

## IMPLEMENTATION OF LECTURERS' PERFORMANCE DURING PANDEMIC COVID 19 SITUATIONS AT HIGHER EDUCATION IN EAST KALIMANTAN

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### Abstract

*The purpose to be achieved in this research is to find out how the implementation of lecturers' performance during the Covid-19 pandemic at higher education in East Kalimantan. The method used in this research is a literature study. Data was collected through a study of relevant texts and research results. Data analysis was carried out with the following steps: First, the data that had been collected were classified based on the formulation of the problem under study. Second, the data studied were qualitatively analyzed using content analysis. Third, based on the results of data analysis and interpretation, conclusions are drawn along with suggestions. The results of the study show that, First, the implementation of lecturers' performance during the Covid-19 pandemic is divided into three discussions, namely: (1) lecturers' performance factors; (2) learning management in improving the quality of education; (3) lecturers' performance in managing learning. The conclusion of this study is the optimization of Lecturers' performance seen from how lecturers' prepare themselves, both facilities and infrastructure in carrying out learning from home.*

**Keywords:** *Implementation, lecturers' performance, higher education, Covid-19 Pandemic*

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### INTRODUCTION

In 2020 is a year that will be recorded in history as the year in which human social life changes due to the outbreak of Corona Virus Disease (Covid-19). This change is phenomenal because it does not only occur in one or two countries but occurs globally. As of May 11, 2020, or the 56th day since the first case was recorded, WHO reported that Covid-19 already existed in 213 countries with a total of 4,006,257 cases, 278,879 people died (Al-Kumaim et al., 2021). Since the WHO raised the status of the incidence of Covid-19 infection from an international public health emergency to a pandemic on March 12, 2020, the handling of the spread of this virus has become more massive. The Indonesian government itself has declared an emergency status for a disease outbreak caused by the coronavirus from January 28, 2020, to February 28, 2020, which was then extended to May 29, 2020 (Hadijaya, 2013).

Covid-19 is a new type of disease that has never been previously identified in humans. Common signs and symptoms of people infected with COVID-19 are symptoms of acute respiratory distress such as fever, cough, and shortness of breath. The average incubation period is 5-6 days with the longest incubation period being 14 days (Azmy, 2019).

The Covid-19 pandemic is the world's first health crisis. Many states have decided to close schools and colleges. The United Nations became outraged by this fact. He captures

that education is one of the sectors that is most affected by the coronavirus. Worse yet, it happened at a fast tempo and on a wide scale (Nadeak, 2020). The spread of the COVID-19 pandemic presents its own challenges for educational institutions in Indonesia. To anticipate the spread of the virus, the government issued policies such as social distancing. Physical Distancing, to Large-Scale Social Restrictions (PSBB). This condition requires people to stay at home, study, work, and worship at home. As a result of this policy, the world of education such as schools and universities stopped the face-to-face learning process. Instead, the learning process is carried out online which can be done from each student's home. The success or failure of the implementation of learning from home is determined by the performance of Lecturers' and education staff (Novita & Mochklas, 2021).

Although the echo of online learning has been circulating since the emergence of the Education 4.0 issue, the change in work mode from face to face to online this time has taken place so suddenly that not all Lecturers' are ready to carry out their obligations online. Uncertainty and nervousness were seen when the Covid-19 emergency pushed the world of education to apply technology 4.0 to migrate learning from offline to online (Nisa, Hikmaturokhman, & Sunardi, 2020). The application of technology 4.0 is not new to the world of education. Activists in the world of education have done a lot of research and provided exposure to the development of technology 4.0 in the industrial sector. However, the problems that arise are the readiness of lecturers' to prepare online materials, and the readiness of students to prepare internet quotas. lecturers' within 1-2 weeks must prepare online materials for the rest of the meeting, and not just conventional online lecture materials. Of course, the challenge is not only in the implementation of online lectures, but how to ensure the achievement of learning outcomes for a course in this emergency situation (Ririn Humaera dan Rusdinal, 2021).

Changes in work patterns from home or work from home (WFH) are becoming new habits. For campuses, it is certainly not easy to adapt to flexibility, especially in maintaining the performance of its employees. Changes in teaching patterns using technology and distance learning require the ability to master technology for both lecturers' and students. At the very least, lecturers' must be able to take advantage of available channels, such as the Learning Management System, audio-video-based communication media, social media, and data storage media that can be used to assist quality teaching and learning activities. On the other hand, lecturers' are also required to carry out constructive teaching (constructive alignment) on the alignment of the three components of Outcome-Based Education (OBE), namely (1) learning outcomes, (2) learning activities, and (3) assessment methods that have been compiled in RPP. Semester (RPS) (Akbar, 2020).

Lecturers' as an essential component in an education system in higher education have a responsibility, a very important role in realizing the goals of national education. In accordance with article 1 paragraph 14 of Law no. 12 of 2012 concerning Higher Education Lecturers' are professional educators and scientists with the main task of transforming,

developing, and disseminating Science and Technology through Education, Research, and Community Service.

Wijaya (2009) said that knowing the real performance of educators to be able to implement a learning management system takes a very long time, requires a systematic and directed assessment process, and can also be interpreted as individual success in doing a job. The professional task of human resources lies in the readiness to carry out the mandate carried out, starting from planning, implementing, and evaluating each program that is carried out. Lecturers are a reflection or professional attitude as a form of improving the quality of better education. In the performance quality development strategy, educators can ensure that each individual will be able to carry out the dimensions of change in any changes in the educational situation as expected. So that it can improve the quality of education during the COVID-19 pandemic (Ali et al., 2021).

The performance of lecturers in an educational institution is an interesting factor to be studied for five reasons: First, lecturers are the spearhead of the success of the teaching and learning process, Second, lecturers do not only play a role and transfer knowledge to students but provide examples of attitudes, speech and personality behaviors. Third, the quality of lecturers' performance is not final and cannot be improved because as human beings, lecturers' are always developing and changing. Fourth, if the lecturers' performance is not supported by professional competence and work motivation, the teaching and learning process cannot run smoothly as expected. So that lecturers' can develop as expected. Fifth, lecturers' who have academic qualifications, competencies, educator certificates, are healthy and spiritual, and have the ability to realize national education goals (Article 8, UUGD 14/2005) (Tri, 2021).

Human resources that meet the quality standards of education, in general, are the abilities of individuals who can act actively in thinking skills and are skilled in carrying out situations and tasks in certain jobs, which distinguish them from their intellectual abilities. Sudarma (2012:76) argues that the stability or ability of lecturers in each individual, who has high credibility from the results of job satisfaction, and commitment in carrying out organizational mobility, has a significant positive effect on performance and performance has a significant positive effect on service quality, intellectual ability. which makes the individual's strength in carrying out activities confidently and reliably, while what is contained in physical ability is the ability to carry out the mandate in his work. Viewed from the side of education are a teaching and learning process to achieve predetermined educational goals. The achievements contained in education, students, and educational goals run continuously, and if these abilities are lost, the essence of education will be lost. Thus, in certain situations, the lecturers' duties can be represented or assisted by other elements such as technology media that help in the current pandemic situation (Vipraprastha, Putra, Jodi, & Prayoga, 2020).

Meanwhile, Lassoued et al., (2020) explained that there was a field situation that was directly related to the performance of lecturers in continuing education during the COVID-19 pandemic. In accordance with the facts of the distance learning environment (PJJ) during the COVID-19 pandemic, educational services have not been maximized, but on the other hand, we see a great opportunity that we can experience, namely new ways of learning and interacting. through the use of technology (Kayono & Yusron, 2016). Many do not realize that distance learning is done because we are all forced to do it. It can be concluded that in the current conditions full of challenges and threats, such as the performance of lecturers, it is very necessary to be actualized into the current environment, problems that often occur are caused by lecturers' factors. In educational services when viewed from the current pandemic period. It takes a firm attitude and individual intelligence to seize opportunities and design the future for each individual educator (Wahyudi & Sunarsi, 2021). This will create a mutually beneficial situation to improve the quality of education. The quality of education in Indonesia can be seen from the improvement in the quality of human resources. Widiensyah (2019) said that considering the importance of human resource performance, the emphasis is on educators who focus on the COVID-19 pandemic. Various government actions have been taken to improve performance in handling education during the COVID-19 pandemic so that improving the quality of education will experience a significant increase in terms of the quality of lecturers who provide services to students (Ratnasari, Qomarudin, & Marlina, 2021). Associated with research on educator performance is a form of potential and ability possessed by each individual to achieve the goals of educational institutions, in an effort to improve quality which is supported by several parties from human resources in the education dimension, when viewed from the reciprocal relationship provided by education to students. ever-increasing society. In this study, the main issues related to the Implementation of lecturers' Performance during the Covid-19 Pandemic are discussed at Universities in East Kalimantan.

## **METHOD**

The method used in writing this scientific article uses a literature study. Literature study is the first step in the data collection method. Literature study is a data collection method that is directed at searching for data and information through documents, written documents, photos, pictures, and electronic documents that can support the writing process. According to Sugiyono, research results will also be more credible if they are supported by photographs or existing academic and artistic writings.

Data was collected through a study of relevant texts and research results. Data analysis was carried out with the following steps: Firstly, the data that had been collected were classified based on the formulation of the problem under study. Secondly, the data studied were qualitatively analyzed using content analysis. Thirdly, based on the results of data analysis and interpretation, conclusions are drawn along with suggestions.

## DISCUSSION AND FINDINGS

The results of writing scientific articles are obtained by reviewing several journals selected by the author by using a literature study that can produce new research findings which can later provide input or efforts made related to the title chosen by the author.

According to Sakban et al., (2019), human resource management efforts in planning and implementing educational programs are in line with the vision, mission, and goals, which are adapted to the needs of the very rapid development of education, as well as facing the challenges of today's fast-paced needs. This is also the case with human resources who are required to have expertise in managing education, so that improving performance requires high concentration, motivation, and creativity, educators in improving student achievement, in providing career paths to improve performance quality. This study uses qualitative descriptive analysis.

Almasri (2017) explains about HRM and implementation in education, the most important thing is to regulate the management of several aspects which include planning, organizing, implementing, and controlling it can be assumed that lecturers are considered to have an important role in educational attainment. goals as a process of educational management activities, which are intended to provide management performance. maximally. This study uses a descriptive method that examines the results of experience in a fundamental way and the results of research findings in the context of human resources are collected systematically.

To be able to face today's competition, various educational institutions can compete to print and manage educational institutions. Because lecturers have become the main factor in the strategic dimension of education in determining the success of an educational institution. This condition causes the importance of management activities in educational institutions (Ardiansyah, Teruna, Akuntansi, & Nasional, 2021). The results of the application described above in the research results include analysis and forecasting activities or projections of the needs of Lecturers' and education.

In addition, according to Rabee (2014: 292), strategic human resource management must include a concentration on the vision and mission of education. Human development must concentrate on increasing the ability of human resources to achieve its goals, strategic planning of educational human resources must be able to consider the main components that affect the quality and value of education. The first factor of the human resource development strategy is the overall strategy and objectives of the education system. The research was conducted by interviewing and looking for material to approve the innovation process. The results show that human resource management and innovation processes can be successful in the long run.

Meanwhile, Seran et al., (2020) explained the performance of teachers at SD Inpres Tateli, Mandolang District, Minahasa Regency. This study uses descriptive qualitative research methods, which measure the level of performance of elementary school teachers at

SD Inpres Tateli can still be said to be a bad school because of the five aspects of performance measurement studied, namely work quality, punctuality, initiative, ability, and communication only aspects of initiative and ability alone is considered quite good.

During the COVID-19 pandemic, developments and demands for an education that occurred at the local, regional and global levels also experienced a decline in line with the presence of a dangerous virus. Various demands to achieve optimal education services require education management which is the implementation of sustainable development from sustainable development. So that the roles and duties of educational institutions (schools) are increasing and increasingly diverse so that educational institutions or schools do not only need lecturers as teachers but lecturers' as determinants of the quality of education who can manage education in the long term (Adiawaty, 2020).

The success of education cannot be separated from the quality of these human resources, with the foundation of good performance in the current Covid-19 pandemic conditions. Indirectly this makes the quality of Lecturers' performance will experience an increase in the quality of performance in the world of education, especially at universities in East Kalimantan. Even making creative, innovative, and competitive learning to give each other the best quality in education today (Raharja, Kusuma Wardhani, & Rosidah, 2021). Quoting the opinion of Moeheriono (2009) which explains individual competence, job competence, organizational competence.

Matters that need special attention from internal and external factors that apply distance learning to modern systems, such as scope and reach, resource control issues, problem evaluation, limited resources, inappropriate administrative structure, etc. This opinion is supported by Leontyeva (2018) about the potential of distance learning (Herlina, 2020). Traxler (2018) predictions and probabilities. By looking at some specific trends in educational technology and their possible significance for distance learning. educational digital literacy with a clear emphasis on focusing on e-learning, information technology skills, and employability, in its broadest interpretation, digital literacy describes the skills, attitudes, access, and competencies required for individuals, and possibly communities, to improve the digital world (Purwantiningsih, 2021).

The learning process is aware of the needs of students from other cultures, even lecturers can also be aware of the diverse needs of students from their own culture. Thus, it supports lecturers to better appreciate multiple multicultural perspectives on the goals and implementation of distance education and to identify the best individual or group approaches to enhance learning from different cultural groups (Ihsan, Baso, & Syamsuri, 2021). This can enhance an attractive learning style for students to respect each other. This statement is supported by Uzuner (2009) regarding distance learning. Lecturers must recognize the importance of a learning environment where students can express their ideas, ask questions, interact with their peers, and engage in their own learning. In this context, lecturers should try to get student feedback during the teaching and learning process. This opinion is

supported by Silva and Sousa (2020) regarding the Perception of Lecturers' in Studying during the Covid-19 Pandemic. Requires a rapid and drastic transition from mostly face-to-face classes to online education. Performance improvements that lead to innovative information-based pedagogy can be enhanced by relevant learning videos or problem-oriented approaches to enhance students' interests and talents through online learning. The impact of the pandemic on global education COVID-19 (Dafroyati, 2016).

Lecturers' performance are to improve educational performance with the role of lecturers who are able to understand the current situation and conditions, thus there are several roles of lecturers needed during the pandemic, namely: lecturers as a facilitator, motivator, transformation, and adaptation, according to the opinion. supported by Sukitman et al. al., (2020) explained the role of lecturers during the pandemic (Mardianto & Assingkily, 2021).

## CONCLUSION

Based on the description above, it can be concluded that: Firstly, the role of lecturers are very important in managing to learn. Secondly, the demands of performance during the COVID-19 pandemic on efforts to manage the quality of learning are very important. Third, managing learning during the COVID-19 pandemic requires the role of Lecturers' who have the ability and adaptability and have flexibility in managing learning. Optimizing lecturers' performance can be seen from how lecturers prepare themselves, both facilities and infrastructure in carrying out learning from home.

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