



## The Influence of Online Learning Competency, Adaptability And Lecturer's Job Satisfaction on The Performance of Politeknik Negeri Medan Lecturer

Evi Linda

Management Study Program, Faculty and Business, Universitas Sumatera Utara, Medan, Indonesia  
evilinda@gmail.com

### ABSTRACT

Restrictions on physical contact during the COVID-19 pandemic have resulted in the government implementing a work from home (WFH) program. Education is one of the areas affected by the Covid-19 pandemic. As a result of these changes, universities must change the performance of lecturers in carrying out the Tri Dharma of higher education. Lecturer performance is one of the determining factors for the success of the teaching and learning process in universities. It can be said that if the lecturer's performance is good, the university's performance will also be good. The purpose of this study was to determine and analyze the effect of online learning competence, adaptability and job satisfaction on the performance of lecturers at the Politeknik Negeri Medan. The research method used is a quantitative method. The place of this research was carried out at the Politeknik Negeri Medan, North Sumatra. The population in this study were all permanent lecturers at the Medan State Polytechnic, amounting to 338 people, where to determine the sample, the researchers used the Slovin formula to obtain 78 people. Data obtained through primary data and secondary data. The results of the study at the significance level of  $\alpha = 5\%$  (0.05) showed that through the results of the t-test it was proven that online learning competence, adaptability and job satisfaction had a positive and significant effect on the performance of Politeknik Negeri Medan lecturers. The F-test results show that online learning competence, adaptability and job satisfaction simultaneously have a significant effect on the performance of lecturers at the Politeknik Negeri Medan. And from the results of this study.

**Keywords:** : learning competence online, adaptability, job satisfaction and lecturer performance

### INTRODUCTION

At the beginning of March 2020, the Indonesian government declared a national emergency status for Covid-19, marked by the presence of positive victims in the Greater Jakarta area, where cases continued to increase every day. The National Disaster Management Agency (BNPB) issued a

decree No. 13 A regarding the determination of the emergency period due to the corona virus. Based on this determination, the Ministry of Education and Culture (Kemendikbud) issued a Circular from the Minister of Education and Culture Number 36962/MPK.A/HK/2020 dated March 17, 2020 regarding online learning and working from home in order to prevent the spread of Covid-19 .

The education sector in the campus world has locked down and stipulates that all university activities are carried out by utilizing information technology. Information technology is a solution to the implementation of online lectures. Many information media are used by educators to conduct online learning (Kassem, 2018) Information technology as a support for the implementation of online learning during the pandemic includes WhatsApp Group, Telegram Group, Email, Zoom, Video Conference, GoogleMeet, Si-PADI (Sistem Pembelajaran Digital) Jenius and Google Classroom.

Lecturers as an essential component in an education system in higher education must also have a very important responsibility and role in realizing the goals of national education, especially during the pandemic. In accordance with article 1 paragraph 14 of Law no. 12 of 2012 concerning higher education that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating Science and Technology through Education, Research, and Community Service.

Based on understandingTherefore, the lecturer has a very important role as the spearhead of implementing the entire educational process which is the hope of every higher education institution in an effort to build and lead to a quality higher education institution. Lecturers are responsible for the teaching and learning process, therefore, in an effort to improve the quality of higher education, lecturers play a role and position in the overall educational process, especially in the field of higher education (Lilawati & Mashari, 2017).

Job satisfaction in oneself will cause positive feelings and behavior because lecturers are sincere and happy in carrying out all the duties and responsibilities given by superiors. High job satisfaction will affect the performance of the lecturer (Sutrisno, 2009). From this phenomenon, lecturers who have online learning competencies will encourage lecturers' performance in the field of education and teaching in higher education, with quality lecturer performance, superior education will be held in higher education and produce competent lecturers. Research conducted by Setiawan (2015), Deswarta (2017) and Lilawati & Mashari (2017) stated that the results of their research show that job satisfaction has a significant effect on lecturer performance. This research is strengthened by research from Arifin & Djamro (2018) which states that job satisfaction has a positive and significant effect on lecturer performance. This provides an explanation that job satisfaction is one of the important elements that every lecturer must have to improve the performance of lecturers' performance.

Adaptability of lecturers also plays an important role. Adaptability of lecturers is able to improve performance more optimally. Technological developments require individuals to be able to master and be able to compete in the modern and complex era. If a lecturer cannot adapt to his environment, he will have difficulty in dealing with the changes that occur. This can affect the continuity of education and performance so that it has implications for work results that are less than optimal. The results of research regarding the relationship between adaptability and lecturer performance were carried out by Ismawati (2018), Artanti, Suddin, & Wardiningsih (2019) and Nugraha (2016) which stated that there was a positive and significant relationship to lecturer performance.

Based on the description of the above phenomenon based on the results of the Pre-Survey conducted, the researchers are interested in conducting research where lecturer performance is the Y variable, Online Learning Competence X1, Adaptability X2 and Job satisfaction as X3 variable. For this reason, the author conducted a study entitled "The Influence of Online Learning Competencies.

## **LITERATURE REVIEW**

### *Online Learning Competencies*

Online learning implemented by universities as an effort to suppress the spread of Covid-19 is carried out using various learning applications and virtual classroom services that can be accessed via the web using the internet network. According to Firman & Rahman (2020) there are interesting findings in this study. Students feel more comfortable to ask questions and express opinions in lecture forums that are held online. Studying from home makes them not feel the pressure they usually feel when learning face to face. Through online learning, lecturers give lectures through virtual classes that can be accessed anywhere and anytime.

### *Dimension and Online Learning Indicators*

According to Sudrajat (2020) there are 3 dimensions in online learning competencies, namely:

1. ICT Literacy mastery competence
2. Management competence online lecture
3. Competence online communication

### *Adaptability*

The implementation of online learning in universities during the Covid-19 pandemic encourages lecturers to try to improve their abilities in terms of mastering technology. Previously, the lecturers had not maximized the use of technology in teaching and learning activities. So during this pandemic, they force them to use technology, especially information technology, to support effective learning. Online learning has certainly become a new habit that must be lived by lecturers. As a result, lecturers have to adapt. It can be seen that before the Covid-19 pandemic almost all teaching and learning activities were carried out by lecturers through direct interaction with their students in the classroom.

### *Factors Affecting the Adaptation Process*

1. Physical condition
2. Personality
3. Education/Education
4. Environment

### *Dimensions and Indicators of Adaptability*

1. Learning Ability
2. Action Ability

### 3. Ability to Control Emotions

#### *Lecturer Job Satisfaction*

Job satisfaction is an assessment of the job as a whole that can satisfy needs. Job satisfaction is basically an individual thing, each individual will have a different level of satisfaction with the value system that applies to him. This is due to individual differences. The more aspects in the work that are in accordance with the wishes of the individual, the higher the satisfaction he feels, and vice versa if the fewer aspects of the work are in accordance with the wishes, the lower the satisfaction felt. The job satisfaction of lecturers is also the main thing that must receive attention from universities, namely those who sit as leaders/rectors/directors of each university.

#### *Factors Affecting Lecturer Job Satisfaction*

1. Sufficient wages
2. Fair treatment
3. Calm at work
4. Appreciation for work
5. Feeling recognized

#### *Lecturer Performance*

Performance is a term that comes from the word job performance or actual performance (job performance or actual achievement achieved by someone). Performance or performance is the result of work also known as performance, work performance, or the results of work implementation. Lecturer performance is something produced by lecturers in achieving responsible and quality performance (Suryaman & Hamdan, 2016).

#### Lecturer Assessment Indicator

1. Carry out lectures/tutorials and test and organize educational activities in laboratories, workshops/studio/experimental gardens/teaching technology practices.
2. Mentoring student seminars.
3. Guiding real work lectures (KKN), real work practices (PKN), field work practices (PKL).
4. Guiding student research final projects including guiding the preparation of final project research reports.
5. Examiner on final exam.
6. Develop teaching materials.
7. Deliver scientific speeches.
8. Fostering student activities in the academic and student fields

#### *Dimensions and Lecturer Performance Indicators*

1. Education and teaching
2. Research and writing scientific papers
3. Community dedication

#### *Research Hypothesis*

According to Sugiyono (2017) the hypothesis is a temporary answer to the problem formulation in the study. Because it is still temporary, it is necessary to prove its veracity through the data collected. Based on the conceptual framework above, the hypotheses proposed in this study are:

- H1 :Online Learning Competence has a positive and significant effect on Lecturer Performance Politeknik Negeri Medan.
- H2 :Adaptability has a positive and significant effect on Lecturer Performance Politeknik Negeri Medan.
- H3 :Lecturer Job Satisfaction has a positive and significant effect on the Performance of Politeknik Negeri Medan Lecturer
- H4 :Online Learning Competence, Adaptability, and Lecturer Job Satisfaction Simultaneously has a positive and significant effect on the Performance of Politeknik Negeri Medan Lecturer.

## **METHODS**

### *Types of research*

The type of research used in this research is descriptive research with a quantitative approach. According to Sugiyono (2017) Descriptive research method is research conducted to determine the state of independent variables, either only on one or more variables (stand-alone variables or independent variables) without making comparisons themselves and looking for relationships with other variables. Quantitative research According to Sugiyono (2017) is a research method based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative or statistical data analysis, with the aim of testing predetermined hypotheses.

### *Place and time of research*

This research was conducted at the Medan State Polytechnic which is located on Jl. Alma mater, No. 1, USU Padang Bulan Campus, Kec. Medan Baru, Medan City, North Sumatra. The time of this research will start in (January-March) 2022.

### *Operational*

*Limits* The operational limitation of this research is the limitation or specification of the research variables that are concretely related to the reality to be measured and is a manifestation of the things that the researcher will observe based on the nature that is defined and observed so that it is open to be re-examined by other people or researchers. The operational limits of the variables studied are:

1. Independent Variable (X1): Online Learning Competence
2. Independent Variable (X2): Adaptability
3. Independent Variable (X3): Lecturer Job Satisfaction
4. Dependent Variable (Y): Lecturer Performance

### Population

The population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions are drawn (Sugiyono, 2017). The population in this study were permanent lecturers at the Medan State Polytechnic. The population in this study were all permanent lecturers at Medan State Polytechnic as many as 338 lecturers with 20 study programs.

### Sample

The sampling technique used is simple random sampling. It is said to be simple (simple) because the sampling of members of the population is done randomly without regard to the strata that exist in the population. This method is carried out if the members of the population are considered homogeneous (Sugiyono, 2017). The sample in this study were part of the permanent lecturers of the Medan State Polytechnic. In determining the number of samples, the author uses the Slovin calculation. Slovin's formula is:

$$n = \frac{N}{1 + Ne^2}$$

Information:

**n** = Number of Samples

**N** = Population Size

**e** = Standard Error

The population (N) in this study were 338 people. The standard error (e) is 10%, then the calculation of the number of samples is as follows:

$$\begin{aligned} & \frac{338}{1 + 338 (0,1)^2} \\ & \frac{338}{4.38} \\ & = 77.16 \end{aligned}$$

So the sample taken in this study amounted to 78 permanent lecturers at the Medan State Polytechnic. The sample used in this study was proportionate random sampling, namely the technique of taking samples of population members carried out proportionally.

## RESULTS

Table 1. Uji Signifikan Simultan Uji F

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2033.84	3	677.949	15.582	.000 <sup>b</sup>
Residual	8	74	43.509		
Total	3219.69	77			

a. Dependent Variable: Kinerja Dosen

Source : Hasil penelitian (Data diolah SPSS 2022)

Tabel 2. Uji Signifikan Parsial (Uji t)

Coefficient					
Mod	Unstandar		Standardiz	t	Sig.
	B	Std. Erro	Beta		
1 (Constant)	2.16	11.122		.194	.846
Kompetensi Pembelajaran	.12	.139	.101	.924	.003

a. Dependent Variable: Kinerja Dosen

Source : Hasil penelitian (Data diolah SPSS 2022)

*Online Learning Competencies Have a Positive and Significant Effect on Lecturer Performance*  
Based on the results of the t-test that online learning competence has a positive and significant effect on lecturer performance, which means that the more capable Medan State Polytechnic lecturers are in carrying out online learning, the lecturer's performance will increase. This is because online learning that uses web-based technology and social media (social media) transforms a communication into an interactive dialogue. Online learning and social media have an influence on lecturer performance because they can effectively complement the knowledge and management technology possessed by previous lecturers. Lecturers can easily make announcements to their students quickly and thoroughly because of the nature of the information dissemination of the online learning system itself simultaneously in a short time. In this study, the online learning competence variable has a positive and significant effect on the performance of Medan State Polytechnic Lecturers. If the Online Learning Competence increases, the performance of Medan State Polytechnic Lecturers will also increase significantly, and vice versa.

The results of the study on the online learning competence variable showed that most of the lecturers answered agreed that online learning competence affected the performance of the Medan State Polytechnic lecturers. In the online learning competency variable, there are 3 dimensions of ICT literacy mastery competence, online classroom management competence and online

communication competence. The dimension that most influences the performance of lecturers is the first dimension, namely teaching. The teaching system carried out by lecturers during the pandemic is to utilize information technology as well as possible to make it easier for lecturers to carry out the tridharma of higher education.

As long as the WFH learning process is carried out separately by distance, it can be said that the learning carried out is distance learning. This distance learning method is categorized into synchronous and asynchronous. The synchronous method is a method where educators and learners are only separated by distance but carry out the learning process together. While the asynchronous method is a method in which educators and learners are not only separated by distance, but also time apart. That is, it is possible for each learner to learn with each other and have different learning progress from the others. Based on the results of data collection, the distance teaching method chosen by the lecturer consists of assignments, online discussions.

Every educational institution that wants to implement an online learning system must consider and make the best possible plan. Given that students and lecturers do not have expectations that the system's performance is better than the face-to-face system. Meanwhile, every educational institution that has implemented an online learning system should evaluate and improve the online learning system so that it can increase performance expectations on the online learning system. The use of information technology can affect the performance of lecturers. This can be seen in the use of information systems, lecturers are facilitated in providing material in the form of power points, websites, and emails. The online learning technology makes it easier for lecturers to teach students. Students will have a high enthusiasm for learning due to teaching with different online learning methods such as relying only on text books. Lecturers can also make it easier to explain the subject matter to be taught. Students will be able to receive benefits in the form of maximizing their senses such as listening, seeing the material being taught, and being able to ask the lecturers so that the existence of e-learning technology can facilitate the teaching of the lecturers.

Based on the partial test, online learning competence has a positive and significant effect on the performance of Medan State Polytechnic lecturers. This shows that most of the respondents stated that to improve performance, good online learning competencies are needed. According to Rahman and Firman (2020) Online Learning Competence is the skills and knowledge possessed by a lecturer to create professional conditions in carrying out their duties and roles as teachers and educators who have quality in terms of using and utilizing technology media for teaching such as zoom, google classroom, meet, whatsapp group, telegram.

The results of this study are also in line with previous research conducted by Suparman & Nurlianan (2020), Yusi (2020), Syaharuddin (2020), Sadikin & Hamidah (2020) and Setiawan (2015). online with lecturer performance. From this explanation, it can be concluded that online learning competence (e-learning) is one of the important elements that must be possessed to improve lecturer performance.

Based on the results of the t-test that adaptability has a positive and significant effect on lecturer performance, which means that the more active Medan State Polytechnic lecturers are in adapting, the lecturer's performance will increase this is because adapting is all forms of efforts to accept conditions, uncertain circumstances against regulations and ever-changing policies. In creating superior lecturer performance, adaptability has a very important role. From the research results of



Medan State Polytechnic Lecturers, the average age is 41-50 years, this shows that the lecturers are categorized as very productive and already have a lot of experience, so they are able to deal with every situation and change that occurs in state universities today.

The ability to adapt to lecturers on the Merdeka Campus policy is very necessary, this is because Medan State Polytechnic lecturers must guide students who are doing the Merdeka- Learning program, these students take part in activities such as internships in companies, conducting research with lecturers and compiling final assignments so that lecturers are required to be more active and productive in guiding students. Medan State Polytechnic lecturers have also been able to make peace with unstable conditions and conditions during the pandemic, previously teaching face-to-face methods, but now have to use online-based methods. Polytechnic lecturers continue to learn using a learning platform that requires the lecturer to be able to master various technologies to carry out the tridharma tasks, one of which is teaching. Teaching with the online system has gradually begun to be mastered by lecturers so that the process of teaching and learning activities goes well. The adaptability of the lecturers is expected to optimize the performance of the lecturers.

The results of the study on the adaptability variable showed that most of the employees answered agreed that adaptability affects the performance of the Medan State Polytechnic lecturers. The adaptability variable has 3 dimensions, namely the ability to learn, the ability to act and the ability to control emotions. Of the three dimensions, the adaptability variable that most influences the performance of lecturers is the third dimension, namely controlling emotions. Lecturers who easily control their emotions will be more motivated in every change, because lecturers are role models of educators so that Medan State Polytechnic lecturers can control negative emotions. A lecturer needs to be able to understand the various characters of students and solve various problems. Therefore, it takes patience, perseverance and the ability to control emotions. Implementation of the duties and responsibilities of lecturers not only requires intellectual ability but also requires competence in managing emotions.

Based on the partial test, adaptability has a positive and significant effect on the performance of Medan State Polytechnic lecturers. This shows that most of the respondents stated that to improve performance, good adaptability is needed. According to Arifin & Djamro (2018), adaptability can be interpreted as a process that includes mental and behavioral processes that individuals strive for in order to successfully deal with internal needs, tensions, frustrations, conflicts, and to produce quality harmony between demands from within the individual. with the demands of the outside world or where the individual's environment is located.

The results of research conducted by Malasari (2018), Arifin & Djamro (2018), Ali and

Asrori (2017) say that there is a significant influence on the adaptability variable on performance which proves that the theory that states adaptability can improve performance is in line with the framework of thinking that submitted. Ismawati (2018) also strengthens research that adaptability has a positive and significant effect on lecturers, for example knowledge, skills, ability beliefs on Lecturer Performance.

#### *Lecturer Job Satisfaction has a Positive and Significant Effect on Lecturer Performance*

Based on the results of the t-test that lecturer job satisfaction has a positive and significant effect on lecturer performance, which means that the more satisfied the lecturers at the Medan

State Polytechnic, the lecturer's performance will increase. This is because job satisfaction is a form of physical and psychological needs from lecturers that can affect

person's ability, either oneself, others or relationships to succeed in facing the demands and pressures of the surrounding environment or organization and so as not to interfere with the ability to think, be able to empathize and hope. Job satisfaction is an important element in the performance of lecturers. The results of this study indicate that job satisfaction has a positive and significant effect on the performance of Medan State Polytechnic Lecturers.

Job satisfaction is a potential that directs lecturers to play a role according to their duties and responsibilities wholeheartedly. Job satisfaction will lead individuals to problem solving that is realistic, logical and measurable by considering the surrounding environment so that individuals will remain motivated. Lecturers as educators are able to realize and interpret their duties and responsibilities to understand the reality that occurs and deal with problems with rationality. Rationality and flexibility are expected to bring lecturers to a good emotional state and their actions are in accordance with predetermined competency standards. Professional lecturers not only meet intellectual qualifications, learning materials will be delivered to students but are also able to be patient, firm, disciplined,

The results of the study on the job satisfaction variable showed that most of the lecturers answered agreed that job satisfaction affected the performance of the Medan State Polytechnic lecturers. There are 2 dimensions to job satisfaction, namely, positive feelings and positive behavior. Of the two dimensions of job satisfaction variables, the most influencing lecturer performance is the second dimension, namely positive behavior. Lecturers who are satisfied at the Medan State Polytechnic will be more motivated in every task and responsibility given, thus providing good behavior such as doing assignments on time, being productive in every activity held by the Medan State Polytechnic and not being late in giving lectures to students.

Based on the partial test, job satisfaction has a positive and significant effect on the performance of Medan State Polytechnic lecturers. This shows that most of the respondents stated that to improve performance, good job satisfaction is needed. According to Yanchus, Periard, Moore, Carie, & Osatuke (2015) defines job satisfaction as a person's positive or negative attitude towards his work and in essence, job satisfaction is a feeling of pleasure or displeasure of workers in viewing and carrying out their work. The results of this study are also in line with previous research conducted by Kartika (2018); Deswarta (2017); Desi & Damingun (2018); Risnayanti (2018); and Sutrisno (2017). The results of this study indicate that there is a positive and significant influence between job satisfaction on lecturer performance.

#### *Together Online Learning Competence, Adaptability and Lecturer Job Satisfaction Affect Lecturer Performance*

Lecturer performance is the ability of lecturers to carry out tasks that include research, teaching, administration, and community service. Lecturer performance indicators used in this study refer to the regulation of the minister for the utilization of state apparatus and bureaucratic reform no. 17 of 2013 concerning the functional positions of lecturers. The factors that support the performance of lecturers are the ability to adapt where the adaptation made by the lecturer is a form of absorption of the changes that occur in the new system, policies and regulations of the Ministry of Education and Culture for lecturers and students. Medeka Learning- Independent Campus conducted by lecturers for students is needed to explore student knowledge outside the campus and involve more than one lecturer so that students are more assisted in carrying out lectures at Medan State Polytechnic. Adaptability is a component that makes a lecturer smart in using his emotions, because human emotions are in the area of deep feelings, hidden instincts and emotional sensations which if recognized and respected, adaptability will provide a deeper and more complete understanding of oneself. and other people.

Then the performance of lecturers is also influenced by online learning competencies. Online learning or e-learning is an online-based learning media that supports the interaction of distance teaching and learning processes. E-learning has an influence on lecturer performance because it can effectively complement the knowledge and management technology possessed by previous lecturers. Furthermore, which affects the performance of lecturers is job satisfaction. A person's positive or negative attitude towards his work and in essence, job satisfaction is a feeling of pleasure or displeasure of workers in viewing and carrying out their work. In this study, the independent variables consist of Online Learning Competence (X1), Adaptability (X2), and Lecturer Job Satisfaction (X3).

## **DISCUSSION**

Online learning competence has a positive and significant effect on the performance of Medan State Polytechnic lecturers. This shows that most of the respondents stated that to improve performance, good online learning competencies are needed. According to Rahman and Firman (2020) Online Learning Competence is the skills and knowledge possessed by a lecturer to create professional conditions in carrying out their duties and roles as teachers and educators who have quality in terms of using and utilizing technology media for teaching such as zoom, google classroom, meet, whatsapp group, telegram.

Adaptability has a positive and significant effect on the performance of Medan State Polytechnic lecturers. This shows that most of the respondents stated that to improve performance, good adaptability is needed. According to Arifin & Djamro (2018), adaptability can be interpreted as a process that includes mental and behavioral processes that individuals strive for in order to successfully deal with internal needs, tensions, frustrations, conflicts, and to produce quality harmony between demands from within the individual. with the demands of the outside world or where the individual's environment is located.

Job satisfaction has a positive and significant effect on the performance of Medan State Polytechnic lecturers. This shows that most of the respondents stated that to improve performance, good job satisfaction is needed. According to Yanchus, Periard, Moore, Carie, & Osatuke (2015) defines job satisfaction as a person's positive or negative attitude towards his work and in essence, job satisfaction is a feeling of pleasure or displeasure of workers in viewing and carrying out their work. The results of this study are also in line with previous research conducted by Kartika (2018); Deswarta (2017); Desi & Damingun (2018); Risnayanti (2018); and Sutrisno (2017). The results of this study indicate that there is a positive and significant influence between job satisfaction on lecturer performance. From this explanation, it can be concluded that job satisfaction is one of the important elements that must be possessed to improve lecturer performance.

Online learning or e-learning is an online-based learning media that supports the interaction of distance learning processes. E-learning has an influence on lecturer performance because it can effectively complement the knowledge and management technology possessed by previous lecturers. Furthermore, which affects the performance of lecturers is job satisfaction. A person's positive or negative attitude towards his work and in essence, job satisfaction is a feeling of pleasure or displeasure of workers in viewing and carrying out their work.

## CONCLUSION

Based on the results of the analysis and discussion that has been carried out in this study, the dominant variable influencing the performance of lecturers at the Medan State Polytechnic is the job satisfaction variable. online learning. Based on the results of the analysis and discussion in this study, the researchers drew the following conclusions:

1. Online Learning Competencies (X1), Adaptability (X2), and Job Satisfaction (X3), simultaneously have a positive and significant effect on the performance of Medan State Polytechnic lecturers.\
2. Online Learning Competencies (X1), has a positive and significant effect on the performance of Medan State Polytechnic lecturers.
3. Adaptability (X2), has a positive and significant effect on the performance of Medan State Polytechnic lecturers.
4. Job satisfaction (X3), positive and significant effect on lecturer performance Medan State Polytechnic.

## REFERENCES

- Adhan, M., Jufrizen, J., Prayogi, M. A., & Siswadi, Y. (2020). Peran Mediasi Komitmen Organisasi Pada Pengaruh Kepuasan Kerja Terhadap Kinerja Dosen Tetap Universitas Swasta di Kota Medan. *Jurnal Samudra Ekonomi Dan Bisnis*, 11(1), 1-15.
- Andujar, A. (2020). Analysing WhatsApp and Instagram as blended learning tools. *In Recent Tools for Computer-and Mobile-Assisted Foreign Language Learning* (pp. 307-321). Spain: IGI Global Publisher of Timely Knowledge.
- Arifin, A. H., & Djamro, R. A. (2018). Pengaruh Kepuasan Kerja, Komitmen Organisasi Dan Profesionalisme Terhadap Perilaku Organisasi Dan Kinerja Dosen. *Jurnal Sosio Sains*, 4(2), 100-117.
- Artanti, E. F., Suddin, A., & Wardiningsih, S. S. (2019). Pengaruh Kompetensi, Komunikasi dan Kecerdasan Emosional Terhadap Kinerja Dosen di Sekolah Tinggi Pariwisata Sahid Surakarta. *Jurnal Manajemen Sumber Daya Manusia*, 13(1), 261-269.s
- Bahri, S., & Fakhry, Z. (2014). *Model Penelitian Kuantitatif Berbasis SEM-Amos*. Yogyakarta: Deepublish.
- Bandhaso, M. L., & Paranoan, N. (2019). Pengaruh Kepuasan Kerja dan Motivasi Kerja Terhadap Kinerja Dosen Fakultas Ekonomi di Perguruan Tinggi Swasta di Makassar. *Jurnal Akun Nabelo: Jurnal Akuntansi Netral, Akuntabel, Objektif*, 1(2), 20-30.
- BPK RI. (2022). Undang- undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen. Retrieved from <https://peraturan.bpk.go.id/>.
- Budiansyah, Y., & Putri, A. A. (2020). Influence of Lecturer Competence, Lecturer Motivation and Organizational Culture to Lecturer Performance in The Private Vocational School in Bandung City. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(5), 926-940.
- Busro, M. (2017). *Teori-teori Manajemen Sumber Daya Manusia*. Jakarta: Kencana. Colquitt, J. A.,

- Jeffrey, A., Lepine., & Wesson, M. J. (2015) *Organization Behaviour Improving Performance and Commitment in The Workplace* . New York: Mc Graw Hill.
- Damanik, Y. R. (2020). *Pengaruh Talent Management dan Self Efficacy Melalui Motivasi Terhadap Kinerja Pegawai Dinas Kependudukan dan Catatan Sipil Kabupaten Simalungun*. [Skripsi]. Medan: Universitas Sumatera Utara.
- Deswarta. (2017). Pengaruh Kompetensi dan Motivasi terhadap Kepuasan Kerja dan Kinerja Dosen. *Jurnal Valuta*, 3(1), 19-39.
- Dirjen Dikti. (2010). Pedoman Beban Kerja Dosen dan Evaluasi Pelaksanaan Tri Dharma Perguruan Tinggi. Retrieved from <https://spm.itb.ac.id/>.
- Dirjen Dikti. (2020). Booklet Pembelajaran Daring. Retrieved from <https://dikti.kemdikbud.go.id/>.
- Fadhil, & Anshoer. (2020). Pengaruh Kompetensi Kerja Terhadap Kinerja Dosen (Studi Kasus di FPTK UPI). *Jurnal Media Pendidikan, Gizi dan Kuliner*, 1(1), 1-5.
- Fahmy, M. (1982). *Penyesuaian Diri*. Jakarta: PT Bulan Bintang.
- Fakhrurrazi. (2018). *Pengaruh Pengelolaan Kelas Secara Daring Terhadap Keaktifan Belajar Siswa Di Era Pandemi Covid-19 (Pada Mata Pelajaran Ekonomi (Survei Pada Siswa Kelas XI di SMA PGRI Subang)*. [Skripsi]. Bandung: Universitas Pasundan.
- Firman, & Rahman, S. R. (2020). Pembelajaran Online ditengah Pandemi Covid- 19. *Indonesian Journal of Educational Science (IJES)*, 2(2), 81-89.
- Ghozali, I. (2016). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 23*. Semarang: Badan Penerbit Universitas Diponegoro.
- Gunady, A. E., & Yanto. (2018). Pengaruh Kemampuan, Lingkungan Kerja dan Motivasi Terhadap Kinerja Dosen di Universitas Bangka Belitung. *JEM: Jurnal Ekonomi dan Manajemen*, 4(1), 183-204.
- Gunawan, I. (2013). *Metode Penelitian Kualitatif: Teori dan Praktik*. Jakarta: Bumi Aksara.
- Hasibuan, T. H. (2020). Pengaruh Kompetensi dan Karakter Dosen Terhadap Metode Pembelajaran Serta Dampaknya Kepada Kinerja Dosen di Universitas Subang. *Ijd-Demos*, 1(2), 182-203.
- Helaluddin, H. (2019). Peningkatan Kemampuan Literasi Teknologi Dalam Upaya Mengembangkan Inovasi Pendidikan di Perguruan Tinggi. *PENDAI*, 1(1), 44-55.
- Hertanudin. (2018). Kompetensi dan Kepemimpinan dalam Mempengaruhi Kinerja Dosen STIE Serasan Muara Enim. *Jurnal Media Wahana Ekonomika*, 15(1), 59-67.
- Indrawati, B. (2020). Tantangan dan Peluang Pendidikan Tinggi Dalam Masa dan Pasca Pandemi Covid-19. *Jurnal Kajian Ilmiah*, 1(1), 39-48.
- Irawati, D. Y., & Jonatan, J. (2020). Evaluasi Kualitas Pembelajaran Online Selama Pandemi Covid-19: Studi Kasus di Fakultas Teknik, Universitas Katolik Darma Cendika. *Jurnal Rekayasa Sistem Industri*, 9(2), 135-144.
- Ismawati. (2018). *Peran Kemampuan Beradaptasi Sebagai Intervening dalam Pengaruh Lingkungan Keluarga, Lingkungan Sekolah Dan Lingkungan Masyarakat Terhadap Hasil Belajar*

- Ekonomi Siswa Kelas XI IIS SMA N 1 Demak*. [Skripsi]. Semarang: Universitas Negeri Semarang.
- Kartika, D. C., Akbar, M., & Rugaiyah. (2018). Pengaruh Pemberdayaan dan Kepuasan Kerja Terhadap Kinerja Dosen di Universitas Majalengka Jawa Barat. *Jurnal SAP*, 2(3), 207-214.
- Kassem. (2018). Pengaruh Kompetensi, Motivasi dan Kecerdasan Emosi Terhadap Kinerja Dosen di Perguruan Tinggi Swasta Kopertis Wilayah II. *Journal of Chemical Information and Modeling*, 53(9), 1689-1699.
- Kemdikbud. (2021). Keputusan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2021 Tantang Indikator Kinerja Utama Perguruan Tinggi Negeri dan Lembaga Layanan Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan. Retrieved from <https://jdih.kemdikbud.go.id/>.
- Kemdikbud. (2022). Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 3 Tahun 2021 Tentang Standar Nasional Pendidikan Tinggi. Retrieved from <https://jdih.kemdikbud.go.id/>.
- Khoyrun, H., Sutanto, A., & Hidayat, A. C. (2020). Pengaruh Kompetensi, Motivasi dan Lingkungan Kerja Terhadap Kinerja Dosen Perguruan Tinggi Swasta Daerah Istimewa Yogyakarta. *Jurnal Ilmiah Ekonomi Global Masa Kini*, 11(1), 35-39.
- Lie, T. F. (2018). Pengaruh Kepuasan Kerja Terhadap Kinerja Karyawan Melalui Motivasi Kerja Pada CV. Union Event Planner. *Agora*, 6(1), 1-6.
- Lilawati, E., & Mashari, F. (2017). Pengaruh Kompetensi Dosen Dan Kepuasan Kerja Dosen Terhadap Kinerja Dosen Di Universitas Kh a Wahab Hasbullah Tambakberas Jombang. *Jurnal Manajemen dan Pendidikan Islam*, 53(1), 39-63.
- Listyaningrum, D., Handoyo, S. S., & Murtinugraha, R. E. (2016). Pengaruh Kinerja Mengajar Dosen Terhadap Kepuasan Belajar Mahasiswa Program Studi Pendidikan Teknik Bangunan Fakultas Teknik UNJ. *Jurnal Pensil: Pendidikan Teknik Sipil*, 5(2), 88-98.
- Logan, A., & Stone, S. (2016). Collaboration Between a Lecturer and a Learning Technologist to Support Student Transition to and Engagement and Learning in The Synchronous Online Classroom: Having The Best of Both Worlds. *Proceedings of The International Technology, Education and Development Conference* (pp. 7-9). Valencia, Spain: IATED Digital Library.
- Malasari. (2018). Kepuasan kerja terhadap Kinerja. *Journal of Economic*, 45(2), 1689- 1699.
- Minarsi. (2017). Tingkat Penyesuaian Diri Siswa Kelas VII di SMP Negeri 11 Kota Bengkulu. *Jurnal Psikodidaktika*, 2(2), 30-38.
- Moeheriono. (2014). *Pengukuran Kinerja Berbasis Kompetensi*. Jakarta: RajawaliPress
- Nisa, L. C., Hikmaturokhman, A., & Sunardi, S. (2020). Kinerja Mengajar Dosen pada Masa Work From Home. *At-Taqaddum*, 12(2), 103-112.
- Nugraha. (2016). Keefektivan Kebijakan E-Learning berbasis Sosial Media pada PAUD di Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 212-228.

- Perpusnas. (2003). Undang- Undang Republik Indonesia Nomor 20 Tahun 2003 Tanggal 8 juli 2003 Tentang Sistem Pendidikan Nasional. Retrieved from <https://pusdiklat.perpusnas.go.id/>.
- Putria, H., Maula, L. H., & Uswatun, D. A. (2020). Analisis Proses Pembelajaran Dalam Jaringan (Daring) Masa Pandemi Covid-19 Pada Guru Sekolah Dasar. *Jurnal Basicedu*, 4(4), 861-870.
- Rahayu, Y. (2018). Pengaruh Motivasi Dan Kompetensi Terhadap Kinerja Dosen Tidak Tetap / Luar Biasa Di Perguruan Tinggi Swasta Kota Sukabumi. *Seminar Nasional Inovasi dan Tren (SNIT)* (pp. 65-77). Sukabumi: <http://seminar.bsi.ac.id/>.
- Rumayanto, T. (2021). *Pengaruh Pembelajaran Daring Terhadap Kinerja Dosen Fakultas Teknik Universitas Jakarta*. [Skripsi]. Jakarta: Universitas Jakarta.
- Sadikin, A., & Hamidah, A. (2020). Pembelajaran Daring di Tengah Wabah Covid-19 (Online Learning in the Middle of the Covid-19 Pandemic). *Jurnal Ilmiah Pendidikan Biologi*, 6(2), 214-224.
- Sakti, A. E. (2017). Pengaruh Kepuasan, Komitmen, dan Kompetensi Terhadap Kinerja Dosen di STAI DDI Polewali Mandar. *JUPI (Jurnal Pendidikan Islam Pendekatan Interdisipliner)*, 1(2), 49-58.
- Setiawan, D. L. (2015). *Pengaruh Penggunaan E-Learning Terhadap Kinerja Dosen Dalam Kegiatan Mengajar (Studi Pada Dosen Fakultas Ilmu Administrasi Universitas Brawijaya)*. [Skripsi]. Malang: Universitas Brawijaya.
- Setiawan, H., Rinamurti, M., & Augustine, M. (2021). Pengaruh Penggunaan Media E- Learning dan Transfer Pengetahuan dalam Kuliah Daring/Online Selama Pandemi Covid-19 Terhadap Kinerja Dosen Tetap Unika Musi Charitas. *SAINTEK: Jurnal Ilmiah Sains dan Teknologi Industri*, 5(1), 11- 20.
- Sinambela. (2016). *MANAJEMEN SUMBER DAYA MANUSIA: Membangun Tim Kerja yang Solid untuk Meningkatkan Kinerja*. Jakarta: Bumi Aksara.
- Siregar, D. N., & Damingun, D. (2018). *Pengaruh Profesionalisme Dosen dan Kepuasan Kerja Terhadap Kinerja Dosen di Universitas Muhammadiyah Kalimantan Timur Samarinda*. [Skripsi]. Samarinda: Universitas Muhammadiyah Kalimantan Timur.
- Situmorang, S. H., & Lutfi, M. (2014). *Analisis Data Untuk Manajemen dan Bisnis*. Medan: USU Press.
- Sudrajat, J. (2020). Kompetensi Guru di Masa Pandemi COVID-19. *Jurnal Riset Ekonomi dan Bisnis*, 13(1), 100-110.
- Sugiyono. (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Suliyawati, E. (2017). Pengaruh Sistem Pembelajaran dan Kepuasan Kerja Dosen Terhadap Kinerja Dosen di STIKES Karsa Husada Garut. *PEDAGOGIA: Jurnal Ilmu Pendidikan*, 15(3), 213-223.
- Sumardi, & Surianti. (2019). Pengaruh Pemberdayaan, Kompetensi dan Kepuasan Kerja Terhadap Kinerja Dosen Universitas Wiralodra Indramayu. *Jurnal Investasi*, 5(1), 78-104.
- Suparman, & Nurliana. (2020). Efektivitas Kinerja Dosen Stie Mujahidin Tolitoli Dalam Menggunakan Metode Pembelajaran Daring (Studi Kasus Pada Stie Mujahidin Tolitoli). *Economy Deposit Journal*, 2(2), 38-43.

- Suryaman, & Hamdan. (2016). Kinerja Mengajar Dosen Pada Masa Work From Home. *At-Taqaddum*, 12(2), 103-112.
- Susanto, Yul, & Hardianto. (2018). Pengaruh Kompetensi Terhadap Kinerja Dosen Sekolah Tinggi Ilmu Ekonomi Riau. *Jurnal Ilmiah Ekonomi dan Bisnis*, 15(1), 1-6.
- Sutoro, M. (2018). Pengaruh Kompensasi dan Motivasi terhadap Kinerja Dosen Universitas Pamulang. *SCIENTIFIC JOURNAL OF REFLECTION: Economic, Accounting, Management and Business*, 1(3), 351-360.
- Sutrisno, E. (2009). *Manajemen Sumber Daya Manusia*. Jakarta: Kencana. Syaharuddin. (2020, May 1). Pembelajaran Masa Pandemi. *Dari Konvensional Ke Daring*, pp. 1-8.
- Szpunar, K. K., Moulton, S. T., & Schacter, D. L. (2013). Mind wandering and education: From the calassroom to online learning. *Frontiers in Psychology*. Retrieved from <https://www.frontiersin.org/>.
- Vernia, D. M., & Sandiar, L. (2020). Peranan Kompetensi Kerja Terhadap Kepuasan Kerja dan Kinerja. *Jurnal Ilmiah Wahana Pendidikan*, 6(2), 91- 99.
- Wulandari, H., & Handarini. (2020). Evaluasi Dampak Program Pendidikan Jarak Jauh (PJJ) Melalui Model CIPP Pada Kinerja Dosen Aspek Pembelajaran Pada Masa Pandemi Covid 19. *Jurnal Ilmiah Mandala Education*, 7(1), 144-150.
- Yanchus, N. J., Periard, D., Moore, S., Carie, A., & Osatuke, K. (2015). Predictors of Job Satisfaction and Turnover Intention in Vha Mental Health Employees: A Comparison Between Psychiatrists, Psychologists, Social Workers, and Mental Health Nurses. *Human Service Organizations: Management, Leadership & Governance*, 39(3), 219-244.
- Yusaini. (2017). Teori Kemampuan dalam Beradaptasi & Perubahan : Aplikasi dalam Pengajaran Bahasa Inggris. *Jurnal Prasi*, 11(1), 4-11.
- Yusi, C. D. (2020). Kenormalan Baru dan Perubahan Sosial dalam Perspektif Sosiologi. *Jurnal Majalah FISIP UNTAG Semarang*, 1(21), 104-122.