

The Influence of the Online Learning System on the Professionalism of Lecturer Performance at University

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ABSTRACT

This study aims to describe the influence of the online learning system on the professionalism of the performance of lecturers at the university, which has around 300 staff from Kopertis, Foundation, and Extraordinary. As a percentage of educational qualifications, 85% have received a master's degree. The research method used is a qualitative descriptive research method with data collection carried out through literature studies, observation, document analysis, and literature studies. The results of the study show that leadership is still considered the dominant factor influencing the success and failure of an organization. Lecturer professionalism is stated if the lecturer fulfils the lecturer's workload, which includes main activities: planning, process implementation, evaluation of learning outcomes, guidance and training, and conducting research. In addition, carrying out additional duties and community service. The Covid-19 era that hit Indonesia has also changed the perception and implementation regarding the professionalism of the performance of lecturers. The university issued guidelines on preventing Covid-19 by making nine policy steps, namely extending distance lectures until the even semester of the 2019/2020 academic year, providing special treatment for students who experience difficulties in online remote lectures such as network disruptions (among other things can be replaced by learning through modules, assignments to make scientific work and others), guidance activities and implementation of proposal seminars are carried out through online facilities and may meet face to face with due observance of Covid-19 handling standards and the maximum number of attendees is five people namely two supervisors, one examiner as well as students attending green table sessions and the head of the study program.

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1. INTRODUCTION

The implementation of governmental measures aimed at addressing the covid-19 pandemic has exerted a significant influence on all aspects of society, including the realm of higher education. Since the declaration of a National Disaster in mid-March 2020, the closure of nearly all campuses has been implemented. In response to the government policy, the education sector implemented measures such as the closure of physical campuses and the implementation of a remote learning programme utilising Internet technology for students. The revelation elicited a considerable degree of astonishment within the academic community, encompassing faculty members, students, and other administrative units on campus. The current situation marks the initial instance in which the campus is confronted with a state of indeterminacy. This circumstance is a challenge for individuals within the campus community, as they must engage in critical thinking in order to effectively navigate and adjust to unpredictable situations. It is imperative for schools to undertake efforts aimed at mitigating this state of uncertainty.

The university is undergoing significant transformations through the adoption of an online learning paradigm facilitated by 4.0 technology, a concept formerly deemed speculative. In light of the Covid-19 pandemic, educational institutions have been compelled to adopt and expedite the utilisation of Technology 4.0 in their online learning endeavours. Lecturers and students are compelled to adapt to a novel educational framework known as the 4.0 lecture pattern (Gherheş, Stoian, Fărcaşiu, & Stanici, 2021), due to prevailing circumstances. The implementation of remote learning as a government policy has had a significant influence on the realm of education. The prohibition of face-to-face lectures in tertiary institutions is substantiated by the policy implemented by the Ministry of Education and Culture (Basar, 2021). As a result, numerous colleges have adopted an online learning platform. One potential approach for facilitating teaching and learning activities during the Covid-19 pandemic is the substitution of traditional face-to-face lectures with online lectures.

The utilisation of digital technology is crucial in facilitating online lectures. Numerous digital technologies facilitate the execution of online lectures, including e-learning platforms such as Google Classroom, Edmodo, Moodle, Learning Houses, as well as video conferencing tools like Google Meet, Zoom, and Visco Webex (Fitria, 2020). Nevertheless, the transition from traditional face-to-face lectures to online lectures is not as straightforward as initially envisioned. There are certain students that express dissatisfaction with the online lecture system. According to the findings from interviews conducted with students, a significant number expressed dissatisfaction over the requirement to pay further costs for purchasing quotas in order to facilitate online lectures. Furthermore, students are encumbered by the numerous assignments assigned in each individual course they do. According to Olsen, Faucon, and Dillenbourg (2020), students may encounter difficulties comprehending course content that involves several formulas and calculations when it is presented solely through online lectures.

Recent shifts to WFH (work-from-home) schedules are novel practices. It's not simple for campuses, especially when it comes to keeping staff motivated, to adjust to a more fluid work environment. Both instructors and students need to be comfortable with technology as teaching methods shift to incorporate more technology and more distant learning (Sandars et al., 2020). The Learning Management System, audio-visual communication media, social media, and data storage media are only few of the tools that professors might utilise to facilitate high-quality pedagogical practises (Mauk, 2021).

The lecture process carried out by lecturers is like the services provided to consumers, in this case, students. Lecturers are said to have good performance if they are able to carry out lectures both face-to-face and online in accordance with lecture quality standards. Lecturers must be able to make learning tools or learning plans that are effectively carried out online, including Semester Learning Plans (RPS), selection of learning methods and media, and evaluation instruments. Lecturers who have good performance will give satisfaction to students as users of educational services. According to Yuan & Woodman (2010), satisfaction is a person's feeling of pleasure or disappointment that comes from a comparison between his impression of the performance (outcome) of a product with his expectations.

On the other hand, lecturers are also required to re-construct the alignment of the three Outcome Based Education (OBE) components, namely (1) learning outcomes, (2) learning activities, and (3) assessment methods that have been prepared in the Learning Plan Semester (RPS). Lecturers as an essential component in an education system in tertiary institutions have a responsibility, a very important role in realizing national education goals. In accordance with Article 1 paragraph 14 of Law No. 12 of 2012 concerning Higher Education lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating Science and Technology through Education, Research, and Community Service. Changes in the work-from-home situation also affect lecturers in carrying out the *Tridharma* three pillars of higher education. In addition to the learning and teaching process, lecturers also need to carry out research and community service.

But temporarily, this cannot work properly because lecturers are expected to reduce activities outside the home and reduce meetings with the community such as outreach and directions for implementing community service activities because social distancing must be carried out. Until now there is no certainty about how to carry out community service by university lecturers. This situation of uncertainty will affect the performance of lecturers when fulfilling their duties and functions as lecturers required, according to Law No. 12 of 2012 concerning higher education.

Demands to adapt to changes in the learning system as well as demands to master technology in order to be able to run a distance learning system are situations that can make lecturers enter work situations that make them experience work stress (Misra & Mazelfi, 2021). Outside of the Covid-19 situation with distance learning, the demands of lecturer work have made lecturers experience work stress. A study at the United Kingdom University stated that 47% of lecturers experienced work stress. Research conducted at 17 universities in Australia found that 43% of academic staff and 37% of non-academic staff experienced work stress (Tytherleigh, Webb, Cooper, & Ricketts, 2005). In Indonesia, the results of Kusnadi's research (2014) show that work stress is influenced by the workload of lecturers (Kim, Pongsakornrungsilp, Pongsakornrungsilp, Horam, & Kumar, 2023). The uncertain situation of the Covid-19 pandemic requires that lecturers apart from carrying out their routine duties are also required to master technology and learn quickly the process of distance learning through technology 4.0. This situation can be a trigger for the occurrence of work stress for lecturers.

Independent study is required of all students. Students using the autonomous learning approach are responsible for their own education. Learning on your own terms can be accomplished in a variety of settings, including individual study, study groups, and tutorial groups. The course materials provided by a university are meant to be studied individually. In addition to the university-supplied reading materials, students are encouraged to seek out additional resources for their education, such as those found in the library, on the internet, on radio, and on television, and through the use of computer-assisted learning materials and audio/visual programmes. Students who are having trouble keeping up with their coursework can get in touch with the school for further information about available support services.

The efficacy of independent learning is contingent upon one's aptitude for effective learning. The acquisition of knowledge is contingent upon both the rate at which one reads and their capacity to comprehend the material being read. In order to achieve good independent study, university students must possess key attributes such as self-discipline, initiative, and a strong intrinsic drive for learning. In addition, students are expected to possess the ability to effectively allocate their time, enabling them to engage in consistent and structured study sessions according to a timetable they have personally established. Hence, in order to achieve academic success in a university setting, it is imperative for prospective students to possess the readiness to engage in independent study.

Like other tertiary institutions, implements a Semester Credit System (SKS) to determine student study load. In this system, the study load that must be completed in one study program is measured in semester credit units (credits). Each course is given a weight of 1-6 credits. One semester is a unit of study time for approximately 16 weeks. In face-to-face higher education, students who take one credit study load must attend lectures for one hour per week in class and one hour for practice, practicum, or

study at home, so that in one semester students must allocate around 32 hours of study time. To take courses that weigh 3 credits, it takes about 96 hours of study per semester. In the distance education system, students must also allocate the same time as face-to-face students (2 hours per week per credit). It's just that learning activities are mostly carried out independently (self-study, group study, or tutorials).

Nevertheless, in addition to the inherent benefits and drawbacks associated with the online learning system, a crucial inquiry arises concerning users' performance expectations of said system. Can online learning systems effectively establish performance standards for students and teachers who have utilised them? The efficacy of online learning systems is often regarded favourably in comparison to traditional educational methods. In the University of Minnesota context, utilising an online learning system poses challenges for lecturers in terms of monitoring student engagement and activities during the lecture process. Additionally, it is challenging for educators to accurately determine how much students have comprehended the taught subject. Conversely, a significant number of students contend that comprehending the subject matter thoroughly is unattainable in the absence of in-person instruction. Online learning systems may generate lower performance expectations in comparison to traditional learning systems. Hence, the primary objective of this study is to elucidate the impact of the online learning platform on the professional aptitude exhibited by the University.

2. METHODS

The method used in this research is a descriptive qualitative type research method. In this study, researchers involved 300 lecturers and 350 students at UMN Medan as informants. In selecting the participants, a purposive sampling technique was used, namely a method of determining informants who were determined deliberately on the basis of certain criteria or considerations such as permanent lecturers and active students. To obtain comprehensive research results, researchers used various methods to collect data such as interviews, document analysis, literature study, and observation. After the data was successfully collected by the researchers, the data analysis process was carried out with Inductive qualitative data analysis techniques. In a study, data needs to be analyzed to provide great insights and influential trends that allow the next batch of content to be created to the liking or liking of the general population. This type of qualitative descriptive data analysis technique is a research method that utilizes qualitative data and is described descriptively. This type of qualitative descriptive data analysis is often used to analyze events, phenomena, or situations socially (Sugiyono, 2017). At the same time, it is a combination of descriptive and qualitative data analysis techniques. Qualitative descriptive data analysis techniques are a combination of descriptive and qualitative data analysis techniques. In qualitative data analysis, data is obtained from various sources. Qualitative data analysis is inductive in nature, namely an analysis based on the data obtained (Basri, 2014), and then a certain relationship pattern is developed or a hypothesis is developed. The instruments in this study were observation, interviews, and documentation. After that, with descriptive analysis techniques, you build quartile and mean tables, dispersion methods such as variance or standard deviation, and cross-tabulation or crosstab, which can carry out many different hypotheses.

Table 1. The Characteristics of Respondents by Gender and Age

Gender	Amount	Percentage	Age
Man	160	53,33 %	
Woman	140	46,66 %	27-70
Amount	300	100 %	

3. FINDINGS AND DISCUSSION

3.1. Merdeka Campus and Lecturer Professionalism in online learning

In the context of higher education (university), that learning must always be done by anyone who has a profession as an educator (López-Pastor & Sicilia-Camacho, 2017). This includes, apart from being required to deal with students, both among teachers and are required to always be in the process and

always learning (Hasudungan & Abidin, 2020). Because he is also a scientist, he must always update his knowledge and be ready to face the changing times that are constantly running to renew him. If you don't learn, the research and teaching methods will be left behind and boring, so students don't get the maximum learning satisfaction as desired. Therefore, professionals in their fields are needed to support students' understanding of the material. Professionals cannot only teach well but also include mastery of the knowledge they teach and the methods used. A person must also have a noble character who always tries to improve his knowledge from time to time in accordance with the times.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to choose religious, spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, the community, the nation and the State (Firdaus, Anggreta, & Yasin, 2020). Lecturers should take part in Character Training and the Applied Approach (AA) Program. This activity presents lecturers who are competent in the field of learning with the aim that it is not enough for each lecturer to only have skills in the field of science, but need to be supported by pedagogic and learning abilities. That, the Character Training activities and the Applied Approach (AA) Program are in line with Law Number 20/2003 article 39, paragraph 2, stating that educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, conduct guidance and training, and conduct research, and community service, especially for educators in tertiary institutions. AA training is important in developing lecturer professionalism because the curriculum set by DIKTI is in line with the mandate of Law Number 14/2005 concerning Teachers and Lecturers.

Table 2. Indicators in assessing the influence of the online learning system on the professionalism of the performance of lecturers

According to Law No. 14 of 2005 about lecturers	Lecturer Professionalism	Lecturer Performance
1. Have skills, interests, a job, and high hopes.	1. Teaching skills	1. Implementation of tasks in the field of education and teaching
2. Be committed to improving the quality of education, faith, piety, and good character	2. Insights content knowledge taught	2. Implementation of research tasks
3. Have academic qualifications and a background in education that match the field of work;	3. Technology mastery	3. Implementation of tasks in the field of community service
4. Have the right skills for the job;	4. Professional attitude	4. Implementation of administrative and management tasks.
5. Be in charge of putting professionalism into practice;		
6. Get the set amount of money based on how well you do your job;		
7. Have the chance to keep getting better at their jobs through lifelong learning;		
8. Have a guarantee of legal protection while doing their jobs;		
9. Having a professional organization that has the power to set rules about how lecturers should do their jobs.		

It was stated that the lecturer's workload includes main activities in the form of planning, implementing processes, evaluating learning outcomes, guidance and training, and conducting research. In addition, carrying out additional tasks and community service. The AA program is a

training program designed by DIKTI to increase pedagogic competence for lecturers. Learning skills require continuous practice and improvement.

In addition, for lecturers, conducting research and publishing research results in the form of scientific journals is one of the important points in carrying out the functions of the *Tridharma* of Higher Education. The performance of the lecturers, which in turn has an effect on the performance of tertiary institutions, is more or less influenced by the quality of the lecturers' scientific work. Having the hard skills and soft skills competencies according to the needs of the era is what all tertiary institutions want to achieve. The promulgation of the *Merdeka* Campus Curriculum (KKM) by the Indonesian Ministry of Education and Culture, it provides new challenges for all tertiary institutions to be implemented as well as possible. This is focused on producing graduates who are creative and can compete in the industrial world. In the fast-changing era, lecturers have an obligation to make adjustments in carrying out their duties in educating students. Not only produce students who have competence but students who have character and morality are also needed. That KKM is an extraordinary way for students to have competence and expertise. *Merdeka* Learning (MB) curriculum design and its implementation in which stakeholders are relevant for cooperation in developing student competencies. Significant changes to lecturers in implementing *Kampus Merdeka Belajar* (KMMB, Freedom Campus Freedom to Learn) policies, these changes require system support at universities and ministries.

This discourse pertains to the catalysts behind the advent of the digital era and the disruptive period, the impetus for change, self-directed learning, and the concept of a *Merdeka* campus. Additionally, it explores the dynamics within campuses as they adapt to these changes and the implications for teaching and learning processes and the development of 21st-century competencies. The advent of the digital era in the 21st century has brought about significant disruptions across multiple domains of human existence. The campus is recognised for its commitment to cultivating exceptional and highly competitive human resources. The integration of Industrial Revolution 4.0 technology into the *Tridharma* of higher education is deemed necessary (Warouw, Himpong, Pasoreh, & Matheosz, 2022). Lecturers have a crucial role in driving and influencing the outcomes of a successful or unsuccessful implementation of an effective digital transformation. The implementation of *Merdeka* Learning and *Merdeka* Campus in higher education *Tridharma* activities is aimed at enhancing the diversity, flexibility, and creativity of the teaching and learning process to meet the evolving demands of students. The significance of driving professors in the execution of *Merdeka Belajar Kampus Merdeka* (MBKM, Independent Learning Independent Campus) and the attainment of IKU in *Merdeka* campus universities. The advent of Industrial Revolution 4.0 brought about a series of disruptions, including millennial disruption, technological disruption, and competency disruption. The function of higher education, lecturers, and students is distinguished by the principles of Future Practise, Growth Mindset, Agile Learner, and Strong Character.

There are 8 (eight) *Merdeka* Campus activities that can be carried out, namely student exchanges, internships, teaching at schools, research, building villages, independent studies or projects, student entrepreneurship, and humanitarian projects. KPI Main Performance Indicators will be the basis for the transformation of Higher Education with the benefits of graduates getting decent jobs, students getting experience outside the campus, lecturers carrying out activities outside the campus, practitioners teaching inside the lamp, lecturers' work being used by the community or gets international recognition, study programs work together with world-class partners, collaborative and participatory classes and international standard study programs. The functions of the driving advisor include helping students design portfolios from entry to graduation, providing considerations related to the learning menu according to priority scales as well as interests, helping students channel their interests and work to improve their academic abilities, and helping students use their learning *Merdeka* by understanding LO in accordance with the study program.

Thus, it can be concluded that as professional educators, lecturers are required to master the field of study being taught (disciplinary content) and various knowledge related to learning approaches (pedagogical content) (Driel, 2021), which should be developed in a sustainable manner in accordance

with the latest developments in science and technology. Mastery of these two fields will have an impact on the nurturant effect, namely personal and social competence, which supports professional competence and pedagogical competence. Based on Law No. 14 of 2005 and Government Regulation (PP) No. 19 of 2005 that the competencies that must be possessed by a professional lecturer include professional competence, pedagogical competence, personal competence, and social competence.

The campus is an institution where all socio-economic, cultural institutions are grown, cared for, and maintained for their sustainability. Campus people are usually called very beautifully: Academics or Academic Community. This designation shows many symbolic messages. Individuals who fall under the jurisdiction of this institution are expected to possess credibility, quality, and integrity, which serve as essential pillars for the educational endeavours undertaken on the campus. The campus mandate is stringent. In essence, these three fundamental principles, namely instruction, commitment, and research, serve as the cornerstone of this concept. These three entities have a triune nature, wherein their individual components are inseparable from one another. According to Lubis (2022), academics strive to not only commit these three pillars to memory but also to internalise them and manifest them through actionable behaviours that have the potential to imbue significance and transform individuals' social existence.

When the COVID-19 pandemic occurred, lectures and work patterns at university also underwent changes and adjustments even when the independent campus was also implemented, Vice Chancellor (WR) II Dr. Rd MSi on Wednesday 8 April 2020, said following up on the Director General's letter Higher Education Ministry of Education and Culture no: 302/EE2/KR/2020 regarding the study period for organizing educational programs in the Covid-19 outbreak situation and the chancellor's circular letter no: 340/UMN AW/H10/2020 concerning extending lectures and working from home, then The campus provides financial assistance for each active student of IDR 50,000 per month for 3 months from March to May 2020 for the need to purchase internet/credit packages to support online learning systems.

Meanwhile, the interview with Rd explained referring to the results of meetings of the rectorate, deans, heads of study programs, heads of bureaus, and heads of institutions within university regarding the prevention of Covid-19, making 9 policy steps, namely extending distance lectures until the even semester of lectures for the 2019/2020 academic year, provide special treatment for students who experience difficulties in online distance learning such as network disturbances (among other things can be replaced by learning through modules, assignments to make scientific work and others), guidance activities and implementation of proposal seminars carried out through online facilities and may meet face to face with due observance of the standards for handling Covid-19 and the maximum number of attendees is five people, namely two supervisors, one examiner and students attending green table sessions and heads of study programs.

3.2. *Campus Pillar*

These three pillars or also given the term *Tri Darma* of Higher Education are then used as parameters in moving campus academics. The weight of the institution on one of them will reflect the typology of the campus itself. Then came the term "*Kampus Mengajar*" (Teaching University) which in simple terms means that the campus still provides a portion as an institution with the most quantity of teaching compared to the other two things. There is also the term "research university" campus which indicates where the research version in the learning system has begun to allocate academic resources for research activities, or even the same size as the teaching process. There is another "entrepreneur university", "word class university" and a number of other mentions that indicate the weight and certain criteria of a campus.

"Kampus Merdeka" was added when President Joko Widodo nominated Nadiem Makarim as Minister of Education and Culture. It emphasises campus governance principles that allow students to "hone" their scientific talents at tertiary institutions, other universities, or other institutions. Students at Merdeka Campus are also allowed to devise plans to expand their ability by working with other agencies for longer periods of time. If mapped out further, all the "labels" that are commonly connected to campuses (teaching, research, word classes, etc.) are symbolic efforts to make Indonesian campuses

similar (in a good way) to other campuses abroad. Every university that has attained a similar slice is proud of it.

3.3. *Merdeka (Freedom) Meaning*

However, if we take a deeper look, the Minister's proposal regarding the Independent Campus is even more genuine, pure, and of course very down-to-earth (Indonesian). The choice of the phrase "independence" which of course cannot be attributed to other campuses abroad. Because the phrase *Merdeka* actually shows aspects of local strength (formerly often called local wisdom) which actually have not been raised seriously in campus governance in Indonesia (Aditya & Al-Fatih, 2021).

On another philosophical aspect, this phrase *Merdeka* reminds us that in campus institutions, we have the core of human beings, namely independence and freedom. Where in Article 28 of the 1945 Constitution, this aspect of independence is also clearly guaranteed in the sentence: "Freedom to associate and assemble, express thoughts verbally and in writing and so on is stipulated by law." (Yunus, 2021).

Hence, it may be argued that the *Merdeka* Campus should possess the requisite capacity to serve as a platform for the congregation and articulation of ideas through both oral and written means. Subsequently, Mas Menteri implemented a paradigm shift, wherein the concept of organised (ensured) independence was introduced to facilitate students in refining their talents. The decision must assign distinct values to the pupils individually. The guidelines have been officially released by the ministry in the publication titled "Free Learning Guidebook - *Merdeka* Campus." In order to effectively implement the autonomous campus agenda, it is imperative to possess robust leadership capabilities. The sociological approach posits that strong leadership is bolstered by the implementation of a representative leadership model. This leadership style has the capacity to serve as a conduit and representative for diverse strategic groupings within the university institution.

3.4. *Merdeka Leadership*

In managing the dynamics of the organization, the leader of a campus ideally has sufficient roots. In other words, leaders who are born out of nowhere will be in a hurry when managing the dynamics of campus people who do have academic freedom mandatory. So, instead of using the dynamics and diversity, and criticism within this institution as the energy to take a positive leap, such a leader will see the dynamics as a threat. Leaders who do not grow from the bottom also tend not to have a vision that is radically based/rooted in the values of progress.

Indeed, leadership is the reproduction of a socio-cultural system that enlarges (grows) in a habitus. Habitus is a cognitive structure that mediates between social realities. Habitus is also the result of learning through parenting, play activities, and community education. Here the importance of each leader's track record will strengthen the quality of his leadership. Because in it, a leader is forged not only by knowledge but also by time and experience.

Including the importance of these sociological roots are those who are entrusted with leading a campus institution. As an institution that produces science and technology, leaders who have social, cultural, epistemic, and local wisdom roots, will have an impact on accelerating the advancement of their institutions, understanding constraints holistically, and dynamizing diversity as an energy for change (Bear, 2014).

The presence of campus leaders in the era of the *Merdeka* Campus became a new chapter in reinstating social change in a more rapid, directed, and systematic manner (Sudaryanto, Widayati, & Amalia, 2020). But in practice, the hopes and values embodied in an independent campus sometimes feel "far from the fire". When many campus leaders actually attend because they are pushed from above, they do not pay attention to the epistemic cultural roots that exist on the campus, and a number of other socio-cultural incompetencies. As a result, many campuses do not become "houses of togetherness", but become private institutions where original, personal, and individualistic traits are expressed.

So this kind of leadership model, when present on campus, instead of encouraging change, caring for progress, and managing the spirit of diversity, what happens is actually turning out the critical,

creative, and productive light, and falling into the darkness of knowledge and wisdom. Hopefully, we are kept away from this kind of campus leadership model.

3.5. Online Learning at University

UMN has 6 faculties namely FKIP, Law, Agriculture, Economics, Literature, and MIPA. Of the 6 faculties, there are dozens of study programs managed by UMN, namely Counseling, PG PAUD, Mathematics Education, Physics Education, Economics Education, Indonesian Language Education, English Education, *Pancasila* and Citizenship Education, Law Studies, Social Economics Agriculture, English Literature, Accounting, Management, and Pharmacy.

On May 23, 2008, UMN was trusted by the government to open the Indonesian Language Education Postgraduate Program with permission no. 1666/D/T/2008. The response from the community was quite encouraging, at least hundreds of students and alumni were enrolled in the UMN-AW Indonesian Language Education Postgraduate program.

Currently, UMN- has around 300 staff from Kopertis, Foundation and Extraordinary. As a percentage of educational qualifications, 85% have received a master's degree. Supporting facilities for academic activities are always carried out by UMN. To Become a Humane and Independent Private Higher Education University with Islamic characteristics in Indonesia in 2045. And the mission is as follows:

1. Organizing quality education and teaching, independent, collaborative, based on local wisdom, and with Islamic characteristics, centered on students so as to be able to meet the demands of society.
2. Carry out research in the context of developing science and technology, as well as cultural arts, and/or sports based on local wisdom and with Islamic characteristics to realize the benefit of the people.
3. Organizing community service by upholding Islamic values and local wisdom to encourage and elevate community dignity.
4. Carry out mutually beneficial cooperation with various parties provided that they do not violate religious teachings, laws, norms, and ethics.

UMN has four (4) objectives, namely:

1. Producing graduates who are Islamic, of high quality, pay attention to cultural nobility have local wisdom insight, and are able to work together in teamwork
2. Producing research and scientific publications with Islamic characteristics, and quality, respecting local wisdom in the context of developing and disseminating science, technology, arts, culture, and/or sports to realize the benefit of the people
3. Producing works of community service to improve the welfare and benefit of the people by upholding Islamic values and local wisdom.
4. Generate mutually beneficial cooperation with various parties provided that they do not violate religious teachings, laws, norms, and ethics.

In addition, based on the results of research from Hutasuhut (2019), explaining that the results of the regression test explain that competency has a positive influence on lecturer performance so that the alternative hypothesis (H_a) is accepted and H_0 is rejected. The results of the t test explain that social competence has a more dominant influence on lecturer performance when compared to pedagogic competence, personal competence and social competence. The results of the F test explain that pedagogic competence, personal competence, social competence and professional competence have a positive influence on the performance of lecturers at the UMN. Based on the correlation test, the competency variable has a fairly close relationship with lecturer performance. And based on the coefficient of determination test, the competency variable is able to explain the lecturer performance variable by 43.1% while the remaining 56.9% is influenced by other variables outside of this study. And still with the results of the study explaining that Hutasuhut & Saragih (2019), results (t test), Islamic work ethics have a positive influence on lecturer performance at the UMN. The results of the coefficient of determination test (R test) explain that Islamic work ethics have a close relationship with the

performance of lecturers at the UMN. However, it is suspected that there is still the influence of other variables outside of this study which can explain it.

Meanwhile, the results of research from E. A. H. Hasibuan & Wulandari (2017) based on the results of testing classic assumptions and hypotheses, the following conclusions are drawn: 1) Simultaneously organizational culture and work discipline affect employee performance at the UMN; 2) Partially, organizational culture has a positive and significant effect on employee performance and work discipline partially has a positive and significant effect on employee performance.

The quality of a tertiary institution can be seen from the accreditation value of the tertiary institution. UMN consistently makes improvements and fulfills the standards set by the Ministry of Research Technology and Higher Education (RistekDikti). Currently, the campus with its green characteristics has succeeded in obtaining B accreditation. On the other hand, the quality of higher education institutions can also be seen from the rankings of these universities at the international, national, and regional levels. At the national level UMN is ranked 159 out of 500 universities assessed in 2018.

Then currently, UMN Medan is not included in the top 10 best private universities in North Sumatra. In 2019 UMN was in 11th place in the university rankings in the province of North Sumatra. On the one hand, UMN Medan has a fairly qualified accreditation score, namely B accreditation, but on the other hand, this university has not been able to compete in the top 100 national universities and the top 10 universities at the regional level (North Sumatra Province).

Planning to improve the quality of education at the UMN Medan is carried out through several steps, namely: (a) Identifying problems/activities/work programs to be implemented; (b) Formulating goals to be achieved; (c) Assess the benefits to be obtained; and (d) Setting Targets/objectives. Furthermore, the forms of planning that are carried out are: (a) Setting the source of funds; (b) Arrangement of resources/personnel and their guidance; (c) Curriculum development.

The organization of quality improvement at the UMN Medan is carried out through several processes, namely: (a) Division of Tasks (Job Description); (b) Workload Development; and (c) Development of work mechanisms. This is done for Unity in harmonious integration in carrying out their respective duties and authorities. The implementation of improving the quality of the Muslim University is carried out through several stages, namely: (a) Job Distribution; (b) Workload Development; and (c) Development of work mechanisms. This is done for Unity in harmonious integration in carrying out their respective duties and authorities.

Supervision of quality improvement at the UMN is carried out in a number of activities, including (a) coaching and curriculum development; (b) improving the process of education and learning; (c) improvement and development of the academic community; (d) maintenance and maintenance of morale/morale; (e) evaluation of work results and work programs implemented; and (f) to evaluate and make recommendations on the findings of the evaluation of work results and work programs implemented.

UMN issued guidelines on preventing Covid-19 by making 9 policy steps namely extending distance lectures until the even semester of the 2019/2020 academic year, providing special treatment for students who experience difficulties in online remote lectures such as network disruptions (among other things can be replaced by learning through modules, assignments to make scientific work and others), guidance activities and implementation of proposal seminars are carried out through online facilities and may meet face to face with due observance of Covid-19 handling standards and the maximum number of attendees is five people namely two supervisors, one examiner as well as students attending green table sessions and the head of the study program. After the government established a new normal adaptation in the campus environment, the UMN changed its learning strategy and student activities.

UMN Chancellor Dr KRT H Hardi Mulyono on Friday, July 3 2020, asked for input from two Professors, namely Prof Dr Sri Minda Murni and Prof. Dr. Dian Armanto, who are also Chair of LLDIKTI Region I North Sumatra, to get input on the implementation strategy teaching and learning

process and student activities during the new normal period of the Covid-19 pandemic. The Chancellor said the input from the two Professors was very important in connection with the start of the new school year. *"What we are carrying out is part of the preparation for online learning which is carried out reciprocally between lecturers and students. There is no need for any debriefing, the main thing is that we prepare instruments for these supports,"* said Hardi Mulyono. Regarding student activities, the Chancellor emphasized that these activities must avoid physical gatherings or mass gatherings. Deputy Chancellor (WR) III, Anwar Sadat added, said student activities such as competitions in making learning media from students such as dance and singing arts would be carried out in their respective homes. The lecturer will act as a team of supervisors and assessors. *"We will also hold a Quran Tilawatil Quran (MTQ) competition without having to meet physically,"* said Anwar Sadat. WR 3 said learning during the new normal period of the Covid-19 pandemic emphasized that every lecturer must be creative and innovative. *"The point is not to leave the lecturer behind the information compared to students,"* he explained. For teaching materials, said Anwar Sadat, every lecturer may no longer use old materials, with more and more open information in cyberspace, a lecturer must be creative and innovative in providing learning. Quoting Prof Dian Armanto's directives regarding independent learning, Anwar Sadat emphasized that if they are ready or not, universities must prepare it. He explained that the meaning of independent learning is an opportunity given to students to take 3-semester learning materials that are carried out outside the campus. For example, UMN students in the English Language Study Program may take 3 semesters of management courses at other universities with the same accreditation.

Likewise, engineering students from other universities may take management courses for 3 semesters at UMN. The performance assessment of lecturers at UMN for the implementation of lectures is based on the success of carrying out lectures according to the schedule set by the study program and the minimum number of courses taught remains the same as before the Covid-19 pandemic. The study results show that during the Covid-19 pandemic, the number of lecturer courses remained the same as before the Covid-19 pandemic, and lecturers could carry out lectures according to their schedules. Lectures by lecturers are carried out with WFH even though there are obstacles in its implementation (Nurjanah, Musadad, & Purwanta, 2021). The main obstacles that arise during WFH are low computer capacity for online learning and poor internet connection because the lecturers provide internet at the lecturers' homes themselves so the internet capacity of each lecturer varies. Besides that, other obstacles are the occurrence of power outages, the lack of examples of learning aids, and the limitations of lecturers in mastering online learning applications. Whereas the main obstacle for lecturers in implementing WFH lectures is technical constraints, such as internet signals and the devices used (Wardani, Haryani, Harmiasri, & Sari, 2022). However, there is a positive side to implementing WFH Online lectures, namely that lecturers save on transportation costs, work time is efficient because they do not require time to go to or return to campus, lecturers can do household chores between academic work hours, increase lecturer creativity in developing learning media and mastery information technology for online learning, working safely from the dangers of Covid-19 infection and a more comfortable and relaxed work atmosphere (Suprpto, Rifai, Faizah, & Setiawan, 2020). Obstacles that arise during practicum depend on the practicum model.

Offline practicum with health protocols (maintain distance between students) so that activities in the laboratory are constrained by space, while activities in the field are constrained by the availability of the number of tools because practicums are carried out individually by students (not in groups) so that the number of tools must be as large as the number of students participating in the practicum. Obstacles to online practicum or Offline-Online blending are limited supporting equipment and mastery of information technology to compile practicum material in virtual form with video. On the other hand, the implementation of online practicums is often constrained by an internet connection. The positive side during the Covid-19 pandemic in carrying out practicums was that lecturers were motivated to be creative in compiling practicum models, and mastering information technology, while

practicums were online so practicum events could be recorded and then used as student learning resources (Lapitan, Tiangco, Sumalinog, Sabarillo, & Diaz, 2021).

4. CONCLUSIONS

The pandemic of Covid-19 in Indonesia in March 2020 has significantly impacted the perception and implementation of professionalism in the performance of UMN. In response, UMN has issued guidelines consisting of nine policy steps to prevent the spread of Covid-19. These steps include extending distance learning until the end of the 2019/2020 academic year, providing special accommodations for students facing challenges with online remote learning (such as network disruptions), conducting guidance activities and proposal seminars through online platforms, and allowing limited face-to-face interactions while adhering to Covid-19 safety protocols. The maximum number of attendees for such interactions is limited to five people, including two supervisors, one examiner, students participating in green table sessions, and the head of the study programme. The evaluation of a lecturer performance in delivering lectures is contingent upon their ability to adhere to the predetermined timetable established by the study programme. Furthermore, it is imperative that the minimum number of courses given remains consistent with the pre-pandemic standards. The findings of the study indicate that within the Covid-19 pandemic, there was no significant change in the number of lecturer courses compared to the pre-pandemic period. Moreover, lecturers successfully conducted their lectures as per their predetermined schedules. Lectures conducted by instructors are being conducted remotely while encountering challenges in their execution.

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