

Original article

The Relationship of Work Spirit and Lecturer Performance in Implementing Online Learning in Higher Education

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Abstract - Circular of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Implementation of Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19) has forced all universities to be online. STKIP PGRI Lumajang has carried out online learning related to the circular letter. The problem that needs to be considered is the unpreparedness of lecturers for online learning. However, this online learning must continue to be carried out so that the learning process can run smoothly and students actively participate even in the conditions of the Covid-19 pandemic. This study aims to determine the relationship between work morale and lecturer performance at STKIP PGRI Lumajang. The research method is quantitative research, with the independent variable (X) is the morale, and the dependent variable (Y) is the performance of the lecturers. The analysis used product-moment correlation with the result of 0.499 with a significance level of 0.008. Thus there is a very significant correlation between morale and lecturer performance at STKIP PGRI Lumajang.

Keywords - Morale, lecturer performance, online learning

I. INTRODUCTION

Currently, the Coronavirus (Covid-19) is a hot topic in Indonesia. Covid-19 is an infectious disease caused by a type of coronavirus. The impact of this virus is very serious, where there is a closure of industries and educational institutions. In the field of education, it can be felt that previously learning and lectures were carried out face-to-face, now they have become WFH (Work From Home) and SFH (Study From Home) until the time limit is not clear when it will end. This reality has resulted in changes to the new system order so that people can adapt to this coronavirus by applying the new normal concept. The new normal concept is implemented by implementing a herd immunity system (natural selection of the body's immunity against

viruses). Many fields have been affected by the COVID-19 pandemic. One of the fields and professions that are feeling the impact of this pandemic is the world of education. In the world of education, previously, learning was done face-to-face, now it is shifted to online learning. This is due to complying with the circular letter of the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letter Number 4 of 2020 concerning Policy Implementation in the Emergency Period for the Spread of Corona Virus Disease (COVID-19).

The online learning system (in the network) is a learning system without face-to-face directly between lecturers and students but is carried out online using the internet network. Lecturers must ensure that teaching and learning activities continue, even though students are at home. The solution, lecturers are required to be able to design learning media as an innovation by utilizing online media (online). It should be realized that the unpreparedness of lecturers for online learning is also a problem. The transition from conventional learning systems to systems is very sudden, without proper preparation. But all of this must be carried out so that the learning process can run smoothly and students actively participate even in the Covid-19 pandemic conditions. Thus, lecturers are required to be able to design online learning by utilizing appropriate online devices or media and in accordance with the material being taught. Although online learning will provide wider opportunities to explore the material to be studied, lecturers must be able to choose and limit the scope of the material and the application that is suitable for the material and learning methods used.

Thus, the success of online learning during the Covid-19 period depends on the performance of the lecturer. Performance is the result obtained by employees during a certain period, usually measured in a period of one year (Mu'ah, 2002). Performance can also be interpreted as an employee's effort in completing the goals to be achieved



(Azhad et al., 2015). Lecturer performance according to the provisions of Law Number 14 of 2005 concerning Teachers and Lecturers and the 2010 Lecturer Certification Guidebook, the performance of lecturers is reflected in the ability of lecturers to carry out their duties and responsibilities as teachers and researchers, which are described in the Tri Dharma of higher education, namely teaching, research, and community service (Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen, 2005). Performance seen from the concept of behavior is defined as the actions or actions of a person in carrying out work in order to get good results as expected by the institution. To get good results, students should have knowledge of tasks, skills, accuracy, neatness, punctuality in completing tasks, responsibilities, initiatives, not taking into account work (Davis, 2007). Performance is the result of a person's behavior in carrying out activities. If an employee is entrusted with the responsibility to do a job and he can perform the task well as expected by his superior, then the employee can be said to have high performance in carrying out his duties and responsibilities (Sanosra et al., 2014). Meanwhile, what is meant by lecturer performance is the results achieved by the lecturer from his work behavior in the administration of education and improving the quality of education in Higher Education according to the size applicable to the job concerned. Lecturers are functional staff with the main task of teaching in the educational path and are responsible for improving the quality of education, as well as continuously improving research capabilities and community service in order to carry out their duties in a professional manner. Professional lecturers have the creativity and desire to improve the learning process of their students on an ongoing basis. While improving the learning process, lecturers are also expected to be able to shape students' personalities to be active, diligent, and creative in learning. Thus, the performance of the lecturers in this study is the result achieved by the lecturers from their work behavior in providing education and developing the quality of education in higher education. Related to this, the performance of lecturers in carrying out online learning is said to be good if the lecturers have planned well, made syllabus according to online learning, carried out the learning process according to the curriculum, carried out class-based evaluations and carried out follow-up improvements or enrichment so that student learning outcomes can be achieved maximally achieved.

To improve the performance of this lecturer, every lecturer must strive to improve his performance in the form of the tri dharma of higher education. Efforts to improve this performance need the work spirit of the lecturers. Psychologists explain that the spirit is a kind of mental readiness to react to an object in certain ways. Readiness in question is a potential tendency to react in a certain way when individuals are faced with a stimulus that requires a response (Mangkunegara, 2010). Enthusiasm is mental

readiness, organized through experience, which has a certain influence on a person's response to people, objects, and situations related to him (Handoko, 2010).

Research on employee morale associated with employee performance has been widely carried out by previous studies. Research (Basri & Rauf, 2021) states that workplace morale has a direct and significant effect on employee performance. (Yenti, 2019) in his research states that the variable morale (simultaneously) has a significant effect on the performance of the state apparatus in managing state finances with a significance value of 0.000 and an Adjust R Square value of 0.29. (Anwar et al., 2018) also stated that work spirit affects the performance of members in Hubdam Unit VII/Wirabuana. Research (Parhusip et al., 2020) states that work morale, role clarity, physical work environment on employee performance simultaneously or simultaneously have a positive effect on employee performance at the Main Potential University. (Aditia & Nasution, 2019) their research also states that remuneration and work morale have a significant effect on employee performance at the Medan District Attorney's Office. (Karsisni et al., 2016) states that satisfaction has an impact or effect on employee performance, which is 3,579 t count value is greater than the t table value of 1,993, this is because the better the morale and discipline, the greater the effect on employee job satisfaction and will have an impact on the performance of the Regional Financial and Asset Management Office (DPKAD) employees of Semarang City. (Syahropi & Kasmirudin, 2016) states that the results of testing the hypothesis t are greater than t table is $11.205 > 1.998$; this indicates that morale affects employee performance and the magnitude of the effect of morale on employee performance in permanent employees at PT. Bangkinang is 73,8%. Research (Aziz et al., 2017) states that work skills, morale, and job satisfaction simultaneously have a significant effect on employee performance by 50.9%; the remaining 49.1% is influenced by other variables outside this model.

To follow up the implementation of online learning, lecturers who have high morale and are willing to make performance innovations and development efforts are needed continuously. Especially entering the digital era as it is today, the world of education is full of various innovations and improvements in various fields, including curriculum development and various supporting devices. Based on the theory and previous research that has been done by previous researchers, this study aims to analyze the relationship between lecturers' morale and performance in carrying out online learning at STKIP PGRI Lumajang.

I. RESEARCH METHODS

The variables in this study consisted of 2 kinds of variables, namely the independent variable in the form of work enthusiasm and the dependent variable in the form of lecturer performance. The subjects of this research are all lecturers who teach at STKIP PGRI Lumajang, totaling 27

lecturers. To collect empirical data from research variables, it begins by distributing a set of instruments in the form of a questionnaire to the lecturers who are the research subjects/samples. The questionnaire distributed to the lecturers consisted of three parts:

- a. Part A: serves as a revealer of the identity of the subject: name, and teaching the course.
- b. Part B: serves as information on Morale
- c. Part C serves as information on the performance of the lecturers.

Prior to data analysis, the instrument was tested for validity and reliability. Of the 25 items of the work spirit questionnaire with a significance level of 5%, 23 items were

declared valid, and 2 items were declared invalid. The items that fall are numbers 8, 18. The Pearson Correlation value of work morale moves from 0.241 to 0.745. Of the 60 items of the lecturer's performance questionnaire with a significance level of 5%, 52 items were declared valid, and 8 items were declared invalid. The items that fall are numbers 2, 18, 22, 27, 30, 43, 44, 46. The Pearson Correlation performance value moves from 0.202 to 0.767. The data analysis used is the data normality test; this test is used to determine whether the sample analysis has a value distribution in the form of a normal distribution. The next data analysis is the product-moment correlation coefficient significance test.

II. RESULTS AND DISCUSSION

Normality Test Results

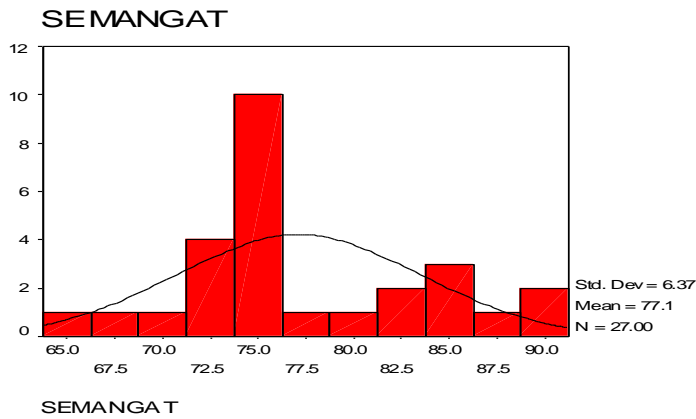


Fig. 1 Normality of Distribution of Work Morale Variables

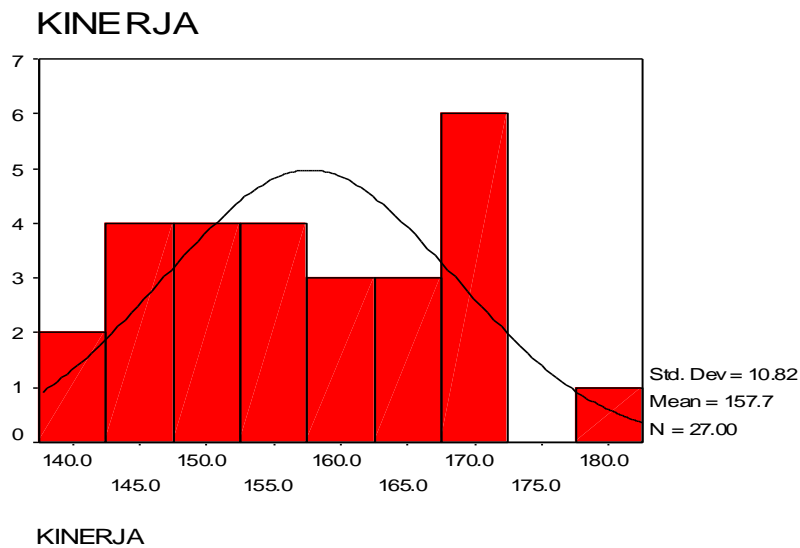


Fig. 2 Normality of the Distribution of Lecturers' Performance Variables

Product Moment Correlation Coefficient Significance Results

Table 1. Calculation of Product Moment Correlation Coefficient

		Spirit at work	Performance
Spirit at work	Pearson Correlation	1	.499**
	Sig. (2-tailed)	.	.008
	N	27	27
Performance	Pearson Correlation	.499**	1
	Sig. (2-tailed)	.008	.
	N	27	27

From graph 1, it can be seen that the morale variable has a normal distribution with the data plot like an asymmetrical bell.

From Figure 2, it can be seen that the performance variable of the lecturers has a normal distribution with the data plot like asymmetrical bell. In Table 1, it can be seen that the correlation value between work enthusiasm and performance of STKIP PGRI Lumajang lecturers is = 0.499 with a significance level of 0.008. This means that there is a very significant correlation between morale and the performance of the STKIP PGRI Lumajang lecturers in carrying out online learning. The results of the correlation when squared the following figures are generated; $0.499 \times 0.499 = 0.249$. From these calculations, it can be concluded that 24.9% of the performance of the lecturers is influenced by work spirit.

III. DISCUSSION

The results of data analysis show that the hypothesis, which states, "There is a correlation between the morale of the lecturers and their performance in carrying out online learning, is proven. The positive correlation between the two variables means that the higher the morale, the higher the performance score of the lecturers. According to (Ghozali, 2013) the correlation coefficient between 0.200 - 0.600 has practical and theoretical value in making a prediction. Because from the analysis results obtained $r = 0.499$ means the correlation coefficient is between 0.200-0.600, it can be said that the high and low morale can be a predictor for the high and low performance of the lecturers.

In this study, the results showed that: the effect of morale on the performance of the lecturers of STKIP PGRI Lumajang was = 24.9%. It means that there are other factors that affect the performance of the lecturers, which is 65.1%. For this reason, it is necessary to conduct research with other variables such as leadership, work morale, personality, and others.

If we observe the results of questionnaire B, answer number 1 is obtained by 94% of the lecturers in carrying out their duties with a steady heart, and this is the main capital for universities to carry out online learning. In addition, 90% of the lecturers feel happy and satisfied if the work produced

is of better quality. This is a very positive opinion because as long as the lecturers work, they feel satisfaction and pride; the most important thing is that the lecturers work with a peaceful heart.

Questionnaire answer C A total of 78% of respondents agree that students can understand concepts well and easily when learning to use group activities. In addition, 73% of respondents had no difficulty in using group activities when teaching and agreed that group activities could activate students in learning, help students remember the material well, and develop student creativity. This is because learning in groups requires students to do the steps themselves or in groups to solve problems, both those that require physical activity (movement of limbs) and mental activity (thinking).

From the point of view of increasing democratization of education, group activities while studying are able to develop communication skills, such as expressing opinions, arguing, and writing reports on learning activities, developing cooperative attitudes, and respecting the opinions of classmates in solving problems. This can be proven by the implementation in the field that students are very enthusiastic about completing the tasks given by the lecturer online. In completing the tasks given by the lecturer online, students communicate with each other. They express opinions accompanied by arguments. After completing the task, they are required to be able to make a written report which will be submitted online. This is a positive impact that needs to be developed, especially entering the digital era.

Giving quizzes by lecturers is able to please students while studying and can increase student learning motivation. Of course, this is a positive opinion from the lecturer. However, there is something unfortunate about the survey results, that is, only 64% of respondents agree to give quizzes when teaching. From the results of the research above, it is highly expected that all lecturers immediately give quizzes in teaching and learning activities so that they can prove for themselves the benefits of the quiz for students.

The results of questionnaire C provide information that this year as many as 65% of lecturers have conducted research, while the rest have never carried out due to limited

knowledge about research. This is very concerning, so the socialization of the implementation of the research still needs to be continued, either through webinars or training/workshops.

The obstacles for lecturers to carry out research are labor, time, and cost factors. Respondents who have carried out and those who have not acknowledged that conducting research requires more time, energy, and costs, both in preparation and implementation. On the other hand, the lecturers are being targeted to complete the material and other tasks, so it is natural that 6 people or 35% of respondents honestly answered that they had never carried out research at all.

Although there are several obstacles to conducting research, all respondents are aware of the importance of research to be carried out. The lecturers propose that the institution allocates research funds for lecturers once a year. The size of the fund certainly depends on the financial condition and the weight of the research. The implementation of the research will certainly provide another color in the learning process for students.

The limitations of the researcher's ability make the results of this study many things that have not been revealed. For this reason, further research is expected to be able to refine and add to the variables of this study. Especially research in the field of education is very valuable because if it can be developed in Indonesia, it will become a developed country. This research is supported by several studies such as: (Syahropi & Kasmirudin, 2016), (Karsisni et al., 2016), (Aziz et al., 2017), (Anwar et al., 2018), (Yenti, 2019), (Aditia & Nasution, 2019), (Parhusip et al., 2020), (Basri & Rauf, 2021).

IV. CONCLUSION AND SUGGESTIONS

Based on the results of data analysis, several conclusions can be drawn as follows: First, the enthusiasm of the lecturers of STKIP PGRI Lumajang in carrying out online learning is relatively high. The working spirit of the lecturer is shown as an expression of a lecturer's feelings towards the conditions of work carried out with pleasure and satisfaction if the work produced is of better quality. Interest in co-worker relationships, work regularity, achievement opportunities, and workload in carrying out tasks are very useful in developing the learning process in higher education. Second, the performance of STKIP PGRI Lumajang lecturers in carrying out online learning is relatively high. The lecturers have planned well, made syllabus, carried out the learning process according to the competency-based curriculum, evaluated and carried out follow-up

improvements or enrichment. Third, there is a significant positive correlation between work morale and the performance of STKIP PGRI Lumajang lecturers in carrying out online learning.

Based on the results of the study, the following suggestions can be made: First, the lecturers should increase their morale at work, because work ethic can improve performance. Second, related parties such as LPPM, need to make a guidebook on research and its application, as well as socialize it to lecturers through webinars, training, and other activities.

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