

THE INFLUENCE OF PROFESSIONALISM AND WORK STRESS ON THE PERFORMANCE OF WIDYATAMA UNIVERSITY LECTURERS DURING THE COVID-19 PANDEMIC

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Abstract

The Covid-19 pandemic that has not yet recovered, making educational institutions have not been able to fully right activities such as normal conditions. This research aims to examine the effect of professionalism and work stress on performance of lecturers of Widyatama University Bandung during the Covid-19 pandemic. Performance of a lecturer was related to the competence and clarity of his duties. One of the factors that determine a person's work competence is professionalism and work stress. The organization must understand how a person's performance is well formed. One factor that can explain the performance of a worker at the time of the Covid-19 pandemic like this is the clarity of tasks that are systematically measured and relieve work stress from each worker. individual workers. Data for this study was obtained through questionnaires, distributed to lecturers using google form. Seventy questionnaires were returned and completely filled. The results of hypothesis testing showed that professionalism had a positive effect on lecturers' performance, and work stress had a negative effect on lecturers' performance. The implication of this research is that the management of educational institutions must be able to develop details of the work and clarity of roles/authorities that are deemed appropriate and attractive. If the perception of lecturers meets their expectation about the details of the work or tasks he does, then their performance will be high. Professionalism and good management of work stress will trigger the formation of higher performance.

Keywords: Professionalism, Work Stress, Performance, Covid-19

Introduction

Plague *Corona virus* (Covid-19) has hit almost all corners of the world in early 2020. Its rapid spread makes the government in every country including Indonesia design various efforts in suppressing its spread. One of the efforts made is to distance themselves socially and physically because the transmission of corona virus infection occurs because of the existence of contact (through touch, saliva) between individuals. Educational institutions including universities are one of the sectors that must be closed due to the pandemic. UNESCO estimated that 107 countries have closed their education regular offline program due to the spread of Covid-19 (Russell, Croker, Packer, Ward, Stansfield, and, Booy (2020).

The role of lecturers needs to be highly considered as a leading line in the world of college education. Based on Indonesia Educational Law, Article 1 No. 12 2012, lecturers are educators who have a role to develop the knowledge gained, by conducting educational activities (lecturing), research, and conducting devotional activities to society. Lecturer is required to meet the standards that have been set, however, this uncertainty of pandemic situation affects the performance of lecturers in carrying out their obligations as lecturers.

The world of education including learning activities is also affected by the Covid-19 pandemic. Online learning is the only way out to keep learning going, which is where the way to teach and provide learning materials is different from usual, namely from home. The learning system applied is a distance learning system initiated by the Minister of Education and Culture of Indonesia. The Ministry of Education and Culture of Indonesia also gives serious advice to educators in order to create a fun learning process for students at home. (Ministry of Education and Culture of the Republic of Indonesia, 2020).

Since the lecturing should be done through online facilities, the lecturing process is not as optimum as compared to the usual offline lecturing, where lecturer meet face to face with the student. The online lecturing system brought some problems in both side of the parties (lecturers and students), such as: access to the internet connection, the quality of the connections, the responsibility and attitude to meet the schedule, the consistency of the activities, and the feel and touch of the online activities. Based on the observations,

there is a phenomenon that occurs, such as lecturers carrying out tasks is not based on the formal guidelines of the task and function set, and also then there were lecturers who do not evaluate and follow-up the class activities, such as quizzes, assignment, and forum. However, due to their responsibility in transferring knowledge, lecturers should be able to maintain their performances.

Professionalism is a must for a lecturer, who responsible for delivering high-quality teaching so that the goals that have been set can be achieved to the maximum. When carrying out their obligations, lecturer will meet various problems, especially in this pandemic situation. Lecturer is required to creatively maintain and deliver optimal learning conditions. The need and the development of professionalism of the educators, especially in this pandemic situation is becoming a world-wide concern since it has a role that not only provides knowledge and technology, but also to develops and trigger an attitude that necessary to meet and to deal with the future uncertainty.

Various tasks must be adhered to make lecturers could adapt to the changing new environment and conditions. The lecturer task is very dynamic and challenging. It does require additional energy to keep up with its development at different times. Large and heavy workloads will cause pressure to work stress so that it can reduce performance (Maharani, 2019). Furthermore, work stress can be caused by various things that make workers feel less comfortable. According to World Health Organization (WHO), the stress that may occur in pandemic times is affecting self-health and anxiety. This research aims to explain how professionalism and work stress affect the performance of lecturers of Widyatama University Bandung during the Covid-19 pandemic.

Literature Review

Professionalism is a characteristic of a person who is very responsible in carrying out his obligations, which means that he/she has the aim at achieving results and has a high enough credibility (I Putu Jati Arsana, 2016). Professionalism character has similarities with good *governance*, namely: Equality, Equity, Loyalty, and Accountability (Saputra, 2017). Furthermore, Hall (1968) introduced the theory of developing the concept of professionalism from the level of individuals who are driven from five dimensions, such as:

1. Devotion to the profession
2. Social obligations
3. Independence
4. Belief in the rules of the profession
5. Relationships between fellow professions

Work stress is a condition where an employee experience feeling of distress when performing his obligations (Mangkunegara, 2015). Sinambela (2016) suggests that stress is a reaction experienced by employees where it occurs when they experiencing pressure, which can cause disruption to the employee circumstances and behavior. There are several triggers of work stress, such as: work load too heavy, the duration of working hours too short, work maintenance quality is low, unhealthy work environment, resources associated with inadequate responsibility, work conflicts, value discrepancies between employees and leaders. There were five indicators of work stress according to Robbins (2008), namely:

1. Task demands
2. Role demands
3. Interpersonal demands
4. Organizational structure
5. Organizational leadership

Performance is closely related to the ability of each worker in performing the task to which he is assigned. Performance is defined as the record generated on certain activities over a certain time period (Bernardin and Russel, 1998). Prawirosentono (2011) argued that performance is the result of work achieved by a person or group in an organization in accordance with the authority and obligation of a person or group in achieving organizational goals. Performance describes the performance of someone who has tried when achieving his goals (Rachel natalya, 2018). Mangkunegara (2015) explained that there are several indicators of performance measurement, including:

1. Performance quality
2. Performance quantity
3. Carrying out obligations
4. Responsibility performance

When a person has a high professionalism, they will tend to perform better than a person whose professionalism is low (Hall, 1968; 2015). It is true since professionalism is a characteristic that inherent in a person. This characteristic embedded in a person, and it is driving the person's responsibility to perform their best capability in doing and accomplish the task. On the other hand, a person who have high work stress will experience anxiety and stress when doing their jobs. This results in him not being able to complete his/ her

work optimally. People who have high work stress will be unfocused in carrying out their work. Anxiety and fear will make a person potential and capability unable to work optimally.

Theoretical Framework



Based on the discussion above, it can be hypothesized:

H1: Professionalism positively and significantly influence lecturers' performance;

H2: Work stress negatively and significantly influence lecturers' performance.

Methodology

This research employs explanatory research method, which explains the position between the variables studied and explains how professionalism and work stress explain lecturers' performance at Widyatama University Bandung. Data for this study was obtained through a questionnaire, which was given to permanent lecturers of Widyatama University Bandung using google form. The number of questionnaires returned and completely filled as many as 70 respondents from a total of 278 permanent lecturers.

The research object is lecturers' perception on their professionalism, their work stress, and their performance. The unit analysis of this study is individual. Professionalism is measured by adapting the measuring instrument developed by Hall (1968) consisting of fifteen items. The measurement of work stress adapts from measurements developed by Robbins (2008) consisting of fifteen items, while performance measurements adapted from the measurements developed by Mangkunegara (2015) consisting of twelve items. The goodness of measure is tested using Cronbach Alpha Criterion for reliability, and Pearson Product Moment Correlation for validity. The hypotheses are tested using multiple linear regression analysis.

Results and Discussions

Seventy questionnaires were received and completely filled out. The response rate of this study is 25 percent. 52.9 percent of the respondent were female lecturer and the rest of 47.1 percent were male lecturer, with 27.1 percent age between 35-45, 47.8 percent age between 45-55, and 25.7 percent age above 55. Based on age, it could be concluded that most of the respondent are experienced lecturers. 62.9 percent of the respondent has mater degrees, and the rest of 37.1 percent has doctoral degrees.

Cronbach's Alpha Criterion and Pearson Product Moment Correlation were used to test the goodness of measures of this research instrument. The result of these tests shows that this research instrument is valid and reliable. The Cronbach's Alpha are greater than 0.6 for the three construct, and the Pearson Product Moment Correlation for professionalism, work stress, and lecturers' performance are 0.854, 0.908, and 0.943 consecutively.

Classical assumption tests are performed before hypothesis testing using multiple regression analysis, which includes test for normality, linearity, multicollinearity, and heteroscedasticity. The normality test aims to find out whether the sample or respondent data comes from a normal distributed population or not. The normality test used Kolmogorov Smirnov. Based on the normality test because the error rate in this study is 5% or 0.05, hence the *asymptotic significance (2-Tailed)* = 0.668 > 0.05, therefore it can be said that the data qualifies the assumption of normality or normal distributed data. Furthermore, *deviation from linearity* sig values were obtained on variable professionalism and work stress to performance, respectively by 0.510 > 0.05 and 0.814 > 0.05. It can be concluded that there is a linear relationship between the professionalism variable to performance and the variable of work stress to performance. To see if the regression model in this study is free or not from multicollinearity, the test uses *Variance Inflation Factor* (VIF) for each independent variable, and obtained values in *Collinearity Statistics / Tolerance* of 0.671 and *VIF* is 1.491, then if the value of Tolerance > 0.05 and VIF value is 1.491, then if tolerance value > 0.05 and VIF value is 1.491. < 5.00 it can be concluded that the regression model contains no symptoms of multicollinearity. The last assumption test is the heteroscedasticity test, based on *scatterplot* (attached) images it appears that the dots spread out and do not form a specific clear pattern. Thus, it can be concluded that in this study there is no problem of heteroscedasticity.

Hypothesis were tested using multiple linear regression analysis. Tables 1, 2, and 3 show the results of multiple linear regression analyses. The independent variables are professionalism and work stress, and the dependent variable is performance. Table 1 and Table 2 show the results of the F-Test. The F value is 23.679

and significant at one percent. Hence, the variation of the two independent variables of this regression model is able to explain the variation of the independent variable. Adjusted R square is 0.397, meaning that the variations of professionalism and work stress could explain the variation of performance by 39.7 percent.

Table 1. Model Summary

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.644 ^a	.414	.397	4.74795	.414	23.679	.000

Predictors: (Constant), Work Stress_X2, Professionalism_X1
b. Dependent Variable: Performance_Y

Table 2. ANOVA

Type	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1067.616	2	533.808	23.679	.000 ^b
Residual	1510.384	67	22.543		
Total	2578.000	69			

a. Dependent Variable: Performance_Y
b. Predictors: (Constant), Work Stress_X2, Professionalism_X1

Table 3. Coefficients

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	30.452	9.316		3.269	.002
1 Professionalism_X1	.424	.116	.416	3.645	.001
Work Stress_X2	-.161	.060	-.307	-2.689	.009

a. Dependent Variable: Performance_Y

Table 3 shows the results of t-test, which is the test for regression coefficients. The regression coefficient of professionalism is positive with the t value of 3,645 and significant at one percent. This result indicate that professionalism is positively and significantly influence lecturers' performance. Therefore, the hypothesis 1 is accepted. The regression coefficient of work stress is negative with the t value of -2,689 and significant at one percent. The result indicate that work stress is negatively and positively influence lecturers' performance. Therefore, the hypothesis 2 is accepted. These findings reveals that professionalism and work stress are important drivers of lecturers' performance, especially at Widyatama University during the pandemic cause by the spread of Covid-19 virus.

The finding of this study explain that professionalism has a positive impact on lecturers' performance at Widyatama University during the Covid-19 pandemic. It is also found that work stress, on the other hand, negatively influence lecturers' performance. These findings are in line with previous research which also found that profesionalism and work stress are among important determinants of performance (Clarawati, 2018; Ramadhanty, Haerudin, and Suriyani, 2019; Kartono, 2018; Faradina and Muqita, 2007; Cahyasumirat, 2006).

Following these findings, it is clear that to improved lecturers' performance, it is important to seek ways to increase lecturers' professionalism, especially during the Covid-19 pandemic where things go abnormally. Professionalism is an individual characteristic that inherent in a person. Management should focus exploring ways that could enable the creation and designing tasks that could systematically be measured, so that it could increase lecturers' professionalism and dedication which in turn lead to the improvement of performance and to adapt to the new normal. Every person is unique; therefore, the task should include certain space to accommodate this uniqueness so that the person could express their capability and

responsibility in the way best fit them. The management should design the work, tasks, procedure, and measurement that must be carried out by lecturers in detail and clearly manner. Furthermore, the design should include and reflects element of dedication, social obligation, independence, confidence in carrying the profession, as well as the relationship between fellow individuals. On the other hand, to minimize the existence of work stress experienced by lecturers, the management should also pay attention to the element of task demand and requirement, such as working condition, climate, and procedures, and also physical location, role demand/ pressure exerted on each individual, relationship between individuals, clarity of roles, positions and authorities, as well as management styles in the organization. The details of the task that are considered clear and interesting will certainly could improve performance of the lecturers in carrying out their duties.

Conclusion

This study found that professionalism and work stress are very important determinants in determining the performance of lecturers at Widyatama University Bandung during the Covid-19 pandemic. University management needs to structure systematic measurable tasks, there needs to be a clarity in every concept of its duties, especially those containing elements such as clarity of role and authority, the importance of which the task in relation to the successful achievement of overall learning goals, freedom in carrying out tasks, and the clear and measurable details of the implementation of tasks performed, implementing health protocols, in terms of maintaining mental health, Every lecturer is tried to have a positive thinking to avoid excessive anxiety.

Data for this study came from only one university, therefore the generalization of this study is quite low. Further research in this topic is strongly suggest to broaden the scope of the population by including universities or colleges within a certain geographic area. It is also important to find other ways to measure lecturers' performance to avoid as possible the response bias when the lecturers measure their performance through self-assessment scale. Perhaps it is better to use more quantitative measured such as personnel KPI. This research also suggests for future research to explore and testing other factors that could contributes to lecturers' performance, such as organizational communications, organizational support and development, and others.

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