Academic Performance of Early Childhood and Elementary Education: Teaching, Research, and Community Service

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ABSTRACT

The effectiveness of lecturers in executing the Tri Dharma of Higher Education teaching, research, and community services a crucial metric for assessing a university's quality, reputation, and competitiveness. Nonetheless, discrepancies in instructor performance across universities, especially Universitas Riau, persist as a considerable concern. This study seeks to determine the extent to which lecturers at Universitas Riau have successfully fulfilled their roles in education, research, and community service. The aim of this research is to delineate and evaluate lecturers' accomplishments according to the criteria of the Tri Dharma of Higher Education. This study utilizes a descriptive quantitative methodology involving 147 permanent lecturers selected through accidental sampling approaches. Data were gathered by documentation and examined employing descriptive statistics, encompassing minimum, maximum, mean, and standard deviation values. The findings indicate that the predominant proportion of lecturers (71.43%) are classified within the "moderate" performance category, and the remainder are allocated among the "high," "low," "very high," and "very low" categories. The educational component exhibited the highest performance, whereas research and community service demonstrated considerable variability. In conclusion, the lecturers' performance is satisfactory but not optimal, highlighting the necessity for ongoing institutional growth measures. These findings suggest that Universitas Riau should strengthen institutional support systems, particularly in research and community service, through capacity building, funding schemes, and collaborative initiatives. Enhancing these areas will not only improve lecturers' overall performance but also reinforce the university's competitiveness and contribution to societal development.

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INTRODUCTION

In the swiftly changing realm of higher education, the contribution of academic staff has become central to shaping institutional quality and societal progress. Lecturers, as the backbone of universities, are expected not only to teach effectively but also to produce research and engage with communities in ways that reflect both global academic standards and local developmental needs. The Indonesian higher education system has long operationalized these responsibilities through the Tri Dharma framework, which emphasizes teaching, research, and community service as integrated academic obligations(Darmawiguna et al., 2021). While this mandate is universal, the ways in which it is enacted vary significantly across institutions, particularly between established universities

The performance of lecturers is a key indicator of institutional success. It reflects not only the caliber of human capital but also the university's ability to generate knowledge, disseminate it to students, and apply it for societal benefit(Ghasemy & Frömbling, 2024). At the same time, lecturer performance is subject to a range of pressures, including limited resources, administrative burdens, and uneven institutional support structures(Alamri et al., 2020). These pressures are often felt more acutely in regional public universities such as Universitas Riau, where structural and contextual challenges are more pronounced than in Java's more resource-rich academic environment (Rahardja et al., 2020). Despite the strategic importance of such institutions, their performance dynamics remain insufficiently understood in the scholarly literature.

Universitas Riau (UNRI) is one of the largest public universities in Riau, with a mandate to serve not only the province but also surrounding regions. Its geographic location in Riau Province situates it within a resource-rich yet institutionally under-researched context. The university carries a dual burden: meeting national standards of academic excellence while simultaneously responding to local needs related to education, environment, and socio-economic development.

Reports from institutional assessments suggest that many lecturers at Universitas Riau face substantial challenges in balancing teaching responsibilities with research productivity and meaningful community service (Rampisela & Yulianti, 2020). Administrative workloads often consume time that could otherwise be allocated to research, while limited access to research grants and networks hinders participation in high-impact scholarly communities (Hardi et al., 2022). Furthermore, community engagement tends to be project-based and short-term, lacking sustainable institutional support and integration with teaching or research activities. These conditions create a unique institutional ecosystem that warrants careful empirical investigation.

The second dimension of the research gap relates to geography. Much of the empirical literature on lecturer performance in Indonesia focuses on well-established universities in Java, where infrastructure, funding, and academic networks are more developed (Sabaritha et al., 2023). This concentration has created a knowledge imbalance. Studies that highlight publication productivity, for example, often draw on data from metropolitan universities where international collaboration is easier and access to journals is greater(Wijaya et al., 2021). Consequently, the policies and benchmarks derived from such studies may not reflect the realities of institutions in Sumatra, Kalimantan, Sulawesi, or Papua.

By contrast, universities outside Java often operate in resource-limited settings. Lecturers must juggle heavy teaching loads, limited institutional support for research, and community expectations for direct social contributions. Shukla et al. (2023) said the lack of regionally grounded studies means that national higher education policy risks adopting a one-size-fits-all

model that privileges metropolitan universities while overlooking the constraints of regional institutions. For example, requiring a uniform number of international publications as a measure of lecturer performance disregards the disparities in access to journals, funding, and mentorship networks.

Universitas Riau, as a representative of regional public universities, offers an ideal case study to explore these differences. Examining performance here not only illuminates institutional strengths and weaknesses but also provides insights into how national policies might be adapted to better accommodate regional realities. Focusing on Universitas Riau and other regional institutions is important for several reasons. First, it enhances equity in higher education research and policy. By extending the empirical base beyond Java, scholars and policymakers can develop more inclusive understandings of lecturer performance that reflect Indonesia's diverse educational landscape. Second, regional universities are essential to local development. They produce graduates who contribute to provincial economies, conduct research relevant to regional challenges, and deliver community programs tailored to local needs.

The COVID-19 pandemic highlighted disparities in institutional resilience. Lecturers in resource-rich universities adapted more quickly to digital learning and maintained research productivity, whereas many regional universities struggled with technological infrastructure and funding constraints(Ghasemy & Frömbling, 2024). A systematic analysis of lecturer performance at Universitas Riau can therefore shed light on how regional institutions might build resilience in the face of systemic disruptions. (Lourens, 2020) understanding the dynamics of lecturer performance outside Java has direct implications for national policy. Indonesia's higher education system aspires to international competitiveness, but this ambition cannot be achieved if regional universities lag significantly behind their metropolitan counterparts. Comprehensive and regionally grounded evidence is needed to design policies that are context-sensitive, equitable, and sustainable.

Despite the acknowledged importance of lecturer performance, previous studies have often focused on isolated dimensions; most notably research productivity measured by publication outputs (Qoiriah et al., 2021). While valuable, these studies tend to overlook the interrelationships between teaching, research, and community service(Julien et al., 2022). Moreover, they rarely account for how institutional and geographic context influences these interrelationships.

There is therefore a pressing need for studies that integrate all three dimensions of academic performance while situating them in specific institutional ecosystems. This research seeks to address that gap by focusing on Universitas Riau, a regional public university that illustrates the distinctive challenges and opportunities faced by institutions outside Java. By doing so, it contributes to both theoretical debates about the interconnectedness of teaching, research, and service, and to practical discussions about policy and institutional strategy.

The objective of this study is to evaluate the performance of academic staff at Universitas Riau across teaching, research, and community service dimensions, identifying strengths and weaknesses, and providing evidence-based recommendations for institutional policies that enhance academic quality, equity, and societal impact in regional higher education.

METHOD
The study population comprises all the Academic Staff Performance of Early Childhood and Elementary Education In Indonesia. The study sample comprises sample size of 147 lecturers. The applied sampling approach is incidental sampling, a non-probability strategy in which

participants are chosen depending on their availability and willingness to engage during the data gathering phase. This strategy, although it restricts the generalizability of findings, is appropriate for basic or exploratory studies and provides practical benefits regarding time and accessibility.

This study employed a descriptive quantitative design, which was chosen to provide a systematic and objective overview of lecturers' performance across the three domains of the Tri Dharma of Higher Education; teaching, research, and community service. The descriptive approach was appropriate because the objective was not to establish causal relationships but to map the distribution of performance levels and identify patterns that can inform institutional strategies. This design allows the findings to serve as a diagnostic tool, highlighting strengths and areas requiring improvement in lecturer performance.

The population of this study consisted of all academic staff in the Early Childhood and Elementary Education programs in Indonesia. Within this national population, the focus was placed on lecturers at Universitas Riau, as the institution represents a major public university outside Java and reflects the conditions of regional higher education contexts. At the time of the study, Universitas Riau employed approximately 320 permanent lecturers across related faculties. From this population, a sample of 147 lecturers was obtained, representing about 45.9% of the total academic staff, which is considered sufficient for descriptive quantitative analysis.

The sampling technique applied was convenience sampling, a non-probability strategy in which respondents were selected based on availability and willingness to participate during the data collection period. While this method limits the generalizability of findings, it was appropriate for an exploratory study of this scale, offering practical benefits in terms of accessibility and Efficiency.

Data were gathered through documentation of personal academic performance records which validates by the human Resource and Academic Affairs divisions at Universitas Riau. The documents included official lecturer activity reports, teaching load forms, research project records, and community service engagement logs, all of which had been verified by the respective faculty administrations. Using official records minimized the risk of self-reporting bias and ensured that the data reflected verified professional activities of the lecturers.

Lecturer performance was assessed using the Operational Guidelines for Credit Score Assessment (POPAK), a national standard for evaluating academic staff performance in Indonesia. Each reported activity—whether in teaching, research, or community service—was assigned a designated credit value (angka kredit) according to POPAK guidelines. To streamline the analysis, the process was summarized as follows: (1) Reported activities were tallied for each respondent, (2)Each activity was assigned a credit score based on POPAK criteria. (3) Credit scores were aggregated across all indicators, yielding a total performance score for each lecturer over a two-year period.This scoring method reflects national standards for workload and professional advancement requirements, ensuring that the evaluation aligns with both institutional and policy frameworks.

The aggregated performance data were analyzed using descriptive statistics, including the mean, minimum, maximum, and standard deviation, to describe central tendencies and variation in lecturer performance. Performance levels were then categorized into five groups; very low, low, moderate, high, and very high based on the normal distribution around the mean and standard deviation. This categorization allowed for meaningful interpretation of performance relative to institutional expectations.

To enhance interpretation, the results were presented in the form of tables and graphs, enabling clearer visualization of trends across the three Tri Dharma components. Comparative

analyses were also conducted across domains to identify which component showed the strongest and weakest performance within the lecturer cohort.

This study adhered to established ethical standards for research involving human participants. Although the research relied on institutional documentation rather than direct surveys or interviews, informed consent was still obtained from the participating lecturers, who agreed to the use of their anonymized performance data for academic purposes. Furthermore, the study protocol was reviewed and approved by the Ethics Committee of Universitas Riau, ensuring compliance with principles of confidentiality, data protection, and responsible reporting. No personally identifiable information was disclosed, and results were reported only in aggregate form. The concluding performance criteria utilized in this investigation are delineated in the subsequent table:

Tabel 1 performance criteria

Performance Category	Score Range
Very Low	< 645.97
Low	645.97 – 743.18
Medium	743.19 – 937.61
High	937.62 – 1034.83
Very High	> 1034.83

This classification method not only assesses whether academic staff fulfill institutional performance criteria but also facilitates ongoing quality enhancement in teaching, research, and community service at Universitas Riau.

RESULTS

3.1. Teaching Performance of Lecturers

This study's performance data illustrates the individual accomplishments of permanent academic staff of Universitas Riau in executing the Tridharma Perguruan Tinggi, particularly in teaching and education. This component encompasses the quantity of credit hours (SKS) instructed per semester, engagement in academic and thesis supervision, and participation in curriculum and teaching material development.

Tabel 2. Descriptive Statistics of Teaching Performance

Indicator	Minimum	Maximum	Mean	Std. Deviation
Total SKS taught per semester	8	12	9.96	1.39
Number of thesis students supervised	10	30	20.12	5.95
Textbook writing (ISBN, sole author)	1	5	2.98	1.35
Textbook writing (ISBN, team leader)	1	5	3.08	1.32
Textbook writing (ISBN, team member)	1	5	3.01	1.37
Supervision of fieldwork/KKN	5	10	7.59	1.59

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A descriptive statistical analysis was conducted to illustrate the teaching performance of Universitas Riau lecturers using data from 147 permanent staff members. The number of credit hours instructed per semester ranged from 8 to 12 SKS, with a mean of 9.96 and a standard deviation of 1.39, indicating a relatively equitable distribution of teaching loads in line with institutional norms. Thesis supervision ranged between 10 and 30 students, with an average of 20.12 (SD = 5.95), reflecting variations likely influenced by academic rank, field of expertise, or administrative duties. Participation in the preparation of instructional materials was consistent, with lecturers producing between 1 and 5 ISBN-registered textbooks as sole authors (mean = 2.98; SD = 1.35) and showing similar levels of contribution as team leaders (mean = 3.08; SD = 1.32) and team members (mean = 3.01; SD = 1.37), underscoring their active role in collaborative academic writing and curriculum development. In addition, lecturers were actively engaged in experiential learning initiatives such as Community Service Programs (Kuliah Kerja Nyata) and internships (Praktik Lapangan), supervising an average of 7.59 activities (SD = 1.59), which highlights the integration of community-based education within their teaching responsibilities. Overall, the descriptive results suggest that Universitas Riau lecturers demonstrate strong output in teaching-related domains, although the disparities observed across specific metrics emphasize the need for a more balanced and systematic performance management framework to ensure consistency across faculties.

3.2. Research Performance of Lecturers

The research performance component in this study is measured by the quantity and type of research conducted, funding sources (internal and external), scientific publications in nationally and internationally indexed journals, and participation in academic forums such as seminars, conferences, and workshops.

The descriptive statistical study was carried out to evaluate the research output of 147 permanent lecturers at Universitas Riau, focusing on journal publications and academic forum participation. The results show moderate to high levels of publication, with mean scores of 3.24 for single authorship, 2.99 for first authorship, and 3.05 for co-authorship in reputable international journals, though variation among individuals was evident (SD = 1.34–1.44). For nationally accredited journals, performance was fairly stable across SINTA levels, with solo authorship consistently recording the highest averages (around 3.16–3.27), suggesting a preference for independent or lead-author roles. Engagement in online national journals (OJS-based) also showed a steady mean of 3.02 (SD = 1.40). Beyond publications, lecturers actively participated in seminars, with average scores of 2.97 at international and 3.18 at national forums, though standard deviations indicated varying levels of involvement. Overall, the findings highlight strong research activity among Universitas Riau staff, but also point to disparities in productivity that call for institutional policies to support more balanced and sustainable research development.

Table 3

Descriptive Statistics of Research Performance

Indicator	Min	Max	Mean	Std. Deviation
Reputable international journal article (Sole Author)	1	5	3.24	1.39
Reputable international journal article (First Author)	1	5	2.99	1.34
Reputable international journal article (Co-author)	1	5	3.05	1.44
National accredited journal (SINTA 1/2) - Sole Author	1	5	3.16	1.29
National accredited journal (SINTA 1/2) - First Author	1	5	2.9	1.39
National accredited journal (SINTA 1/2) - Co-author	1	5	2.95	1.46
National accredited journal (SINTA 3/4) - Sole Author	1	5	3.22	1.44
National accredited journal (SINTA 3/4) - First Author	1	5	2.99	1.36
National accredited journal (SINTA 3/4) - Co-author	1	5	2.89	1.39
National accredited journal (SINTA 5/6) - Sole Author	1	5	3.27	1.47
National accredited journal (SINTA 5/6) - First Author	1	5	3.12	1.37
National accredited journal (SINTA 5/6) - Co-author	1	5	3	1.27
National online journal (OJS-based)	1	5	3.02	1.4
International seminar/conference (Presenter)	1	5	2.97	1.51
National seminar/conference (Presenter)	1	5	3.18	1.42

3.3. Community Service Performance

The community service component encompasses social, educational, and consulting endeavors conducted by lecturers within the community, whether through institutional programs or individual initiatives, including the documentation of activities for pertinent institutions.

The descriptive statistical analysis of 147 lecturers at Universitas Riau shows strong engagement in community service across several roles. On average, lecturers scored above 3 in leading service projects (M = 3.06, SD = 1.37), participating in service teams (M = 3.03, SD = 1.41), serving as resource persons in community training (M = 3.07, SD = 1.47), and organizing community seminars or workshops (M = 3.05, SD = 1.33). These results suggest that faculty are consistently active in service activities, both individually and collaboratively. However, the

relatively high standard deviations indicate uneven participation, with some lecturers highly engaged while others contribute less. This pattern highlights the need for stronger institutional support and incentives to ensure broader and more balanced involvement, thereby enhancing the university's overall societal impact.

Table 6

Descriptive Statistics of Community Service Performance

Indicator	Min	Max	Mean	Std. Deviation
Head of community service activities	1	5	3.06	1.37
Member of community service activities	1	5	3.03	1.41
Resource person in community training programs	1	5	3.07	1.47
Conducting training/workshops for the community	1	5	3.05	1.33

3.4 Lecturer Performance

The performance of lecturers reflects the execution of the Tri Dharma of Higher Education, which includes teaching and education, research, and community service. Within higher education institutions, lecturer performance is a critical metric for evaluating overall institutional excellence. Consequently, performance analysis serves not only as an internal assessment instrument but also has a strategic function in the development of academic human resources.

This analysis seeks to deliver an empirical assessment of the engagement and productivity levels of lecturers at Universitas Riau, grounded in numerous fundamental components. The data were gathered by a quantitative method employing descriptive statistics, encompassing 147 permanent teachers. Each component was evaluated according to the frequency of lecturer participation in academic endeavors encompassing teaching, scholarly publishing, and community service.

This analysis aims to provide an objective and thorough picture of instructor performance through the presentation of precise and quantitative variables. Moreover, the results will provide a basis for strategic recommendations designed to improve both the quality and quantity of academic contributions, in alignment with Universitas Riau's aspiration to become a premier and competitive institution of higher education.

Analysis of performance scores from 147 permanent lecturers at Universitas Riau shows that most fall within the moderate category (71.43%), reflecting satisfactory but not yet optimal achievements across teaching, research, and community service. A smaller proportion demonstrated higher performance, with 14.97% in the high category and only 1.36% reaching very high levels, while 10.88% were categorized as low and 1.36% as very low. This distribution highlights both strengths and gaps: while the majority of lecturers maintain consistent and adequate contributions, only a few excel, and a notable minority underperform. These findings underscore the need for targeted institutional strategies—such as training, mentoring, and workload

adjustments—to increase the number of high performers and support those at lower levels, ensuring more balanced and sustainable academic staff development.

Table 7. Lecturer Performance Classification

Category	Score Range	Number of Lecturers	Percentage (%)
Very Low	< 700	2	1.36%
Low	700 – 799.99	16	10.88%
Moderate	800 – 949.99	105	71.43%
High	950 – 1049.99	22	14.97%
Very High	≥ 1050	2	1.36%
Total		147	100%

DISCUSSION

The predominance of lecturers in the **moderate** performance category at Universitas Riau reflects a combination of systemic, institutional, and motivational factors rather than a simple lack of effort. First, workload composition is a primary explanatory factor: heavy teaching loads and extensive supervisory responsibilities limit the time available for research and sustained community projects(Carstensen et al., 2024). The descriptive results relatively equitable teaching loads but high variability in supervision and research outputs suggest that teaching duties absorb a substantial share of lecturer time, leaving fewer hours for activities that generate credit-intensive research outputs or long-term community engagement(Vu & Yazdani, 2021). Second, institutional resource constraints limited internal research funding, fewer established international collaboration networks, and relatively modest administrative support for grant development reduce the capacity of many lecturers to compete for high-impact publications(Anthony et al., 2023). Third, incentive structures and promotion criteria play a role: where institutional recognition and promotion reward teaching and administratively verifiable activities more directly than community-engaged scholarship or international publications, lecturers rationally allocate effort toward activities that secure career advancement(Sobaih et al., 2022).

These explanations align with performance theories. Bernardin and Russell's framework highlights performance as the outcome of an individual's work in relation to organizational expectations; in this case, organizational expectations and supports at Universitas Riau appear to sustain baseline performance (explaining the modal "moderate" level) but do not consistently enable the elevated performance seen in a minority of staff. Herzberg's two-factor model further clarifies the motivational picture: hygiene factors (working conditions, administrative burden, institutional policies)(Sabaritha et al., 2023). At Universitas Riau may be adequate to prevent dissatisfaction but insufficient in delivering motivators (recognition, achievement, advancement opportunities) that drive higher discretionary effort for research excellence. Hu et al., (2020) stated complementing these, Self-Determination Theory (SDT) suggests that autonomy, competence, and relatedness foster intrinsic motivation; lecturers who report stronger autonomy in selecting research

topics, better access to capacity-building (enhancing competence), and more active collaborative networks (relatedness) are likely to fall into the high-performance group.

The relative strength of teaching over research is therefore understandable (Ghasemy & Frömbling, 2024). Universitas Riau's organizational emphasis implicit or explicit on teaching continuity, accreditation-driven course delivery, and measurable pedagogical outputs privileges teaching activities. Soares & Lopes, 2020 stated simultaneously, the logistical barriers to high-impact research (grant writing support, research assistants, cross-institutional collaborations) dampen research productivity. Community service being the weakest domain is similarly explicable: community engagement often receives lower formal recognition in promotion and credit metrics, is time-consuming, and may require cross-sectoral coordination that the university has yet to institutionalize(Anthony et al., 2023). In short, incentive misalignment and capacity constraints skew effort toward tasks that are easier to document and reward.

Comparing these outcomes with other Indonesian studies reveals both consistencies and unique aspects of the Universitas Riau case. Nationally, multiple investigations report a modal "moderate" lecturer performance, with a minority achieving high international publication rates patterns attributed to limited international collaboration and uneven institutional supports(Batten et al., 2020). This study's findings echo those national patterns while also underscoring regional differences: unlike many Javanese universities that benefit from denser academic networks, better access to funding agencies, and more developed research infrastructures (Ju et al., 2023). Universitas Riau exemplifies the structural constraints faced by non-Java institutions (e.g., fewer mentoring programs for international publication, lower rates of cross-institutional projects). Thus, this research adds nuance by empirically showing how geographic and institutional contexts mediate the balance among the Tri Dharma components; evidence that national, Java-centric benchmarks may not be appropriate across Indonesia.

From these insights, several practical and policy implications follow. At the institutional level, Universitas Riau should adopt a multi-pronged strategy: (1) revise workload models to provide protected research time (e.g., course load relief or research sabbatic mechanisms for active researchers); (2) create structured mentoring and grant-support units to increase success in competitive funding and international publication; (3) formalize recognition and credit for community-engaged scholarship (including promotion criteria that value demonstrable community impact); and (4) deploy targeted capacity-building (research writing workshops, English-for-academic-publishing programs) prioritized for lecturers in early-to-mid career stages. Soares & Lopes (2020) stated At the policy level, provincial and national agencies should consider differentiated benchmarks or incentive schemes that recognize contextual constraints such as funding streams earmarked for regional universities, collaborative consortia to pool research capacity, and accreditation frameworks that weigh locally impactful community service alongside bibliometrics.

Limitations must be acknowledged. The use of convenience sampling and reliance on institutional documentation limits statistical generalizability beyond the study context; while the 147-lecturer sample represents a substantial portion of the local academic body, findings cannot be extrapolated to all Indonesian universities without caution. Atieno et al., (2022) suggested The cross-sectional design restricts causal inference and obscures longitudinal dynamics e.g., whether interventions or recent policy changes might shift performance levels over time. Moreover, although documentation-based measures increase objectivity, they may not fully capture qualitative aspects of community impact or the pedagogical depth of teaching activities (Carstensen et al., 2024).

Future research should pursue longitudinal and mixed-methods designs: panel data would reveal trajectories of lecturer performance and the effects of targeted interventions; qualitative case studies could unpack the processes by which high performers overcome constraints (useful for scalable best-practice models); and comparative studies across multiple regional universities would support policy-level generalization. Finally, piloting and evaluating specific institutional reforms (protected research time, mentoring schemes, revised promotion criteria) would provide the strongest evidence for scalable policy recommendations.

In sum, the findings reflect an institutional ecosystem that produces broadly satisfactory teaching outcomes but uneven research and community engagement—a configuration explained by workload, resource, and incentive structures. Addressing these root causes through coordinated institutional and policy reforms can shift more lecturers from moderate to high performance, enhancing both academic quality and regional societal impact.

CONCLUSION

This study reveal that the majority of lecturers at Universitas Riau fall within the moderate productivity category, aligning with national trends observed in other public universities in Indonesia. These results are consistent with Bernardin and Russell's performance theory, Herzberg's motivation theory, and Self-Determination Theory, all of which highlight the importance of institutional support, intrinsic motivation, and a conducive work environment. Low productivity levels are attributed to limited incentives, administrative burdens, inadequate facilities, and a lack of recognition for academic contributions. This study also reinforces previous research emphasizing obstacles such as weak international collaboration, limited academic writing skills in foreign languages, and underdeveloped research cultures. Therefore, comprehensive and human-centered reforms in lecturer assessment and development systems are necessary, with greater attention to work methods, task distribution, and support mechanisms to foster a more productive and supportive academic environment.

Universitas Riau should prioritize more balanced workload management that frees time for research and community service, strengthen research support systems including mentoring and international collaboration networks, revise recognition and incentive schemes to reward high-quality research and impactful service, and invest in sustained capacity-building programs such as academic writing and English for publication training. In addition, greater institutional integration of community engagement into strategic goals would enhance the relevance and recognition of service activities. By adopting these measures, the university can move beyond the current moderate trend, foster a stronger academic culture, and enable more lecturers to achieve high levels of productivity across teaching, research, and community service.

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