

A Reflection and Relevance of Lectures and Organizational Performance in The Pandemic Time Covid-19.

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Abstract. This study aims to determine the effect of lecturer competence and commitment on their teaching performance during the Covid-19 pandemic which was remotely (online) carried out through the e-learning website. The respondents were 80 permanent lecturers of the faculty of teacher training and education. A quantitative approach with ex post facto study design and path analysis with SPSS v.21 was used. The results showed that the competence variable had a higher influence of 14.5% while commitment was 7.8%. Lecturers who are competent and highly committed in implementing distance learning are able to carry out their teaching duties well.

Keywords: Competence; Commitment; Lecturer Performance; Distance Learning.

INTRODUCTION:

Improving the quality of education has a series of improvement activities including the curriculum, developing educational facilities and increasing the implementation of teaching. Likewise with the conditions and learning problems during the current Covid-19 pandemic. All the activities of the learning in all universities are not longer carried out by face to face but they are done fully by online learning. The Distance Learning Model (DLM) is an alternative choice to keep the process and the achievement of learning objectives (knowledge transformation) (Liu et al., 2016). All universities have provided learning facilities that are integrated with internet technology in the form of a Moodle-based e-learning website (LMS) to facilitate the implementation of the DLM. The using of Moodle as a Learning Management System (LMS) is believed can facilitate the needs of the DLM curriculum

because it has several features such as: material files, discussion forums, chat, file exchange, email notifications, notification dashboards, progress reviews, search in courses, and others. so that learning can be optimized compared to other e-learning systems (Kampa, 2017). The existence of this learning facilities, it is hoped that the learning process will continue even though from a distance and the objectives of learning can be achieved well and it also gives a good impact on the performance of lecturers and organizations. The problem of human resources (HR) has always been the focus and benchmark for the survival of every institution. HR entities should always be considered in all their performances and needs, because every human being outwardly strives to meet all needs and will be willing to carry out an activity that functions to meet them. This is assumed to be a driving factor towards their performance which

becomes a reflection of the institutions' performance. It should be seen as a process of how work takes place to achieve results.

The observations toward the teaching performance of lecturers at the Faculty of Teacher Training and Education (FTTE) Muhammadiyah University of North Sumatra (UMSU) during the Covid-19 pandemic in 2020 actually did not reflect ideal teaching services to students as expected by the university, namely the implementation of curriculum and DLM with website facilities e-learning.

This condition can be seen from the low number of lecturers using the e-learning website facility in DLM. In general, lecturers prefer to use the Whatsapp application for reasons that it is easy to use (familiar). Even if they take advantage of the e-learning website, it is limited to presenting learning material files or as evidence of the reason for using the e-learning website. In fact, there are quite a lot of facilities (features) available on the e-learning website that can be used to improve the learning process and quality for students. This condition is a phenomenon of how lecturers' (teaching) performance was during the Covid-19 pandemic. This condition indicates that there is disobedience of lecturers in succeeding the DLM as a form of organizational performance (university) during the Covid-19 pandemic which leads to low commitment to lecturers' organizations. Then, this condition also indicates the lack of lecturers competence in developing technology-based learning.

Many students complain, they feel that they are not properly facilitated in DLM. Learning is carried out more on doing learning tasks, as well as the lack of information sources and enrichment provided by lecturers in learning, and there is almost no direct (synchronous) interaction and communication in learning. This conditions of course can be minimized if lecturers design and implement learning properly, especially during the Covid-19 pandemic, namely by using the right Learning Management System (LMS) such as the Moodle-based e-learning website provided by the university. Therefore, the suitability of the performance (real behavior) displayed by the lecturer in carrying out their duties and responsibilities as academic functional staff, a strong legal relationship with educational goals and adherence to the rules set by the university (in accordance with norms and ethics) is seen as the performance of the lecturer (productive

behavior) which is influenced by competence and commitment which becomes motivation in their work in an effort to increase student learning achievement and organizational performance, especially during the Covid-19 pandemic.

Several theories and research results conclude that what differentiates one competency from another is motivation and the ability to think analytically. One of the internal factors that exist in each individual as described by this expert is the competence that affects each performance in the form of a set of knowledge, skills and behaviors that each individual (employee) must have, live and master (Labola, 2019); (Manurung & Riani, 2017); (Busro, 2018)

(Aguinis, 2019) stated that, "performance is about behaviour or what employees do and not about the results of their work or what they produce." This was supported by (Al Zefeiti & Mohamad, 2017) identifying organizational commitment with three items, namely: (1) employee acceptance of organizational values and goals, (2) readiness and willingness to work seriously on behalf of the organization and (3) the desire to maintain their membership. Conversely, the withdrawal attitude shown by employees through concrete actions to avoid work either in the short or long term contradicts the previous dimensions which indicated low employee organizational commitment (Yahaya & Ebrahim, 2016),

Based on this explanation, the measurement of a lecturer's commitment depends on the desire either strong or weak, to remain a member of the organization which is indicated by a sense of trust, involvement in the organization and loyalty, or leaving to search for employment opportunities elsewhere.

The formulation of the problem in this study is how the teaching performance of lecturers during the Covid-19 pandemic is affected by both competence and commitment aspects. Therefore, this study aims to discover how much influence the competence of lecturers (IT knowledge and skills) and organizational commitment of their performance (teaching) in the FTTE of UMSU environment has on distance learning, especially during the Covid - 19 pandemic.

METHOD

This study is a quantitative approach

with ex post facto study design was used in which, the facts were disclosed based on the measurement of symptoms that have been owned or testing what will happen whose variables were not controlled nor manipulated by the studier. The population consisted of all 101 permanent lecturers in the FTTE of UMSU and a sample of 80 individuals who carried out distance learning (online) in the 2020-2021 academic year during the Covid-19 pandemic.

A survey method was used to obtain data and the study was carried out by distributing instruments, documentation, observation and data on the ordinal scale of the Likert scale model. A univariate regression model was used for the analysis to measure the effect of employee commitment and competence on their performance in the following equation: $X_3 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$

This research model is a combination of regression and correlation, so path analysis is used as follows:

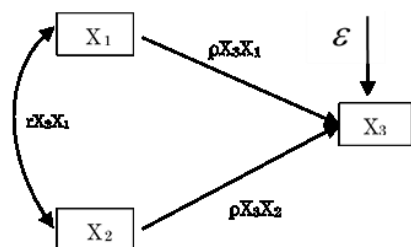


Figure 1. Study Path Analysis Model

Information:

X1 = Competence

X2 = Commitment

X3 = Teaching performance

RESULTS AND DISCUSSION

Result

Average ideal score with the standard deviation was used to test the tendency for each study variable for the tendency category described the Competency variable as good (63.75%), Commitment as very good (67.50%) and Lecturer Performance (teaching) variable as not good (51,25%).

Tendency testing for the normality test results shows that the Asymp. Sig (2-tailed) $> \alpha$. The result of this study variables are normally distributed.

Based on the results of the Linearity Test of significance, the partial effect of X_1 to X_3 , X_2

to X_3 , as well as the X_1 , X_2 to X_3 simultan, that all the results of the linearity test are the significance of $F_{count} > F_{table}$ with a significance level of 0.05, as well as the results of the regression significance test at all of them have a significant value $F_{count} < F_{table}$. The results of this analysis conclude that all forms of regression are linear and meaningful at the α level of 0.05.

The path coefficient from the results of the correlation coefficient between variables is calculated based on the structure. Based on the results of the correlation test, hypothesis testing, and ANOVA test of research variables (X_1 , X_2 to X_3) at ANOVA or Ftest, the Fcount value is 17.189 with a probability of 0.000. This is because the probability is not up to 0.05. Therefore, the regression coefficient of Competence (X_1) and Commitment (X_2) is not equal to zero, or that the two independent variables simultaneously affect the teaching performance of lecturers. It also means that the coefficient of determination R^2 is not significant nor equal to zero.

This is seen in the Test Results of the Coefficients X_1 , X_2 to X_3 , that the theoretical model developed in this study and the results of the coefficient calculation, it is stated that the value of the t_{count} of the two path coefficients is greater compared to that of the t -table with a value of Sig $< \alpha = 0.05$, therefore, the two path coefficients are significant and all paths are mean.

The hypothesis of this study states that the level of teaching performance of the lecturers (X_3) is directly influenced by both Competence (X_1) and Commitment (X_2). Therefore, the hypothesis is proposed:

Ho : $P_{3-21} = 0$: Competence (X_1) and

Commitment (X_2) simultaneously have no effect on the teaching performance of the lecturers (X_3).

Ha : $P_{3-21} > 0$: Competence (X_1) and

Commitment (X_2) simultaneously affect the teaching performance of lecturers (X_3).

The test criterion is: reject Ho or accept Ha if the significance value of Fcount < 0.05 and > 0.05 respectively. From the results of calculations carried out on the overall test (simultaneous) for the study structure, the Fcount value is 17.189 with a significance level of 0.000, which means either Ho is rejected or Ha is accepted. Therefore, based on the results of the calculation, it is concluded that Ho is rejected and Ha is accepted, which means there is a simultaneous positive influence between

competence (X_1) and commitment (X_2) on the teaching performance of lecturers (X_3).

The amount of R Square contained in the Model Summary table is 0.309, which indicates that the contribution or contribution of the influence of X_1 , X_2 on X_3 is 30.9% while the other variables outside the study contributed the other part. Therefore, $\rho_{X_3\epsilon} = \sqrt{1-0.309} = 0.691$ is the path coefficient ϵ (variables outside the model).

From the regression analysis, the equation $X_3 = 0.421 + 0.382X_1 + 0.280X_2 + 0.691\epsilon$ is obtained. The effect of lecturer teaching performance (X_3) on the independent variable (X_1, X_2) as shown by the regression equation has a constant number of 0.421, which means that every decrease or increase of one unit of competency (X_1) and commitment (X_2) variables directly has an impact on the teaching performance variable.

The path coefficient prices obtained from the calculation results shows the path diagram image as follows:

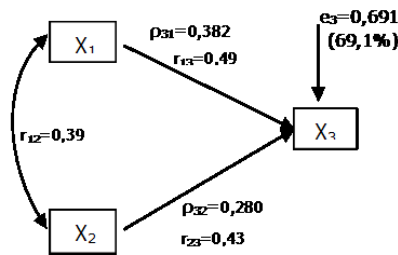


Figure 2. Study Variable Path Diagram

Figure 2, explained that the skills (X_1) variable had the greatest direct influence on the teaching performance of lecturers

Discussion

a) Competence has a direct effect on Lecturer Performance

Based on the results of empirical tests conducted on the proposed theoretical model as well as the results of the path analysis model in the study, empirically proves that the competence of FKIP UMSU lecturers also affects how their teaching performance in DLM (online) during the Covid-19 pandemic. This is in line with (Meroni et al., 2015) which empirically proves that teacher skills seem to have a positive effect on student achievement so that the quality of a teacher is important. Likewise with the results of the Study of Teacher Preparation Programs in the United States, Andreas Schleicher, OECD Director for Education and Skills, said that "Teachers are the

key to current knowledge, where good education is an important foundation for the success of students in the future (Zhang & Zeller, 2016). This finding is also reinforced by the results of research by (Manik & Syafrina, 2018) and (Opatha, 2021), which prove that the competence of a lecturer has a positive and significant effect on student performance and satisfaction in lectures and will greatly support the conditions in which the lecturer will succeed in carrying out its tridharma duties.

In this digital technology era, the role and function of teaching staff (lecturers) has become much broader. The rapid development of technology and information now provides a wide space for each student to explore various sources of knowledge they want. Lecturers must always improve their competence in order to be companions and facilitators in the exploration of knowledge carried out by students. The role of teaching staff (lecturers) is no longer limited to delivering material in front of the class, but must be able to be a solution maker for learning problems faced by students in obtaining various knowledge and making graduates ready to face the demands of the times.

The existence of an e-learning website facility at FKIP UMSU is certainly the most appropriate alternative solution provided by the university to facilitate all the needs of the distance learning process during the Covid-19 epidemic so that learning can run well. This is supported by the results of research conducted by (Sukanto, 2020) that Distance Learning with website-based e-learning media is a learning solution during the Covid-19 pandemic. Therefore, in the digital era (RI 4.0), especially during the Covid-19 pandemic, every lecturer must be able and skilled (competent) in operating ICT-based learning media such as e-learning websites and the like so that the learning process is able to facilitate learning. the needs of students in learning and learning become more meaningful.

b) Commitment has a direct effect on Lecturer Performance

Likewise, the results of empirical tests on the organizational commitment of FKIP UMSU lecturers also influenced how their teaching performance in DLM (online) during the Covid-19 pandemic. In a pandemic condition, lecturers are not only required to be competent in using technology. However, how is their commitment in designing and

implementing distance learning so that it is carried out well. Based on the dimensions of organizational commitment, it shows that FKIP UMSU lecturers with their organizational commitment are still trying to do their job well even in during distance learning condition. This is also based on the results of the tendency test on the variable data of the lecturers' organizational commitment which are generally in the very good category.

(Maia et al., 2016) who suggests that individuals with high organizational commitment will be proud to be part of the organization and work with high performance (Ekowati et al., 2017), as well as the results of research conducted by (Harwiki, 2016), (Renyut et al., 2017), (Khunsoonthornkit & Panjakajornsak, 2018), who show that contextual performance is influenced by organizational commitment. This presentation shows that all the performance and loyalty activities carried out by FKIP UMSU lecturers in teaching assignments during the Covid-19 pandemic become a form of commitment which shown to their organization.

The results of the tendency of the excellent lecturer organizational commitment variable during the Covid-19 pandemic are confirmed by the level of the e-learning website usage in teaching and learning (Figure 3) and does not actually reflect the strong commitment of the lecturers because their teaching performance is not in accordance with the wishes and organizational goals to carry out these processes through the e-learning website

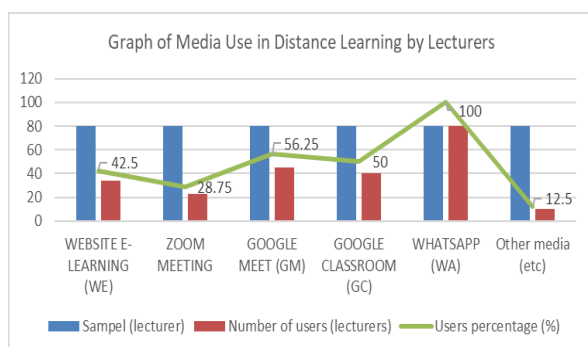


Figure 3. Various media used by lecturers in distance learning

c) Competence and Commitment have a direct joint effect on Lecturer Performance

Based on the testing of the third hypothesis it shows that simultaneously Competence and Organizational Commitment owned by FKIP UMSU lecturers affect their

performance. However, if this hypothesis testing is related to the results of the test for the tendency of the lecturer performance variable (teaching during the Covid-19 pandemic), the lecturers' performance tends to be not good. The assumption of the tendency for poor lecturer performance in teaching during the Covid-19 pandemic is due to the lack of competence of lecturers related to knowledge and skills in the field of information and technology. From the questionnaire items, it is known that the average IT knowledge and skills possessed by lecturers in their teaching performance are still at the level of operating computers, microsoft office, email, browsers and some simple e-learning applications. Of course this is not sufficient, because in the implementation of distance learning that utilizes the e-learning website, the knowledge and skills of lecturers in elaborating various sources and media are needed. As the results of research conducted by (Harto, 2018); (Helaludin, 2019), entering the era of the current industrial revolution 4.0, the world of higher education (university) must immediately improve in preparation. Lecturers as a determining factor in the progress of education are required to always upgrade their skills and abilities so that they can compete and survive the turmoil of this industrial 4.0 era.

Likewise with commitment, even though the results of the tendency test for lecturer commitment were categorized as very good, when analyzing the questionnaire of lecturer performance variables, it was found that teaching activities which is carried out by lecturers during the Covid-19 epidemic period were very few lecturers who used the e-learning website in their teaching (see Figure 3), lecturers use a lot of technological facilities that they think good for them and easy to use, such as the Whatsapp (WA) group, Google Classroom (GC), and Google Meet (GM). The hard efforts (performance and loyalty) made by lecturers in teaching (DLM) during the Covid-19 pandemic were actually not in accordance with the wishes and goals of the University. This is understood as a result of the low level of mastering and applying of IT in learning that is carried out by lecturers. they have not been able to elaborate more creative and innovative learning strategies during the Covid-19 pandemic. The work commitment shown by the lecturer is artificial and unprofessional. Every lecturer should strive to improve their competence independently, especially in the fields of information and

technology so that they can perform teaching well and loyalty based on the wishes and goals of the organization, namely the implementation of creative and innovative teaching and distance learning by utilizing the e-learning website provided by the university.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the study and data analysis, it was concluded that lecturer competence and commitment simultaneously have a significant positive effect of 30.9% on their performance, while other variables outside this model determines the remaining 69.1%. Furthermore, lecturer competence and commitment have a partial positive impact of 0.382 and 0.280 respectively with a significance of $0.000 < 0.05$ and $0.008 < 0.05$ respectively on lecturer performance. Of the two exogenous variables, the lecturer competence variable has a stronger effect on lecturer performance compared to the commitment variable. Therefore, there is a need to improve lecturer competence in the operation and utilization of IT in their teaching performance to ensure a better continuity of distance learning in the 4.0 industrial area especially during the Covid-19 epidemic while their organizational commitment is intact and synergizes with desire and organizational goals.

The main factor that needs to be considered with improved efforts to achieve specific organizational goals in the implementation of education and learning during the Covid-19 pandemic, is the knowledge and skills to operate technological devices and their usage in teaching activities which is related to lecturer competence. This is achievable through the participation of lecturers in various training programs, development of information and technology competencies and IT-based distance learning strategies while the faculties and universities should function as facilitators to ensure this is properly carried out.

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