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## Optimizing Lecturer Performance Through Online Learning Competence and Job Satisfaction in the Post-Pandemic Era

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### ABSTRACT

*Changes in the online learning system in the post-covid-19 pandemic in universities are very important to study because universities had started reorganizing their activities before the covid-19 pandemic struck. The online learning system is still being implemented even though the frequency of use is not one hundred percent anymore like during the covid-19 pandemic. Learning activities have returned to normal, so lecturers are required to develop their ideas by sharing online learning methods to shape the character of competent and competitive graduates. Lecturer performance is also supported by job satisfaction, which is a problem related to the emotions of a lecturer in carrying out his duties. Not many studies examine the impact of online learning competence and job satisfaction on lecturer performance in the post-pandemic era. The population in this study were all permanent lecturers of STAI Al-Ishlahiyah Binjai, totaling 74 people, where the entire population was sampled. The data analysis technique used path analysis and Sobel Test to test the significance level of the intervening variable. The results of the study prove that online learning competence has a positive and significant effect on lecturer job satisfaction, online learning competence has a positive and significant effect on lecturer performance, job satisfaction has a positive and significant effect on lecturer performance.*

Keywords: Online Learning Competence, Job Satisfaction, Lecturer Performance

### 1. INTRODUCTION

The national strategy is to increase the distribution of quality education services, productivity, and competitiveness (Kemendikbud, 2020). For Indonesian Higher Education to achieve the 2020-2024 strategic plan, it is very important to improve education services and the productivity and competitiveness of Indonesian lecturers. It is very important to examine the factors that significantly affect the performance of lecturers so that the Ministry of Education and Culture and the leaders of universities make policies that can encourage the implementation of lecturers so that it will make Indonesian lecturers able to be productive and produce works that

make Indonesia proud so that Indonesia is on par with other developed countries in teaching quality, competitiveness and performance quality.

Changes continue to occur; change is a necessity; not only big world-class companies are disrupted, but universities are also threatened with being disrupted if they do not immediately make changes and adjust the role of the world of education. (Siti, 2019). Due to the influence of the VUCA era (Volatility, Ambiguity, Complex, and Ambiguity). Universities must have a superior strategy. To make it happen, it is necessary to carry out a more complex educational transformation. This is to position universities in the ranks of the best universities worldwide to compete with optimal performance quality. (Elisabet et al, 2021; Siahaan et al., 2022; Siahaan et al, 2021).

As an Agent of Change, of course, this situation will make the challenges of the lecturer's work more and more complex because they have to take actions that must be out of the box in carrying out their tri dharma duties so as not to compete with other universities. This, of course, will interfere with lecturer job satisfaction and performance. Therefore, it is important to examine lecturer job satisfaction and improve lecturer performance in the post-pandemic era and the VUCA era (Hidayat Sukriadi, 2022) (Siahaan et al., 2022).

Sheikh H.Abdul Halim Hasan Al-Ishlahiyah Binjai Islamic High School (STAI Al-Ishlahiyah Binjai) is one of the universities located in Binjai City. As a private university, STAI Al-Ishlahiyah Binjai is obliged to improve the performance of lecturers in the fields of education, research, and community service. The area of education is the first and foremost point of the Tri Dharma of Higher Education. Education and teaching have a very important role in the lecture process.

It's been more than two years since the Covid-19 pandemic has lasted. Online learning in higher education is still being implemented even though in early 2022, Kemdikbudristek issued a circular regarding the implementation of limited face-to-face learning because the online learning process is less effective than offline learning. (Rusyada & Nasir, 2022). However, many lecturers and students are already familiar with online learning systems that are more effective and efficient.

Based on conditions in the field at STAI Al-Ishlahiyah Binjai, there were problems in the performance of lecturers carrying out educational and teaching activities in the post-Covid-19 pandemic. It was found that lecturers' limited Knowledge or competence to transfer Knowledge

in online learning. There are still many lecturers who are not familiar with the activity. Online learning so that lecturers have not optimized the use of various online-based learning resources.

In addition, the lecturers considered that online learning was not effective. From the respondents' experience, they stated that online learning could not be absorbed optimally as in face-to-face lectures. Online learning is considered less than optimal, especially for courses requiring practice, due to lecturers' inability to quickly improve online learning competencies that make it easier for students to understand knowledge transfer.

Lecturers competent in online learning will create job satisfaction for lecturers and have implications for increased performance (Adhan et al., 2019; Jaya & Hidayat, 2017). Lecturers consider technology to facilitate work greatly and can increase the effectiveness of services such as providing lecture materials, transferring Knowledge in a way that is easier to understand, conducting research, publishing research, and community service, which are forms of performance required by a lecturer. Lecturers who have online learning competencies will convey the Knowledge entirely and optimally transfer Knowledge to students so that the satisfaction felt by these competent lecturers with their work and responsibilities. (Siahaan et al, 2021 and Zainuddin et al, 2015).

Lecturers who are happy with their work show a more positive work attitude by being more creative and competitive in achieving organizational goals. Meanwhile, lecturers who are unhappy with their work will deliver a more negative performance, resulting in absenteeism at work. Meeting the needs that create a sense of satisfaction is not only beneficial for the lecturers but also beneficial for educational institutions (Jaya & Hidayat, 2017)

Lecturer job satisfaction is the level of pleasure of a lecturer as a result of a positive assessment of his work and the environment in which he works (Hidayati, 2022). Competition in increasingly competitive universities makes STAI Al-Ishlahiyah Binjai have to improve performance through its human resources by paying attention to the needs of lecturers to achieve satisfaction so that they can provide optimal performance.

From several previous studies, the results of the survey stated that online learning competence had a positive and significant effect on lecturer job satisfaction (Siahaan, Dalimunthe, Lumbanraja, 2021). But the research results of (Elisabet et al., 2021) state that online learning competence does not affect lecturer job satisfaction. (Siahaan et al , 2022, Siahaan et al , 2021;Siahaan, 2017;Islamy, 2019 ;Wahyuni, 2017;Nurullita, 2018) Says that job satisfaction has a

significant positive effect on the individual performance of lecturers. However, it is different from the research results (Risnayanti, 2018) (Paais, 2018), which prove that job satisfaction has a negative and insignificant effect on lecturer performance.

This study aims to determine and analyze whether online learning competencies and job satisfaction significantly affect lecturer performance STAI Al-Ishlahiyah Binjai.

### **1.1 Online Learning Competencies**

Online learning competence is self-ability that must be possessed by every lecturer, including the ability to plan and prepare online learning, as well as the ability to manage classes in online education, which utilize technology and use internet networks with accessibility, connectivity, flexibility to bring up various types of learning interactions. on line (Nelvi, 2021) (Siahaan, 2021).

Opinion (Sudrajat, 2020) The competencies that a teacher or lecturer must possess include (a) ICT Literacy Mastery Competence; the indicators are: Skills in operating technology devices, Knowledge of using online learning media, and Knowledge of utilizing social media for online learning. (b) Competency in managing online lectures, as for the indicators, namely: Designing online lecture plans, implementation of online lectures, and assessment in online lectures. (c) Online communication competence, the indicators are: Knowledge of online communication, skills in online communication, and generating motivation

### **1.2 Job Satisfaction**

Lecturer job satisfaction is an assessment of the sentiments of the lecturers towards their work. According to (Robbins & Judge, 2019), job satisfaction is a positive feeling about work resulting from an evaluation. The level of job satisfaction of lecturers reflects feelings of pleasure at work, where if a lecturer feels satisfaction in carrying out his work, it will have an impact on a good performance as well (Nurhayati & Jannah, 2016).

(Robbins & Judge, 2019) states that there are consequences when employees like their work and when they do not like their work, namely exiting, giving aspirations, being loyal, and ignoring. Lecturer job satisfaction can be measured in 2 aspects: (1) Positive (affective) feelings describe that job satisfaction is an expression of what is in the heart of a lecturer in assessing something done in his work, individually and together. (2) Positive behavior towards job satisfaction is a behavior that is described through several attitudes; for example, he will be more loyal to the organization. Work well, highly dedicated to the organization, orderly, and comply with the rules and other positive attitudes.

### 1.3 Lecturer Performance

Lecturer performance is a real behavior displayed by a lecturer as work performance that is produced according to his role as an academic educator (Setyowati, 2020). The performance of lecturers primarily determines efforts to improve the quality of education in a university. The development of the quality of lecturers needs to be done because the key to the success of a university is optimal lecturer performance (Kusnan, 2017).

Measuring the performance of lecturers or the dimensions of lecturer performance by the main tasks of lecturers as stated in the guidelines for the workload of lecturers and evaluation of the implementation of the Tridharma of Higher Education as stipulated in Law Number 14 of 2005 concerning Teachers and Lecturers are as follows: (1) Education and Teaching. The indicators are: Carrying out lectures according to predetermined tasks, Providing various teaching methods, and Guiding students in the academic field. (2) Research Activities, The indicators for research activities are: Carrying out research, publishing research results in international journals, writing in international proceedings, and guiding the writing of theses, theses, and dissertations. (3) Community Service. The indicators of community service, namely: Actively carrying out community service, As resource persons in community service activities, Carrying out the development of research results that the community can utilize, and Providing services to the community or other activities that support the implementation of general government and development tasks.

The conceptual framework in this study is as follows:

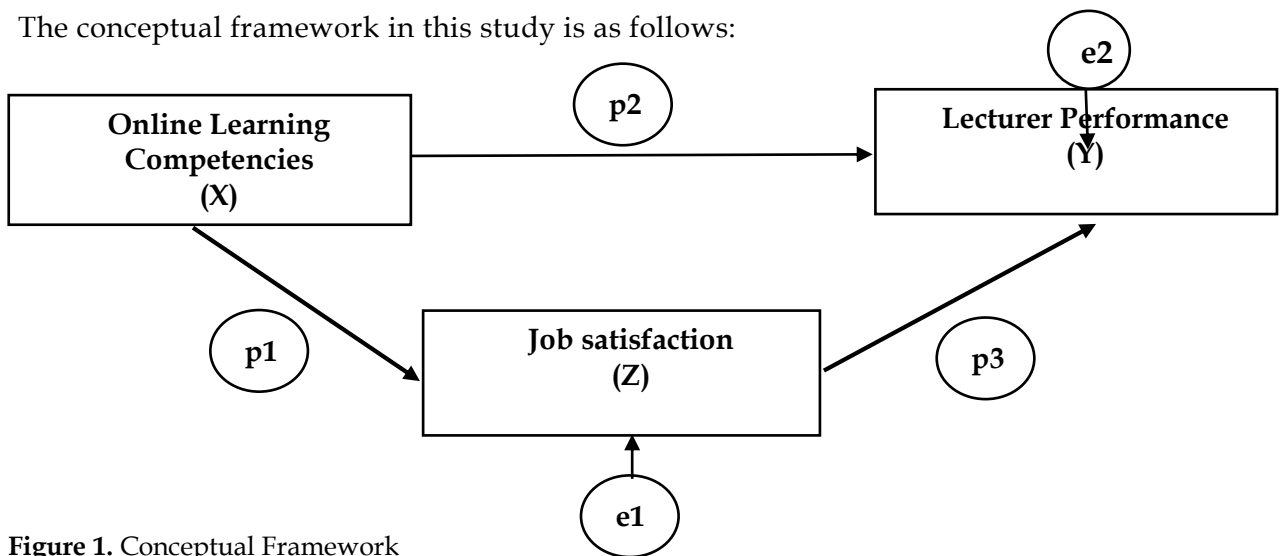


Figure 1. Conceptual Framework

The hypotheses proposed are as follows:

H1: Online learning competence has a positive and significant effect on the job satisfaction of STAI Al-Ishlahiyah Binjai lecturers.

H2: Online learning competence has a positive and significant effect on the performance of STAI Al-Ishlahiyah Binjai lecturers.

H3: Job satisfaction has a positive and significant effect on the performance of STAI Al-Ishlahiyah Binjai lecturers.

H4: Online learning competence positively and significantly affects lecturer performance through job satisfaction.

## **2. METHOD**

### **2.1 Types of Research**

The type of research used in this research is descriptive research with a quantitative approach. The aim is to determine the influence of online learning competence and job satisfaction on the performance of STAI Al-Ishlahiyah Binjai lecturers.

### **2.2 Sample**

The population in this study were all permanent lecturers of Sheikh H. Abdul Halim Hasan Al. Islamic High School-Ishlahiyah Binjai numbered 74 people. Determination of the sample of this study was obtained by the census method.

### **2.3 Data Collection Techniques**

Technique Data collection was done by interviewing, filling out questionnaires, and studying documentation. Filling out the questionnaire to collect primary data about the perceptions or views of lecturers regarding online learning competencies and lecturer job satisfaction which were associated with lecturer performance. Meanwhile, the documentation study was conducted to collect data that could not be ordered through questionnaires and interviews. The data processing technique uses Path Analysis and Sobel Test.

## **3. RESULTS AND DISCUSSION**

### **3.1. Research result**

#### **1) Substructure Model I**

Regression in model I (direct influence) between online learning competencies on job satisfaction and to answer hypothesis 1. The results of direct testing are discussed below:

**Table 1**  
**Substructure Model 1**

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.699a	.488	.481	3.310

a. Predictors: (Constant), Online Learning Competence

Source: SPSS Output Results (2022)

Based on Table 1, the summary model produces the value of *Square* of 0.488, this indicates that the contribution of the online learning competence variable in influencing job satisfaction is 0.488 or 48.8%. At the same time, the rest is the contribution of other variables not examined in this study.

**Table 2**  
**Coefficient Value p1**

<b>Model</b>	<b>Coefficients</b>			<b>t</b>	<b>Sig.</b>
	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
1 (Constant)	5.851	3.055		1,915	.059
Online Learning Competencies	.632	.076	.699	8,289	.000

a. Dependent Variable: Job Satisfaction

Source: SPSS Output Results (2022)

From Table 2, it can be seen that the coefficient value is 0.699, and the significance value is  $0.000 < 0.05$ , so there is a positive and significant effect of online learning competence on job satisfaction. Because technological advances increase lecturer job satisfaction, so lecturers will be adaptive to technological advances. Lecturers with online learning competencies are very relevant to increase job satisfaction because online activities make learning easier and have a flexible time and place. Complete features strongly support online learning to facilitate the transfer of Knowledge in the learning process.

## 2) Substructure Model II

The Regression Equation Model II aims to find a direct influence between the variables of Online learning competence (X) and Job Satisfaction (Z) on Lecturer Performance (Y). The direct test results will be described as follows:

**Table 3**  
**Substructure Model II**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826a	.682	.673	3,620

a. Predictors: (Constant), Job Satisfaction, Online Learning Competence

Source: SPSS Output Results (2022)

Based on Table 3. Seen *R Square* is 0.682, indicating the contribution of the variation in the value of Online Learning Competence (X) and Job Satisfaction (Z) to Performance (Y) is 0.682 or 68.2%. At the same time, the rest are other variables not examined in this study.

**Table 4**  
**Coefficient values p2, p3 and pe2**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3.374	3.425		-.985	.328
	Online Learning Competencies	.515	.117	.414	4.423	.000
	Job satisfaction	.663	.129	.482	5.145	.000

a. Dependent Variable: Performance

Source: SPSS Output Results (2022)

Based on Table 5, the regression coefficient value of the online learning competence variable is 0.414, and the significance value is 0.000 <0.05. So, online learning competence significantly affects the performance of STAI Al-Ishlahiyah Binjai lecturers. Online learning competencies can undoubtedly affect the performance of lecturers because the use of technology is a must for lecturers in carrying out their work; online learning using technology dramatically facilitates the work. For lecturers' performance to remain optimal in achieving semester learning plans and achieving learning targets, lecturers must build and optimize their competence in online learning by increasing their ability to master technology.

Based on Table 4, the regression coefficient value of the job satisfaction variable is 0.482, and the significance value is 0.000 <0.05, so hypothesis 3 in this study is accepted that there is a positive and significant effect of job satisfaction on the performance of STAI Al-Ishlahiyah Binjai lecturers. If the lecturer is satisfied with his work, he has a positive and proud attitude. He values



his work highly because the work situation and conditions can meet the needs, desires, and expectations so that which has an impact on the lecturer's performance.

The Sobel Test was carried out to determine whether the job satisfaction variable (Z) can be significant as an intervening. Based on the calculations from the Sobel Test, the Z value was obtained at  $4.371 > 1.96$  with a significance level of 5%. This proves that the job satisfaction variable can significantly mediate the relationship between the influence of online learning competence on the performance of STAI Al-Ishlahiyah Binjai lecturers. These results also show that the probability value of both One-tailed probability and Two-tailed probability has a significance below 0.05. This means that the job satisfaction variable can significantly as an intervening variant that affects online learning competence on lecturer performance. Hypothesis 4 is accepted.

### **3.2 Discussion**

The results of testing the first hypothesis indicate that Online Learning Competence has a significant direct effect on the job satisfaction of STAI Al-Ishlahiyah Binjai lecturers. This means that job satisfaction will increase if a lecturer has online learning competence in carrying out online lectures. Through online learning, lecturers from STAI Al Ishlahiyah Binjai can learn techniques for transferring Knowledge quickly without direct meetings, which can be done flexibly, anywhere and anytime.

In online learning, students can record learning materials so that the material that has been delivered can be played back by students so that students can shape their character into independent individuals and develop themselves to be creative. The results of this study are supported by research(Siahaan et al., 2021) (Siahaan et al., 2022)which states that online learning competence has a positive and significant effect on job satisfaction.

Online learning competence significantly affects the performance of STAI Al-Ishlahiyah Binjai lecturers. This is because, with online learning, each of these lecturers will continue to strive to motivate themselves to improve performance by boosting their ability to master technology. Because now we have entered the era of the industrial revolution 4.0, all human work uses technology. Not only in online learning but in activities outside the Tridharma, lecturers must use technology.

Being able to master technology will make everyone's work more accessible, so they are satisfied at work. In education and teaching, it is one of the tri dharma that must be transformed. For online learning to be effective, lecturers must create varied and not dull understanding and develop various learning methods that lecturers must currently apply participatory and

collaborative learning methods. The results of this study are supported by (Nelvi, 2021) (Sitepu, 2022) (Siahaan, 2021) (Tri, 2021) (Cahyono, 2022) (Akbar, 2019) (Manik & Syafrina, 2018); (Lilawati & Mashari, 2017) which states that online learning competence has a positive and significant effect on lecturer performance.

The study's results also stated that lecturer job satisfaction significantly affected the performance of STAI Al-Ishlahiyah Binjai lecturers. This means that the higher the level of job satisfaction of lecturers, the more optimal the performance. Lecturers with job satisfaction will have positive work behaviors such as enthusiasm and enthusiasm in carrying out the tri dharma duties of higher education in teaching, research, and service. In teaching assignments, it can be seen that the lecturers are enthusiastic about carrying out teaching tasks that are innovative and participatory and thus provide a more comprehensive and practical student learning experience and understanding of students. So that the lecturers from STAI Al Ishlahiyah Binjai always produce Tridharma works that are beneficial for the progress of the University, society, and the country.

The lecturer is a mediator, and facilitator who makes student creativity increase significantly by starting discussions, providing adequate information about the topics discussed, increasing participation of all students so that all students participate in class, lecturers determining signs and rules, lecturers mediating when there are differences of opinion, the lecturer analyzes and evaluates the information, and provides the most appropriate conclusions and answers from the topic being discussed.

In the task of conducting research, lecturers behave actively in carrying out research wherein at least one year they conduct research, their scientific work is disseminated at international scientific meetings published in international Proceedings indexed by Scopus, and research results are published in international journals indexed by Scopus. In the task of doing service, the lecturers actively perform service in one year at least once to do community service. The service results are disseminated to newspapers, YouTube, and national-scale scientific meetings published in the National Proceedings so that the wider community can see and learn from these community service activities.

Job satisfaction is also able to be significant as an intervening variable. This means that the satisfaction of lecturers at work makes online learning competencies more significant in influencing lecturer performance. The results of this study prove that it is very important for

lecturers to have satisfaction in working in the current era of transformation. Lecturer satisfaction in working will make lecturers do productive, creative, and innovative things in the tri dharma of higher education to produce optimal performance.

Therefore, it is important to increase lecturers' job satisfaction so optimal performance will emerge. The results of this study are supported by research (Siahaan et al., 2022; Sartika et al., 2022; Siahaan, Huda, 2021; Siahaan, 2017; Fahmi, 2019; Wahyuni, 2017; Kartika et al., 2018; Sulyawati, 2018; Adhan et al., 2019) which states that job satisfaction has a significant positive effect on the performance of each lecturer.

#### **4. CONCLUSIONS AND IMPLICATIONS**

##### **4.1 Conclusion**

The results showed that Online Learning Competencies had a positive and significant effect on the job satisfaction of STAI Al-Ishlahiyah Binjai lecturers. Online Learning Competencies positively and significantly impacted the performance of STAI Al-Ishlahiyah Binjai lecturers. Job satisfaction has a positive and significant effect on the performance of STAI Al-Ishlahiyah Binjai lecturers. Online Learning Competence has a positive and significant impact on lecturer performance through job satisfaction

##### **4.2 Implication**

The findings of this study are expected to provide many benefits for related parties. Of the various problems in this research's scope, research results have been revealed that directly affect the parties concerned. The study's results stated that online learning competence significantly affected lecturer performance through job satisfaction. The results of this study can provide information that can be used as suggestions and user input in improving lecturer performance through online learning competencies and lecturer job satisfaction. Parties outside the concerned are expected to be reference material, input material,

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