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Pandemic Covid 19: Academic Culture, Lecturer Ability, And Lecturer Performance

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ABSTRACT

This research is entitled Pandemic Covid 19; Academic Culture, Lecturer Ability, Lecturer Performance. This study aims to determine the effect of the Covid 19 pandemic on changes in Academic Culture and Lecturer Ability and its impact on Lecturer Performance. This research was conducted on permanent lecturers at STIE Mahardhika Surabaya, STIE Pancasetia Banjarmasin and STIE Cendekia Karya Utama Semarang. Members of the population of this study amounted to 296 people. The sample using the Slovin formula is 74 people. This approach uses a quantitative approach with path analysis tools. Based on the analysis, it was found that the Covid 19 Pandemic had a significant effect on changes in Academic Culture and Lecturer Competence but had an insignificant impact on Lecturer Performance. Meanwhile, Academic Culture and Lecturer Competence also affect Lecturer Performance.

Keywords: Covid 19 Pandemic, Academic Culture, Lecturer Competence, Lecturer Performance

INTRODUCTION

The COVID-19 pandemic has brought changes to various activities. These changes occur in multiple sectors, including the economy, education, tourism, religion, environment, social culture, health, etc. It is not only the economic side that is directly affected but also our interrelationships as humans (Noor, Cicik, Shenna, & Afdhally, 2021).

The COVID-19 pandemic has also changed the health care system for the community. The COVID-19 pandemic has prompted a more serious discussion about the mastication of mental health services as one of the most critical issues in the world. Mental health disorders that are often hidden from view have a broad spectrum (Mawarpury et al., 2018) (Ridlo, 2020)

The occurrence of the Covid-19 pandemic, which is a non-natural disaster, is one of the factors from the external environment that has an impact on decreasing conventional (offline) business activities but can increase innovative business activities based on online platforms (Taufik & Ayuningtyas, 2020)

The education sector is one of the most affected sectors. Government policies to deal with the COVID-19 pandemic impact all aspects of life, including the world of campuses. The determination of the National Disaster has closed almost all campuses since mid-March 2020 (Adiawaty, 2020).

With the Covid-19 pandemic, the lecture process must be carried out online. This, of course, requires adjustment in many ways. Universities must complete teaching and learning facilities by utilizing more sophisticated information technology. Besides preparing quality e-learning modules, reliable technicians and programmers, fast internet networks, it also demands an increase in the competence of lecturers in carrying out online lectures.

Online learning requires better lecturer skills. According to (Dewi, 2020), Covid 19 has had such a significant impact on education to break the chain of transmission of the COVID-19 pandemic; learning that is usually done at school is now learned at home using various applications such as the teacher's room, classroom, zoom, goggle doc, goggle. Forms or WhatsApp. According to (Pakpahan & Fitriani, 2020), The results of research observations carried out, the use of information technology at the Bina Sarana Informatika University campus to support the Government's work in suppressing the spread of the COVID-19 coronavirus.

This research formulates the problem as follows:

- a. Has the COVID-19 pandemic affected academic culture?
- b. Does the COVID-19 pandemic affect the competence of lecturers?
- c. Does the COVID-19 pandemic affect the performance of lecturers?
- d. Does academic culture affect lecturer performance?
- e. Does the competence of lecturers affect the performance of lecturers?

LITERATURE

Coronavirus (COVID-19) is an infectious disease caused by a new version of the coronavirus discovered at the end of 2019. Most of the disorders experienced by individuals infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment (Zhou, 2020 in (Noor et al., 2021))

According to (Noor et al., 2021), the indicators of the COVID-19 pandemic are:

- a. the inherent risk of covid-19 transmission
- b. massive testing,
- c. equipment availability
- d. health protocol.
- e. Social distancing

The COVID-19 pandemic has changed the academic culture. Applying the concept of organizational culture in universities (literary culture) is not much different from using other organizational culture concepts (Hartnell et al., 2011).

Academic culture can be understood as a totality of academic life and activities that are lived, interpreted, and practiced by academic community members, especially in educational institutions. (Sudarmanto et al., 2021)

Quoting the opinion of Khaerudin Kurniawan (2010), which states that academic culture as a higher education sub-system plays an essential and crucial role in efforts to build and develop the culture and civil society of the nation and the State in general (Suteja, Dba, & Suteja, 2020) According to Shen (2012:61), university academic culture mainly consists of theoretical views, intellectual spirit, educational ethics, and academic environment (Zarkasyi, 2017)

Academic Culture Schein (2004) in (Mulyati, 2017) describes six characteristics of academic culture in universities, namely: 1) Observed behavioral regularities; is the academic culture in higher education is characterized by the regularity of the way the entire academic community acts that can be observed, 2) Norms; academic culture in tertiary institutions is marked by norms containing standards of community behavior, 3) Dominant values; if it is related to the challenges of education in Indonesia today regarding the achievement of the quality of education, the academic culture in higher education should be placed within the framework of achieving the quality of education which includes aspects of input, process, output and outcomes, 4) Philosophy; organizational culture is characterized by the belief of all members of the organization in seeing something intrinsically, 5) Rules; Organizational culture is marked by the provisions and rules of the game that bind all members of the organization. Each university has specific rules and regulations sourced from internal and external policies. In this case, the Government binds the entire civitas in behaving and acting in the organization, 6) Organization climate; An organizational environment characterizes organizational culture.

Covid 19 also has an impact on changes in lecturer competencies. Lecturers who could only teach face to face inevitably have to have the skills to use online learning facilities, starting from preparing lecture materials, preparing attendance forms, preparing video conferences, assignment and exam materials, and even giving grades.

Lecturer competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by lecturers in carrying out professional duties with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students through the field of education (Djamarah, 2010).); Majid, 2009; Taranto, 2010; Association of Legislations, 2011)

Competence is the essential part of achieving performance. Competence describes a person's qualifications or abilities, both qualitative and quantitative. (Perdana, 2018).

Indicators of lecturer competence are pedagogic competence, personality competence, social competence, and professional competence.

The COVID-19 pandemic, which impacts changes in academic culture and the ability of lecturers, will also affect the performance of the tri dharma owned by lecturers.

The Ministry of National Education (2004) states that lecturer performance is the ability to carry out the work or tasks of the Lecturer in completing a job. Performance can be interpreted as a work presentation, work implementation, work achievement, work results, or performance (LAN, 2004). In line with that, Smith (1982: 393) states, performance is ".. output drive from processes, human or otherwise." So, performance is the result or output of a process. in ((Nadeak, 2020)

Based on this definition, lecturer performance is the work achieved by a lecturer following their respective authorities and responsibilities to achieve educational goals legally, not violating the law, and following norms or ethics (Nadeak, 2020)

Mangoes in Natapriatna (2001: 18) mentions seven performance indicators, namely: (1) productivity, (2) work quality, (3) initiative, (4) teamwork, (5) problem solving, (6) pressure, and (7) motivation. (Nadeak, 2020)

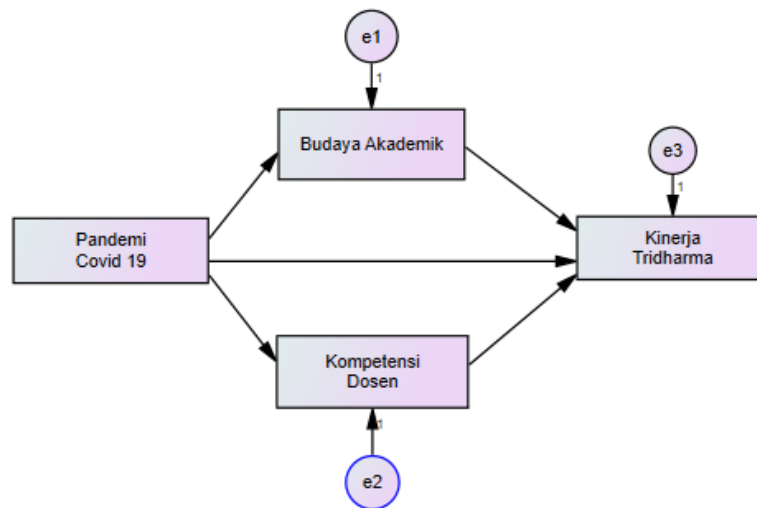


Figure 1: Conceptual Framework
Source: processed

HYPOTHESIS

Based on the theoretical basis and empirical basis, the research hypotheses are formulated as follows:

1. The Covid 19 pandemic affects academic culture
2. The COVID-19 pandemic affects the competence of lecturers
3. The COVID-19 pandemic affects the performance of lecturers
4. Academic culture affects lecturer performance
5. Lecturer competence affects lecturer performance

POPULATION AND SAMPLE

The population of this study was STIE Mahardhika, STIE Pancasetia, and STIE CKU, with the research subjects being 296 permanent lecturers.

The sample size used the Slovin formula, namely from STIE Mahardhika Surabaya, STIE Pancasetia Banjarmasin and STIE CKU Semarang. The number of samples from each campus is taken proportionally. From the results of the Slovin formula, a sample size of 74 respondents was obtained. The sampling technique is accidental sampling.

DEFINITION OF VARIABLE OPERATING**Table 1: Variable Operational Definition**

Variabel	Dimensi	Indikator	Skala
Covid 19 pandemic	Inherent risk	1. You believe in the inherent risk of transmitting Covid 19	Likert 1-5 1= strongly disagree 2= disagree 3= quite agree 4= agree 5= strongly agree
	Massive testing	2. You feel the need for a mass test of the academic community	
	Equipment availability	3. You feel that the campus needs to prepare the equipment that supports the prevention of covid 19	
	Protocol kesehatan	4. You feel the need to apply a health protocol in the campus environment	
	Social distancing	5. It is necessary to carry out social distancing in activities on campus	
Academic Culture	Observed behavioral regularities	1. Regularity in the way the academic community acts	
	Norms	2. Norms regarding standards of behavior for the academic community	
	Dominant values;	3. Framework for achieving the quality of education, which includes aspects of input, process, output, and outcome	
	Philosophy	4. Confidence in the academic community in seeing something essential	
	Rules	5. The rules and regulations that bind the entire academic community	
	Organization climate	6. The formation of an academic organizational climate	
Lecturer Competence	Pedagogic Competence	1. Understanding student character 2. Ability to manage to learn 3. Ability to design learning 4. Utilization of technology 5. Ability to assess students	
	Personal Competence	1. Able to act consistently 2. Able to present oneself as a person who is steady, stable, mature, wise, honest, authoritative, and has a noble character 3. Have pride as a lecturer 4. Able to behave and behave in a respected manner 5. Able to uphold the professional code of ethics for lecturers	
	Social competence	6. Communicate orally, in writing, and sign 7. Using information and communication technology 8. Mingle effectively with students	
	Professional Competence	9. The ability of lecturers to master science, technology, and art according to their field of science	

Lecturer Performance	Productivity	1. The achievement of the tri dharma that is realized within a specific time
	Work quality	2. The demonstrated quality of tri dharma. Activities
	initiative	3. Initiatives or strategies are shown by the Lecturer in implementing the tri dharma
	Teamwork	4. Ability to cooperate with employees, lecturers, and the community
	Solution to problem	5. The success of finding solutions in solving problems encountered
	pressure	6. The ability of lecturers to cope with pressure and intervention from superiors and other parties
	motivation	7. The ability of lecturers to generate and manage self-motivation in their environment.

ANALYSIS AND DISCUSSION

Based on the Structural Equation Modeling (SEM) calculation results using the SmartPLS Ver 2.0 program, all AVE values > 0.5 indicate that the latent variable can represent each indicator. The composite reliability value for the four variables has a value of more than 0.6; this shows that the measurement of internal consistency for the four latent variables is above the standard value. The alpha value for the four variables is more than 0.7; this shows that these variables have excellent reliability (Jonathan Sarwono, 2015: 49). The composite Reliability value of each variable is above 0.6, which means good reliability is achieved.

The r Square value of the Lecturer's performance variable is 0.548; this shows that 54.8% of exogenous variables consisting of 3 variables can explain endogenous variables, which is Lecturer Performance (Strong). The R Square value of Lecturer Competence is 0.200, and this shows that 20% of the exogenous variables of the Covid pandemic can explain the variable competency of lecturers (weak). The R Square value of Academic Culture is 0.241; this shows that 24.1% of the Covid pandemic exogenous variables can explain the Organizational Culture variable (weak). For the Fit Model, the SRMR value is 0.092, which means it is below 0.1; the NFI value is 0.603, which is below 0.9; this means that the model built is fit.

Table 2 Table of Quality Criteria Testing

	Cronbach's Alpha	rho_A	Composite Reliability	R Square	Average Variance Extracted(AVE)
Academic Culture	0.812	0.826	0.864	0.241	0.516
Lecturer Performance	0.896	0.901	0.918	0.548	0.615
Lecturer Competence	0.938	0.944	0.946	0.200	0.558
Covid 19 pandemic	0.860	0.912	0.897		0.638

RESULT ANALYSIS

The result analysis is an evaluation of a structural model, where this evaluation includes the significance value of each path coefficient, which states whether there is a (significant) influence between the hypothesized constructs. The following is the result of the path diagram obtained.

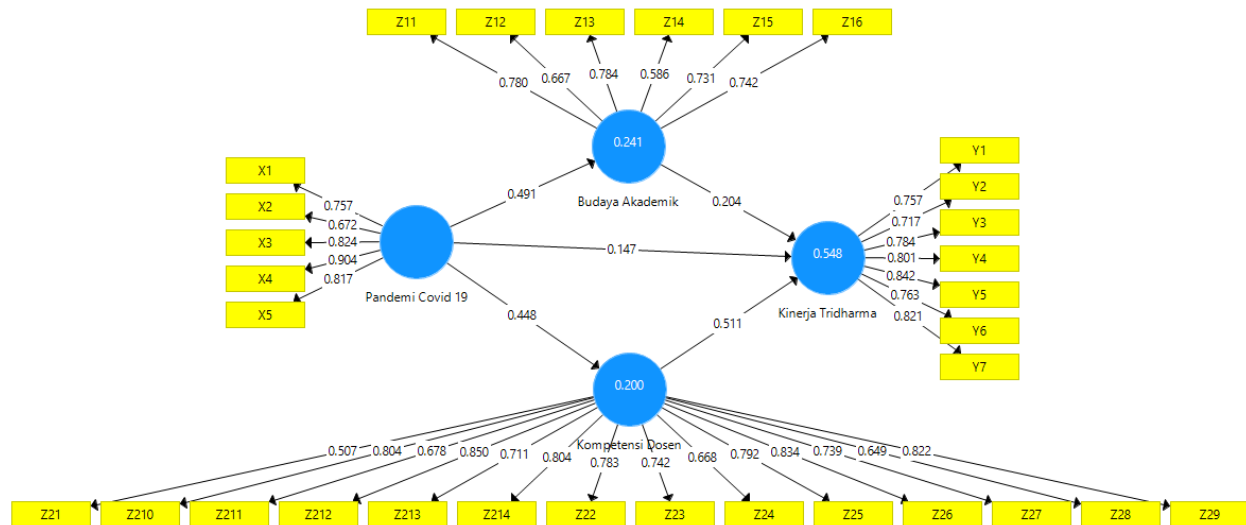


Figure 2: Path Diagram
Source: processed (2022)

More details can be seen from the following table:

Table 3 Structural Model Evaluation Table

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Academic Culture ->Lecturer Performance	0.204	0.229	0.095	2.153	0.032
Lecturer Competence->Lecturer Performance	0.511	0.498	0.098	5.222	0.000
Covid 19 pandemic ->Academic Culture	0.491	0.515	0.070	7.032	0.000
Covid 19 pandemic ->Lecturer Performance	0.147	0.141	0.088	1.674	0.095
Covid 19 pandemic ->Lecturer Competence	0.448	0.472	0.073	6.109	0.000

Source: Output SmartPLS Ver 2.0

The conceptual model shown in Figure 3 shows:

1. The Covid 19 pandemic has a significant positive effect on Academic Culture. This can be seen from the coefficient with a positive sign of 0.491 with a t-statistic value of 7.032 and a P value of 0.000 and less than 0.05. These results support the first hypothesis. Namely, the Covid-19 Pandemic variable has a significant effect on Academic Culture.
2. The Covid 19 pandemic had a significant positive effect on Lecturer Competence. This can be seen from the coefficient with a positive sign of 0.448 with a t-statistic value of

- 6.109 and a P value of 0.000 and less than 0.05. These results support the second hypothesis. Namely, the Covid-19 Pandemic variable has a significant effect on Lecturer Competence.
3. The Covid 19 pandemic has no significant effect in a positive direction on Lecturer Performance. This can be seen from the coefficient with a positive sign of 0.147 with a t-statistic value of 1.674 and a P-value of 0.095 and more excellent than 0.05. This result does not support the third hypothesis. Namely, the Covid-19 Pandemic variable has a significant effect on Lecturer Performance.
 4. Academic Culture has a significant positive effect on Lecturer Performance. This can be seen from the coefficient with a positive sign of 0.204 with a t statistic of 2.153 and a P value of 0.032 and less than 0.05. These results support the fourth hypothesis. Namely, the Academic Culture variable has a significant effect on Lecturer Performance.
 5. Lecturer Competence has a significant positive effect on Lecturer Performance. This can be seen from the positive sign coefficient of 0.511 with a t statistic of 5.222 and a P value of 0.000 and less than 0.05. These results provide support for the fifth hypothesis, namely the Lecturer Competence variable has a significant effect on Lecturer Performance

DISCUSSION

The primary purpose of this research is to study and analyze the influence of the Covid 19 pandemic on changes in Academic Culture and Lecturer Competence and its impact on changes in Lecturer Tridharma Performance.

The results of this study indicate, **First**, the Covid 19 Pandemic has a significant effect on changes in Academic Culture. The results of this study support research (Taufiq Ismail, 2021), which says that the Covid 19 Pandemic affects changes in Organizational Culture. According to him, the Covid-19 virus pandemic has impacted the company's organizational culture that has been formed so far. Policies from the central and regional governments are issued to respond to the virus pandemic, so companies must adjust corporate culture to current conditions.

Second, the Covid 19 pandemic has a significant impact on the competence of lecturers. The results of this study support (Adiawaty, 2020) who said, "Although the technological capabilities of the lecturers have not been able to overcome the troubleshooting that occurred, the enthusiasm is high enough to be able to overcome obstacles in the learning process during the covid-19 pandemic. The impact of implementing distance learning using this technology does not reduce the performance of the lecturers, where the lecturers are still able to meet the demands of quality, quantity, target time in completing work assignments as lecturers."

Third, the Covid 19 pandemic has no significant effect on Lecturer Performance. The results of this study support (Adiawaty 2020), which states that the change in the learning process to distance learning using technology does not make the performance of XYZ Higher Education Institution lecturers decrease. The lecturers can maintain the quality quantity and meet the target time to complete their work assignments. However, the lack of clarity in the fulfillment of the tri dharma of higher education, especially the aspect of community service from the Government, makes the commitment of lecturers to the tri dharma of higher education to below.

Fourth, academic culture has a significant effect on academic performance. The results of this study support (Tatik Fidowaty, 2015), which says that based on the results of research conducted, it can be concluded that organizational culture has a significant influence on lecturer performance, which is 62.25%, and other factors outside of corporate culture influence the rest. **Fifth**, lecturer competence has a significant effect on academic performance. The results of this study support research by (Perdana 2018), which says there is a positive and significant influence between competence and the implementation of Kopertis Region IX lecturers who are seconded to PTS in Makassar.

SUGGESTION

Based on the results of the analysis that has been done, the researchers provide the following suggestions:

1. The Covid 19 pandemic has proven to have no significant effect on Lecturer Performance; therefore, universities that are the object of research need to continue to provide supporting facilities to their permanent lecturers, both those related to online learning facilities and those about lecturers' health.
2. Universities continue to monitor and evaluate online lecture activities without reducing the rights of students and lecturers
3. Universities consistently implement the health program standards set by the Government in the lecture process.
4. Universities need to anticipate changes in Academic Culture caused by the Covid 19 Pandemic to create a comfortable, efficient and effective working atmosphere for all stakeholders
5. Universities need to do things that support the improvement of lecturer competencies in skills, knowledge, and personal quality.

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