

Performance of Private Universities Lecturers During Covid-19 Pandemic: Webinars And Online Training

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Abstract

All activities during the Covid-19 pandemic must be carried out at home to avoid the spread of the corona virus. Lecturers who are professional educators and scientists have an important role in the success of implementing higher education. Therefore, lecturers are required to have high performance in carrying out the *Tri Dharma* (Three Obligations) of higher education. Developing the competence of lecturers during the Covid-19 pandemic is by participating in webinars and online training. This research is very important to analyze the effect of webinars and online training on lecturer performance during the Covid-19 pandemic. This research approach is quantitative, with a population of lecturers in private universities in Surabaya. The questionnaire was created using google form and sent via the WA group of private university lecturer in Surabaya. The data that entered during June-August 2020 were 318, and the incoming data was processed using the Partial Least Square (PLS) method using the WarpPLS 7.0 application. The results of research on lecturers' activities in participating in webinars, online training has a significant positive effect on lecturer performance. Simultaneous webinars and online training have a significant positive effect on lecturer performance.

Keywords: Lecturer Performance, Webinars, Online Training, Covid-19 Pandemic.

1. Introduction

Currently the world is faced with the Covid-19 pandemic, this virus besides causing death also has an impact on economic, social, educational and global mental health aspects where many people feel helpless because of the pandemic, are horrified and anxious (**Sembiring, et al., 2020**). To avoid the spread of this virus, the World Health Organization (WHO) has imposed a policy for all community activities to be carried out at home for an indefinite time even until the Covid-19 virus outbreak is in a sloping or declining position.

Changes in activity due to the Covid-19 pandemic require work activities to be carried out at home or Work From Home (WFH). WFH activities are also implemented at universities, starting from teaching and learning activities, examinations, guidance to students, and other academic service activities carried out online. Temporary closure of educational institutions as an effort to contain the spread of the COVID-19 pandemic (**Aji, 2020**), activities that have the potential to cause crowds (**Firman & Rahman, 2020**). Changes in learning patterns currently look massive at all levels of

education due to the Covid-19 pandemic (Abidin, et al., 2020), and disrupt the conventional learning process (Sadikin & Hamidah, 2020).

Lecturers are also professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service (Santoso, et al., 2019). The success of education is largely determined by the performance of lecturers as the spearhead of education and teaching management (Nento, 2016). Lecturer performance is an important factor in efforts to ensure higher education quality management (Zahraini, 2014). Lecturer performance productivity is needed to produce products from all units on campus (Walid, et al., 2018).

Improving the performance of lecturers requires high motivation, adequate competence, good leadership and a work environment that supports lecturers to be able to improve their performance (Pramudyo, 2010). Lecturer development is needed as a form of adjustment to advances in science and technology (Djuwita, 2011). Lecturer empowerment is an activity to maintain and improve the ability, performance and work productivity of lecturers in their role as academic staff (Agustini, et al., 2018). Training must continue so that productivity of work productivity is maintained even though the impact of the corona virus pandemic causes having to work from home (Wijonarko, et al., 2020). There is a significant difference in knowledge and skills before and after attending the training, after attending the training will have a better understanding as a result of participating in the training (Widyastuti & Purwana, 2015)

Information technology is very helpful in the distance learning process in the midst of the COVID-19 corona virus pandemic (Pakpahan & Fitriani, 2020). The trend of training is shifting from classroom training to web-based learning on the internet and intranets (Suhadini & Suganthalakshmi, 2015). Ease of use and computer capabilities are the two main drivers of intention to use Webinar as a training tool (Malik, et al., 2020).

Webinars provide an almost face-to-face environment that enhances participants' social presence and facilitates multi-level interactions (Wang & Hsu, 2008). The webinar was developed by integrating the use of technology and traditional guided therapist support to provide accessible help for decline problems in the workplace (Azam, et al., 2019). Analyzing the performance of lecturers during the Covid-19 pandemic is very important because lecturers are professional educators and scientists whose job is to transform, develop knowledge in the *Tri Dharma* (Three Obligations) of Higher Education activities. According to (Nugraheni, 2012) lecturer performance has a significant effect on student learning motivation, and (Oktaviani & Weliyati, 2015) lecturer performance has a significant impact on the quality of graduates.

This study aims to determine and analyze the effect of webinar, partially online training on lecturer performance, the effect of webinar and online training simultaneously on lecturer performance.

2. Theoretical Review

Lecturer Performance

Performance is the relationship between real work results with previously set expectations or comparisons with results achieved by others (Robbins, 2003). Performance objectives are to

measure the extent of conformity between lecturer achievement efforts and higher education performance goals (**Budiyanto & Mochklas, 2020: 13**). Lecturers are one of the essential components in an education system in higher education. The roles, duties, and responsibilities of lecturers are very meaningful in realizing the goals of national education, namely educating the nation's life, improving the quality of Indonesian people, including the quality of faith and piety, noble character, and mastery of science, technology, and art, as well as realizing an advanced Indonesian society. , fair, prosperous, and civilized (**Pramudyo, 2010**).

The performance of lecturers can be seen in carrying out their role in education and teaching to students, research activities, community service, and lecturers must play a role in the success of the education process in universities and play a role in the implementation of governance that supports the development and progress of higher education (**Wahyuni , 2019**).

Webinar

Webinar consists of two words web and seminar which is a seminar, presentation, teaching or workshop activity that is carried out online, face-to-face online which is delivered via internet media and can be attended by many people who are in different locations, on someone's webinar activity. can interact directly through text, chat, pictures and videos (**Mansyur, et al., 2019**)

Webinar is a platform to address the situation for someone who works online, mobile and has very busy working hours, with webinars you can have face-to-face meetings but the participants are in different locations with participation not limited to a fixed location, but requires access Internet.

According to **Durahman & Noer (2019)** in webinars, presentations, lectures, training or similar content will be delivered via the internet using video technology. Web conferencing software is used for this purpose, which does not serve to send events to the web, but can also be used to manage and communicate with attendees. A webinar theoretically consists of only audio data, but is usually a transmission of webcam images, computer desktop content, or both. Some of the advantages of Webinar are cost savings due to lower travel costs and travel time, participant information independent of location, easy administration and automatic participant registration via webinar software, and reaching multiple attendees at once events can be saved and evaluated hassle-free.

Online Training

Training is programs to improve the ability to carry out work individually, in groups or based on the level of position in the organization. Training is also a process of equipping workers with special skills or activities to assist workers in improving the performance of inefficient work (**Nawawi, 2005:208**).

Training is an important aspect in the development of human resources in organizations, as an effort to increase knowledge, skills, and expertise. It must be managed effectively according to the needs of organizational members (**Widyastuti & Purwana, 2015**). The training indicators according to **Rivai (2009:123)** are knowledge or learning processes, changes in behavior and results.

Online training is a strategy as well as a solution for an organization or individual to adapt and take effective action to create a competitive advantage in the current COVID-19 pandemic. The main objective of the knowledge management system is to improve the competence of lecturers.

The integration of information technology into the business world has created a big impact, one of the products of information technology integration is e-Learning or electronic learning. E-Learning is a learning method using electronic media (audio/visual) through the internet method. The e-learning system as one of the supporting human resources training and development as an effort to improve the capabilities and capabilities of human resources, either through continuous professional training or by recruiting quality staff (**Permatasari & Hardiyan, 2018**).

3. Research Methods

This study uses a quantitative approach using an explanatory research approach. According to Sugiyono (2006), the explanatory research approach is a research that aims to explain the position of the variables studied and the relationship between one variable and another and test the formulated hypothesis. The hypotheses in this study are as follows:

H1: Webinars have an effect on lecturer performance

H2: Online training affects the performance of lecturers

H3 : Webinars and online training have an effect on lecturer performance

The population in this study were private university lecturers in Surabaya, the sampling method was probability sampling. Where the questionnaire was sent to private university lecturers in Surabaya via google form, which was sent from the beginning of June to the end of August 2020. Respondents who sent answers until the closing of data collection via google form on August 31, 2020 were 318. The data entered was done using the WarpPLS version of the program. 7.0.

4. Research Results And Discussion

a. Research result

Respondent Description

The characteristics of the respondents in this study were based on the questionnaire that had been filled out by private university lecturers in Surabaya which had been distributed via google form. Questionnaires were distributed through the WA group of lecturers in Surabaya starting from June – 31 August 2010 as many as 318 lecturers have filled out the google form link questionnaire, all data can be processed and analyzed. Where the characteristics of the respondents are as follows:

- *Respondent Age*

The ages of the lecturers of private universities in Surabaya who have participated in this research are shown in table 1.

Table 1. Characteristics of Respondents by Age

Age	Number (Person)	Percentage (%)
< 30 years old	22	6.92
31-40 years old	190	59.75
41-50 years old	101	31.76
> 50 years	5	1.57
Total	318	100

Source: Researcher Data Processing Results (2021)

Based on table 1, it can be seen that most of the respondents in this study were aged between 21-40 years as many as 190 people or 59.75%, while respondents aged over 50 years were 5 people or 1.57%.

- *Gender*

Characteristics of research respondents by gender can be seen in table 2.

Table 2. Characteristics of Respondents by Gender

<i>Gender</i>	Number (Person)	Percentage (%)
Man	213	66.98
Girl	105	33.02
Total	318	100

Source: Researcher Data Processing Results (2021)

Based on table 2, it can be seen that most of the research respondents were male, namely 213 people or 66.98%, while female respondents were only 105 people or 33.02%.

- *Education*

Based on the research results of private university lecturers in Surabaya who have participated in this research, table 3 is shown below:

Table 3. Characteristics of Respondents Based on Education

<i>Education</i>	Number (Person)	Percentage (%)
S2	210	66.04
S3	108	33.96
Total	318	100

Source: Researcher Data Processing Results (2021)

Based on table 3, it can be seen that most of the research respondents were respondents with a master's education level, namely 210 people or 66.04%. A total of 108 people or 33.96% have doctoral education.

- *Length of work*

Based on the research results of private university lecturers in Surabaya who have participated in this research, it can be seen that the length of work they have been working as lecturers is shown in table 4 below:

Table 4. Characteristics of Respondents Based on Length of Work

<i>Length of work</i>	Number (Person)	Percentage (%)
< 5 years old	18	5,66
5-10 years old	214	67,30
11-15 years old	81	25,47
> 15 years	5	1,57
Total	318	100

Source: Researcher Data Processing Results (2021)

Based on table 4, it can be seen that most of the research respondents are respondents who have worked between 5-10 years as many as 214 people or 67.30%. And those who have worked for more than 15 years are 5 people or 1.57%.

- Lecturer Certification

Based on the research results of private university lecturers in Surabaya who have participated in this research, it can be seen that those who already have lecturer certification are shown in table 5 below:

Table 5. Characteristics of Respondents Based on Lecturer Certification

Lecturer Certification	Number (Person)	Percentage (%)
Already	232,00	73,00
Not yet	86,00	27,00
Total	318	100,00

Source: Researcher Data Processing Results (2021)

Based on table 5, it can be seen that most of the research respondents have lecturer certification as many as 232 people or 73%, and those who do not have lecturer certification are 86 people or 27%.

- Academic Position

Based on the academic positions of private university lecturers in Surabaya who have participated in this research, it can be seen in table 6 below:

Table 6. Characteristics of Respondents Based on Academic Position

Academic Position	Number (Person)	Percentage (%)
Expert Assistant	149,00	47,00
Lecturer	102,00	32,00
Head Lecturer	67,00	21,00
Professor	0,00	0,00
Total	318	100,00

Source: Researcher Data Processing Results (2021)

Based on table 6, it can be seen that most of the research respondents have had the academic position of Expert Assistant as many as 149 people or 47%, and Head Lector as many as 67 people or 21%. Meanwhile, lecturers with the position of Professor did not participate.

Research Instrument Test

Validity test

Validity test is used to measure whether or not a questionnaire is valid. A questionnaire is said to be valid if the questionnaire is able to reveal something that will be measured by the questionnaire. This validity test uses Person Correlation, namely by calculating the correlation between the values obtained from the questions. A question is said to be valid if the significance level is below 0.05.

(Ghozali, 2012:52). Table 7 shows the results of the validity test of the variables used in this study, namely webinars, online training and lecturer performance.

Table 7. Validity Test Results

Variable	Statement	r count	Significance	Description
Webinars	X1.1	0,743	0	Valid
	X1.2	0,779	0	Valid
	X1.3	0,851	0	Valid
	X1.4	0,615	0	Valid
Online Training.	X2.1	0,764	0	Valid
	X2.2	0,87	0	Valid
	X2.3	0,814	0	Valid
Lecturer Performance	Y1	0,703	0	Valid
	Y2	0,645	0	Valid
	Y3	0,862	0	Valid
	Y4	0,884	0	Valid

Source: Researcher Data Processing Results (2021)

Based on table 7 above, it can be seen that all statement items that measure the independent variables, namely webinars and online training, as well as the dependent variable, namely lecturer performance, all statement items are declared valid. This happens because the entire statement item produces a calculated r value greater than r table.

Reliability Test

Reliability test was conducted to assess the consistency of the research instrument. The reliability test in this study uses the one shot method or one-time measurement method. This method measures reliability based on Cronbach's alpha. A construct or variable is said to be reliable if it gives a Cronbach alpha value of more than 0.60, it can be said that this research is reliable. Table 8, shows the results of the reliability test for the four variables used in this study.

Table 8. Reliability Test Results

Variable	Cronbach Alpha	Description
Webinars	0.737	Reliable
Online Training.	0.745	Reliable
Lecturer Performance	0.781	Reliable

Source: Researcher Data Processing Results (2021)

From table 8, it shows that the statement in this questionnaire is reliable because it has a Cronbach's alpha value greater than 0.6. This shows that each statement item used will be able to obtain consistent data, which means that if the statement is submitted again, an answer that is relatively the same as the previous answer will be obtained.

Hypothesis testing

SEM-PLS is conceptually almost the same as least square regression analysis, namely to maximize the value of R2 and minimize residuals and evaluate data quality based on the variable measurement

model. The results of the analysis and data processing in this study used SEM analysis with the WarpPLS version 7.0 approach where the results were obtained as shown in table 9.

Tabel 9. Model fit dan Quality Indices

Statistic	Indices	Quality Indices
APC	= 0.360	P < 0.001
ARS	= 0.361	P < 0.001
AVIF	= 1.170	Good if < 5
AFVIF	= 1.439	Acceptable if <= 5
GoF	= 0.417	Small >= 0.1, medium >= 0.25, large >= 0.36
SPR	= 1.000	Acceptable if >= 0.7, ideally = 1
RSCR	= 1.000	Acceptable if >= 0.9, ideally = 1
SSR	= 1.000	Acceptable if >= 0.7
NLBCDR	= 1.000	Acceptable if >= 0.7

Source: Researcher Data Processing Results (2021)

For structural evaluation (inner model) which includes a model fit test (model fit), path coefficients, and R2. In the model fit test, there are 3 test indices, namely the average pathcoefficient (APC), average R-squared (ARS) and average variance factor (AVIF) with APC and ARS criteria accepted with the conditions p-value < 0.05 and AVIF < 5 (Sholihin & Ratmono, 2013).

Table 9 above shows that the APC value is 0.360 and the p-value is <0.001, the ARS value is 0.361 and the p-value is <0.001, the AVIF value is 1.170. Based on the criteria, APC has met the criteria because it has a p-value of 0.001 because the condition is that the p-value must be <0.5. While the ARS value also meets the criteria because it has a p-value of 0.361 because the condition is a p-value <0.05. Furthermore, based on these data, the AVIF value is 1.170. The AVIF value has met the criteria because the eligible AVIF value is a value of < 5. From these data it can be concluded that the inner model is acceptable and significant.

Hypothesis test results are obtained from the correlation between constructs measured by looking at the path coefficients and the significance level is 5%. The research model and the results of hypothesis testing based on data processing using WarpPLS 7.0, shown in Figure 1.

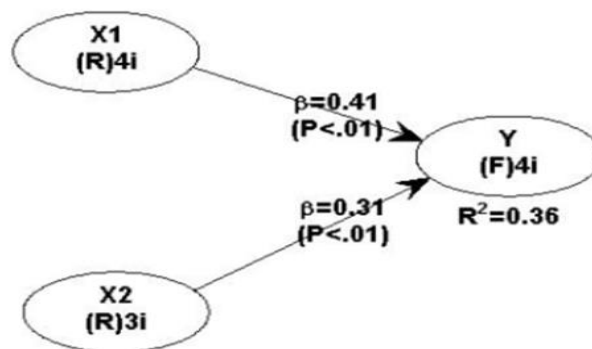


Figure 1. Research Model and Hypothesis Test Results

Source: Researcher Data Processing Results (2021)

In Figure 1, it can be seen that the Webinar variable (X1) has a significant positive effect on Lecturer Performance (Y), this is from the results of data processing the positive beta coefficient value is 0.41 with a p-value < 0.01 . From these results, it shows that there will be an increase in Lecturer's performance by 0.41 if the Webinar variable (X1) increases by one unit. With these results it can be concluded that the hypothesis which states that the Webinar has an effect on lecturer performance is accepted.

From Figure 1, the beta coefficient value of the Online Training variable (X2) is positive at 0.31 with a p-value < 0.01 , with this result the Online Training variable (X2) has a significant positive effect on Lecturer Performance (Y), where the lecturer's performance will increase by 0.31 if the online training variable (X1) increases by one unit.

The variables of Webinar (X1) and Online Training (X2) have a significant positive effect on lecturer performance (Y), where from Figure 1 shows the estimation results of R², the results are 0.36. From Figure 1, the R² value shows that the Webinar (X1) and Online Training (X2) variables together can affect the lecturer's performance (Y) by 0.36 or 36%, while 64% is influenced by other variables. With these results it can be concluded that the hypothesis which states that the Webinar has an effect on lecturer performance is accepted.

b. Discussion

Based on the test results with WarpPLS analysis, the research hypothesis can be answered that:

H1: Webinars affect the performance of lecturers accepted

H2: Online training affects the performance of lecturers is accepted

H3: Webinars and online training affect the performance of accepted lecturers

Influence of Webinar on Lecturer Performance

From the results of hypothesis testing using WarpPLS version 7.0, it shows that Webinar activities during the covid-19 pandemic affect the performance of lecturers accepted. The results of this study confirm that the use of Webinar activities attended by lecturers will improve lecturer performance.

The results of this study support the research of **Mayorga, et.al., (2014)**, that the use of webinars is to improve the learning experience for medical staff and foster critical thinking. while **Pertiwi & Nurhikmah (2018)** that there is a significant influence between the digitalization system on employee performance. Webinars can be developed by integrating the use of technology to help workplace problems provide accessible assistance to solve problems (**Azam, et al., 2019**). Research results from **Wang & Hsu (2008)**, the use of webinar resource persons is satisfied in delivering conceptual knowledge, where the Webinar provides an almost face-to-face environment that enhances participants' social presence and facilitates multi-level interactions.

Webinar has become a new medium in pedagogy, by presenting online resource persons who are connected through the same network in this case participants attend a remote seminar, with tens to hundreds of participants (**Mansyur, et al., 2019**). According to **Durahman & Noer (2019)** Webinars have advantages compared to seminars:

- Cost-saving and practical because you don't have to pay for seminars like seminars in general.
- Time and place are flexible because webinar participants can join the webinar wherever they are as long as they have a stable internet connection
- Webinars make it possible to interact with many people without the need to meet face-to-face, including with resource persons.
- Some organizers usually allow playback of recorded webinar content in the future from the webinar link or YouTube platform if participants are unable to attend the webinar

The Effect of Online Training on Lecturer Performance

From the results of hypothesis testing using WarpPLS version 7.0, it shows that during the covid-19 pandemic online training has an effect on the performance of lecturers received. The results of this study confirm that the use of Webinar activities attended by lecturers will improve lecturer performance.

According to **Iksan, et al. (2018)** that online learning by using the website greatly facilitates students so that they are more focused in the learning process in class or when they are outside the classroom. During the COVID-19 pandemic, the use of information technology was very helpful in the distance learning process, so that all teaching and learning processes could run well (**Pakpahan & Fitriani, 2020**). The implementation of e-learning as a training and development medium for employees has gone well, where employee training and development with 16% e-learning has an effect on employee performance (**Permatasari & Hardiyan. 2018**).

Training has a significant positive effect on employee work productivity according to **Syahrul & Sari (2016)** and **Sulaefi (2017)**, that training and HR development improve employee performance and increase organizational productivity. Employee training must continue even in the Covid-19 pandemic so that employee work productivity is maintained even though the impact of the corona virus pandemic causes employees to have to work from home. Employee training during the covid 19 pandemic can be done online, both for company internal programs, as well as company external programs such as webinars, but there is still a connection with the field of work involved. Employee training during the COVID-19 pandemic can also be carried out by companies by building an integrated e-learning portal (**Wijonarko, et al., 2020**).

According to **Suhasini & Suganthalakshmi (2015)**, that training technology has changed rapidly, where the current trend is shifting from classroom training to web-based learning on the internet and corporate intranets. Online training is the application of a systematic approach to training and development to achieve higher levels of organizational effectiveness. Current and future trends suggest that organizations wishing to retain skilled employees need to provide continuing development and education opportunities.

Influence of Webinar and Online Training on Lecturer Performance

From the results of hypothesis testing using WarpPLS version 7.0, it shows that online training has an effect on lecturer performance, with an R² value of 0.36. In the conditions of the covid-19 pandemic, Webinar and Online Training activities together affect the performance of lecturers by 36%.

In the current era of the covid-19 pandemic, it is very important to adopt or accept new technology, seminars and workshops simultaneously have a positive and significant impact on learning interest (**Damanik, 2018**). Webinars are a viable method for educating cross-institutional sites, web-based learning activities allow a more effective approach (**Izza, et al., 2019**), according to **Malik, et al., (2020)** that ease of use and computer independence are two drivers main intention to use the Webinar as a training tool.

The government has issued a policy for universities to carry out social restrictions and maintain physical distance, all learning activities from home, working at home and worshipping at home are efforts to suppress the spread of covid-19 (**Indrayana & Sadikin, 2020**). Lecturers are one of the main components in the higher education system, whose roles, duties and responsibilities are very important in realizing national education. To carry out these very strategic functions, roles and positions, professional lecturers are needed. The conception of higher education HR management provides an understanding of human resources **Lilawati & Mashari (2017)**. Efforts to improve the quality of educators according to **Sudanta (2015)** include all components of education such as attending seminars, workshops, procurement of infrastructure and education management, holding and ensuring quality through certification.

5. Conclusion

Based on the results of research and discussion that during the Covid-19 pandemic the activities of lecturers in participating in webinars, online training had a significant positive effect on lecturer performance. Webinars and online training simultaneously have a significant positive effect on lecturer performance.

Webinar facilities such as Elluminate, Adobe Acrobat Connect, Live Meeting, have become increasingly attractive for online learning technology advancements because webinar tools facilitate real-time communication and enrich interactivity in online learning and training. During the COVID-19 pandemic, participating in webinars and online training activities will be beneficial to be able to consistently improve the quality of their performance by participating in webinars and online training.

The obstacle in webinar activities as a means of online education and training is the lack of software and hardware infrastructure and very high speed internet access. Therefore, the government itself needs minimal attention to allocate funds for educational needs related to adequate IT network access facilities, especially the internet.

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