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PERFORMANCE OF LECTURERS WORKING AT HOME DURING THE PANDEMIC COVID-19

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Abstract

This study aims to examine the Work Motivation variable on lecturer performance through Job Satisfaction during the Covid-19 pandemic in Indonesia. The research tool used was quantitative research with a survey study methodology conducted by lecturers across Indonesia, with a total of 243 lecturers. The research device is an independent lecturer. The majority of respondents were women as much as 56% with the most position Assistant Expert and Lector at 41% and 39%, respectively. The research instrument was built based on the operationalization process of each construct that was adopted and developed from previous research. Data was obtained using a questionnaire. The findings of the study were clarified as descriptive and inferential. Inferential analysis using the Structural Equation Modeling (SEM) approach using Lisrel 8.8 statistical software. The findings showed that there was a major positive impact of work motivation on the output of lecturers and job satisfaction. On the other side, there is no positive. The conclusion of this study adds to the limitations of the literature and findings that are different from many previous studies, namely the lack of research using the intervening variable job satisfaction on lecturer performance and helping answer several new studies that have not contributed to the results for these variables.

Keywords: Work Motivation, Job Satisfaction, Lecturer Performance

BACKGROUND

The virus disease known as Corona (COVID-19) is a pandemic in the world today. All important aspects ranging from health, economy, politics, education and also security have been rocked by this corona virus and have had a tremendous effect Human life around the world. Will this weakness have an effect on the effectiveness of lecturers during the Covid 19 pandemic? Some recent studies have not been able to answer research questions, such as studies (Girdwichai & Sriviboon, 2020) The results of the study only focus on the relationship between employee performance and employee motivation.

Meanwhile other studies only focus on the correlation between staff motivation and job performance and between job satisfaction and performance (Tella & Ibinaiye, 2020). The same is the case with studies (Nurhuda et al., 2019). The study (Hewagama, et al., 2019) strengthens HR practices and management styles adopted in the context of developing job competencies, which are then only related to job satisfaction and service performance.

LITERATURE REVIEW

Work motivation

Motivation is a psychological mechanism that induces enthusiasm, direction, strength and consistency of actions. Motivation is the desire to strive to accomplish the organizational objectives that are influenced by the ability of business to meet some of the individual needs of Acar O. A. (2018); Niswaty, R., Rusbiati, S., Jamaluddin, J., & Salam (2017); Saggaf, M. S., Nasriyah, N., Salam, R., & Wirawan, 2018; Syam, A., Akib, H., Yunus, M., & Hasbiah (2018). Inspired by the organization, human resources are progressively inspired to strive to enhance efficiency and to do their best for the organization, Idzhar (2016); Ningsi, C. A., Alhabsji, T., & Utami (2016); Sanjaya, A., & Baharuddin (2014). Internal theory provides motivation The main consideration for variables within individuals that lead to motivation and behavior (Nelson & Quick, 2018). The higher the involvement and motivating the workforce, the bigger the possibility of organizational success in achieving its goals and objectives (Mullins, 2016). According to (Grant, 2012) states that motivation is a term used in organizational

behavior to describe the strength in an individual, which describes the extent, direction, and persistence of efforts spent on work. Meanwhile, the opinion (Webb, J. W., Bruton, G. D., Tihanyi, L., & Ireland, 2013) suggests that work motivation is defined as a condition that affects passion, direction, and maintenance of behavior relevant to work settings.

44

Job Satisfaction

Job satisfaction is more a thing of the past, of an internal state. That for example, can be linked to feelings of personal achievement, either quantitatively or qualitatively (Mullins, 2016). Job satisfaction is described as a pleasurable emotional state (Al Jenaibi, 2010), and is an important predictor of the behavior of organizational citizenship (Haybatollahi, 2015). Remember that job satisfaction is important to us because it affects many other factors in the workplace (Nelson & Quick, 2018). Employment satisfaction is a primary determinant of the evaluation of the job environment (Sharma and Singh, 2016) and generally has a positive effect on employee performance (Al Jenaibi, 2010). As the term job satisfaction affects an employee's emotional attachment to the employer, whom he or she associates with his job, many intrinsic and extrinsic reward factors influence it. Research to date has suggested that, contrary to the situation in western countries, job satisfaction has nothing to do with family-work conflicts in developing countries (Namayandeh, H., Juhari, 2011) shows different interpretations of the concept in developing and developing countries. Up.

Lecturer Performance

Employee performance is affected by motivation, and if workers are motivated, they can do more work and eventually increase their performance. (Azar, M., & Shafiqhi, 2013). This study analyzes organizational communication among broadcast company employees. According to the preliminary interview with the Corporate Secretary of the broadcasting company, with the current increase in the number of employees, there is a need to analyze employee performance. Rajhans, (2012) stated that in order to manage current employee performance and motivate them towards better performance, efficient communication practices are needed in all organizations. Different studies on HR management practices have revealed that absenteeism and turnover can be reduced which in turn improves work quality and high performance with the aid of good human resources practices. (Guest, 2017). It is also suggested that there is an important role in employee retention by HR management. Boer, H., Berger, A., Chapman, R., & Gertsen, (2017).

RESEARCH METHODS

This analysis is a quantitative study designed to clarify the influence between variables or the relationship between variables by means of a test hypothesis. The population is LLDIKTI Lecturers who are in the territory of Indonesia, where the sampling technique used is Probability Sampling through a random sampling approach where the number of lecturers is around 243 people. Based on the suggestion of Hair et al (2014) the minimum sample size is 200 respondents to support the use of the data analysis process using exploratory factor analysis in the use of similarity modeling techniques (SEM). Meanwhile, to test the indirect

effect using The Sobel test, which is a test instrument used to evaluate the relationship through mediating variables; as a mediator in the correlation, if the relationship through the intermediate variable is relevant.

The questionnaire instrument for measuring motivation uses 14 items (Grujičić et al., 2016), (Tella & Ibinaiye, 2020), (Grujičić et al., 2016). To assess Job Satisfaction in this study using 15 items (Grujičić et al., 2016), (Tella & Ibinaiye, 2020), (S Siengthai, 2016). While the Work Environment uses 11 items (Pawirosumarto, 2017), (Samson, Waiganjo, & Koima, 2015). Furthermore, to assess lecturer performance using 20 individual performance items (Hendri, 2019), (Kissi et al., 2019) (M Rita, 2018). Both four-variable measurements were tested on a Likert-type scale. The study model used is Structural Equation Modeling (SEM) to respond to the research hypothesis using Lisrel 8.8 statistical software.

RESEARCH FINDINGS

Respondent Demographics

Demographic statistics for two hundred and forty-three (243) respondents. Respondents who participated in this research were lecturers who served during the Covid 19 pandemic of 14 LLDIKTIs in Indonesia. Data were collected between 3 July-8 July 2020, which was still in the state of the Covid 19 pandemic that struck Indonesia. Where teachers are expected to experience work from home (WFH) through a distance learning process or online learning. The largest number of respondents came from LLDIKTI 3, which includes Jakarta, Bogor, Tangerang,

Depok and Bekasi. The majority of respondents with positions at most are an expert assistant and a reader. In the meantime, female respondents accounted for as much as 56% of the majority of respondents, while, the most dominant for work experience was under 10 years with a total of 54%, while based on education level 83% of respondents were lecturers with master's education and only 17% of respondents had Doctoral education.

Validity of the Measurement Model

Validity testing is used to measure whether the questionnaire is valid or not, 'valid' means 'good' (Riadi, 2018). So that validity aims to measure what should be measured. The validity test in this study (see table 1) is known through the results of the loading factor of a number of indicators showing the values of MOT1 and MOT2 are 0.84 and 0.90, respectively. Meanwhile, the scores for the KIN1, KIN2, and KIN3 indicators were 0.86, 0.89 and 0.83, respectively. Whereas for the indicators KEP1, KEP2 and KEP3 each got a score of 0.76, 0.86 and 0.88.

These results indicate that from the loading factor analysis it can be interpreted that all indicators are Plus the critical value. This means that the value measuring their latent variable is higher than the load factor of other latent variables. This can it was identified that these indicators are good at measuring their latent variables (Riadi, 2018). Based on Table 1, it indicates that each latent variable has a correlation score greater than AVE with other variables.

Measurement Reliability

Reliability testing in this study (see table 1), uses Construct Reliability and Average Variance Extracted measurements (Riadi, 2018). The results show that the variables (Motivation; 0.84 and 0.9), (Performance; 0.86, 0.89 and 0.83), and (Satisfaction; 0.76, 0.86 and 0.88). This means that all variables have composite reliability at the Construct Reliability and Average Variance Extracted values which have met the large rule of thumb of 0.70 and 0.5 (Riadi, 2018).

Table 1. The results of testing the validity and reliability of the instrument

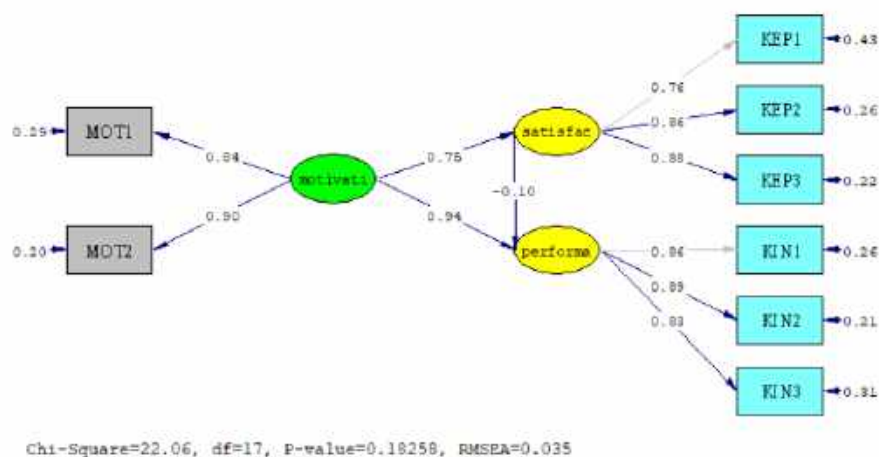
Latent Variables	Dimension	SFL*	Critical Value	Validity		Reliability		Results
				CR**	Critical Value	AVE***	Critical Value	
Motivation	MOT1	0.84	0.5	0.94	0.7	0.89	0.5	Reliable
	MOT2	0.9	0.5					Valid
Satisfaction	KEP1	0.76	0.5	0.87	0.7	0.70	0.5	Reliable
	KEP2	0.86	0.5					Valid
	KEP3	0.88	0.5					Valid
Performance	KIN1	0.86	0.5	0.90	0.7	0.74	0.5	Reliable
	KIN2	0.89	0.5					Valid
	KIN3	0.83	0.5					Valid

SFL*=Standardized Factor Loading; CR**=Construct Reliability; VE***=Variance Extracted
Source: Research Data (2020)

Structural Model Testing

Before testing the structural model, the model in the study must be tested for the fit of the model (goodness of fit index) first (Riadi, 2018). Based on the results of the model fit test shown in Figure 2, with the value of Degrees of Freedom = 17, Minimum Fit Function Chi-Square = 22.06 (P = 0.18), Normal Theory Weighted Least Squares Chi-Square = 22.06 (P = 0.18) can be concluded that the model built in this study is "Good of fit". This can be seen in Figure 2. Hybrid / Full

research model. Furthermore, model testing is carried out Structural aims to examine the relationship between exogenous latent variables and endogenous latent variables. The results of this test can prove whether the hypothesis built on the theoretical conceptual framework is accepted or rejected. The results of hypothesis testing in this study are shown in Table 2.



42
Figure 1 Hybrid Research Model

Testing the hypothesis

In this study, there are 4 hypotheses (see Table 4). The hypothesis is tested with the t-test statistic on the condition that H_0 is rejected if the t value is greater than the critical t value or the Z score is 1.64 (one tail test)

for $\alpha = 0.05$. Study 1 tests the direct effect on the hypothesis 1,2 and 3 Study 2 tests the indirect effect on the hypothesis 4. To test the significance of the indirect effect partially (Hypothesis testing mediation) was carried out using the Sobel test procedure (Kline, 2011: 164). The sobel test is performed by measuring the

intensity of the independent variable's (X) indirect effect on the dependent variable (Z) through the variable (Y). Influence indirect X to Z through Y is calculated by multiplying the path $X \rightarrow Y$ (a) by the path $Y \rightarrow Z$ (b) or ab . So the coefficient $ab = (c - c')$, where c is the effect of X on Z without controlling Y, while c' is the coefficient the effect of X on Z after controlling for Y. The standard error of the coefficients a and b is written as S_a and S_b , the magnitude of the indirect effect).

The results of structural model testing using SEM-Lisrel are shown in Table 4. The first hypothesis shows that the path coefficient score of the variable work motivation on lecturer performance is 9.22, greater than the t-critical value of 1.64. This means that at the confidence level of 95% and $\alpha = 5\%$, H_0 is rejected and H_1 is accepted, it can be concluded that the coefficient of direct effect of work motivation on performance is significant with the coefficient of termination R^2 of 0.94. Therefore, the first hypothesis that there is a positive and significant effect of motivation on the success of the lecturer can be acknowledged.

The second hypothesis shows that the coefficient score of the variable pathway of work motivation on job satisfaction is 9.99, larger than the t-critical value of 1.64. This means that at the confidence level of 95% and $\alpha = 5\%$, H_0 is rejected and H_2 is accepted, it can be concluded that the coefficient of direct effect of work motivation on job satisfaction is significant with a coefficient of determination of R^2 of 0.75. Thus, the second hypothesis which states that there is a positive and significant effect of work motivation on lecturer performance can be accepted.

The third hypothesis shows that the path coefficient score of the variable job satisfaction on lecturer performance is -1.1 smaller than the t-critical value of 1.64. This means that at the confidence level of 95% and $\alpha = 5\%$, H_0 is accepted and H_4 is rejected, it can be concluded that the coefficient of direct effect of job satisfaction on performance of Doen is not significant with the coefficient of determination R^2 of -0.1. Thus, the third hypothesis states that there is no positive and insignificant influence on job satisfaction on lecturer performance cannot be accepted.

The fourth hypothesis shows that the Z value of the path coefficient score is calculated through the "sobel test" formula, so the effect of the work motivation variable on lecturer performance through job satisfaction is 0.52 smaller than the t-critical value of 1.64. This means that at the confidence level of 95% and $\alpha = 5\%$, H_0 is accepted and H_4 is rejected, it can be concluded that the coefficient of indirect effect of work motivation on lecturer performance through job satisfaction is not significant with the coefficient of termination R^2 of 0.145. Thus, the fourth hypothesis which states that there is a positive and significant indirect effect of work motivation on lecturer performance through job satisfaction cannot be accepted.

Table 2. Hypothesis testing results

No	Path	Hypothesis Testing		Coefficient Effect (R2)			Hypothesis
		Path Coefficient	Critical Value	Direct	Indirect	Total	
Studi 1 (direct effect)							
1	Motivation ---> Performance	9.22	1.64	0.94	0	0.94	Accepted
2	Motivation ---> Job Satisfaction	9.99	1.64	0.75	0	0.75	Accepted
3	Satisfaction ---> Performance	-1.11	1.64	-0.1	0	-0.1	Not Accepted
Studi 2 (mediasi effect)							
4	Motivation --> Satisfaction --> Performance	0.52	1.64	0	0.1457	0.1457	Not Accepted

Source: Research Data (2020)

DISCUSSION

Direct Influence of work motivation on lecturer performance

Empirically, the results of this study indicate that there is an influence between work motivation on lecturer performance. This research proves the study (So et al., 2018; Rita, et al., 2018; Beltrán-Martín & Bou-Llugar, 2018; Mulyani, Sari, & Sari, 2019; Nurhuda et al., 2019; (Tella & Ibinaiye), 2020). According to (Girdwichai & Sriviboon, 2020), the results show that there is a significant relationship between employee performance and employee work motivation. Based on the sequence of indicators adopted from Adeyinka Tella & Ibinaiye's research (2019), and according to the results of respondents' open answers, that lecturers who have a strong work motivation will give good performance at work. The results show that lecturers are still motivated to work, this is indicated by the level of pride they can still work even though there are many limitations in the

learning process due to activity restrictions during the pandemic Covid 19 is in Indonesia. The lecturers continue to carry out their activities both in conducting education, research and community service. They are currently enjoying much more. ati when working from home (WFH) than in the previous condition because you can do a lot of work at one time and have a lot of time with your family.

Work motivation on job satisfaction

Empirically, the results of this study indicate that there is an influence between work motivation on job satisfaction. This study proves previous research (Suttikun et al., 2018). And refute research results from (Anghelache, 2015); (Grujičić et al., 2016) that there is no correlation between work motivation and job satisfaction. From the results of testing the relationship between the two variables, namely work motivation on job satisfaction discussed above. Based on the sequence of indicators adopted from the research of Maja Grujicic (2016) and Adeyinka Tella & Ibinaiye (2019), and according to the results of respondents' open answers, that lecturers who have strong work motivation will provide good job satisfaction at work. The findings have shown that the lecturers are still inspired to work. This was indicated by high motivation, especially support from the leadership of the lecturers in conducting eLearning education during the Covid 19 pandemic, which directly gave lecturers job satisfaction at work. In addition, job satisfaction is also supported by time freedom which is directly regulated by the sidosen.

Job satisfaction on Lecturer Performance

Empirically, the ⁴ results of this study show that there is no demonstrable effect on the work environment between work motivation. This research contradicts studies (Sununta Siengthai & Pila-Ngarm, 2016; Sharma, Kong, & Kingshott, 2016; Riyadi, 2019; Hendri, 2019). It turns out that from all respondents who answered, ¹⁹ lecturers generally disagreed between job satisfaction and lecturer performance. This can be proven that every lecturer cannot maximize work when the results of research or community service are carried out online, there are things that cannot be done such as offline, for example When doing research online, it is rather difficult to emphasize respondents to collect questionnaires or when doing community service online is time-limited (Using an unpaid application) so that the specified target is not achieved.

⁴ *Motivation for Lecturer Performance through Job Satisfaction*

Empirically, the results of this study cannot prove that there is an effect of work motivation on lecturer performance through job satisfaction. Based on the answers of respondents both from open questions, it can be explained during the Covid 19 pandemic, Motivation in certain ways can improve Lecturer performance, for example working at home a lot of time with family, which can indirectly improve Lecturer performance. The biggest influence felt by the lecturers is the high motivation towards eLearning (online) education and their work, being able to continue to work well, even In the Covid 19 Pandemic. But on the contrary, when combined with the mediation variable of satisfaction, the lecturer is not maximal in performing, meaning that motivation alone is not done with maximum work which will result in poor performance of the lecturer, for example lecturers have

high motivation but because they are accustomed to working offline, when online learning is a lot experiencing obstacles, such as not yet mastering eLearning learning technology, eLearning learning process, limited internet quota, network that is always stable only at certain hours and others so that it creates less than optimal performance for lecturers.

CONCLUSION

Several previous studies have explained that work motivation has had a positive impact on lecturer performance and job satisfaction. However, from this research, job satisfaction has a negative impact on lecturer performance. Through this research, explanation and confirmation of the research, partly reinforces and partly refutes existing concepts. In several ways the results of the study agree with previous research, namely that work motivation has a positive impact on lecturer performance and job satisfaction. However, in terms of the impact of job satisfaction on lecturer performance, this study provides findings that are different from many previous studies. The similarities and differences in the findings of this study with previous research can be explained that this research was carried out on lecturers throughout Indonesia where the majority in this questionnaire were assistant experts and lecturers.

In general, job satisfaction during the Covid pandemic has decreased in terms of lecturer performance. Poorly unprepared regulations governing work process mechanisms, culture shock that changes offline work patterns to online, work

environments, leadership patterns and inadequate mastery of technology in online learning.

RESEARCH SUGESSTIONS

This study was performed under the circumstances of the Covid 19 pandemic, which had a major psychological effect on respondents, especially lecturers. Some aspects such as finance, technology, gender, cultural adaptation, mastery of knowledge and skills in the eLearning learning process and leadership in this study are still neglected so that they need to be included as predictor variables in subsequent research. In terms of the methodology of descriptive analysis, it has not been able to identify more deeply all the behaviors associated with the construct of this study, so that ⁶¹ further research is suggested to confirm the results of the questionnaire through the interview process.

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