Synergistic Pathways to Excellence: How Team Collaboration, Compensation, and Competence Drive Lecturer Performance in Indonesian Higher Education

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ABSTRACT

Team collaboration is a fundamental element in improving lecturer performance. In today's increasingly complex and globalized work environment, educational organizations face serious challenges in forming strong teams, while also building compensation systems and developing lecturer competency. This study was conducted on lecturers in Banten Province, Indonesia, involving a population of 395 educators. A sample of 79 lecturers, representing 20% of the population, was selected using a sampling technique. Data analysis using Partial Least Squares-Structural Equation Modeling (PLS-SEM) revealed that the three factors have a significant relationship and influence each other. The findings show a significant and reciprocal relationship between team collaboration, compensation, and competence, especially in the context of education. The results show that effective team collaboration can greatly improve lecturer competence, which in turn, leads to improved performance. In addition, a well-structured compensation system not only improves competence but also encourages the development of lecturer skills. The three factors, namely team collaboration, compensation, and lecturer competence, together have a positive influence on lecturer performance in Banten. This shows that supportive collaboration and effective compensation can directly improve individual performance. This study provides valuable insights into human resource management, particularly in the education sector. Decision makers can use these findings to develop strategies that support team collaboration, improve compensation systems, and support the development of lecturer competencies. Ultimately, it is expected that organizations will create a harmonious and productive work environment that enhances individual performance and contributes to the overall success of the organization.

Keywords: *team collaboration, compensation, lecturer competence, lecturer performance*

1. INTRODUCTION

Higher education plays an important role in building a successful and active society (Kerr, 2001). No matter the size or type of the institution, its success still depends on how well the people inside, especially employees, do their jobs. These employees are the main drivers of progress. Guest (1997) said that good performance in an organization is reached through the people in it. Employee performance, therefore, is one of the main signs of success (Yoon, 2020).

A study on lecturers in Banten, Indonesia, found some problems with their performance. For example, 15% of lecturers had trouble working in teams and preferred to work alone. About 76% said the pay they received was too low. Around 12% thought the hiring process was not clear or fair, and 56% said that their skills, especially in doing research, were still not good enough.

Robbins and Judge (2017) explained that performance is the result of work done by a person or group based on their role and responsibility. Another explanation says performance includes both effectiveness (how well something is done) and efficiency (how much is done using the least time or resources) (Yeh et al., 2016). In organizations, understanding performance helps explain how people behave and work together (Colquitt et al., 2019). Some common factors used to measure performance are teamwork, pay (Utama & Hasan, 2024), and skills or competence (Djaya, 2021).

Flammer (2015) introduced Reinforcement Theory, which says that people are more likely to repeat good behavior if they are rewarded for it. Competency-Based Theory says that having the right knowledge, skills, and attitudes helps people do better at their jobs. Studies have shown that workers who improve their skills through training usually perform better. This is especially true when they are also given enough pay and support. Skilled

and trained workers are better at adjusting to job needs and can make bigger contributions to the organization, especially when their efforts are rewarded properly.

Expectancy Theory by Vroom (1964) says that workers perform better if they believe their efforts will lead to good results, that those results will be rewarded, and that the rewards are important to them.

Teamwork is also important. According to Hanaysha (2016), teamwork means a group of people working together toward the same goal. Stott and Walke (2019) added that teamwork requires people to share skills and leadership. Teamwork can also help improve a person's skills (Manzoor et al., 2011). Many studies agreed that teamwork improves performance. For example, research by Khan & Mashikhi (2017), Samwel (2019), Bokaii (2023), and Puspitasari et al. (2024) all showed that teamwork has a strong and positive effect on how well employees do their jobs.

Besides teamwork, compensation or the rewards employees get, also matters. Pay, bonuses, and other benefits not only thank employees for their work but also help keep them motivated and happy in their jobs. Tumi et al. (2021) said compensation includes all forms of reward, such as money, goods, or services. When given fairly, these rewards can boost employee morale, job satisfaction, and loyalty to the company. Luthans et al. (2021) described compensation as all the rewards someone receives for their work. Stone et al. (2015) defined it as a full package of salary, bonuses, and benefits. Zafar et al. (2021) found that fair compensation helps maintain good work performance over time.

Competence, or having the right skills and knowledge, is another important factor. Alsabbah and Izwar Ibrahim (2013) said competence includes everything needed to do a job well, like skills, character, and ability. Armstrong (2021) described it as a mix of knowledge, skills, and behavior needed to meet job standards. Studies by Yaşar et al. (2013) and Geopani & Rochyadi (2024) showed that competence is one of the biggest factors that affects job performance.

While many researchers have looked at how individual factors like skills and pay affect performance, there are fewer studies on how teamwork helps improve the performance of lecturers in Indonesian universities. In fact, there is little research that combines teamwork, pay, and competence in one study to see how they all affect performance together.

Most earlier studies looked only at certain schools or regions. Because of this, it's important to do wider research across different colleges to get a more complete picture. This study was done to see how teamwork, compensation, and competence affect lecturer performance by using a method called path analysis. The goal is to better understand how these three things work together and to help schools create good strategies to improve how lecturers perform. Another goal is to add new ideas to the field of human resource management by studying how these factors connect in the case of lecturer performance.

This study gives a new way to look at lecturer performance by combining teamwork, pay, and competence in one model. It helps us understand how these factors support each other and how they work in the bigger picture of higher education in Indonesia. The study also gives practical suggestions for schools and the government, based on real data, to improve policies and teaching quality.

2.   METHODS

This study used a combination of descriptive and exploratory approaches to gain a complete understanding of the relationship between teamwork (X1), compensation (X2), lecturer competence (X3), and lecturer performance (Y). The relationship between these four variables was tested using the PLS path analysis model. Demographic variables were also included as control variables. These included information such as gender, age, education level, and work experience.

The population used in this study was the accessible population, and the sample was selected using the simple random sampling technique. This method gave each member of the population an equal chance of being

selected as part of the sample, helping to produce a fair and representative sample while reducing bias in the study (Khan et al., 2019).

Data collection took place from September 2024 to January 2025 and was carried out with lecturers in Banten. Data was collected through a questionnaire. Before the questionnaire was distributed, validity and reliability tests were conducted to ensure that the data collected would accurately reflect real conditions and provide clear and useful insights into the topic of the study (Palinkas et al., 2015).

The preparation of the research instrument began with understanding and outlining the variables to be studied. The next step was to define how these concepts could be measured in a practical way. This step is known as creating operational definitions, which help link theoretical ideas to things that can be measured clearly and directly.

3.   RESULTS & DISCUSSION

3.1   Results

This study involved a total of 79 respondents who were selected to represent various important variables, such as gender, age, education level, and work experience. This information aimed to provide a comprehensive demographic description to better understand the profile of lecturers in Banten.

Table 1. Demographics Respondents

Variables	Lecturer	Percentage (%)
Gender		
Man	41	51.90
Woman	38	48.10
Age		
25 - 30 Years	16	20.3
31 - 40 Years	55	69.6
Over 40 Years	8	10.1
Education		
Currently studying for S3	8	10.1
S2	48	60.8
S3	23	29.1
Experience Work		
3 -9 Years	29	36.7
10 - 15 Years	38	48.1
Above 15 Years	12	15.2

Source: Sample data of lecturers in Banten.

Out of the total respondents, the gender distribution was nearly balanced. A total of 41 individuals (51.90%) were male, while 38 individuals (48.10%) were female. This balance showed gender equality in the composition of lecturers in Banten, which is a positive indicator in human resource management, as it supports diversity of perspectives.

The majority of respondents were in the 31–40 age group, with 55 individuals (69.6%) falling into this category. Meanwhile, 16 individuals (20.3%) were aged 25–30, and 8 individuals (10.1%) were over 40 years old. Most lecturers were in their productive years, which was expected to enable them to contribute effectively to the implementation of the three pillars of higher education. This productive age range also reflected a high level of energy and adaptability to changes in the workplace.

In terms of education, most respondents held a master's degree, totaling 48 individuals (60.8%). Eight respondents (10.1%) held doctoral degrees, while 23 individuals (29.1%) were still pursuing doctoral studies. The

high proportion of lecturers with advanced education suggested that the lecturers in Banten were well-equipped and competent to support the three main functions of higher education. Additionally, the number of master's degree holders indicated strong potential for future policy development and educational innovation.

Based on work experience, most respondents had between 10–15 years of experience, totaling 38 individuals (48.1%). Another 29 individuals (36.7%) had 3–9 years of experience, while 12 individuals (15.2%) had more than 15 years of experience. These results showed that most lecturers had sufficient experience to support their professional responsibilities. Furthermore, the presence of senior lecturers with over 15 years of experience provided added value in terms of mentoring and supporting the development of junior lecturers.

Table 2. Average, Standard Deviation, and Correlation Intervariable

	Mean	SD	1	2	3	4	5	6	7	8
X1	2.80	0.902	-							
X2	3.09	0.808	.58**	-						
X3	2.93	0.913	.63**	.57**	-					
Y	2.81	0.930	.75**	.68**	.69**	-				
JND	0.44	0.502	0.04	0.10	0.15	0.12	-			
Age	1.81	0.675	-0.04	0.01	-0.08	-0.03	.33**	-		
PK	2.02	0.598	0.03	0.02	0.04	0.13	-0.14	0.06	-	
PND	1.72	0.685	-0.09	-0.06	-0.08	0.04	.24*	-0.09	.44**	-

Source: Processed primary data (2024). X1= team collaboration; X2=compensation; X3=lecturer competence; Y=lecturer performance; JND=gender; PND=education; PK=work experience

The mean values for the main variables showed teamwork at 2.80, compensation at 3.09, lecturer competence at 2.93, and lecturer performance at 2.81. The standard deviations ranged from 0.808 to 0.930, indicating that the variation in respondent data was moderate. Demographic variables such as age (mean = 1.81, SD = 0.675), work experience (mean = 2.02, SD = 0.598), and education (mean = 1.72, SD = 0.685) reflected the homogeneity of the respondents, suggesting a relatively uniform distribution.

The correlations between the research variables were also significant. Teamwork was positively correlated with compensation (r = 0.58; p < 0.01) and lecturer competence (r = 0.63; p < 0.01). Compensation also showed a positive correlation with lecturer competence (r = 0.57; p < 0.01). These findings indicated a strong relationship among the key variables, all of which contributed to lecturer performance. In addition, lecturer competence had a significant positive relationship with lecturer performance (r = 0.69; p < 0.01).

The correlation between gender and the main variables was not significant, with low correlation values ranging from r = 0.04 to 0.15. This indicated that gender did not have a meaningful influence on teamwork, compensation, lecturer competence, or lecturer performance. Similarly, no significant correlation was found between age and the research variables. The highest correlation involving age was with gender (r = 0.33; p < 0.01), which, while positive, was not directly related to the main research variables. Work experience also showed no significant correlation with the main variables, with values ranging from r = -0.14 to 0.13. Education had a significant correlation with gender (r = 0.24; p < 0.05) and work experience (r = 0.44; p < 0.01), but did not show a direct significant relationship with the main research variables.

These results from the bivariate correlation test suggested that teamwork, compensation, and lecturer competence were significantly and positively related to lecturer performance, demonstrating their direct contribution to improving performance. In contrast, demographic variables such as age, work experience, and education did not show significant correlations with the key variables, although some limited associations existed with control variables like gender. This analysis provided important insights into the relationships between variables in the study and could serve as a foundation for strategic decision-making aimed at improving lecturer performance.

3.1.1 Measurement Model

The measurement model was analyzed using the PLS-SEM (Partial Least Squares Structural Equation Modeling) approach, which allowed for the evaluation of relationships between latent variables using a reflective model. In this model, indicators were tested to ensure they accurately and precisely represented the variables being measured. The evaluation of the measurement model focused on three main aspects: reliability, convergent validity, and discriminant validity.

First, the reliability of the variables was measured using Cronbach's Alpha (CA) and Composite Reliability (CR). Cronbach's Alpha assessed the internal consistency of the indicators for each latent variable, while Composite Reliability evaluated the overall strength of the relationship between the indicators. These two measures provided insight into how reliably the indicators reflected the intended variable.

Next, convergent validity was assessed using the Average Variance Extracted (AVE), which showed the proportion of variance in the indicators that could be explained by the latent variable. A high AVE value (above 0.50) indicated that the indicators effectively measured the intended construct.

Lastly, discriminant validity measured whether the indicators of one latent variable did not also represent other latent variables. This was tested by ensuring that each latent variable had unique indicators that were not shared with others. According to Kock (2017), discriminant validity is confirmed when the square root of each variable's AVE is greater than its correlations with other latent variables.

Table 3. Measurement Model Results

Variables	Indicator	Factor Loading	Alpha	CR	AVE
X_1	KTM1	0.844	0.8 52	0.8 53	0, 705
	KTM2	0.790			
	KTM3	0.845			
	KTM4	0.877			
X_2	KOP1	0.786	0.771	0.767	0.596
	KOP2	0.822			
	KOP3	0.659			
	KOP4	0.752			
X_3	KMP1	0.796	0.852	0.864	0.693
	KMP2	0.850			
	KMP3	0.806			
	KMP4	0.876			
Y	KJP1	0.836	0.889	0.893	0.750
	KJP2	0.880			
	KJP3	0.864			
	KJP4	0.884			

Source: Processed primary data (2024). X_1= team collaboration; X_2= compensation; X_3= lecturer competence; Y=lecturer performance

Table 3 showed the measurement model results for the four variables: team collaboration (X1), compensation (X2), lecturer competence (X3), and lecturer performance (Y). The indicators were evaluated based on factor loadings, Cronbach's Alpha (CA), Composite Reliability (CR), and AVE values.

- collaborationTeam (X1) was measured using four indicators (KTM1–KTM4). Factor loadings ranged from 0.790 to 0.877, indicating strong contributions. The CA for X1 was 0.852, showing excellent internal consistency. The CR was 0.853, also indicating high reliability. The AVE was 0.705, exceeding the 0.50 threshold, meaning the indicators explained more than 70% of the variance in the variable.

- Compensation (X2) was measured using four indicators (KOP1–KOP4). Loadings ranged from 0.659 to 0.822. Although one loading was slightly lower, it remained acceptable. The CA was 0.771 and the CR was 0.767, both reflecting good reliability. The AVE was 0.596, indicating adequate convergent validity.

- Lecturer Competence (X3) was measured using four indicators (KMP1–KMP4), with loadings ranging from 0.796 to 0.876. The CA was 0.852 and the CR was 0.864, both showing strong reliability. The AVE was 0.693, which showed good convergent validity.

- Lecturer Performance (Y) was measured with four indicators (KJP1–KJP4). Factor loadings ranged from 0.836 to 0.893, demonstrating strong indicator contributions. The CA was 0.889 and the CR was 0.893, both indicating excellent reliability. The AVE was 0.750, suggesting that the indicators explained 75% of the variance in the latent variable.

Based on these results, all latent variables, namely team collaboration, compensation, lecturer competence, and lecturer performance, demonstrated strong reliability and validity. The CA and CR values confirmed internal consistency and reliability, while the AVE values showed that the indicators effectively measured their intended constructs.

Table 4. Validity Discriminant

Latent Variables	X_1	X_2	X_3	Y
X_1	**0.840**			
X_2	0.577	**0.722**		
X_3	0.631	0.574	**0.832**	
Y	0.749	0.685	0.695	**0.8866**

Source: Processed primary data (2024). X_1=team collaboration; X_2= compensation; X_3= lecturer competence; Y=lecturer performance.

Table 4 presented the results of discriminant validity testing using the square root of the AVE and the correlation coefficients between variables. According to Fornell and Larcker (1981), discriminant validity is confirmed when the square root of the AVE for each latent variable (shown in the diagonal of the table) is greater than its correlations with any other latent variable (shown in the off-diagonal). This method helps confirm that each construct is different from the others in the model.

In Table 4, the diagonal values represent the square roots of the AVE for each latent variable, while the off-diagonal values show the correlation between the variables. To meet the standard for good discriminant validity, each diagonal value must be higher than all corresponding correlations.

- Team Collaboration(X1) had a square root of AVE value of 0.840, which was greater than its correlations with X2 (0.577), X3 (0.631), and Y (0.749). This showed that X1 could be clearly distinguished from the other variables.

- Compensation (X2) had a square root of AVE of 0.722, which was also higher than its correlations with X1 (0.577), X3 (0.574), and Y (0.685), indicating good discriminant validity.

- Lecturer competence (X3) had a square root of AVE of 0.832, exceeding its correlations with X1 (0.631), X2 (0.574), and Y (0.695), again confirming good discriminant validity.

- Lecturer performance (Y) had the highest square root of AVE, at 0.886, which was greater than its correlations with X1 (0.749), X2 (0.685), and X3 (0.695). This demonstrated that Y was well distinguished from the other variables.

Based on the analysis in Table 4, it could be concluded that all latent variables in this research model had good discriminant validity. The square roots of the AVE for each variable were higher than the correlations with other variables, confirming that each construct was unique and not overlapping with others. Therefore, the measurement model used in this study met the standards for discriminant validity as suggested by Fornell and Larcker (1981) and Hair et al. (2011).

3.1.2 Structural Model

The structural model in this study was analyzed using two key indicators: the f^2 (effect size) and the R^2 (coefficient of determination) values. The f^2 value was used to measure the strength of the influence of

independent variables on the dependent variable. Meanwhile, the R² value showed how much of the variation in the dependent variable could be explained by the model.

Both of these indicators were important for evaluating the overall quality and strength of the research model. They also helped explain how well the relationships between the variables were described by the model.

Table 5. Summary of Structural Model

Hypothesis	Track	β	Mark				Decision
			t	ρ	f^2	R^2	
H1	KTM → KMP	0.449	4,425	0,000	0,251	0.464	
H2	KOP → KMP	0.314	2,738	0.006	0.123		
H3	KTM → KJP	0.412	4,694	0,000	0.296		
H4	KOP → KJP	0.295	3,755	0,000	0.169	0,695	
H5	KMP → KJP	0.266	2,360	0.018	0.125		

Source: Processed primary data (2024); KTM = team collaboration; KOP = compensation; KMP = lecturer competence; KJP = lecturer performance.
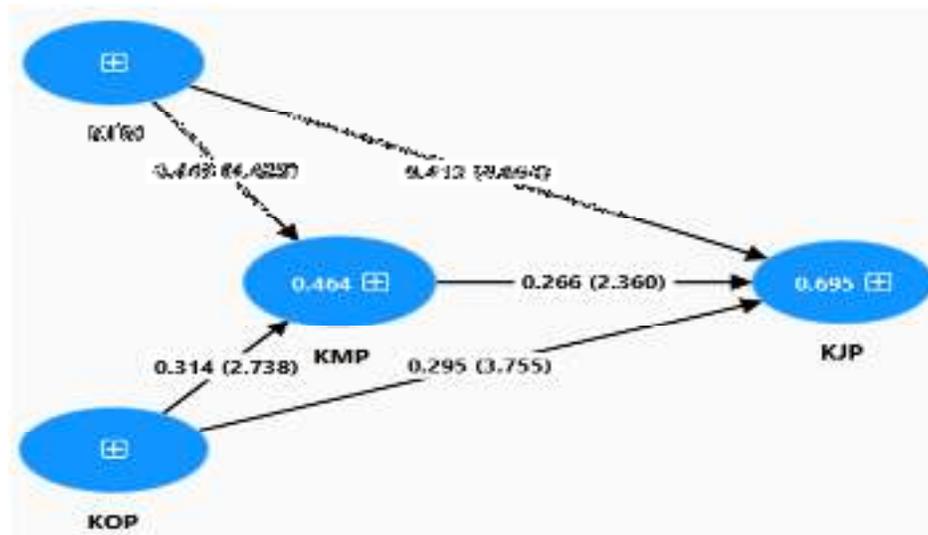

Figure 1. Structural Model

Table 5 and Figure 1 presented the results of the structural model analysis, which showed the relationships between the independent and dependent variables in this study. Each hypothesis was tested using the path coefficient (β), t-value, significance value (ρ), effect size (f²), and the proportion of explained variance (R²). This analysis provided a clearer understanding of how each independent variable contributed to the dependent variables.

Hypothesis H1 tested the influence of team collaboration (KTM) on lecturer competence (KMP). The results showed β = 0.449, t = 4.425, and ρ = 0.000, indicating a significant and positive effect. The effect size (f² = 0.251) suggested a moderate to large impact, while the R² value of 0.464 indicated that 46.4% of the variability in lecturer competence was explained by this model.

Hypothesis H2 examined the influence of compensation (KOP) on lecturer competence (KMP). The results were β = 0.314, t = 2.738, and ρ = 0.006, showing that compensation had a significant influence, although smaller than team collaboration. The effect size (f² = 0.123) showed a moderate effect, confirming that compensation contributed meaningfully to improving lecturer competence.

Hypothesis H3 tested the effect of team collaboration (KTM) on lecturer performance (KJP). The results (β = 0.412, t = 4.694, ρ = 0.000) indicated a strong and significant influence. The effect size (f^2 = 0.296) reflected a large effect, and the R^2 value of 0.695 showed that 69.5% of the variation in lecturer performance could be explained by this variable.

Hypothesis H4 examined the impact of compensation (KOP) on lecturer performance (KJP). With β = 0.295, t = 3.755, and ρ = 0.000, compensation had a significant but smaller effect compared to team collaboration. The effect size (f^2 = 0.169) showed a moderate influence, highlighting the importance of fair compensation in improving lecturer performance.

Hypothesis H5 tested the effect of lecturer competence (KMP) on lecturer performance (KJP). The results (β = 0.266, t = 2.360, ρ = 0.018) showed a significant but relatively smaller effect. The effect size (f^2 = 0.125) suggested a small yet meaningful contribution of competence to performance.

Based on the structural model results in Table 5, it could be concluded that team collaboration (KTM) had the strongest influence on both lecturer competence (KMP) and lecturer performance (KJP). Compensation (KOP) also had a significant effect on both dependent variables, though to a lesser extent. Meanwhile, lecturer competence (KMP) also played an important role in improving performance, even if the effect was smaller. Overall, the model demonstrated a strong ability to explain the variation in lecturer competence and performance, as shown by the high R^2 values for both dependent variables.

3.2 Discussion

3.2.1 The Influence of Teamwork on Lecturer Competence

Teamwork had a significant influence on improving lecturer competence, especially in the context of higher education institutions in Banten. Lecturer competence in this setting not only referred to individual technical skills but also included the ability to collaborate effectively with others. Team collaboration allowed lecturers to share knowledge, skills, and experiences, which in turn enhanced their individual capabilities in performing their roles (Aga et al., 2016).

The study showed that in collaborative teams, members did not only learn from each other's professional experiences but also developed better social and communication skills. For instance, lecturers who worked together with academic staff were more likely to share information, solve problems collectively, and manage learning activities more efficiently. This process contributed to competence development in areas such as decision-making and problem-solving. For example, in challenging situations, a team's ability to work in synergy could lead to quicker resolutions and improved outcomes (Goetz et al., 2018).

Moreover, teamwork helped lecturers develop emotional and social competence, which was crucial in a high-pressure educational environment. In teams, members could offer emotional support and constructive feedback, aiding both personal and professional development. This created a culture of continuous learning, where lecturers felt supported in upgrading their skills (Yi, 2016). Strong teamwork fostered mutual trust and respect, which were essential to enhancing competence within educational institutions.

Therefore, effective team collaboration among lecturers in Banten served as a key factor in improving competence. Teams that communicated effectively and worked synergistically improved not only technical but also emotional and social skills. As a result, this positively impacted the overall quality of lecturers in the region. Higher education management should, therefore, foster a strong culture of collaboration and provide training and opportunities to improve teamwork skills.

3.2.2 The Influence of Compensation on Lecturer Competence

Compensation—both financial (salaries, allowances, incentives) and non-financial (awards, recognition, development opportunities)—played a critical role in influencing lecturer competence. Adequate compensation motivated lecturers to improve their capabilities and performance. Numerous studies have linked good compensation to increased job satisfaction, which subsequently contributes to enhanced competence. Lecturers

who felt financially valued were more motivated to upgrade their skills and knowledge, thereby improving their competence in their daily work (Zafar et al., 2021).

Fair and competitive compensation also helped retain qualified lecturers. When lecturers felt that their efforts were matched by appropriate rewards, they were more likely to remain in the institution and continue to grow professionally. This retention contributed to long-term competence, as experienced lecturers continued to update their knowledge and skills to meet institutional standards. In addition, financial stability allowed lecturers to focus on self-development without being burdened by financial concerns (Nazir et al., 2016).

Beyond financial compensation, non-financial incentives such as training, workshops, or access to further education also significantly contributed to competence development. By including professional growth opportunities in the compensation package, institutions directly supported the enhancement of lecturer capabilities aligned with the tridharma of higher education.

In the context of Banten, providing fair and comprehensive compensation was essential for improving lecturer competence. By aligning compensation with expected outcomes and offering continuous development opportunities, higher education institutions could improve the quality of academic services. Thus, it was vital for university management to design compensation systems that addressed both financial security and professional development needs.

3.2.3 *The Influence of Teamwork on Lecturer Performance*

Teamwork played a crucial role in shaping lecturer performance in Banten. When team members worked effectively together, they could share knowledge, skills, and experience to achieve common goals. In academic settings, collaboration among lecturers improved the efficiency and quality of services delivered. Lecturers who communicated well and supported one another tended to complete tasks more accurately and efficiently, leading to higher levels of productivity and service quality (O'Neill & Salas, 2018).

Previous research also showed that strong team collaboration fostered mutual trust and respect. It helped teams make better decisions and manage conflicts more effectively (Edmondson, 1999). In higher education, where knowledge exchange and skill development require cooperation, building collective capacity through trust and collaboration was vital. Lecturers who shared information openly and supported each other were better prepared to face challenges and deliver quality services aligned with the tridharma of higher education. In contrast, weak collaboration often resulted in miscommunication, delays, and reduced performance.

Additionally, teamwork was closely tied to motivation. When lecturers felt like valued members of a successful team, they were more likely to be committed and contribute actively. This enhanced job satisfaction and a sense of belonging, which positively affected both individual and collective performance (Bacon & Blyton, 2006). At universities in Banten, a supportive atmosphere that encouraged collaboration and constructive feedback created a more productive and positive working environment.

In conclusion, effective teamwork directly improved lecturer performance by enhancing communication, building trust, and motivating staff. Therefore, higher education leaders must promote a collaborative work culture through team-building training, adequate facilities, and incentives for high-performing teams.

3.2.4 *The Influence of Compensation on Lecturer Performance*

Compensation significantly affected lecturer performance in Banten. This included salaries, bonuses, allowances, and other benefits that acted not only as rewards but also as strong motivators. Lecturers who received fair and appropriate compensation for their efforts were more likely to be motivated and perform better. Adequate compensation improved their economic well-being and encouraged greater dedication to their professional responsibilities.

In high-pressure academic environments, where service quality and outcomes were critical, equitable compensation was vital for maintaining performance. Alongside financial compensation, non-monetary rewards—such as performance recognition, certificates of appreciation, or public acknowledgment—also played a

meaningful role in enhancing performance (Mayes et al., 2017). These elements created a supportive work environment that contributed to the satisfaction of both students and the broader community.

The combination of fair pay and recognition fostered a climate of excellence and accountability. Therefore, university leaders in Banten needed to continuously evaluate and improve their compensation policies to ensure they were aligned with the evolving needs of lecturers and the demands of the education sector.

4. CONCLUSION

This study not only provided a strong theoretical framework but also offered practical recommendations for organizations in designing more effective human resource management strategies. These recommendations are detailed as follows:

The findings of this study indicated that teamwork significantly improves lecturer competence, which can be achieved by enhancing the effectiveness of team collaboration. Strengthening coordination and synergy among team members played a key role in this process. Effective coordination ensures that each team member clearly understands their roles and responsibilities, enabling tasks to be completed efficiently without duplication of effort. In the context of higher education, where decisions often need to be made swiftly and accurately, well-coordinated teams facilitate organized workflows and smooth collaboration across various units, including academic and administrative staff. Additionally, synergy within a team fosters an environment where members complement and supports one another, leveraging individual strengths to achieve shared goals.

The study also found that compensation is an important factor in improving lecturer competence, which can be realized by offering competitive salaries and relevant allowances. Compensation serves not only as recognition of effort but also as a powerful motivator for lecturers to enhance their skills and knowledge. When lecturers feel financially appreciated—through performance incentives, allowances, or other benefits—they are more likely to be proactive in developing their professional abilities. In several higher education institutions in Banten, supplementary benefits such as training subsidies, performance-based bonuses, or professional certification incentives proved to be effective in encouraging competence development among lecturers.

Furthermore, the study showed that teamwork has a direct impact on lecturer performance. Enhanced team effectiveness leads to greater synergy, enabling members to complement each other's strengths and collaborate toward shared outcomes that surpass individual efforts. This synergy allows for the integration of diverse expertise, experiences, and perspectives, thereby improving the team's ability to address complex work challenges. In educational environments, this leads to more efficient processes and better quality outcomes in teaching, research, and service activities.

The research also confirmed that compensation plays a critical role in improving lecturer performance. Competitive salaries and adequate benefits contribute to job stability and satisfaction. When lecturers feel that their compensation is aligned with their contributions, they are more focused, committed, and motivated in performing their roles. Optimal compensation provides lecturers with the necessary financial security, enabling them to concentrate on their professional responsibilities and invest in continuous development, ultimately leading to better performance outcomes.

Finally, the study demonstrated that lecturer competence is a key determinant of lecturer performance. Improving competence directly contributes to enhanced performance and can be achieved through strengthening both technical skills and work-related attitudes. Competence encompasses not only subject-matter knowledge but also interpersonal and practical skills that enable lecturers to perform their duties effectively. Positive work attitudes, such as discipline, accountability, and teamwork, further supported lecturers in overcoming challenges and achieving higher levels of performance.

5.   ACKNOWLEDGMENTS

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