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**Covid-19's Effect on Lecturer Performance and Management  
Functions in Educational Implementation**

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## COVID-19'S EFFECT ON LECTURER PERFORMANCE AND MANAGEMENT FUNCTIONS IN EDUCATIONAL IMPLEMENTATION

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### Abstract

*Virus Covid-19 spread very quickly. One of the sectors affected by this pandemic is education. It's felt at the State Islamic Higher Education Institutions (PTKIN) in Aceh. Covid-19 has influenced the function of college management and the performance in fostering education and teaching. This article was intended to explain research findings on the impact of COVID-19 and management functions on the performance of lecturers in conducting education and teaching at the PTKIN Aceh. This research was carried out ex post facto on a causal basis to identify the causal relationship between the variables studied, namely the Covid-19 pandemic, management function, and lecturer performance. Research showed that COVID-19 affected the management function of the campus but did not affect the performance of the lecturers in performing education and teaching at the PTKIN Aceh. COVID-19 could have a significant positive impact on the performance of education and teaching tasks at Aceh PTKIN because it forced the lecturers to deliver new techniques in teaching performance, which is a Virtual Learning application.*

**Keywords:** COVID-19; Management Function; Performance; PTKIN.



## **A. Introduction**

The name of the disease Coronavirus-19 (COVID-19) is very familiar to the ears of the Indonesian people, even worldwide. Everyone knows that Covid-19 is the name of a scary and health-disrupting virus. This virus is difficult to see with the eye, but that does not mean it does not exist and can be underestimated in human life. Because its existence is proven by several empirical symptoms, such as a body accompanied by high fever, coughs, respiratory problems, to symptoms of shortness of breath that can lead to death. So COVID-19 is still remembered by the world community as a dangerous virus that can cause panic for many people (Abudi et al., 2020; Sudirman et al., 2021).

Coronavirus Disease 2019 or Covid-19 has infected millions of people in more than 200 countries around the world and caused many deaths (Rompis, 2023; Worldometers, 2020). The disease caused by Severe Acute Respiratory Syndrome-Corona Virus 2 or SARS-CoV-2 was first reported in Wuhan City, Hubei Province, China (Rompis, 2023; Khan et al., 2020; C. Li et al., 2020; T. Li et al., 2020; Phan, 2020; Su et al., 2020; Wang et al., 2020). The World Health Organization (WHO) has declared Covid-19 a global pandemic on March 19, 2020 (Scroll & For, 2022; Rompis, 2023).

Covid-19 is a type of virus that was first known in the city of Wuhan, China, with a very fast spread. Wuhan was attacked in a state of panic with many victims. This virus shocked the human mind and mentality at the end of 2019 with the recognition of World Health Organization (WHO) through data stating that this virus has infected as many as 110,384,747 worldwide and has claimed the lives of 2,446,008 people. Furthermore, at the beginning of 2020, WHO also explained data that Indonesia had infected 1,262,299 cases of COVID-19 and 34,152 victims had died (Amir & Taqiyah, 2021; Prempeh, 2023).

At that time, many national governments began to lock up migrants to enter their territory, while at the same time prohibiting their people from leaving their countries. Many national governments in the world were panicking in the face of the Covid-19 attack. Government conditions in

various countries at that time were busy handling problems caused by the Covid-19 attack. The public became increasingly panicked as they witnessed the number of corpses increasing day by day and even being buried en masse with the Covid-19 protocol. Even the number of victims of COVID-19 in Indonesia was recorded as the highest number in Asia, reaching 150,000 cases (BBC News Indonesia, 2022).

The presence of COVID-19 has attacked the Indonesian public health sector from 2019 to August 2021 (BBC News Indonesia, 2022). This is the biggest disturbance in the lives of Indonesian people caused by the Covid-19 attack. COVID-19 not only disrupts human health but also attacks the economic sector and education. COVID-19 has not only taken the lives of Indonesian people but has also disrupted and hindered the education process in Indonesia. This virus has contributed to tearing apart the goal of educating the nation's generation. With this virus, Indonesia is in the face of war with an invisible enemy because, in addition to taking people's souls, it has also begun to enter the nation's generation to deceive (Rizali, 2021).

The Covid-19 pandemic has affected almost all aspects of life, including education. In pandemic conditions, the role and position of educational aspects is very crucial (Rompis, 2023; Yang et al., 2019). The occurrence of the Covid-19 pandemic problem has also resulted in changes in terms of the way education is implemented in Indonesia (Rompis, 2023; Azzi-Huck & Shmis, 2020; Huang et al., 2020; Zhang et al., 2020).

During the Covid-19 pandemic, the implementation of education in Indonesia was felt to be disrupted. The education process at that time was carried out with the obligation to consider various policies issued by the government. This policy must be followed by leaders in educational institutions to handle COVID-19 cases, both at the primary, secondary, and higher education levels (Lufkin, 2020). The education process in Indonesia during the COVID-19 period was disrupted by unclear arrangements, the number of face-to-face learning (meetings) was erratic, and there was a situation where schools had to be closed. This has become clear evidence that COVID-19 has attacked the education sector in Indonesia (Ilpaj & Nurwati, 2020; Rahmadhanitya & Jatmika, 2021).



Universities in the Covid-19 era are experiencing a terrible attack. Where universities that are making progress experience setbacks, and universities that are retreating are threatened with closure. So colleges at that time felt like there was an enemy attack that could cripple the development and progress of universities. With the COVID-19 attack, universities experienced disruptions in the management function. If the management function has been disrupted due to the COVID-19 attack, it can be estimated that it will quickly affect other factors in universities. These factors also interfere with the development and progress of higher education (Maujud, 2018; Abidin et al., 2023).

Disruption of the management function in higher education will affect many things, such as work motivation, commitment, and lecturer performance in carrying out the Tri dharma tasks of higher education (Ramdhan & Syafe'i, 2019; Abdulwahid, 2021; Muafiah et al., 2023). For example, the unequal management function due to the COVID-19 attack at State Islamic Higher Education Institutions -hereinafter referred to as PTKIN- at Aceh is feared to disrupt the process of implementing education and teaching as the main task of lecturers. So there needs to be an effort that must be made to ensure that the implementation of education and teaching during the COVID-19 period can continue well.

For example, if PTKIN Aceh is disrupted in the implementation of management functions due to the Covid-19 attack, it will cause various problems, such as not having completed the annual budget, not being able to realize the work directly, not being able to bring employees and lecturers to the planned work targets, and direct financial transactions cannot be carried out (Kunarti et al., 2024; Santoso et al., 2022). Thus, Covid-19 has greatly affected the management functions carried out, and they are even unable to carry out the main tasks of the Tri Dharma of higher education at PTKIN.

A research result explains that the management of organizations such as universities during the COVID-19 pandemic has a positive or negative impact (Prawira et al., 2021). The organization must be able to control the condition of the university by the conditions in the continuity

of the organization (Abdulwahid, 2021). The negative impact is that many organizations stop or even eliminate face-to-face activities without taking steps and new learning strategies in utilizing technology. The positive impact is that universities or organizations must be able to adapt the implementation of learning to the conditions of the COVID-19 pandemic by using technological capabilities to replace offline learning (Hendrawan et al., 2020; Mokhtar, 2022; Hadi et al., 2023). The results of this study mean that the implementation of learning during the COVID-19 pandemic influences the ability of higher education management. Where universities that have weak managerial skills will be at risk of stopping the implementation of learning on campus (Wulan et al., 2021). This will affect the achievement of graduates produced that are not by the expected competencies.

The important question in various issues described is how the management functions in the PTKIN Aceh environment during the COVID-19 attack, and also how about the performance of lecturers haunted by fear in carrying out educational and teaching tasks at that time. So to answer these problems, it is considered important to discuss the results of research that has been conducted on the impact of COVID-19 and management functions on lecturer performance during the PTKIN Aceh was hit by COVID-19. Given the various challenges that may arise on PTKIN Aceh campuses due to the impact of COVID-19, this article aims to elucidate the influence of COVID-19 on the Management Functions being implemented at PTKIN Aceh campuses, as well as its impact on the performance of lecturers in carrying out educational and teaching tasks during the Covid-19 onslaught in PTKIN Aceh.

## **B. Method**

This research was carried out *ex post facto* on a causal basis (Sohibun & Ade, 2017), aiming to identify the causal relationship between the variables studied during the COVID-19 pandemic, management function, and dose performance. Sitompul and Ardansyah (2017) explained an *ex post facto* study aimed at clearly finding the causes of behavioral



changes, symptoms, or phenomena affected by events, behavior, or factors causing free variable changes overall (Sohibun & Ade, 2017). This study also uses survey methods in its data collection techniques.

Data collection was carried out by distributing questionnaires to lecturers at PTKIN Aceh Province who are active starting in 2022. The PTKIN institutions in question are UIN Ar-Raniry Banda Aceh, IAIN Langsa, IAIN Lhokseumawe, IAIN Takengon, and STAIN Meulaboh. The research population was 2,304 lecturers, consisting of 1,410 male lecturers and 894 female lecturers. The sampling technique used in this research was carried out using the Slovin formula so that a sample of 127 lecturers was obtained (Sohibun & Ade, 2017).

Hypothesis testing was carried out using multiple linear regressions and it was found that Covid-19 affected management functions but did not affect lecturers' performance in carrying out education and teaching. The research method follows a systematic approach. First, start by establishing a grand theory to serve as a basis for developing a research instrument framework. With this framework, a series of questions are formulated into a questionnaire which functions as a data collection instrument. This instrument was distributed to 30 respondents for testing to ensure its validity and reliability. Second, distribute questionnaires to 127 respondents.

Data was analyzed using two techniques. First, descriptive statistical analysis is used to describe the dose-response using mean, percentage, and circular diagrams. Secondly, hypothesis testing is done using t-tests and double linear regression using SPSS version 25 on the computer. The t-test is used to determine the impact of Covid-19 on the performance of lecturers in the field of education and teaching and to determine the influence of management functions on the performance of lecturers in the field of education and teaching. In addition, the research analysis technique includes the use of the F test to test the influence of COVID-19 and management functions simultaneously on the performance of lecturers in the field of education and teaching. The research design is described systematically as seen in the figure below.

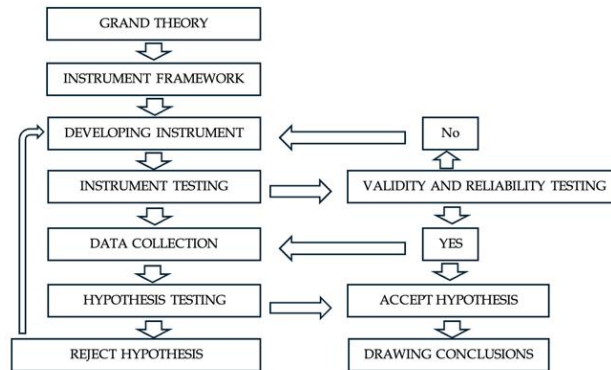


Figure 1. Research Design

### C. Result and Discussion

The results of this research analysis explain that there are two parts. The first is to describe the implementation of management functions at PTKIN Aceh which occurred during the Covid-19 period and its influence on the performance of lecturers in carrying out educational and teaching tasks. The second is to explain the results of proving the hypothesis regarding the influence of COVID-19 on the management function and performance of lecturers at PTKIN Aceh.

#### 1. Analysis of Management Functions and Lecturer Performance

The results of the descriptive analysis referred to in this study are the results of data analysis on several questions listed in the survey questionnaire that have been answered by the respondents. Based on the respondent's answer, will be described through a simple statistical technique using the percentage test and the average tendency of the respondent's answer (Akmal et al., 2019). Where the respondents are PTKIN Aceh lecturers who have been designated as research samples. In addition, to describe the tendency of lecturers' answers, a Phie Chart (Circle Diagram) will also be used to facilitate the tendency and classification of lecturers' answers (Sitompul & Ardansyah, 2017).

The results of this descriptive research aim to explain the tendency of lecturers' answers to their performance during the Covid-19 pandemic.

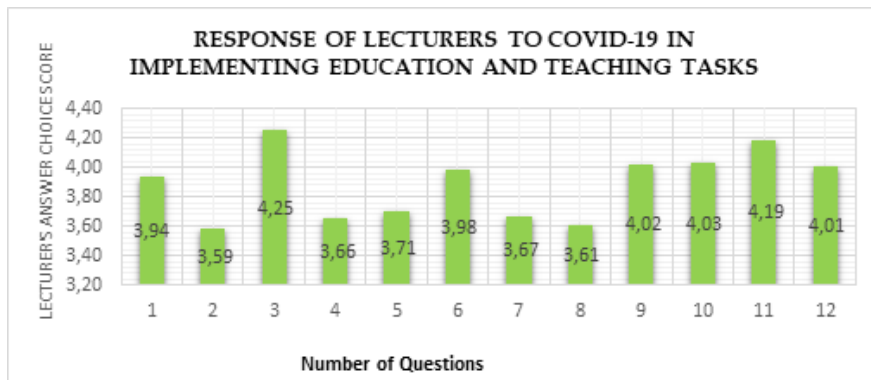
The results of the qualitative data from the lecturer's answers will explain the description of the lecturer's performance during the Covid-19 pandemic according to the instrument on each variable. The description and explanation from the analysis of the lecturer's answers will show the trend of the lecturer's performance in each research variable, namely Covid-19 which is understood and felt by the lecturer in carrying out their duties, the management function that is felt during the Covid-19 period and the influence of both on the perceived performance of the lecturer. Of the three variables, the results of this study will reveal the actual conditions experienced by lecturers during the COVID-19 period, which are related to the management function and the resulting performance.

The results of the descriptive analysis in this study were sourced from the answers to the questionnaire questions distributed with three variables to be studied. The COVID-19 variable consists of 3 (three) indicators, namely the implementation of COVID-19, physical distance restrictions, and learning from home. Of these three indicators, several 12 (twelve) questions have been prepared regarding the causes of COVID-19, thus giving birth to various policies for dealing with it. The management function variable is arranged into several 12 (twelve) questions, and the lecturer performance variable is composed of 13 (thirteen) questions. So the number of questions that must be answered by the lecturer is 37 (thirty-seven) questions. From the 37 questions, the lecturers will look for several indicators of each research variable. The discussion was carried out for each variable separately which described the responses of the lecturers in detail and what they felt that resulted in performance in carrying out educational and teaching tasks during the Covid-19 pandemic.

The lecturer's response to the Covid-19 pandemic which began at the end of 2019 has had an impact on the implementation of education and teaching at the State Islamic Religious College (PTKIN) in Aceh. PTKIN, but various policies and rules in handling COVID-19 affect PTKIN. Several policies directly affect the implementation of education and teaching on campus, such as Circular Letter Number 4 of 2020 concerning the

Implementation of Education Policies during the Emergency Spread of COVID-19 which emphasizes the implementation of the learning process from home (Hasibuan & Ashari, 2020). This policy directly interferes with the implementation of education and teaching on campus.

To collect lecturer responses to the COVID-19 pandemic variable, an instrument in the form of a questionnaire is distributed that can collect lecturer response data into five categories of answers as described above, namely strongly agree, strongly agree, agree, disagree, and strongly disagree. This category will be responded to by the lecturer with 12 (twelve) questions. The questions are composed of indicators of zone enforcement with as many as 4 questions, indicators of physical distance restrictions with as many as questions, and indicators of learning at home with as many as 4 questions. So that this instrument is composed of 12 questions. From several questions that were distributed to the lecturers (who were designated as samples) the results of descriptive analysis were obtained through a bar graph as shown in Figure 2.



*Figure 2. Response of lecturers to COVID-19 in implementing education and teaching tasks*

Figure 2 is an illustration of the 12 questions contained in the questionnaire that have been responded to by the Aceh PTKIN lecturer. The graph that is perpendicular to the horizontal line X is the number of question items. While the vertical line is the average score of the lecturer's answers. Question number 1 asks about the Enforcement of Zones (red, yellow, and green) during the COVID-19 period which disrupted the



planned class schedule. From these questions, it can be seen from the graph that the average score of the lecturer's answers is 3.94. Based on the determination of the scores and categories that have been determined previously, the score of 3.94 is in the category of strongly agree. This shows that the lecturers of PTKIN Aceh responded that the implementation of education and teaching in higher education could interfere with the planned class schedule.

The COVID-19 attack starting from the end of 2019 has been felt by lecturers and students in the process of implementing education and teaching (Rompis, 2023; Yang et al., 2019). The implementation of the red, yellow, and green zones had confused the lecturers in setting the class schedule ideally based on the specified schedule (Susanto & Dwijayanto, 2022; Supriyanto, 2023). The admission of one lecturer who has additional duties as secretary of the PGMI Study Program at IAIN Langsa admitted that lectures during COVID-19 had been confusing in arranging lectures with students. Lectures are not carried out according to plan, even the number of lectures is not sufficient for the meetings that have been set. This is because there are rules that must be followed by universities or lecturers in carrying out lectures. Lectures are regulated by universities based on the zone or state of development of COVID-19. When the regional zone experiences a red or orange condition, the lecture must be stopped offline. This rule is required to be followed, and be firm to all elements who carry out crowd activities (Interview Result).

Figure 2 found that lecturers acknowledged the presence of COVID-19 greatly disrupted the implementation of education and teaching at IAIN Langsa because they had to follow various policies. Question number 1 which was answered by the lecturer with an average score of 3.94 shows empirical evidence that Covid-19 is expected to end soon. The lecturers confession, in carrying out lectures, became completely uncertain. To save these basic activities, they are replaced with online lectures (on the network) from home. The results of interviews with the lecturers explained that:

*“Online lectures did not provide maximum results. In addition to the existence of students who are not reached because of the presence of a signal or their inability to have a signal, they are also limited in moving actively and creatively in exploring several knowledge. In general, the implementation of online lectures is not satisfactory for lecturers and students” (Interview Result).*

The average score of lecturer responses stating that COVID-19 is interfering with the implementation of education and teaching tasks on campus can also be described in Figure 3.

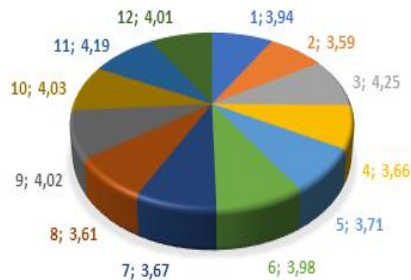


Figure 3. Average score of lecturer responses about the presence of COVID-19 in the implementation of educational and teaching tasks

PTKIN Aceh lecturers were blocked by COVID-19 from carrying out educational and teaching tasks at universities. Because, according to them, if they carry out their duties as usual, they will be at risk of being exposed to Covid-19 in the process of spreading it through the implementation of lectures. Lecturers who have to carry out their duties, on the one hand, feel very scared about this virus. They are afraid because this virus will not only attack themselves but will spread and pose risks to their wives, children, and families. On the other hand, the task of feeling has to be morally (psychically) responsible for the task it carries, although in carrying out the duties of lecturers in the COVID-19 era, various policies have been issued regarding lecture procedures in dealing with the spread of the virus.

Based on the results of the questionnaire analysis, lecturers responded that they were plagued with scary feelings when carrying out offline lectures during the COVID-19 pandemic. The teacher's fear is

proven by giving answers in the form of an average score of 3.59 or rounded up to 4 and being in the category of strongly agree. This means that lecturers strongly agree to be afraid to carry out lectures offline during the COVID-19 pandemic condition.

Lecture objectives are the main thing that must be achieved by students at every lecture meeting. The success or failure of each lecture meeting is judged by the success of achieving learning objectives (Pradesa et al., 2023). Therefore, the objectives in each face-to-face lecture have been formulated by each lecturer in teaching various subjects. These objectives have been planned and compiled in the RPS for each subject taught. The course objectives of each course will gradually be achieved by students along with the completion of the lectures that have been completed.

The achievement of lecture goals during the COVID-19 pandemic experienced obstacles and did not go as planned. The target of achieving learning objectives carried out during the COVID-19 pandemic was recognized as not being achieved as planned. This was acknowledged by the lecturer that the lecture planning was not appropriate, because the lecture time was disrupted by the condition of the spread of Covid-19. The lecturer admitted that many lectures could not be carried out because they had to stay at home to heed the government's policies in handling COVID-19 (Indonesia, 2020).

Based on the results of a descriptive analysis of the responses of PTKIN Aceh lecturers, they answered that the responsibility of lecturers in the field of education and teaching, especially teaching tasks could not achieve the goals according to the planned targets. The results of a descriptive analysis of the question of the lack of maximum achievement of lecture goals during the COVID-19 pandemic stated that they strongly agreed, with an average score of 4.25. If this score is rounded up, it becomes 4.00 and is categorized as Strongly Agree. Thus, in general, it can be explained that PTKIN Aceh lecturers strongly agree with the statement that COVID-19 has disrupted the implementation of educational tasks and teaching lecturers are unable to achieve the lecture objectives according to the planned target.



One way that PTKIN maintains and improves the quality of lectures is to evaluate lectures at the end of each semester. This evaluation is carried out in the form of assessing lecture material and also to assess the implementation of lectures (Heryandi, 2012; A. Luna et al., 2022; Az Zafi et al., 2021). To assess the ability of the subject matter is done through questions or tests. Meanwhile, to assessment of the implementation of lectures is done using a questionnaire that is distributed to students at the end of each semester.

Based on the results of data analysis on the question of whether the evaluation of learning on COVID-19 by PTKIN Aceh lecturers can be carried out as planned. This means that they strongly agree that the presence of Covid-19 has disrupted the learning evaluation activities carried out. This can be proven by the average score of their answers of 3.66 and they are in the Strongly Agree category. Thus, it can be seen that Covid-19 not only disrupts the learning process but also cannot carry out evaluations perfectly.

Questions item number 1 to item number 4 are four questions that are composed of indicators for the Enforcement of Zone Status. This indicator is one of the variable indicators of the COVID-19 pandemic. Consecutively the lecturer's response to the question is, Strongly Agree. Thus, on average, it can be interpreted that the Enforcement of Zone Status during the COVID-19 Pandemic was stated to strongly agree that PTKIN Aceh lecturers were interfering with the duties of lecturers in carrying out education and teaching in higher education. When analyzed in the same way against the next two indicators, the results of the analysis are obtained as shown in Figure 4.



*Figure 4. Average and percentage of PTKIN Aceh lecturers' responses about the enforcement of zones during the COVID-19 pandemic*



Based on Figure 3 the results of the analysis of the Covid-19 pandemic variable can be interpreted that 35% of PTKIN Aceh lecturers strongly agree (average score of 3.86) that the implementation of zone status generally interferes with the implementation of lecturers' duties in the field of education and teaching. Regarding physical distance restrictions, the lecturers responded that 33% strongly agreed to interfere with the implementation of education and teaching with an average score of 3.74. Meanwhile, in terms of implementing learning from home, 32% of lecturers responded that they strongly agreed to interfere with the implementation of education and teaching.

The variable of the management function is no longer described for each of the questions that make up the indicator. However, a direct explanation of each indicator forms the variable. The management function variable is formed by 4 indicators, namely planning, organizing, leading, and controlling. The description of the results in this variable research will explain the lecturer's response to the agreement or approval of the questions posed on each indicator. In general, the average score of responses and the percentage of answers based on the results of the analysis is shown in Figure 5.



Figure 5. Average score and percentage of PTKIN Aceh lecturer responses about the practice of management functions during the COVID-19 pandemic

Based on the figure above, it was found that 25% of all PTKIN Aceh lecturers gave a very, very agree response (average score of 4.52) with the statement that the presence of COVID-19 affected the planning for the implementation of lecturers' duties in universities. This means that understanding the learning objectives, coordinating the implementation of

lectures with study programs, and achieving learning goals are very important things, even in the conditions of the COVID-19 pandemic. It turns out that the lecturer's response is no exception in understanding lecture planning. Understanding remains unchanged and Covid-19 is not able to change the understanding of lecture planning (Hidayat & Saleh, 2022).

On the indicator of organizing the lecturers gave responses with an average score of 4.67 with the category of answers strongly agreeing to the arrangement of lectures, seeking student activity, and motivating students to learn as an important part of lecture activities. All the lecturers stated strongly agree (SSS) on this indicator, so the number of responses reached 26%. In principle, the success of lectures depends on several important factors grouped by Regolith and Merril, namely: 1) lecture conditions (instructional conditions); 2) lecture strategies (instructional strategy); and 3) learning outcomes (instructional outcomes). So that lecturers are required to be professional to be able to prepare and organize the lecture process according to the objectives (Slameto, 2012; Ginting et al., 2023).

Indicators of leading lectures are also very important (Faisal et al., 2021). During the COVID-19 pandemic, PTKIN Aceh lecturers still view this as something that must still be implemented properly. However, the implementation cannot be implemented perfectly. This is due to the Covid-19 handling policy by the government which must be followed by every lecturer in carrying out their duties. Based on the results of descriptive data analysis, the average score of lecturer responses to indicators of leadership in carrying out education and teaching tasks is 4.30. This score explains that lecturers strongly agree that lecturers can direct students to study, resolve conflicts, and monitor student activities during the Covid-19 pandemic. There are 24% of lecturers who strongly agree with this indicator compared to the other three indicators.

The control indicators on the management function variable have been responded to by the lecturers in the category of strongly agree with an average score of 4.47, and this is responded by 25% compared to other indicators on the control variable. The category strongly agrees means that



the lecturer strongly agrees that the lecturer can assess learning activities, assess student competence, and can start lectures with apperception, and motivation and deliver lectures to be carried out, even though this is being carried out amid the Covid-19 condition.

Based on the description of a lecturer in Islamic Communication at the Faculty of Ushuluddin Adab and Dakwah (FUAD) IAIN Langsa, explaining that:

*“Lectures can be carried out online and lectures can take place as usual, starting with apperception activities, motivating students to learn and conveying learning objectives. However, the implementation of lectures becomes less effective and efficient, because it is faced with IT constraints and existing internet facilities. Sometimes during lectures, we are often faced with unstable internet signal disconnections, so many students are bounced off the ongoing Zoom. In general, learning can be implemented, but it cannot be passed through an effective and efficient process” (Interview Result).*

## 2. Hypothesis Testing Results

Based on the research objectives that have been formulated in the first part, three hypotheses need to be tested to prove whether the hypothesis in question can be accepted or rejected with the test criteria that have been set. Acceptance or rejection of the hypothesis is described by systematic steps with t-test and F-test, as well as linear regression based on the applicable criteria. The description of each hypothesis will be described respectively in the following sections.

### a. Hypothesis testing 1

Based on the formulation of the research hypothesis in formulation number 1, it can be formulated the statistical hypothesis formulation as follows.

H<sub>0</sub>:  $t_{\text{hit}} < t_{\text{tabel}}$  = There is no effect of COVID-19 on the performance of lecturers in the field of Education and teaching at PTKIN Aceh.

H<sub>A</sub>:  $t_{\text{hit}} > t_{\text{tabel}}$  = There is an influence of COVID-19 on the performance of lecturers in the field of education and teaching in the PTKIN Aceh environment.



To test the hypothesis above, the following steps will be calculated.

1) Calculating the value of t-table

$$t\text{-table value} = t(\alpha/2; n-k-1)$$

Where:

$$n = 127$$

$$\alpha = 0,05$$

k = number of variables

Based on this formula, the t-table value is obtained.

$$t\text{-tabel} = t(\alpha/2; n-k-1)$$

$$t\text{-tabel} = t(0,05/2; 127-2-1)$$

$$t\text{-tabel} = t(0,025; 124)$$

Based on this value, the t that will be obtained from the table with df = 124, and = 0.025 is t-table = 1.97

2) Comparing the calculated t-value with the t-table value

The t-count value can be obtained from the SPSS output as shown in table 4.7 following.

Table 1. Recapitulation of t-count value and sig. for testing test t-test

		Coefficients <sup>a</sup>			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	10.692	2.600		4.112	.000
	COVID-19	-.028	.041	-.032	-.690	.492
	MANAGEMENT FUNCTION	.908	.048	.883	19.066	.000

a. Dependent Variable: Lecturer Performance

Sumber. Ouput SPSS, 2022

Based on the value in Table 1 above, it produces a t-count value = 0.690. While the value of t-table = 1.97. If these two t values are formulated in the formulation of the criteria for acceptance and rejection of the hypothesis, the null hypothesis will be tested, whether it is in the conclusion of accepting or rejecting the hypothesis. So the decision is as follows.



$H_0: t\text{-hit} < t\text{-tabel} =$  There is no effect of COVID-19 on the performance of lecturers in the field of education and teaching at PTKIN Aceh.

$H_0: t\text{-hit} < t\text{-tabel}$ . If this value is entered into the formula, then we get  $H_0: 0.690 < 1.97$ . This value is in the acceptance criteria of the null hypothesis and rejects the alternative hypothesis (HA). So it can be concluded that testing this hypothesis is that there is no effect of COVID-19 on the performance of lecturers in the PTKIN Aceh environment. COVID-19 is a deadly virus, preventing lecturers and students from being able to carry out face-to-face learning. However, this does not cause the learning process to stop, because the lecturers can utilize technology so that education and teaching can be carried out as usual online via Gmeet, Zoom, and other applications.

b. Hypothesis testing 2

Based on the formulation of the research hypothesis in formulation number 2, it can be formulated the statistical hypothesis formulation as follows.

$H_0: t\text{-hit} < t\text{-tabel} =$  There is no influence of the management function on the performance of lecturers in carrying out education and teaching during the COVID-19 pandemic at PTKIN.

$H_a: t\text{-hit} > t\text{-tabel} =$  Aceh There is an influence of the management function on the performance of lecturers in carrying out education and teaching during the COVID-19 pandemic at PTKIN Aceh.

Hypothesis 2 above, the same steps as in the previous hypothesis will be calculated, as follows.

1) Calculating the value of  $t\text{-table}$

$$t\text{-table value} = t(\alpha/2; n-k-1)$$

Where:

$$n = 127$$

$$= 0.05$$

k = number of variables



Based on this formula, the t table value is obtained.

$$t_{\text{-table}} = t (\alpha/2; n-k-1)$$

$$t_{\text{-table}} = t (0.05/2; 127-2-1)$$

$$t_{\text{-table}} = t (0.025; 124)$$

Based on this value, the t that will be obtained from the table with  $df = 124$ , and  $\alpha = 0.025$  is  $t_{\text{-table}} = 1.97$ .

2) Comparing the calculated t-value with the  $t_{\text{-table}}$  value

The t-count value can be obtained from Table 4.7. The results of the SPSS output are the same, only what is seen is the t-test value of the management function variable, and the following values are obtained:

$$t_{\text{-count}} \text{ value} = 19.06$$

$$t_{\text{-table}} \text{ value} = 1.97$$

$$H_0: t_{\text{-hit}} < t_{\text{-table}}$$

If this value is entered into the formula, then  $H_0: 19.06 > 1.97$  is obtained. This value is in the criteria of rejecting the null hypothesis and accepting the alternative hypothesis ( $H_A$ ). So it can be concluded that there is no influence of the management function on the performance of lecturers in carrying out education and teaching during the Covid-19 pandemic at PTKIN Aceh.

The results of hypothesis testing explain that lecturer performance is not influenced by the ongoing management functions of higher education, but rather by the impact of COVID-19 which has provided progress for PTKIN lecturers. The COVID-19 condition has given lecturers new knowledge in carrying out educational and teaching tasks by utilizing technological advances so that lecturers can design, develop, and implement online learning processes, that they had never previously mastered (Syarifudin, 2020).

### c. Hypothesis Testing 3

Based on the formulation of the research hypothesis in formulation number 2, it can be formulated the statistical hypothesis formulation as follows.



$H_0: t_{\text{-hit}} < t_{\text{-tabel}}$  = There is no effect of the COVID-19 pandemic and the simultaneous management function on the performance of lecturers in carrying out education and teaching in PTKIN Aceh.

$H_a: t_{\text{-hit}} > t_{\text{-tabel}}$  = There is the influence of the COVID-19 pandemic and the simultaneous management function on the performance of lecturers in carrying out education and teaching in PTKIN Aceh.

To test hypothesis 3 above, the same steps will be calculated, but the test criteria values will be seen in Table 2 of the following SPSS version 25 output results.

Table 2. Recapitulation of *f*-calculated values and sig values, for hypothesis testing 3

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5030.640	2	2515.320	199.333	.000 <sup>b</sup>
	Residual	1564.714	124	12.619		
	Total	6595.354	126			

a. Dependent Variable: Lecturer Performance

b. Predictors: (Constant), Management Function, Covid-19

Source. Ouput SPSS, 2022

An easy way to test the hypothesis with the F test can be done by comparing the F value and the significance, with the following conditions.

- 1) If the sig value is < 0.05, it can be concluded that there is *an influence* of COVID-19 and the management function simultaneously on the performance of lecturers at PTKIN Aceh.
- 2) If the sig value is > 0.05, it is concluded that there is *no effect* of COVID-19 and the management function simultaneously on the performance of lecturers at PTKIN Aceh.

Based on the SPSS output in Table 4.8 above, the results of hypothesis testing are as follows:

Siq value = 0.05

Count Siq Value = 0.000



If the two values are compared, it can be written as  $0.000 < 0.05$ . This value is in the acceptance criteria of the null hypothesis and rejects the alternative hypothesis (H<sub>A</sub>). So it can be concluded that there is a simultaneous influence of COVID-19 and management functions on the performance of lecturers in the field of Education and teaching at PTKIN Aceh.

#### **D. Conclusion**

The results of the discussion of this article are based on the findings of research results which can be concluded that the COVID-19 pandemic has had a positive influence on the management functions implemented by PTKIN in Aceh Province. This has resulted in some activities that are included in the aspects of planning, organizing, and controlling the ideal management process being disrupted. In general, the management function cannot be carried out properly as planned because it can change suddenly due to government policies regarding the handling of the COVID-19 pandemic.

Meanwhile, the COVID-19 pandemic did not affect the duties of lecturers in carrying out education and teaching at PTKIN Aceh. This is due to the ability of lecturers to replace online lectures during the Covid-19 pandemic with online lectures. Online lectures carried out by lecturers are in line with government policies in handling the COVID-19 pandemic. The success of online lectures carried out by lecturers is due to the ability of information technology owned by lecturers to be very adequate. Therefore, the presence of COVID-19 does not affect the duties of lecturers in carrying out education and teaching at PTKIN Aceh.

COVID-19 turned out to have a significant positive impact on the implementation of educational and teaching tasks at PTKIN Aceh because it gave birth to new techniques in the performance of lecturers. The new technique in question is the application of Virtual Learning. Lecturers are starting to be challenged by teaching methods based on advances in Information and Communication Technology (ICT). In a short time, almost all PTKIN Aceh lecturers were able to carry out educational and teaching tasks face-to-face online, by mastering and utilizing various online learning applications. This indirectly helps lecturers in realizing their performance through technological advances.



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