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The Impact of Fathonah's on Distribution of Lecturer Performance during the Covid-19 Pandemic (Study of Khairun University)

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Abstract

During the COVID-19 pandemic, lecturers are required to be smarter and more innovative in overcoming various problems in improving the distribution of performance. Problems regarding the distribution of performance are problems that will always be faced by tertiary institutions, therefore management needs to know the factors that influence the distribution of lecturer performance. Factors that can influence the distribution of lecturer performance will make the university management take the necessary policies, so that it can improve the distribution of lecturer performance to match the expectations of universities. The purpose of this study is to see how Fathonah (Intelligence) relates to the distribution of lecturer performance at Khairun University during the pandemic. Data collection methods in this study were questionnaires and interviews. Data analysis methods used quantitative descriptive methods, namely multiple regression analysis used to measure Intellectual, Emotional and Spiritual Intelligence on the distribution of Lecturer Performance at Khairun University. Based on the existing findings, fathonah has a positive effect on improving the distribution of lecturer performance at Khairun University. Researchers see a tendency of intellectual intelligence in terms of timing of activities as a lecturer. The Fhathonah variable (Intelligence) makes a positive contribution and influences the distribution of lecturer performance during the Covid 19 pandemic at Khairun University. However, when the test is carried out partially the results are different. That is, a lecturer needs these three intelligences to support the distribution of his performance.

Keywords: Fathonah, Performance, lecturers, Covid – 19.

1. Introduction

During the COVID-19 pandemic, tertiary institutions were required to be able to make strategic and appropriate decisions in order to compete in an increasingly competitive educational environment. Decision making covers all functional areas. One of the most basic things that universities must pay attention to in managing and regulating their functions is how the efficiency and effectiveness of human resource work can be improved. One of the successes of higher education performance can be seen from the achievements that have been achieved by lecturers at these tertiary institutions, therefore universities must encourage their lecturers to display the maximum distribution of performance because the performance achieved can affect the success of tertiary institutions in the future. .

Khairun University (UNKHAIR) is a State University in North Maluku Province which was established on August 15, 1964 and received recognition with the issuance of the Decree of the Minister of Higher Education and Science No. 100/B/SWT/1965 dated February 15, 1965 regarding the status and position of Unkhair and then the status was changed to become a State University based on the Decree of the President of the Republic of Indonesia No. 18 of 2004 dated March 17, 2004. Law number 14 of 2005 concerning Teachers and Lecturers Article 72 states that the workload of lecturers includes main activities namely planning lessons, carrying out

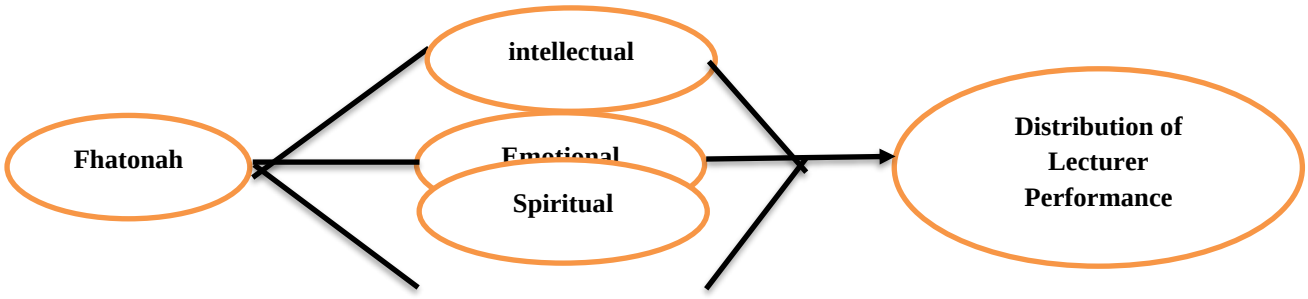
learning processes, evaluating learning, guiding and training, conducting research, carrying out additional assignments , and perform community service. Lecturer workload is at least commensurate with 12 (twelve) credits and a maximum of 16 (sixteen) credits.

To carry out the task as a lecturer, of course, it takes fathonah (Intelligence) traits in the form of Intellectual Intelligence (IQ), Emotional Intelligence (EQ) and Spiritual Intelligence (SQ) so that the distribution of lecturer's performance can be carried out. Bernadin [1] explains that a person's performance can be measured based on 6 criteria resulting from the work in question. The six criteria are Quality, Quantity, Timeliness, Effectiveness, Independence and Commitment.

Thorndike in Cline and Shamsi [2] stated that intelligence consists of various specific abilities that are manifested in the form of intelligent behavior. He classifies intelligence into three forms of abilities, namely (a) abstraction ability, which is the ability to work using ideas and symbols, (b) mechanical ability, namely the ability to work using mechanical tools and the ability to do work that requires work. sensory-motor activity (sensory-motor), and (c) social skills, namely the ability to deal with other people around oneself in effective ways.

Goleman [3] says that what is meant by emotional intelligence includes self-awareness, self-management, self-motivation, empathy (Empathy/Social awareness) and social skills (Relationship Management). Zohar and Marshal [4] define spiritual intelligence as a moral sense, the ability to adjust rigid rules coupled with understanding and love and an equal ability to see when love and understanding reach their limits, also allows us to grapple with good and evil, imagine the unheard of. happens and lifts us from our lowly. The characteristics are self-awareness, vision, flexibility, holistic view, making changes, source of inspiration and self-reflection. The hypothesis in this study is as follows: Hypothesis 1: Fathonah (intellectual intelligence) has a positive and significant effect on the distribution of lecturer performance during the Covid-19 pandemic. Hypothesis 2: Fathonah (spiritual intelligence) has a positive and significant effect on the distribution of lecturer performance during the Covid-19 pandemic. Hypothesis 3: Fathonah (emotional intelligence) has a positive and significant effect on the distribution of lecturer performance during the Covid-19 pandemic. Hypothesis 4: Fathonah (intellectual, spiritual and emotional intelligence) has a positive and significant effect on the distribution of lecturer performance during the co-19 pandemic. framework of thought in this study as follows:

Figure 1



Source: Developed by Researchers (2021)

2. Research Method

a. Research sites

The place or research location is Khairun University in North Maluku in the city of Ternate.

b. Population and Sample technique

The population in this study were lecturers at Khairun University. Sampling in the study used purposive sampling which included lecturers in the Khairun university environment and working more than 1 year. The number of samples that managed to return through the google form were 37 questionnaires.

c. Data type

The data used in this study is primary data. This data was obtained from the distribution of questionnaires via google form.

d. Data analysis technique

This study uses descriptive analysis and verification analysis which is an analysis that aims to test mathematically the allegations regarding the relationship between variables of the problem being studied or in other words verification analysis is carried out to test the truth of a hypothesis. In this study, the data were analyzed using multiple linear regression with the SPSS 20 statistical tool.

3. Results and Discussion

Validity test

Ghozali [5] states that the validity test is used to measure the validity or validity of a questionnaire. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. Validity is a measure that shows that the variable being measured is really the variable that the researcher wants to study [6].

Table 1 Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6
X1.1	Pearson Correlation	1	.728**	.649**	.740**	.696**	.582**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	37	37	37	37	37	37
X1.2	Pearson Correlation	.728**	1	.466**	.778**	.548**	.643**
	Sig. (2-tailed)	.000		.004	.000	.000	.000
	N	37	37	37	37	37	37
X1.3	Pearson Correlation	.649**	.466**	1	.542**	.433**	.390*
	Sig. (2-tailed)	.000	.004		.001	.007	.017
	N	37	37	37	37	37	37
X1.4	Pearson Correlation	.740**	.778**	.542**	1	.610**	.802**
	Sig. (2-tailed)	.000	.000	.001		.000	.000
	N	37	37	37	37	37	37
X1.5	Pearson Correlation	.696**	.548**	.433**	.610**	1	.798**
	Sig. (2-tailed)	.000	.000	.007	.000		.000
	N	37	37	37	37	37	37
X1.6	Pearson Correlation	.582**	.643**	.390*	.802**	.798**	1
	Sig. (2-tailed)	.000	.000	.017	.000	.000	

	N	37	37	37	37	37	37

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 Correlations

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7
X2.1	Pearson Correlation	1	.479**	.718**	.456**	.469**	.533**	.611**
	Sig. (2-tailed)		.003	.000	.005	.003	.001	.000
	N	37	37	37	37	37	37	37
X2.2	Pearson Correlation	.479**	1	.684**	.670**	.565**	.539**	.713**
	Sig. (2-tailed)	.003		.000	.000	.000	.001	.000
	N	37	37	37	37	37	37	37
X2.3	Pearson Correlation	.718**	.684**	1	.708**	.700**	.713**	.790**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	37	37	37	37	37	37	37
X2.4	Pearson Correlation	.456**	.670**	.708**	1	.796**	.695**	.697**
	Sig. (2-tailed)	.005	.000	.000		.000	.000	.000
	N	37	37	37	37	37	37	37
X2.5	Pearson Correlation	.469**	.565**	.700**	.796**	1	.596**	.680**
	Sig. (2-tailed)	.003	.000	.000	.000		.000	.000
	N	37	37	37	37	37	37	37
X2.6	Pearson Correlation	.533**	.539**	.713**	.695**	.596**	1	.593**
	Sig. (2-tailed)	.001	.001	.000	.000	.000		.000
	N	37	37	37	37	37	37	37
X2.7	Pearson Correlation	.611**	.713**	.790**	.697**	.680**	.593**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	37	37	37	37	37	37	37

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3Correlations

		X3.1	X3.2	X3.3	X3.4	X3.5
X3.1	Pearson Correlation	1	.650**	.589**	.624**	.551**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	37	37	37	37	37

	Pearson Correlation	.650**	1	.744**	.650**	.574**
X3.2	Sig. (2-tailed)	.000		.000	.000	.000
	N	37	37	37	37	37
	Pearson Correlation	.589**	.744**	1	.685**	.721**
X3.3	Sig. (2-tailed)	.000	.000		.000	.000
	N	37	37	37	37	37
	Pearson Correlation	.624**	.650**	.685**	1	.665**
X3.4	Sig. (2-tailed)	.000	.000	.000		.000
	N	37	37	37	37	37
	Pearson Correlation	.551**	.574**	.721**	.665**	1
X3.5	Sig. (2-tailed)	.000	.000	.000	.000	
	N	37	37	37	37	37

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 Correlations

		Y1.1	Y1.2	Y1.3	Y1.4	Y1.5	Y1.6
	Pearson Correlation	1	.721**	.591**	.431**	.390*	.623**
Y1.1	Sig. (2-tailed)		.000	.000	.008	.017	.000
	N	37	37	37	37	37	37
	Pearson Correlation	.721**	1	.586**	.518**	.528**	.570**
Y1.2	Sig. (2-tailed)	.000		.000	.001	.001	.000
	N	37	37	37	37	37	37
	Pearson Correlation	.591**	.586**	1	.776**	.769**	.473**
Y1.3	Sig. (2-tailed)	.000	.000		.000	.000	.003
	N	37	37	37	37	37	37
	Pearson Correlation	.431**	.518**	.776**	1	.656**	.459**
Y1.4	Sig. (2-tailed)	.008	.001	.000		.000	.004
	N	37	37	37	37	37	37
	Pearson Correlation	.390*	.528**	.769**	.656**	1	.370*
Y1.5	Sig. (2-tailed)	.017	.001	.000	.000		.024
	N	37	37	37	37	37	37
	Pearson Correlation	.623**	.570**	.473**	.459**	.370*	1
Y1.6	Sig. (2-tailed)	.000	.000	.003	.004	.024	

N	37	37	37	37	37	37

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

From the 4 Correlation tables above, it can be seen that Sig. (2-tailed) meet the validity requirements, which means that the questions related to the research are eligible for further testing.

Reliability Test

Ghozali [5] states that reliability is a tool to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if a person's answer to the statement is consistent or stable from time to time. The reliability of a test refers to the degree of stability, consistency, predictability, and accuracy. Measurements that have high reliability are measurements that can produce reliable data. If the alpha value > 0.7 means sufficient reliability, if alpha > 0.80 it suggests that all items are reliable and all tests consistently have strong reliability.

Table 5Reliability Statistics

Cronbach's Alpha	N of Items
.886	6

Table 6Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1.1	20.70	12,937	.672	.870
Y1.2	20.65	12,956	.724	.863
Y1.3	20.84	11,584	.817	.846
Y1.4	20.76	12.134	.712	.865
Y1.5	20.84	12.862	.678	.870
Y1.6	20.81	13,380	.602	.881

Table 7 Reliability Statistics

Cronbach's Alpha	N of Items
.908	6

Table 8 Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

X1.1	21.73	10,869	.814	.881
X1.2	21.76	12,023	.755	.893
X1.3	21.81	12,435	.566	.914
X1.4	21.78	10,785	.842	.877
X1.5	21.86	10,565	.748	.892
X1.6	21.86	10.398	.782	.886

Table 9 Reliability Statistics

Cronbach's Alpha	N of Items
.924	7

Table 10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	26.05	17,941	.638	.923
X2.2	26.22	16,785	.723	.916
X2.3	26.08	16,132	.876	.900
X2.4	26.11	16,321	.807	.907
X2.5	25.92	17,743	.760	.913
X2.6	26.30	16,326	.727	.917
X2.7	26.08	16,688	.821	.906

Table 11

Reliability Statistics

Cronbach's Alpha	N of Items
.900	5

Table 12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

X3.1	17.16	8.251	.697	.890
X3.2	16.97	7,971	.770	.873
X3.3	17.14	7.787	.807	.865
X3.4	17.24	7,634	.767	.875
X3.5	17.22	8,730	.729	.884

From the table of reliability statistics and item total statistics above, it can be seen that Cronbach's alpha > 0.7, which means that questions related to research are eligible for the next test. The next test is in the form of Normality Test, Multicollinearity Test, Heteroscedasticity Test and Multiple Regression.

Normality test

Table 13 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		37
Normal Parameters, b	mean	0E-7
	Std. Deviation	61.70166786
Most Extreme Differences	Absolute	.200
	Positive	.200
	negative	-.161
Kolmogorov-Smirnov Z		1.214
asymp. Sig. (2-tailed)		.105

a. Test distribution is Normal.

b. Calculated from data.

The normality test of the data can be done using the Kolmogorov Smirnov One Sample test, with the condition that if the significance value is above 5% or 0.05, the data has a normal distribution. Meanwhile, if the results of the Kolmogorov Smirnov One Sample test produce a significant value below 5% or 0.05 then the data does not have a normal distribution. From the results of the Kolmogorov Simirnov one sample test, the significance value is above 5%, which means that the research data is normally distributed so that it meets the requirements for further testing. Ghozali [7] states that the normality test is carried out to test whether in a regression model, an independent variable and a dependent variable or both have a normal or abnormal distribution. If a variable is not normally distributed,

Multicollinearity Test

Table 14 Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
		B	Std. Error	Beta	Tolerance	VIF
1	(Constant)	-25,210	72.793			

	Intellectual Intelligence (X1)	18,703	6.076	1.037	.198	5.057
	Spiritual Intelligence (X2)	-5.106	6.634	-.339	.116	8,639
	Emotional Intelligence (X3)	-12,498	7.161	-.611	.183	5.470

a. Dependent Variable: Lecturer Performance (Y)

From the test results multicollinearityproduces a tolerance value above 0.10 andvariance inflation factor (VIF) below the number 10 which means that the research data does not experience multicollinearitythus qualifying for further testing. Ghozali [7] stated that multicollinearity testing aims to determine whether the regression model found a correlation between independent variables or independent variables. The effect of this multicollinearity is to cause high variables in the sample. This means that the standard error is large, as a result, when the coefficient is tested, the t-count will be smaller than the t-table. This shows that there is no linear relationship between the independent variables that are influenced by the dependent variable.

Heteroscedasticity test

Ghozali [8] said that one way to detect the presence or absence of heteroscedasticity is to do the glejser test. The glejser test proposes to regress the absolute value of the residual on the independent variable. Probability results are said to be significant if the significance value is above the 5% confidence level.

Table 15 Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.063	.059		1.072	.292
	Intellectual Intelligence (X1)	.007	.005	.539	1.444	.158
	Spiritual Intelligence (X2)	-.001	.005	-.094	-.194	.848
	Emotional Intelligence (X3)	-.007	.006	-.474	-1.220	.231

a. Dependent Variable: Distribution of Lecturer Performance (Y)

From the test results glacier which was carried out, the significance value was above 5%, which means that the research data did not experience heteroscedasticity. After going through this test, we arrive at the last test, namely the multiple linear regression test.

Multiple Linear Regression Test

Table 16 ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48202.280	3	16067,427	3.869	.018b
	Residual	137055.449	33	4153,195		
	Total	185257,730	36			

a. Dependent Variable: Distribution ofLecturer Performance (Y)

b. Predictors: (Constant), Emotional Intelligence (X3), Intellectual Intelligence (X1), Spiritual Intelligence (X2)

From table 16 above, it shows that simultaneously the independent variables affect the dependent variable which can be seen in the significance value below 0.05 or 5%, namely 0.018 or 1.8%. Based on the results of the analysis, it was found that Fhatonah in the form of intellectual intelligence, emotional intelligence and spiritual intelligence together had a positive and significant effect on the distribution of the performance lecturers at Khairun University, the higher the three intelligences, the better the performance. These results are in line with research conducted by Makassau [9] that simultaneously the three intelligence variables have a positive and significant effect on the distribution of performance.

Table 17 Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-25,210	72.793		-.346	.731
	Intellectual Intelligence (X1)	18,703	6.076	1.037	3.078	.004
	Spiritual Intelligence (X2)	-5.106	6.634	-.339	-.770	.447
	Emotional Intelligence (X3)	-12,498	7.161	-.611	-1,745	.090

a. Dependent Variable: Distribution of Lecturer Performance (Y)

Based on the results of the analysis, it was obtained that the influence of Fhatonah in the form of intellectual intelligence (X1) on the performance distribution of lecturers at Khairun University during the COVID-19 pandemic had a positive and significant effect with a significance value of 0.004. Thus, the higher the intellectual intelligence of the lecturers, the higher the distribution of lecturer performance in the tertiary institution. Intellectual ability is really needed during a pandemic because of adaptation to a changing environment or in other words the existence of a new normal, namely conditions of time and place that are different from previous conditions.

The results of a different analysis were obtained for the fhatonah variable in the form of spiritual intelligence, the results of which did not show any effect on the distribution of lecturer performance during the pandemic.

Based on the results of the analysis, it was obtained that the influence of Fhatonah in the form of intellectual intelligence (X1) on the performance of lecturers at Khairun University during the COVID-19 pandemic had a positive and significant effect with a significance value of 0.004. Thus, the higher the intellectual intelligence of the lecturer, the higher the performance of the lecturer at the College. Intellectual ability is very much needed during a pandemic due to adaptation to a changing environment or in other words the existence of a new normal, namely to condition a time and place that is different from previous conditions.

Different analysis results were obtained on the fhatonah variable in the form of spiritual intelligence, the results of which did not show any influence on the performance of lecturers during the pandemic.This result is in line with the research conducted by Susriyanti and Nardo [10] which results in spiritual intelligence having no effect on performance distribution. Meanwhile, for emotional intelligence shows the same thing. These results are in line with research conducted by Purwoningtyas [11]. This can be caused by lifestyle changes or adaptations that have changed drastically, such as in terms of time and place so that spiritual and emotional relationships do not play a role in supporting performance.

Table 18Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510a	.260	.193	64,445

a. Predictors: (Constant), Emotional Intelligence (X3), Intellectual Intelligence (X1), Spiritual Intelligence (X2)

The number of R Square is 0.260. This figure means that the influence factor of Fatonah which consists of Intellectual, Emotional and Spiritual Intelligence together on the distribution of Lecturer performance at Khairun University is 26%, while the remaining 74% is influenced by other factors.

4. Conclusions

Simultaneously the Fhathonah (Intelligence) variable makes a positive contribution and influences the distribution of lecturer performance during the Covid 19 pandemic at Khairun University. However, when the test is carried out partially, the results are different. That is, a lecturer needs the third intelligence to support the distribution of his performance. Meanwhile, testing the model on variables makes a small contribution so that future researchers have the opportunity to explore other variables related to the distribution of lecturer performance during the pandemic.

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