 4.38 with an average Respondent Achievement Level (TCR) of 87.6 percent with good results.
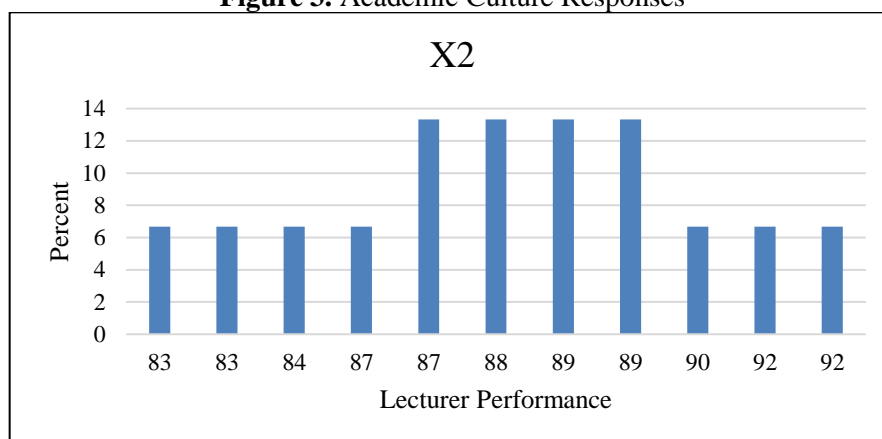
Figure 3. Academic Culture Responses

Hypothesis Testing

The F test is intended to determine the independent variables' influence on the dependent variable. Table 1 shows the results of the analysis of the influence of Visionary Leadership (X1) and Academic Culture (X2), together with the Lecturer Performance (Y). A value of F is obtained, amounting to 58.366, with a significance probability of $0.001 < 0.05$. The hypothesis is accepted with $df1 = (k–1) = 4$, $df2 = 39 - 5 = 34$, F_{table} 2,19, face $F_{count} > F_{table}$ or $58.366 > 2.19$. The analysis results show that together there is a significant influence between the variables of visionary leadership and academic culture on the performance of FKIP UMMUBA lecturers.

Table 1. F-Test Result

	Model	Sum of Squares	df	Mean Square	F	Say.
1	Regression	6309.282	2	3154.641	58.366	<.001b
	Residual	1999.818	37	54.049		
	Total	8309.100	39			

Partial Test

This t-test (partial) is intended to determine the partial (individual) influence of visionary leadership and academic culture on lecturer performance. The partial test of each causal (independent) variable against the resulting (dependent) variable is as follows:

1. The Influence of Visionary Leadership (X1) on Lecturer Performance (Y)

    The study results indicate that the Visionary Leadership Variable (XI) significantly influences the Lecturer Performance Variable (Y), with a calculated t_{value} of 2.376 ($df = 39-5 = 34$; $t_{table} = 1.872$). The influence is confirmed since t_{count} exceeds t_{table}, and the significance level is 0.023, which is less than 0.05. As a result, hypothesis one (H1) is accepted. The results show that the analysis partially influences the significant relationship between visionary leadership variables and performance lecturers at the UMMUBA FKIP PGSD.

2. The Influence of Academic Culture (X2) on Lecturer Performance (Y)

    Results of analysis of the influence of Academic Culture (X_2) on the Lecturer Performance Variable (Y) obtained the $t_{valuecount} = 4.463$ ($df = 39-5 = 34$; $t_{table} = 1.872$); ($t_{count} > t_{table}$), with significant levels $0.000 < 0.05$. As a result, hypothesis two (H2) is accepted. Analysis results show a significant influence between academic culture variables on lecturer performance in the UMMUBA FKIP PGSD.

Table 2. T-Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	T	Say.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	15.248	8.144		1.872	0.069		
Leadership Visions (X1)	0.376	0.158	0.318	2.376	0.023	0.364	2.748
Academic Culture (X2)	0.901	0.202	0.597	4.463	0.000	0.364	2.748

Discussion

1. **The Influence of Visionary Leadership on Lecturer Performance**

The first objective of this research is to determine the influence of visionary leadership on lecturer performance. The results of the analysis of the influence of the Visionary Leadership Variable (X1) on the Lecturer Performance Variable (Y) obtained a value of t = 2.376 (df = 39-5 = 34; t_{table} = 1.872); (t_{count} > t_{table}), with a significant level of 0.023 <0.05. As a result, hypothesis one (H1) is accepted. The analysis results show that there is a significant influence between the visionary leadership variable on the performance of lecturers in the UMMUBA FKIP PGSD study program.

The results of this research indicate that leadership Visionary has a positive and significant influence on the performance of lecturers in the UMMUBA FKIP PGSD study program. Thus, it can be concluded that the performance of UMMUBA FKIP PGSD lecturers is determined by visionary leadership. The most important thing in leadership is skill as an individual in carrying out his leadership duties, realizing his vision to move the organization, and influencing the confidence of his staff and members in carrying out their duties professionally and responsibly.

2. **The Influence of Academic Culture on Lecturer Performance**

The second aim of this research is to determine the effect of academic culture on the performance of lecturers in the UMMUBA FKIP PGSD study program. Results of analysis of the influence of Academic Culture Variables (X2) on The Lecturer Performance Variable (Y), the t_{value} is obtained count = 4.463 (df = 39-5 = 34; t_{table} = 1.872); (t_{count} > t_{table}), with a significant level of 0.000 <0.05. As a result, hypothesis two (H2) is accepted. The analysis results show that there is a significant influence between academic culture variables on the performance of lecturers in the UMMUBA FKIP PGSD study program.

The results of this research indicate that academic culture significantly influences the performance of lecturers in the UMMUBA FKIP PGSD study program. Thus, it can be concluded that the performance of UMMUBA FKIP PGSD lecturers is determined by academic culture. Academic culture is the totality of life and processes of academic activities that are interpreted, lived, and practiced by all academic community members in an educational institution/institution. Academic culture tends to be directed towards campus culture, which aims not only to improve intellectuals but also truth, honesty, and devotion to humanity. Overall, campus culture is a culture with positive character values. These positive values constitute character and support as the main pillars of creating an academic culture. Academic culture should be shared by everyone who involves themselves in academic activities in higher education, including students, staff and lecturers.

3. **Visionary Leadership and the Influence of Academic Culture on Lecturer Performance**

The third objective of this research is to determine visionary leadership and academic culture together on the performance of UMMUBA FKIP PGSD study program lecturers. Based on research, the performance of UMMUBA FKIP PGSD study program lecturers is good. As seen from respondents (TCR), 87.9 percent stated that the lecturer's performance was good. This means that the performance of UMMUBA FKIP PGSD study program lecturers has been good at trying to carry out their tasks. Hypothesis testing, from the ANOVA test (Simultaneous Test / F Test), results analysis of the influence of Visionary Leadership (X1), Academic Culture (X2) on Lecturer Performance (Y), an F grade was obtained amounting to 58.366 with significance probability 0.001

< 0.05. With $df1 = (k–2) = 2$, $df2 = 39 - 5 = 34$, F_{table} 2.19, face $F_{count} > F_{table}$ or $58.366 > 2.19$, consequently hypothesis accepted.

Thus, it may be argued that the third hypothesis (H3) pertains to the simultaneous examination of visionary leadership and academic culture. The same substantially impacts instructors' performance in the FKIP PGSD study program at UMMUBA. Innovative leadership and scholarly environment is, in essence, an indivisible unity aimed at enhancing lecturer performance; thus, a leader must possess the ability to influence subordinates, members, and internal employees to cultivate an academic culture that enables educators or lecturers to perform optimally and effectively.

The findings reveal that visionary leadership positively influences lecturer performance, with academic culture acting as a partial mediator (Alifah et al., 2024; Brilatin & Wibowo, 2024). Lecturers who perceive strong visionary leadership in their institution tend to demonstrate higher motivation, increased research output, and improved teaching effectiveness. Furthermore, a well-established academic culture enhances collaboration, knowledge-sharing, and a sense of professional belonging, which further supports lecturer performance.

In PGSD FKIP UMMUBA, institutions with strong visionary leadership exhibit a more robust academic culture, which, in turn, enhances lecturer motivation and productivity. Respondents indicated that leaders who actively communicate institutional goals, provide mentorship, and foster an open academic environment contribute significantly to improved lecturer performance.

Challenges identified in the study include limited resources for research, bureaucratic constraints, and varying levels of adaptability among lecturers. However, institutions that actively invest in leadership development programs and reinforce an inclusive academic culture are better positioned to overcome these obstacles and maximize lecturer potential.

The study also found that lecturer performance is influenced by the availability and implementation of curriculum, media, and learning modules in elementary school education (Mustadi et al., 2024; Wibowo & Sujarwo, 2022; Wibowo et al., 2022). Lecturers who actively contribute to curriculum development and integrate innovative media in their teaching tend to demonstrate higher engagement and effectiveness. Additionally, the use of structured learning modules enhances students' comprehension and supports literacy improvement in elementary schools (Liswantiani et al., 2024; Wibowo et al., 2024; Anriana et al., 2024; Mustadi et al., 2023). A strong academic culture that encourages lecturers to utilize diverse teaching resources and digital media further strengthens the effectiveness of teaching and learning processes.

The integration of literacy-based approaches in teaching materials and assessments ensures that students develop strong reading, writing, and critical thinking skills, which are essential for lifelong learning and professional growth (Alifah et al., 2024; Resti & Wibowo, 2024; Masfufah & Wibowo, 2024). This study confirms the significant role of visionary leadership and academic culture in shaping lecturer performance within PGSD FKIP UMMUBA. Higher education institutions should invest in leadership training, encourage a strong academic culture, and provide necessary resources to support lecturers in achieving academic excellence. Future research may explore additional factors, such as institutional policies and external influences, that impact lecturer performance.

Conclusion

In conclusion, the study demonstrates that visionary leadership and academic culture significantly impact the performance of lecturers in the UMMUBA FKIP PGSD study program. The results indicate that each factor independently influences lecturer performance, creating a more substantial effect when combined. The statistical analysis (Fcount = 58.366, p = 0.001) supports the hypothesis that visionary leadership and academic culture work together to enhance lecturer performance. Therefore, leaders need to foster an academic culture that supports optimal lecturer performance, as the two factors are deeply interconnected and crucial for achieving educational goals.

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