The Effect of Academic Portal Use of Lecturer's Performance

by Hamengkubuwono Dr

The Effect of Academic Portal Use of Lecturer's Performance

Muhammad Istan, Eka Apriani, Irwan Fathurrochman, Dina Hajja Ristianti, Hamengkubuwono

***Abstract**: In this quantitative paper we determined the effect of the academic portal on the performance of Curriculum IAIN lecturers. The populations in this study were 43 lecturers who are functional expert assistants at IAIN Curup who have taught in the second semester of the 2016/2017. Data were collected using interviews and questionnaires. Data were analyzed using Likert scale, the percentage (%) and regression analysis. The results found (1) Lecturers still do not use academic portals in terms of giving lecture announcements, giving lecture assignments, conducting online discussions, inputting class agendas and sharing files and sources of information; (2) Lecturers only use academic portals to fill student presence, approve form of study plan, and input grades; and (3) There is a need to improve services in the implementation of academic portals both in terms of networks and facilities.*

Keywords : Performance, Perception, Academic Portal.

I. INTRODUCTION

The Academic portal is an information system that is used to manage academic data administration in a faculty / study program which is an application that strongly supports academic programs. The system itself according to Kristanto Wibowo is a network of interrelated procedures, gathered together to carry out an activity or complete a certain target [39]. Meanwhile Sutanto in Wibowo explained that the system can be defined as a group of things or activities or elements or subsistence which work together or connected with certain ways so as to form a unity to carry out a function to achieve a goal [42].

The Academic Portal functions as an academic information Integrator in various academic units (study programs / faculties) as well as a means of communication between the campus academic communities.

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The system was built departing from the condition of the existence of academic information on campus which is very diverse and varied in shape, so that it requires a portal that will integrate the information so as to facilitate public access. The academic portal is used by students to enter study plans and access their study results online. The Academic Portal can be accessed through various technologies and services [16]; [13]; [10]; [4];.

[20]; [28]; [16]; [19] explain that the academic portal can also be used as a benchmark for the performance of lecturers because the academic portal for policy makers can see the effectiveness of the lecturer teaching presence in class. Where the performance of lecturers according to Marhawati in his journal writes that the performance is the result or overall level of success of a person during a certain period in carrying out the task compared with various possibilities, such as work standards, targets as well as predetermined criteria and mutually agreed upon.

[9]; [1]; [15]; [25]; Defines that lecturer performance that can be assessed in the academic portal system is the timeliness of starting and ending classes, managing student grades, checking student attendance, inputting material and information about lectures, and checking and approving student form of study plan. Academic portal can be categorized as Information, Communication, and Technology (ICT) which can be used as a medium in the learning process [20]; [21]; [22].

The implementation of accessing the academic portal also still has many shortcomings such as lecturers who do not understand technology, cases of errors, server downs, and when students flock to access the portal then there is weak access so that many lecturers cannot access the portal and cannot start and end classes [12]; [19]; [30]; [35];. Therefore, anticipatory steps from the campus, especially TIPD, are needed so that problems that arise can be minimized so that they do not interfere with the lecture process. From the background of the above problems, researchers want to know about the Effects of Academic Portal on Curator IAIN Lecturer Performance. The objectives of this study are as follows: (1) To determine the effect of the academic portal on the performance of Curriculum IAIN lecturers; (2) To find out IAIN Curup lecturers' perceptions of the implementation of the academic portal; and (3) To find out what problems are encountered by Curator IAIN lecturers in accessing the academic portal.

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II. THEORETICAL BASIS

A. Curved Academic Portal IAIN Curup

IAIN Curup academic portal is an information system for managing academic data administration in faculty / study programs.

This application supports changes in academic curriculum, flexibility in managing student transcripts and provides automatic and integrated DIKTI / KEMENAG reporting functions. This system also fully supports online form of study plan and online academic guidance. The IAIN Curup academic portal system can be accessed by all students and lecturers of IAIN Curup [36]; [37].

The function of the academic portal for lecturers is the timeliness of starting and ending classes, managing student grades, checking student attendance, gathering material and information about lectures, and checking and approving student form of study plan. Academic functions for students are filling form of study plan online, Drafting team of IAIN Curup, [1]; [6]; [21]; [36]; [37] sending form of study result online, seeing online grades and seeing assignments or information about campus and lectures.

B. Lecturer Performance

[10]; [13]; [14] explained that performance is a measure of what is done and what is not done by employees, so that performance greatly influences work results. According to [32]; [39]; [40]; [42] work performance comes from the word performance or actual performance, namely the quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities given to him.

Lecturer performance is one of the determining factors in the success of teaching and learning in higher education. [20] stated that there is a close relationship between individual performance and company performance. [10]; [28]; [41] explained that the statement showed that if lecturers' performance was good, then the performance of higher education would also be good.

[20] define that performance is the result or overall level of success of a person during a certain period in carrying out the task compared with various possibilities, such as standard work results, targets or targets as well as predetermined criteria and agreed upon together [4]; [8]; [11]; [18]; [22]. The following understanding will enrich our insights about performance:

a) Performance is one of the total collections of work existing in workers [10]; [24]; [25]; [28].
b) [17]; [18]; [23] stated in an area of performance, about aspects of performance include (1) the quality of work, (2) ability, (3) initiatives / initiatives, (4) communication, and (5) punctuality.
c) Performance as a quality and quantity of the achievement of tasks, whether carried out by individuals, groups or companies [29]; [30].
d) Performance refers to the achievement of employee goals assigned tasks [41].
e) Performance is a set of results achieved and refers to the actions of achieving and carrying out something requested work [1]; [8]; [24].
f) Performance comes from the word performance and is often interpreted as work performance or performance. Performance is a form of work or business results in the form of physical appearance and ideas. Performance is often also associated with competence in the culprit. For that lecturer performance is the ability to carry out work or tasks owned by lecturers in completing their work [24].
g) The performance of lecturers is inseparable from the quality of the lecturer itself. Quality is a term that is related to the point of view and the point of interest of the term or. Based on some of the above understanding, it can be concluded that the performance of lecturers is the quality of the work done by lecturers in teaching or teaching and learning process.

III. RESEARCH METHOD

This research is field research, in [28], field research is descriptive by using a quantitative approach that is to analyze and present facts systematically based on the amount or amount of data that is will be described in the form of numbers [32]; [34] explained that this study aims to determine how the influence of the academic portal on the performance of Curriculum IAIN lecturers. The population in this study will be all lecturers who are functional expert assistants at IAIN Curup who have taught in the second semester of the 2016/2017 academic year totaling 79 people. Of the 79 people, there are 60 active lecturers. Of the sixty people, researchers chose 43 people as research subjects because people could not be met by researchers because they were out of town and so on [33]. This subject selection is due to only active lecturers who are functional expert assistants who get lecturer performance allowance (certification), do not take permission and study assignments, and are not on leave.

The number of lecturers not selected as research subjects is as follows :

Table 1. Number of Lecturers Not Used as Research Subjects

No	Factor	Amount
1	Study Assigment	6
2	Study Permit	4
3	Move	2
4	Not functional yet	3
5	Maternity leave	1
6	Sick leave	1
7	Pension	2
	Amount	**19**

Data collection techniques in this study are using interviews and questionnaires. Interview, is communication by asking a number of questions to the person who knows the most the problem under study. The interview will be used by researchers to conduct interviews directly with lecturers about the effect of the academic portal on the performance of the lecturers themselves. In addition, interviews with the question and answer process verbally to obtain data in accordance with the issues to be studied.

Questionnaire is a list of written questions given to respondents both directly and indirectly in order to obtain data on the timeliness of lecturer teaching absences [2]; [34]. The researcher will give 10 questions in the questionnaire and 8 questions to be interviewed.

Data analysis techniques used in this study are likert scale, percentage (%) and regression analysis. The researcher uses a Likert scale and percentage of analysis. Likert scale and percentage of analysis are used to analyze the results of the questionnaire [31]; [34]. The formula for the percentage of analysis can be seen below [27] :

$$P = \frac{F \times 100\%}{N}$$

Where:
P : percentage
F : number of students who filled out the questionnaire
N : Maximum score

$$P = \frac{F \times 100\%}{N}$$

Where:
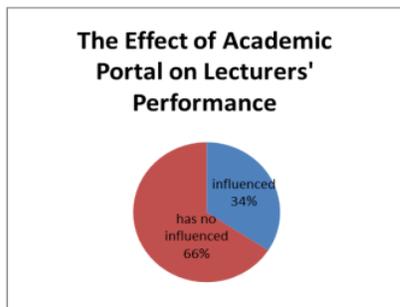$\hat{Y}$: Performance
A : Constant (the value of performance if the value of competence and motivation is equal to zero
b1 : regression coefficient (the value of the increase in performance if the value of x1 increases for b1)
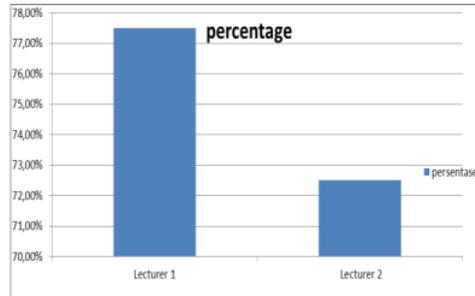X1 : academic portal
E : error term

IV. RESULTS AND DISCUSSION

From the results of the questionnaire obtained data that from 43 lecturers it turns out that only 34.2% of the lecturers stated that the academic portal had an influence on their performance. From this percentage it can be seen that the academic portal does not have a significant effect on lecturer performance (<50%).

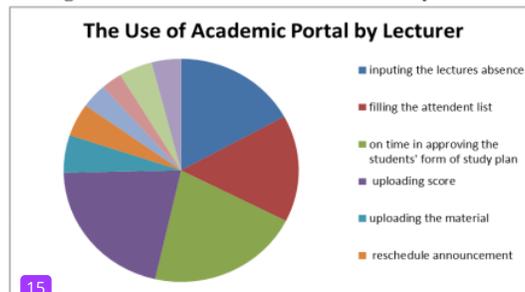**Diagram 1. The Effects of Academic Portal on Lecturer Performance**

From these results it can also be seen that there are only 2 lecturers (77.5% and 72.5%) who state that the academic portal has a significant influence on lecturer performance.

Graph 1. The Effects of Academic portal

Based on data from the questionnaire it can also be seen that only 58.1% of lecturers fill lecture attendance through the academic portal on time; 52.9% of lecturers fill their presence through the academic portal; 72.1% of the lecturers stated that they were on time in agreeing to fill FORM OF STUDY PLAN; 72.1% of lecturers input grades on time, 18.6% of lecturers input lecture material on the academic portal; 16.3% of lecturers gave announcements about lectures through the academic portal, 12.2% of lecturers gave lecture assignments about lectures through the academic portal, 9.9% lecturers conducted online discussions about lectures through the academic portal; 15.7% of the lecturers entered the class agenda through the academic portal; and 13.9% of lecturers provide files or information sharing related to lectures through the academic portal.

Diagram 2. The Use of Academic Portal by Lecturer

Based on the results above, it can be concluded that the use of academic portals in improving lecturer performance must be improved, both in terms of networks and facilities. Lecturers still do not use the academic portal in terms of giving lecture announcements, giving lecture assignments, conducting online discussions, inputting class agendas and sharing files and sources of information. Lecturers only use academic portals to fill student presence, approve form of study plan, and input grades. To see more clearly the effect of the academic portal on lecturer performance, researchers used regression data analysis. The results of the analysis of regression are as follows :

Table 5. Results of Regression Analysis

					Change Statistics					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.659[a]	.434	.257	10.82603	.434	2.450	10	32	.027	.781

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From the table above we get the result that the academic portal chooses an influence or contribution of 0.434. These results indicate that the academic portal does not have a significant effect on lecturer performance (<0.5). The implementation of the academic portal needs to be studied more deeply and service improvement is needed. Both in terms of network and Wi-Fi facilities.

From interviews with 43 Tarbiyah, Sharia, and Da'wah lecturers, the following data were obtained:

Tarbiyah, Sharia, and Da'wah lecturers stated that they rarely accessed the academic portal when they were going to class.

Lecturers often forget to start and end class on time.

Lecturer in Tarbiyah, Sharia, and Da'wah stated that the implementation of Curup IAIN academic portal was not going well. Wi-Fi is only available in a number of building points and cannot be reached or accessed by a computer.

Tarbiyah, Sharia, and Da'wah lecturers stated that they only conducted lecture attendance, form of study plan checklist, and inputted grades. While the online discussion features, class agenda, announcements, inputting lecture material have never been done through the academic portal.

Tarbiyah, Sharia, and Da'wah lecturers stated that lecturing using the academic portal made it difficult for the lecturer to work. Because lecturers must fill in finger print absences, portal absences, AKA absences, and class absences. Lecturers fill in too much absent so that it is time-consuming and ineffective.

Tarbiyah, Sharia, and Da'wah lecturers stated that they basically agreed with the implementation of the academic portal but had to be supported by the readiness of facilities such as computers and networks. The campus must prepare at least one computer at every important point such as majors, study programs, or classrooms so that lecturers and students can access the academic portal.

Lecturer in Tarbiyah, Sharia, and Da'wah stated that the campus had not provided adequate facilities in accessing academic ports. This can be seen from the power of wireless in capturing Wi-Fi signals. Only in some buildings that get Wi-Fi access. While the others were denied access.

Tarbiyah, Sharia, and Da'wah lecturers stated that they experienced problems in accessing the academic portal. The main problem arises because the network is often error and slow and the complexity of features in the portal. Lecturers find it difficult to click on each feature due to network limitations. Lecturers must start classes, end classes, fill student attendance one by one.

Tarbiyah, Sharia, and Da'wah lecturers stated that they provided a cellphone or tab with their own internet quota if they could not connect to campus WI-FI.

From the results of the interview it was concluded that there needs to be an increase in services in the implementation of the academic portal both in terms of networks and facilities. Lecturers only use the academic portal in terms of attendance, approving presence, and inputting values. The absence of sanctions for inactivity of lecturers and the complexity of applications in filling the portal also makes lecturers lazy to access the portal.

V. CONCLUSION

Generally, after conducting research it can be concluded that the majority of lecturers still do not use the academic portal in terms of giving lecture announcements, giving lecture assignments, conducting online discussions, inputting class agendas and sharing files and information sources. Lecturers only use academic portals to fill student presence, approve form of study plan, and input values, it is still necessary to improve services in the implementation of academic portals both in terms of networks and facilities. meanwhile from the results of this study the researchers conveyed the suggestion that the leadership of IAIN Curup could add facilities to improve portal services such as computers, WI-FI, or speedy, always to check and control the campus WI-FI network every day so that lecturers do not experience difficulties in connecting to campus WI-FI and Enter the academic portal account of each lecturer, for all Curriculum IAIN lecturers are expected to provide their own facilities in accessing academic portals such as laptops, cellphones, tablets, modems, and internet quota, so this is done so that when accessing the academic portal does not experience obstacles.

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