

Teaching Performance of Lecturers during Pandemic Based on Knowledge and Expertise in Salatiga

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Abstract

The Covid-19 pandemic has forced teaching and learning activities to be carried out from the homes of students online (on-line) from basic education to tertiary institutions. In a pandemic where learning activities are carried out without face-to-face, namely fully online, lecturers must also have an obligation to adapt. For this reason, the teaching performance of lecturers during the pandemic needs to be seen in order to see how well the lecturers' performance in the field of teaching during the pandemic is. With this pandemic period, it will also be a knowledge gap to see the readiness of lecturers in adapting to the changes that occur. Based on this, this study will look at how the performance of lecturers in the field of teaching in the city of Salatiga during the pandemic. The sources of data in this study are lecturers in the city of Salatiga. The research was carried out using descriptive analysis method while data collection was carried out using a survey method by distributing questionnaires. This questionnaire uses a Likert scale to measure the perceptions of the lecturers. Based on the research that has been done, the teaching performance of lecturers during the pandemic is at a good level or ready for teaching planning and evaluation. This means that in the opinion of the respondents they have performed well in these two areas so that they are ready to plan and evaluate online teaching during the pandemic.

Keywords

skill; lecturer performance; knowledge



I. Introduction

The COVID-19 pandemic is a global phenomenon that has an impact on many sectors of people's lives. The economic sector has received the most impact from this pandemic (Hanoatubuan, 2020). Likewise, education cannot be separated from the impact of this pandemic. Both kindergarten and higher education are feeling the impact of this pandemic. Teaching and learning activities cannot be carried out as before. Teaching and learning activities have to be carried out from the students' homes online (on-line). This change is a new thing for the education sector in Indonesia. Disruption of existing education must inevitably be faced, because this situation is also happening all over the world.

The education system in the world is now experiencing various changes in the way learning is implemented since the Covid-19 outbreak was present, including in Indonesia, changes in learning that were previously face-to-face are now carried out online (Abidah et al., 2020). There is a policy of Large-Scale Restrictions (PSBB) by the Government for all agencies or companies to enforce the policy as an effort to break the chain of the spread of COVID-19 in the community. Changes that occur require all parties in it to quickly adapt to new habits that will emerge. (Harahap, M. et al, 2021)

The problems posed by the Covid-19 pandemic which have become a global problem have the potential to trigger a new social order or reconstruction. Thus it is necessary to have close communication between stakeholders and the community in responding to the problems mentioned above. Then it takes a study that kredibility has the expertise to research this phenomenon, especially in the Mandailing Natal area. This needs to be done in communicating so that it is known the effectiveness of advertisements in print media during pendemicovid 19. (Bara et al, 2021)

Like other sectors, the world of education must also make adjustments in the midst of a pandemic. Although this is a challenge that is not easy and creates uncertainty, it is only natural that educational institutions can adapt to disruption in the midst of a pandemic.(Octavian, 2020). Adjustments in educational institutions are in the teaching and learning activities that are carried out. Talking about teaching and learning activities in this case is starting from planning, the learning process to assessment. The entire learning process is managed online(Sari et al., 2020). This adjustment is not only made in primary and secondary education but also in higher education.

For more than 9 months, learning activities in Indonesia have used online methods without face to face. For higher education in several majors, this is acceptable because with blended learning, some institutions are used to face-to-face education(Al Aslamiah et al., 2019). However, some institutions or departments have difficulty in conducting online education. For example, majors that require laboratory practice will have difficulty with face-to-face learning.

The implementation of online learning in universities depends on the lecturer as the facilitator of the learning. Based on the Law on Teachers and Lecturers Number 14 of 2005, a lecturer is defined as a professional educator and scientist who transforms, develops and disseminates his knowledge through education, research and community service. In this definition, it can be seen that a lecturer is a scientist who has knowledge as well as a professional educator who is required to have special abilities or expertise in the field of education.

The main task of a lecturer is to carry out learning, research and community service. In the regulation of the Minister of Education and Culture number 3 of 2020 concerning the national standard of higher education, it is stated that in the field of teaching the duties of lecturers include planning, implementing, controlling and implementing evaluations in the field of learning. To be able to carry out the existing tasks, lecturers are required to have appropriate academic competencies and qualifications. For example, if you are going to teach undergraduate students, the lecturer is required to have a master's degree, if you are going to teach master's students, the lecturer is required to have a doctorate degree. This degree is, of course, intended so that lecturers have knowledge according to their level of education.

In a pandemic where learning activities are carried out without face-to-face, namely fully online, lecturers must also have an obligation to adapt. For this reason, the teaching performance of lecturers during the pandemic needs to be seen in order to see how well the lecturers' performance in the field of teaching during the pandemic is. This is necessary because so far the existing learning starts from face-to-face and then switches to online learning where there are no face-to-face meetings at all. The assessment of the learning performance of lecturers is also based on their knowledge and abilities, because it is written in the legislation that the lecturer is a professional teacher as well as a scientist. This statement implies that lecturers are expected to have knowledge and expertise.

Salatiga is a city that has various higher education institutions. Both higher education institutions that are religiously oriented and general higher education institutions. As a city with a fairly high human development index in Central Java, seeing the role of higher education institutions in the community will help in the dissemination and transformation of knowledge by higher education for urban communities in the city of Salatiga. To see this, the lecturer's performance in teaching will be one of the supporting factors in the success or failure of a higher education institution in disseminating its knowledge. With this pandemic period, it will also be a knowledge gap to see the readiness of lecturers in adapting to the changes that occur.

II. Review of Literature

2.1 Lecturer Teaching Performance during a Pandemic

Human resources (HR) are one of the important elements in the organization. HR competence has a big influence on its performance (Sugiyanto & Santoso, 2018). In higher education institutions, the human resources are lecturers. The performance of lecturers needs to be measured so that it can be seen how well they perform and improve the quality of existing institutions or institutions (Permana, 2020). Based on the legislation, the main task of a lecturer is to carry out teaching, research and community service. The implementation of research can make the institution where the lecturer teaches more developed (Amin et al., 2019; Kurniatun et al., 2017; Pramono et al., 2018). Community service on the other hand is a tangible manifestation of the dissemination and practice of knowledge by lecturers to the community. Lecturer teaching is a dharma that is carried out in order to transform and develop the knowledge of lecturers. During this pandemic, the change in the form of teaching will be the benchmark for its performance. Moreover, with various motivations and different work disciplines in the usual period, the performance of lecturers will be different during the pandemic (Vipraprastha et al., 2020). Lecturer job satisfaction also affects lecturer performance (Maya & Aggresta, 2020). During this pandemic, lecturers may have different motivations and satisfactions from when there was no pandemic. However, the main competence of lecturers is their expertise and knowledge. With the pandemic, it is necessary to see how the teaching performance of lecturers is based on expertise and knowledge.

Based on the regulation of the Minister of education and culture number 3 of 2020 concerning national education standards, a lecturer is obliged to carry out planning, management and control and evaluation of teaching. In planning learning, lecturers must include learning achievements, study materials, methods, time and assessments. So that in this plan contains the entire implementation of the teaching and learning process. The pursuit process that is emphasized is the content or learning material that is deep and broad in accordance with learning achievements, forms of teaching, then teaching methods that contain the nature of teaching, namely interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered. The entire learning process is required to involve research and community service, from the form of learning to the content of the learning. Learning assessment includes assessment principles, techniques and instruments, implementation mechanisms and procedures to reporting and student graduation. The assessment is carried out not only to measure student achievement but is also expected to motivate students to improve learning planning and achieve predetermined learning outcomes. The online assessment of lecturers' teaching shows that lecturers still need to improve the consistency of course delivery, use online platforms and

motivate students to study independently. (Irawati & Jonathan, 2020). Meanwhile, not many studies have looked at the performance of lecturers based on their knowledge and expertise. Therefore, the proposed hypothesis reads as follows:

H1. The teaching performance of lecturers in the city of Salatiga during the pandemic period was quite good and above the expected ideal standard.

III. Research Method

This study uses a quantitative approach with descriptive analysis method. A quantitative approach is used because it is felt that the problems found require a generalization of point of view. So that even though this research is carried out in a certain place in a certain group, the results can be a broad picture for general problems. The sources of data in this study are lecturers in the city of Salatiga, with a population of 40 people and a sample of 36 people for a significance level of 5%. The existing data collection technique is by distributing questionnaires. This questionnaire uses a Likert scale to measure the perceptions of the lecturers. The statements in the questionnaire distributed will be measured by giving a rating to the agreement, namely a rating of 1 to 5 where a rating of 1 is indicating disagreement while a rating of five states full approval of the statement given. A rating between 1 to 5 represents an increase from disagrees to agree. The data analysis used is descriptive analysis, so that it can be seen how lecturers view their teaching performance during the pandemic.

IV. Results and Discussion

In this section, the results of data processing based on the distributed questionnaires will be displayed. The questionnaire distributed is a questionnaire that shows lecturers' perceptions of their teaching performance during the pandemic. Respondents in this study were lecturers at universities in the city of Salatiga. The general description of the respondents is as follows, the respondents who filled out were 60.5% were male and 39.5% were female. The age range of the respondents is between 25 and above 60 years. 97.4% of respondents hold doctoral degrees and the remaining 2.6% are masters. For functional positions, the respondents as lecturers were 68.4% as expert assistants, 18.4% as lecturers and 13.2% as head lecturers. As many as 60.5% of respondents have a professional certificate and 39.5% do not have a professional certificate. The respondents' scientific publications were in non-accredited national journals as many as 28.9%, while for reputable national journals it was 13.2%. Publications in international journals, both reputable and not, are only 2.6%. For publications in the form of national seminars, it is 21.1% and for international seminars it is 7.9%.

The teaching performance in question is online teaching without face to face. In this section, what will be seen are three areas in the teaching section, namely the fields of teaching planning, learning implementation and learning assessment. The planning field includes everything that is the preparation of the lecturer to carry out learning. Due to the pandemic period, online learning by lecturers requires special preparation and is different from usual (Wibowo, 2020). This planning section will not only discuss the lesson plan, but also include an assessment plan for the lessons to be implemented. The second area to be measured is the implementation of learning. In this field the measurement is based on the National Higher Education Standards for the learning field. Where in this field the teaching methods will be seen, the use of ICT and learning materials. Learning methods in

this field emphasize a student-centered approach. With online learning, of course, there will be many factors in the learning process. Lecturers may not be able to control what activities students do, for that it is important that the learning method is centered on how the center of learning is the student. The use of ICT is unavoidable, so in this section the expertise and knowledge of the lecturers will be truly assessed. The learning material seen is how lecturers can deliver innovative material while including the results of research and community service. In the field of assessment, it is not only the assessment method for the learning process that is seen but also how the assessment can motivate students to improve their learning process. The measurement of these three areas is based on lecturers' knowledge of teaching procedures, as well as lecturers' expertise in teaching during a pandemic with student-centered online methods.

The measurement results will be shown in Table 1 and Table 2. These two tables contain information obtained from the distributed questionnaire. Table 1 describes the percentage of questions from the distributed questionnaires along with the percentage of answers from respondents. The total number of questions in the questionnaire distributed was 23 questions with 5 questions planning specifications, 12 questions for implementation and 6 questions for assessment. It can be seen in Table 1 for the areas of planning and learning assessment the percentage of answers exceeds the percentage of questions, while in the implementation of learning the percentage of answers is below the percentage of questions.

Table 1. Percentage of Questions and Answers

Measurement Field	Percentage of Questions (%)	Percentage of Answers (%)
Lesson Planning	21.74	22.11
Learning Implementation	52.17	50.69
Learning Assessment	26.08	27.18

Source: Processed Primary Data, 2021

Table 2 describes the average value, median value, mode or value that often appears and the percentage of modes found in data processing. In this section, the values displayed are the results of respondents' answers with a Likert scale on each question in each field which is averaged from the total of all existing questions. So that the values shown in Table 2. appear following the Likert scale on the respondent's agreement statement starting from level 1 to disagree until increasing steadily to 5 is strongly agree. The data seen is ordinal data which does indicate the level. The ideal value that is expected here is chosen as 3.5 because this value is in the criteria of being quite good. In Table 2 the results of the average answers per field are then searched for the total average, median value, mode and percentage. The last row shows the overall mean, median and mode of the three fields.

Table 2. Mean, Middle Value, Mode and Percentage of Mode

Measurement Field	Expected ideal value	Average	Middle value	Mode	Percentage Mode (%)
Planning	3.5	4.21	4.1	4	25
Implementation	3.5	4.02	3.87	3.41	11.1
Evaluation	3.5	4.31	4.24	5	25
Overall Teaching	3.5	4.18	4.11	3.60	16.6

Source: Processed Primary Data, 2021

Based on the respondent's profile, as many as 68.4% of the existing respondents have a functional position as an expert assistant. Meanwhile, respondents who already have a teacher certificate are 60.5%. The ownership of this teaching certificate shows that the respondent's expertise and knowledge have been recognized by the government. 97.2% of respondents have doctoral degrees, this clearly shows that respondents have high academic knowledge because they have completed their doctoral studies which are the highest level in education. Therefore, based on the existing profile, the respondents can be said to have a base of expertise and knowledge as lecturers considering the high percentage of ownership of educator certificates from the respondents. However, this profile will be proven by the opinions of the respondents themselves when conducting teaching.

In Table 1 it is shown that the percentage of answers in the field of teaching implementation is smaller than the percentage of questions. This shows that respondents only answered quite agree on the statement written in the distributed questionnaire. This sufficient gain can indicate a lack of confidence from the respondents. However, this will be seen again in each of the average answers in the questionnaire.

In learning planning the median value was found to be 4.1, meaning that about 50% of the participants considered themselves to be ready or agreed with the statement in the field of learning planning. Considering the value that often appears is 4, where 4 means agree and 5 is strongly agree, meaning that the respondent has readiness in planning learning during the pandemic. On the average for total readiness the number 4 appears 25% this is higher than the others. Where from the variables measured the lecturers have great confidence in the preparation of online learning plans.

In the learning process, the median value found was 3.875, meaning that about 50% of the fillers considered themselves quite ready for the implementation of the learning process. Considering the value that often appears is 3.41, where this value is still smaller than the average but has not shown agreement, this value still leads to satisfaction because it is higher than 3 which means it is sufficient. On the average for total readiness the figure of 3.41 appears 11.1% this is higher than the others. Where from the variables measured the lecturers have sufficient confidence in the implementation of online learning. However, looking at the trend of respondents' readiness in carrying out online learning, it is towards being ready, because the average value is quite high and the value that often appears is also quite high. Thus, lecturers can improve their readiness for implementation, both in terms of teaching methods, use of ICT and the involvement of research results and PKM. Looking at the profiles of respondents who have had minimal publications in non-reputable national journals, this can be part of the involvement of learning materials that include research results.

In the learning assessment, the median value found was 4.24, meaning that about 50% of the fillers considered themselves to be very ready with the implementation of the learning assessment. Considering the value that often appears is 5, which is 25%, where this value is above the average and shows the confidence of the lecturer in giving an assessment. Where from the variables measured the lecturers have very great confidence in the online learning assessment.

In the average total learning readiness, the median value found was 4.11, meaning that 50% of the participants considered themselves to be very ready for online learning. On the other hand, the value that often appears is 3.6 with a difference that is not too big, this value appears 6 times, namely 16.6%. This value is still above the ideal average that has been set. This shows the perception of lecturers answering ready but most of them are still at the level of being quite ready to go to very ready. For this reason, the readiness of

lecturers in online learning in this study is still at a sufficient level. Where from the variables measured the lecturers have very great confidence in the assessment of online learning.

Based on the results of the calculation, it was found that the order of the highest average value was in the assessment section, which was 4.2, then in the planning section, namely 4.1 and the implementation process was 3.87. Looking at these results, the lecturers have a perception of satisfaction in the online learning planning and assessment section. Because the percentage value of perceived satisfaction for these two parts is in the position of being satisfied and very satisfied. Meanwhile, the lecturers seemed to be still at a sufficient stage for the learning implementation process. This can be seen from the number of lecturers who fill the level of satisfaction quite a lot more than satisfied and very satisfied. Based on the average value that there is almost no value of 2 and 1, it can be said that in general the perception of lecturers is still ready for online learning, both in terms of planning, process and assessment. The overall average value is also 100% above the ideal limit of 3.5, therefore the lecturer's perception of his teaching performance during this pandemic is good, judging from the average score.

V. Conclusion

Based on the research that has been done, the teaching performance of lecturers during the pandemic is at a good level or ready for teaching planning and evaluation. This means that in the opinion of the respondents they have performed well in these two areas so that they are ready to plan and evaluate online teaching during the pandemic. For the teaching process, the lecturers still assess their performance to be at a sufficient level, but this sufficient level already refers to a good or ready assessment. Thus, lecturers can improve the implementation of their learning with the assistance of the institution. The effectiveness of the internal academic quality assurance system can be carried out specifically in the implementation of online learning. This research is still limited because it only looks at the level of lecturers' opinions, further research can be sought to see the effect of lecturers' opinions on student scores and student opinions on lecturers' performance. Factors supporting the performance of lecturers can also be considered for future research.

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