

POSTGRADUATE WORK PERFORMANCE OF UNIVERSITAS NEGERI SURABAYA DURING THE COVID- 19 PANDEMIC PERIOD

Suparji¹, Aisyiah Endah Palupi², Mochamad Firmansyah Sofianto³

¹⁻³Universitas Negeri Surabaya

¹suparji@unesa.ac.id

Abstract: Since the Covid-19 Pandemic, all Government Institutions and Units must work at home or called Work From Home (WFH), including learning which is also carried out online. After running for 2 months or more, the implementation of the office and learning needs to be evaluated. However, this study aims to describe the performance of leaders, lecturers, and teaching staff at the Unesa Postgraduate Program during the Covid-19 Pandemic. Data was obtained from March to October 2020, during the Covid-19 Pandemic. This study was designed by quantitative descriptive analysis with narrative explanation. The population was all participant in Postgraduate Program in Unesa, all lecturers, education staff, and students. Data collection is taken from questioners, and the data analysis used the number each criteria. The result are The activity online shows 74.3% and other shows 25.7%. However, the obstacle for all the academic staff to conduct the online system is 33.10% due to signal/networks, 15.19% due to difficulties in understanding/applying practice, 14.79% due to cost/limited quota of internet, 11.97% student participant and their attitudes, 10.56% due to application, 7.04% due to lack of ability to operation the application, 4.23% due to equipment, 2.11% due to stress level, and 0.7% due to cheating. On this condition, the advantages of the online system are because the flexibility, easy to access, new methods to learning, reducing the load work, and needed more active for student and lecturers.

Keywords: Performance assessment, Director and Vice Director, Staff academic and Lecturer,

Abstrak: Sejak adanya Pandemic Covid-19, semua Lembaga dan Unit Pemerintah harus bekerja di rumah atau disebut *Work From Home* (WFH), termasuk pembelajaran juga dilaksanakan secara online sistem. Setelah berjalan selama 2 bulan atau lebih, pelaksanaan kantor dan pembelajaran perlu dilakukan evaluasi. Sehingga penelitian ini bertujuan untuk mendeskripsikan kinerja pimpinan, dosen, dan tenaga pendidik di Program Pascasarjana Unesa selama Pandemic Covid-19. Data diperoleh dari mulai bulan Maret sampai Oktober tahun 2020, selama Pandemic Covid-19. Penelitian ini didesain sebagai penelitian populasi yaitu penelitian dengan menggunakan semua populasi sebagai sampel yaitu semua dosen, tenaga kependidikan, dan mahasiswa. Data akan dianalisis dengan analisis deskriptif kuantitatif dengan penjelasan secara narasi. Hasilnya adalah (1) kinerja pimpinan yaitu Direktur, Wakil Direktur Bidang Akademik dan Mahasiswa, dan Wakil Direktur Bidang Umum masuk kriteria baik/tinggi walaupun masih ada beberapa poin responden yang dibawah rata-rata. (2) Kinerja dari kaprodi digolongkan menjadi 3 kelompok, yaitu kelompok dengan kategori sangat tinggi/sangat baik, kaprodi/tinggi/baik, dan sedang. Kelompok sangat tinggi/sangat baik terdapat 2 kaprodi, kelompok tinggi/baik terdapat 16 kaprodi, dan kelompok sedang terdapat 6 kaprodi. (3) Kinerja dosen berdasarkan penilaian diri, hambatan terbesar adalah masalah sinyal/jaringan, hambatan kedua adalah kesulitan pemahaman materi dan secara berurutan adalah terbatasnya kuota, sulit mengukur partisipasi/sikap mahasiswa, aplikasi, kurang bisa menggunakan model pembelajaran jarak jauh, perangkat, kesehatan/lelah/stress/jam kerja tak tentu, potensi kecurangan, dan administrasi. (6) Kinerja tenaga kependidikan berdasarkan penilaian Kasubag yaitu masih perlu ditingkatkan adalah kuantitas hasil kerja sesuai target, kemampuan melaksanakan tugas secara *online* dengan baik, dan pelaksanaan tugas dirumah harus dilengkapi dengan fasilitas pribadi. Sedangkan berdasarkan penilaian mahasiswa beberapa yang masih harus ditingkatkan adalah kemampuan kerja-sama dalam menyelesaikan tugas, kuantitas hasil kerja sesuai target, kemampuan melaksanakan tugas secara *online* dengan baik, dan pelaksanaan tugas dirumah harus dilengkapi dengan fasilitas pribadi.

Kata kunci: Penilaian kinerja; Direktur dan wakil direktur; Tendik dan dosen; Pascasarjana; Pandemi Covid-19

INTRODUCTION

Educators generally consist of teachers and lecturers. Teachers are educators in schools, while lecturers are educators in universities. Danumiharja (2014:12) explains that teachers and lecturers are one component of an education unit that is very essential because they are active resources, while the passive components are curriculum, funds, facilities and infrastructures. Professional educators have adequate educational backgrounds, expertise in carrying out educational tasks obtained after taking certain education and have special abilities that other people do not generally have.

Currently the world is facing a major disaster caused by the Corona Virus which is a condition known as the Covid-19 Pandemic, based on Worldmeter data in 2021, the number of Indonesian cases has reached 4,240,078 people. Since May 2020, the Indonesian Government has issued a policy to tackle and reduce the number of Covid-19 cases. This policy also affects all elements of society, so policies in universities need to follow and adjust. Universitas Negeri Surabaya (Unesa) is one of University in East Java, Indonesia, which also follow and adjust the Government Regulation during Pandemic Covid-19. Efforts that can be made to reduce the number of spread of Covid-19 cases are restrictions on activities outside the home (Wilder-smith and Freedman, 2020).

According to WHO recommendations, approaching method to restrictions outside activities is urging all the people to work at home (WFH) especially in government employees. All academic staff in Unesa also following the Government regulation that all the staff will work at home (Ratriani, 2020). Lecturer and student also have to study at home, both of them are normally conducted face-to-face in class and blended learning must change the format to fully online lectures. For lecturers, students, and campus institutions that are accustomed to online lectures, the lecture format by utilizing internet-based information technology is not a problem. They simply increase the portion of their online meeting, or replace face-to-face sessions in class with online meetings at the internet (Wahyu, 2020). However, this is not as easy as imagined for courses that require experiments to explain the material to students, because not all study programs have virtual laboratories that are used as lecture facilities. It is also necessary to monitor and evaluate on the implementation of online lectures, so that the level of achievement of lecture quality and student satisfaction is maintained. Possible problems that arise with this online lecture system can be seen from various aspects, such as economic aspects, technological aspects, and aspects of responsibility.

The personnel sector, also experienced the same thing during this pandemic period, namely carrying out their duties with a work at home system, picket scheduling, and overtime (Sithoang, 2020). The implementation of the new system during this pandemic does not mean reducing the quality of the service's performance according to job descriptions each part. However, it is still necessary to further study the achievement of tendon performance while working at home, because it is not easy to change the work culture from working in the office to working at home (Mustajab dkk., 2020).

In addition to teachers/lecturers as the main human resources in the world of education, other human resources are educational staff. Presidential Regulation Number 10 of 2016 Article 1 explains that Education Personnel are members of the community who devote themselves and are appointed to support the implementation of education. Then it was added in Permendikbud Number 49 of 2014 that Education Personnel in higher education are members of the community who devote themselves and are appointed to support the implementation of higher education, including librarians, administrative staff, laboratory assistants and technicians, as well as information engineering institutions. Musriadi (2018: 18) explains that the education staff in charge of administrative, management, development, supervision, and technical services to support the educational process are the deputy/head of affairs, administration, laboratory assistant, librarian, security, and cleaning.

During the Covid-19 pandemic, online-oriented activities have become very dominant. In the field of education, starting from the learning process, examinations, administrative activities,

and consulting activities. This online activity is carried out because of the rules that require people to work from home (WFH). Because it has been running for 3 months, it is necessary to know the performance of Unesa Postgraduate leaders, lecturers, and education staff during the covid-19 pandemic.

METHOD

Unesa organizes diploma, undergraduate, and postgraduate (master and doctoral) programs, for that it must pay attention to lecturer standards according to those levels. Lecturers of diploma and undergraduate programs must have academic qualifications of at least a master's degree or applied master's degree relevant to the study program, and can use professional certified lecturers relevant to the study program and have the lowest qualification equivalent to level 8 (eight) KKNI). Masters and doctoral program lecturers must have academic qualifications of doctoral or applied doctoral graduates that are relevant to the study program, and can use professional certified lecturers that are relevant to the study program and have qualifications equivalent to level 9 (eight) KKNI).

The approaching method to conduct research is an evaluation description according to survey. Respondents of surveyed are all peoples on the Postgraduate Program. The procedure of this study is start from literature study which to collect the articles related into the topic. Then next step is identification of survey target and number of targets. At the same step, the equipment of questioner is prepared in the e-form and the contents of questioner need to validated by using scoring form. The instrument of questioner has 10 criteria that explain about the questioning level according each work in the home or work from home along Pandemic Covid-19. All the data collection will be analysed by using the levelling of number according the responder's answer and the level of performance will be classified by summarize number from the questioner.

The respondents of the survey are classified according the jobs description such are the Head of Postgraduate Program, Head of study program, lecturers, academic staffs, and students. The detail of respondent consists of the Director of Postgraduate Program 1 person, Deputy Director for Academic and Student Affairs 1 person, Deputy Director for General Affairs 1 person, Head of Study Program 23 people, Lecturers 138 people, Education Personnel as many as 34 people, so the total is 198 people.

RESULTS AND DISCUSSION

The result of this study was start from deployment the questioners and finish at the collection data. The analysis data was obtained that all the respondents to fill out the instrument consisted of 23 Heads of Study Programs, 10 lecturers from each study program, 34 education staff, 20 students from each study program. The Director's performance is assessed by the Head of Study Program, lecturers, staff, and students. The Head of Study Program is assessed by lecturers and students, while the Head of Study Program is assessed by the Head of Sub-Division and students. The data collection technique used a questionnaire with a closed questionnaire and an open questionnaire. The analysis was performed using descriptive statistics.

From the data analysis that was assessing the Director's performance, namely the head of study programs, lecturers, staff, and students, the instrument items that get a score below the total average and are assessed by a minimum of three respondents are items 2, 7, 8, and 10. Item 2 is an item that tries to assess and disclose the Director's work on the ability to organize all postgraduate activities including academic, administrative, financial, student affairs, and collaboration with other units within Unesa, as well as other institutions outside Unesa. Point 7 is an item that tries to assess and reveal the Director's position regarding the ability to coordinate with university leaders in conducting strategic cooperative relationships with external parties, both in the academic, financial, administrative, and cooperative fields. Item 8 is an item that tries to assess and reveal the Director's position on the ability to prepare a Postgraduate RBA. Item 10

is an item that tries to assess and reveal the duties of the Director regarding the ability to pursue the implementation of a quality management system in postgraduates

From the data analysis, performance of the Deputy Director for Academic and Student Affairs, namely the head of study programs, lecturers, staff, and students, the items of the instrument scored in the below the total average and assessed at least three respondents are items 1, 2, and 8. Item 1 is an item that tries to assess and reveal the work of the Deputy Director for Academic and Student Affairs regarding the ability to represent the Director in the implementation of education and teaching, research and community service . Point 2 is an item that tries to assess and reveal the Director's statement about the ability to develop an academic career for lecturers in coordination with the head of the study program and the Deputy Director 2. Item 8 is an item that tries to assess and reveal the Director's statement about the ability to plan alumni gathering activities, public relations, and postgraduate publications.

From the data analysis, the responder who assessed the performance of the Vice Director of General Affairs, namely the head of study programs, lecturers, staff, and students, the items of the instrument that scored below the total average and were assessed by a minimum of three respondents were items 2, 3, 4, 6, and 10. Point 2 is a point that tries to assess and reveal the Director's position regarding the ability to make work procedures for postgraduate human resources and manage staff, evaluate staffing performance, as well as propose transfers or promotions to staff positions, awarding or giving sanctions. Item 3 is an item that tries to assess and reveal the Director's statement about ability. Point 4 is an item that tries to assess and reveal the Director's position regarding the ability to carry out an inventory of postgraduate assets and carry out procurement planning, improvement of facilities and infrastructure as well as all facilities and equipment needed in the lecture process. Point 6 is an item that tries to assess and reveal the Director's position regarding the ability to coordinate the implementation of the asset verification process, equipment, financial administration, and report it to the Director. Point 10 is an item that tries to assess and reveal the Director's position regarding the ability to collaborate in the field of development and advancement of education with universities in Indonesia and universities abroad.

The performance of the Head of the Unesa Postgraduate Study Program is divided into three groups. Group 1 is the Head of Study Program which is categorized as very high/very good, high/good, and moderate. In the very high/very good category, there are 2 head of study programs, the high/good category has 16 heads of study programs, and the medium category has 6 heads of study programs. Observing the results of the three groups, there are points that must get attention, especially the Head of Study Programs who are in the medium category so that the performance of the Head of Study Programs gets better towards the good or even very good category. These items are assessed by at least 4 respondents, namely items number 1, 2, 8, 9, 10, 11, 12, and 13. Item 1 is an item that tries to assess and reveal the study of the Head of Study Program on the ability to plan the education and teaching process in the study program. which is under his authority. Point 2 is an item that tries to assess and reveal the study of the Head of Study Program regarding the ability to plan teaching lecturers who will carry out the teaching and learning process as outlined in the teaching load for lecturers. Point 8 is an item that tries to assess and reveal the study of the Head of Study Program regarding the ability to monitor active student development and coordinate student academic leave. Item 9 is an item that attempts to assess and reveal the study of the Head of Study Program regarding the ability to assist Vice Director of Academics Affair 1 in planning and implementing new student admissions. Item 10 is an item that tries to assess and reveal the study of the Head of Study Program on the ability to evaluate teaching lecturer, and report it to the director of the evaluation results. Point 11 is an item that tries to assess and reveal the position of the Head of Study Program on the ability to coordinate in the planning and implementation of collaborative efforts with similar study programs outside the Unesa Postgraduate Program. Point 12 is an item that tries to assess and reveal the study of the Head of Study Program regarding the ability to carry out research and scientific development for educational programs in their respective study programs. Point 13 is the point that tries to assess and reveal the position of the Head of Study Program on the ability to propose the formation

of a study program accreditation form drafting team to the Director and together with the form writing team in the preparation of the accreditation form.

In order to get an overview of the learning conditions in Postgraduate, the subject who is able to provide real data is the lecturer. To get data about it, an instrument in the form of an open questionnaire was used. The data that is expected to be obtained is the number of face-to-face meetings conducted on line and off line, problems of obstacles, convenience, and suggestions for changes. The number of courses recorded in this questionnaire is 110 courses. Meetings conducted online were 1552 meetings or 74.3% and those conducted offline were 98 meetings or 25.7%.

The obstacles for lecturers in conducting online lectures can be described as shown in the following diagram.

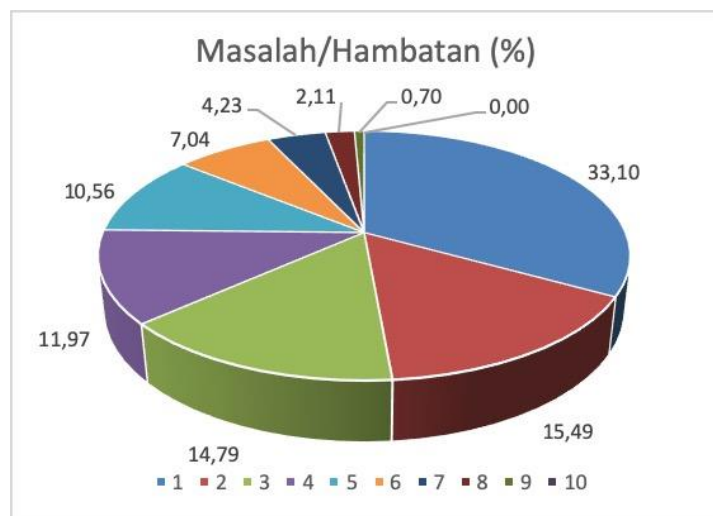


Figure 1. Lecturer Barriers in Conducting On-Line Lectures

The picture above can be explained that the biggest obstacle for lecturers to carry out online lectures is 33.10% due to signal/network, 15.19% due to difficulties in understanding/applying practice, 14.79% due to cost/limited quota, 11.97% because it is difficult to measure student participation/attitude, 10.56% due to application, 7.04% due to lack of ability to use the PJJ model, 4.23% due to equipment, 2.11% due to health/tiredness/stress/indefinite working hours, and 0.7 % because of the potential for cheating/plagiarism

The advantages/convenience of lecturers in conducting online lectures can be illustrated as shown in the following diagram.

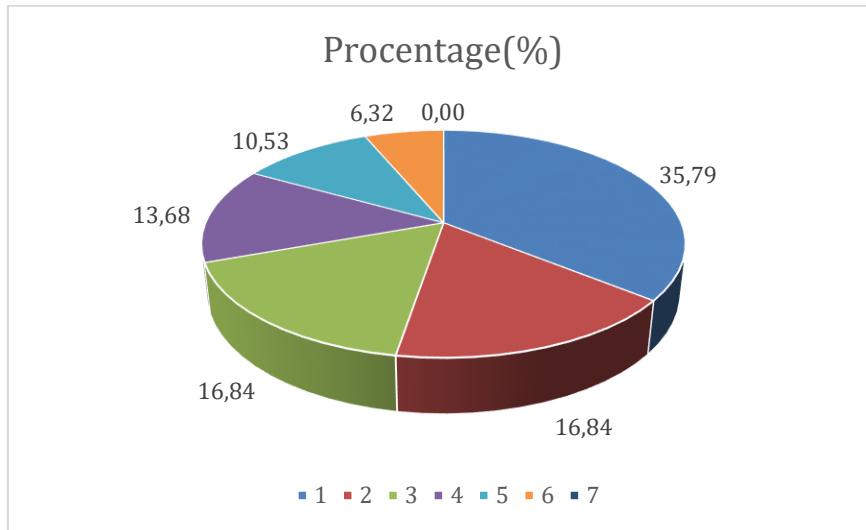


Figure 2. Advantages/Ease of Lecturers doing Online Lectures

The picture above can be explained that the advantages of online lectures, 35.79% of lecturers rate it because it is flexible, 16.84% because of easy and fast access, 16.84% because of learning new methods/applications/media, 13.68% making work easier. lecturers, 10.53% because students are more active/self-study/disciplined, and 6.32% because of wider learning resources

Suggestions for changes proposed by Lecturers for Unesa in order to improve the quality of online lectures, are illustrated as follows.

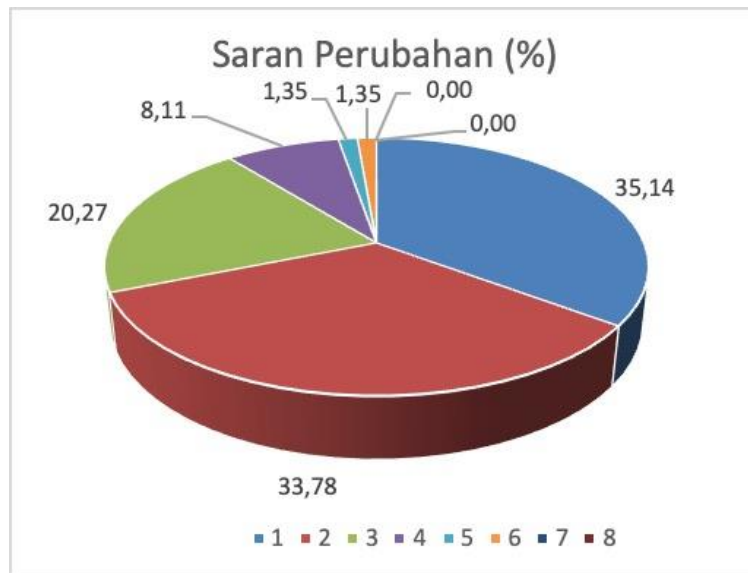


Figure 3. Lecturer's Suggestions in conducting Online Lectures

The picture above can be explained that suggestions for improvement submitted by Lecturers, as much as 35.14% are suggestions for improving vineyards, 33.78% suggestions for facility assistance, 20.27% suggestions for training/preparation/lecture manuals, 8.11% suggestions not online realtime/recorder/blended, 1.35% suggestions for provider collaboration, and 1.35% suggestions for improving administrative services.

The performance assessment of postgraduate training is carried out by students. Student assessments show that there are several indicators that still need to be improved, namely the ability to cooperate in completing work, quantity of work according to the target, the ability to carry out tasks online is very good, and carrying out tasks from home, equipped with personal facilities. The ability to cooperate in completing the work seems to be improved, this is felt by students. Students feel that in some matters they feel that there is no good communication between academics, finance, and correspondence. The quantity of work results according to the target from the leadership, it is also felt that it needs to be increased. This is because in a COVID-19 pandemic situation like this, especially when there are activities that are allowed to be done at home, the target is an urgent matter that must be met. Likewise, the ability to carry out tasks online and carry out tasks from home, equipped with personal facilities, is also something that must be improved.

From the survey results for 1 year of work under the Covid-19 pandemic situation, the performance of the Unesa Postgraduate Director is in the high/good category. The items of the instrument that get a score below the total average and are assessed by a minimum of three respondents are items 2, 7, 8, and 10. The performance of the Deputy Director for Academic and Student Affairs is in the high/good category. The items of the instrument that get a score below the total average and are assessed by a minimum of three respondents are items 1, 2, and 8. The performance of the Deputy Director of General Affairs is in the good/high category. The items of the instrument that get a score below the total average and are assessed by a minimum of three respondents are items 2, 3, 4, 6, and 10. The performance of the Head of Study Programs around Unesa Postgraduate is divided into three groups. Group 1 is the Head of Study Program which is categorized as very high/very good, high/good, and moderate. In the very high/very good category, there are 2 head of study programs, the high/good category has 16 heads of study programs, and the medium category has 6 heads of study programs.

Lecturers in conducting on-line lectures, often encounter obstacles. The biggest bottleneck is signal/network issues. The second biggest obstacle is the difficulty of understanding the material and sequentially the limited quota, difficult to measure student participation/attitude, application, lack of ability to use distance learning models, devices, health/tired/stress/indefinite working hours, potential for cheating/plagiarism, and administration.

The results of the performance assessment of Education Personnel found that there were still indicators that needed to be improved, namely the quantity of work done according to the target, the ability to carry out tasks online was very good, and the implementation of tasks from home, equipped with personal facilities. Meanwhile, based on the student's assessment, some things that still need to be improved are the ability to cooperate in completing the work, the quantity of work according to the target, the ability to carry out tasks online is very good, and carrying out tasks from home, equipped with personal facilities.

To further improve each other's performance, suggestions that can be given based on the discussion of the results of this study can be grouped into each position, namely the Postgraduate Director needs to increase efforts to implement quality management systems in postgraduates, Deputy Director for Academic and Student Affairs needs to improve coordination and cooperation with other stakeholders. alumni, either through alumni association organizations or individually with Unesa Postgraduate alumni, the Deputy Director of General Affairs needs to improve the existing infrastructure facilities, especially in the provision of online lecture facilities, namely wifi, the Head of Study Program must improve competence in carrying out his duties, especially in the field of service in scheduling and manage the implementation of online lectures. To improve the quality of online lectures, it is recommended that there are improvements to vines, facility assistance, training/preparation/lecture manuals, not online realtime/recorders/blended, provider collaboration, improvement of administrative services, and reduction of lecturer duties so as not to drop. The competence of education personnel in carrying out their duties still has to be improved, especially in meeting the quantity targets charged from the leadership or users.

CONCLUSION

The performance of all the respondents shows the result that able to carry the main jobs at work from home during Covid-19. The activity online shows 74.3% and other shows 25.7%. However, the obstacle for all the academic staff to conduct the online system is 33.10% due to signal/networks, 15.19% due to difficulties in understanding/applying practice, 14.79% due to cost/limited quota of internet, 11.97% student participant and their attitudes, 10.56% due to application, 7.04% due to lack of ability to operation the application, 4.23% due to equipment, 2.11% due to stress level, and 0.7% due to cheating. On this condition, the advantages of the online system is because the flexibility, easy to access, new methods to learning, reducing the load work, and needed more active for student and lecturers. Meanwhile, to improve the quality of online lectures, it is recommended that there be vines improvement, facility assistance, training/preparation/lecture manuals, not online realtime/recorder/blended, provider collaboration, improvement of administrative services, and reduction of lecturer duties so as not to drop The competence of education personnel in carrying out their duties still has to be improved, especially in meeting the quantity targets charged from the leadership or users

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