



Are Lecturers Agile?: Analysis the Agility of Lecturers' Teaching Role as Human Resources in Private Universities

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Abstract. VUCA conditions and the covid-19 pandemic have caused all organizations to work hard to get up and continue to exist. One of them is an organization engaged in education, especially private universities. To survive, private universities must have human resources, in this case lecturers who are able to provide maximum teaching to the students they teach. As human resources, lecturers have an important role related to the quality of education in private universities. In this sophisticated era of disruption, lecturers must be able to be agile in everything, especially in one of their functions in the Tri Dharma of Higher Education which is teaching. Being agile is important so that private universities, especially lecturers, do not lose their momentum to continue to achieve success, especially in producing outcomes, students who are superior and have the ability to compete nationally and internationally. The purpose of this study is to determine and analyze the level of agility of lecturers as human resources who conduct teaching at private universities in the city of Makassar. The method used is quantitative analysis by distributing questionnaires to 99 respondents, lecturers at private universities in Makassar. The questionnaire made consisted of 15 statements from 3 (three) agile indicators of human resources, which are speed, focus, and flexibility. From the results of the study, it can be concluded that lecturers as human resources at private universities in the city of Makassar carry out their roles in teaching, including in the agile category.

Keywords: Agile · HR · Lecturer · Private University

1 Introduction

The rapid development of the times is a challenge for all areas of life. An uncertain world is a major obstacle for all parties. Humans are faced with uncertain conditions due to (one of them) technology [1]. This condition is known as VUCA (Volatility, Uncertainty, Complexity, Ambiguity). The volatility factor is the main factor in VUCA which is characterized by the emergence of new challenges whose causes are difficult to determine. There is no definite and consistent pattern for this new challenge. Changes are very fast and a threat. The second factor, namely uncertainty, is a tragic tragedy for all industrial sectors in the world. Environmental anxiety due to uncertainty is a

common condition that likes or dislikes being a part of everyday life. The third factor is complexity, in the VUCA environment it can be caused by many factors including technological disruptions, complex regulations, changing patterns and so on. The last factor, namely ambiguity, is the same as the term 'confusing' because it can make it difficult for decision makers to see the actual conditions. When a seemingly correct solution is applied, the certainty of achieving the result is considered to be unpredictable. These four factors are the big challenges and must be controlled properly so as not to kill the organization [2].

The biggest problem right now is the COVID-19 pandemic. The pandemic is part of the unpredictable VUCA. The situation is even more tense when COVID-19 has claimed the lives of more than five thousand people in the world. Despite continuous efforts by governments from all over the world, this case has not been thoroughly resolved. This is a new challenge in this new normal era. All organizations are competing to be able to bounce back from adversity due to the covid-19 pandemic [3].

Many organizations are trying to set the direction and goals to be able to survive and grow. One of them is an organization engaged in education, namely private universities. It is interesting because some literatures [4–6] state that the service industry, including education, is an industry that has a high probability of being 'safe' from a crisis attack through several strategies that adapt to it. With the era of VUCA and disruption [7], but the fact is that universities, especially private universities, are feeling the impact of the current global crisis [8]. Private universities, especially in Indonesia, also feel the impact of the crisis caused by the current unstable conditions. Private universities find it difficult to get students due to the general decline in the financial capacity of the community. Not only that, the learning process has drastically changed due to the COVID-19 pandemic. This is where the role of lecturers as human resources who transfer knowledge to students at private universities faces exams and challenges. Lecturers must be able to have value in transferring knowledge so that it can be a selling point for the private universities where they work.

As a human resource and an important key for development in private universities, lecturers must have a growth mindset by enjoying the presence of challenges and instead of seeing failure as evidence of incompetence, consider complex conditions as opportunities to develop and improve existing abilities. Lecturers are expected not to be rigid with existing conditions and they are expected to be ready to respond to dynamic changes in the educational environment [9]. Being agile is important so that private universities, especially lecturers, do not lose their momentum to continue to achieve success, especially in producing outcomes, namely students who are superior and have the ability to compete nationally and internationally. In addition, the main role of lecturers in the Tri Dharma of Higher Education, namely teaching, is indeed considered very important. The main resources owned by private universities that can have a big impact in attracting the public to be interested in studying at these universities are competent and agile lecturers. Agile is defined as agility in responding to environmental changes that occur [10, 11]. Human resources, in this case lecturers at private universities, must be able to adapt their teaching patterns to the system and environment in accordance with the needs of the students they face. As a lecturer facing the current Gen Z generation, the role of the lecturer is more complex than before. Currently, lecturers must be able to adapt and

maximize the function of technology, must be more creative and innovative, and must be able to maximize their role in transferring knowledge in the midst of a very free and unlimited information turmoil.

In the current digitalization era, being a lecturer is not only required to deliver lecture material, but lecturers must also be able and ready to master classes that may have students who are multi-racial or have different cultural backgrounds. Lecturers must be ready to deliver material with more effective and contemporary learning methods [12]. The Gen Z generation who are already proficient with all technological sophistication from computers, laptops, iPads, and other devices make lecturers also have to be literate with today's technology. Lecturers also have to change conventional learning methods to become more modern. Being a 'modern day' lecturer is not easy because there are many challenges to be faced. Human resources, in this case lecturers at private universities, have undergone one of the most significant transformations. Lecturer human resources are the most important aspect that can affect the quality of education in a university, especially private [13]. Therefore, the role of lecturers as the main key to human resources owned by universities, especially private universities, must become more agile and must continue to learn from their experiences in the classroom. In this case, the agile category is not only for young lecturers, but applies to all lecturers, both senior and junior. According to [14], agile is defined as speed, focus, and flexibility. Fast in this case does not mean lecturers in teaching must immediately finish their meetings and do not look at the quality of the knowledge provided, but fast means lecturers easily adapt to new mindsets and use digitalization in transferring knowledge. Focus means that lecturers with various strategies must be able to motivate students to be more active in learning and strive for strong emotional relationships. The last formula is flexible which means that lecturers must be able to create a strong learning culture both inside and outside the classroom, create a comfortable environment for teaching and learning and form a positive productive and collaborative spirit among students.

The purpose of this study is to determine and analyze the level of agility of lecturers as human resources who conduct teaching at private universities in the city of Makassar.

2 Methodology

This study uses quantitative methods and to measure the level of agility of lecturers using the three box method (three box method) according to [15], then the interval value can be calculated by: the maximum value minus the minimum value and the result divided by three will produce an interval value of 24, 2 which will be used as a list of index value interpretations, which in this example are as follows:

1. $18.2 - 42.4 = \text{Low}$
2. $42.5 - 66.7 = \text{Medium}$
3. $66.8 - 91 = \text{Height}$

This study is based on an agility questionnaire that was created specifically for this study. Questionnaires were distributed via Google Form to lecturers at private universities in the city of Makassar. The total population is 4,583 lecturers at private universities in

the city of Makassar which are listed in LLDikti region IX Sultanbatara. The number of samples was determined using the Slovin formula and obtained a total sample of 99 respondents. Questionnaires were distributed and filled out by lecturers who were willing to fill out the questionnaire. The lecturers who are respondents are registered with various years of teaching experience at their respective campuses. Anonymity was maintained in the responses due to ethical considerations. The questionnaire underwent validation tests, and was vetted by experts in data and statistics. This research focuses on 3 (three) indicators, namely speed indicator, focus indicator and lecturer flexibility indicator in completing one of the tasks in the Tri Dharma of Higher Education, namely teaching. Each indicator in this study has five statements that are systematically arranged using a Likert scale by categorizing the 5 statements chosen by the respondents in this study.

3 Result and Discussion

3.1 Result

The characteristics of respondents based on the age of the lecturers in this study can be seen in Fig. 1.

From Fig. 1 it can be seen that the age of the respondents in this study was dominated by the age of 31 to 40 years which amounted to 43%, then the age of 41 to 50 years by 36%. As for the age of lecturers 60 years and over, only 2 percent of the total 99 respondents of private lecturers in the city of Makassar.

For the characteristics of respondents based on the length of work of lecturers at private campuses in the city of Makassar, it can be seen in Fig. 2.

From Fig. 2, it can be seen that the length of work of lecturers in this study varied, ranging from 1 year to more than 30 years, while the largest number of respondents was the experience of working lecturers from 1 to 10 years, amounting to 47 people while the working experience of lecturers was 11 up to 20 years as many as 36 people, as for lecturers who have work experience of more than 31 years only 1 person (Tables 1 and 2).

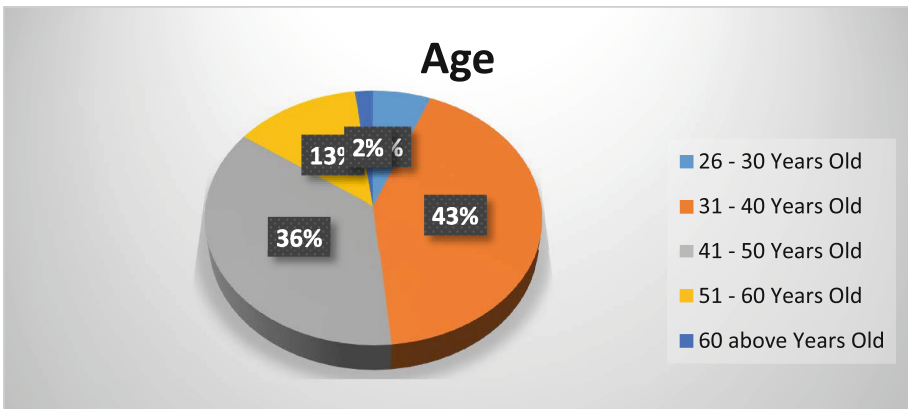


Fig. 1. The characteristics of respondents based on the age.

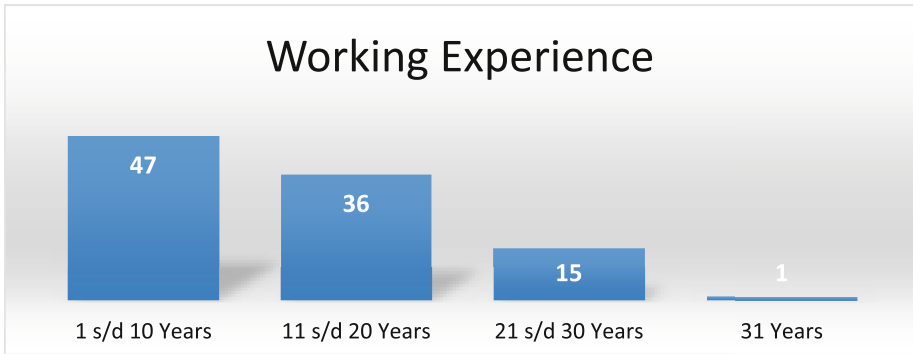


Fig. 2. The characteristics of respondents based on the length of work of lecturers at private campuses in the city of Makassar.

Table 1. Research Respondent Data Validity Test

Indicator	Item	Pearson Correlation	R-Table	Information
Speed Indicator	P1.1	0.516	0,254	VALID
	P1.2	0.546	0,254	VALID
	P1.3	0.604	0,254	VALID
	P1.4	0.521	0,254	VALID
	P1.5	0.569	0,254	VALID
Focus Indicator	P1.1	0.290	0,254	VALID
	P1.2	0.275	0,254	VALID
	P1.3	0.349	0,254	VALID
	P1.4	0.317	0,254	VALID
	P1.5	0.299	0,254	VALID
Flexibility Indicator	P1.1	0.397	0,254	VALID
	P1.2	0.356	0,254	VALID
	P1.3	0.508	0,254	VALID
	P1.4	0.442	0,254	VALID
	P1.5	0.401	0,254	VALID

Source: SPSS Processing Data (2022)

Table 2. Respondent Data Reliability Test

Indicator	Cronbach Alfa	Information
Speed Indicator	0.908	Reliable
Focus Indicator	0.908	Reliable
Flexibility Indicator	0.908	Reliable

Source: SPSS Processing Data (2022)

Table 3. The Results of the Three Box Method Index Score Analysis

No.	Statement	Score					Total	A	N	AxN	RII (Total/AxN)
		1	2	3	4	5					
1	X1	0	0	2	56	41	435	5	99	495	0,87
2	X2	0	0	9	65	25	412	5	99	495	0,83
3	X3	0	0	1	46	52	447	5	99	495	0,83
4	X4	0	2	14	54	29	407	5	99	495	0,82
5	X5	0	43	2	5	49	357	5	99	495	0,72
Average											0,81

Source: Processing Data (2022)

Table 4. The Results of the Three Box Method Index Score Analysis

No.	Statement	Score					Total	A	N	AxN	RII (Total/AxN)
		1	2	3	4	5					
1	Y1	0	0	2	50	47	441	5	99	495	0,89
2	Y2	0	0	2	74	23	417	5	99	495	0,84
3	Y3	0	1	2	71	25	417	5	99	495	0,84
4	Y4	0	2	14	54	29	424	5	99	495	0,85
5	Y5	0	50	8	4	37	325	5	99	495	0,65
Average											0,81

Source: Processing Data (2022)

Speed Indicator. Descriptive analysis of research variables was carried out on indicators of the speed of respondents in completing their work. Respondents’ answers regarding the speed indicator after being processed with index analysis included in the three box method calculation carried out on the speed indicator are presented in Table 3 as follows:

Based on Table 3, it is known that the average value for the speed indicator is 81%, meaning that according to respondents the level of speed in carrying out activities or work is relatively high. So from the results of the assessment we can conclude that based on the speed indicator of research respondents, in this case private lecturers in the city of Makassar are included in the Agile category.

Focus Indicator. Descriptive analysis of research variables was conducted on respondents’ focus indicators. Respondents’ answers regarding focus indicators after being processed with index analysis included in the calculation of the three box method carried out on focus indicators can be seen in Table 4.

Based on Table 4, it is known that the average value for the focus indicator is 81%, meaning that according to respondents the focus on carrying out activities or work is

Table 5. The Results of the Three Box Method Index Score Analysis

No.	Statement	Score					Total	A	N	AxN	RII (Total/AxN)
		1	2	3	4	5					
1	Z1	0	2	3	62	34	425	5	99	495	0,811268
2	Z2	0	1	0	62	36	430	5	99	495	0,777465
3	Z3	0	0	1	70	28	423	5	99	495	0,811268
4	Z4	0	1	4	61	33	423	5	99	495	0,84507
5	Z5	0	58	11	12	18	287	5	99	495	0,839437
	Average										0,817371

Source: Processing Data (2022)

relatively high. So from the results of the assessment we can conclude that based on the focus indicators of research respondents in this case private lecturers in the city of Makassar are included in the Agile category.

Flexibility Indicator. Descriptive analysis of research variables was carried out on indicators of flexibility. Respondents' answers regarding flexibility indicators after being processed with index analysis included in the three box method calculation carried out on flexibility indicators are presented as follows:

Based on Table 5, it is known that the average value for the flexibility indicator is 81%, meaning that according to respondents the level of flexibility in carrying out activities or work is relatively high. So from the results of the assessment, we can conclude that based on the flexibility indicators of research respondents, in this case private lecturers in the city of Makassar are included in the Agile category.

3.2 Discussion

Speed Indicator. Based on the speed indicator in this study, it was concluded that lecturers at private universities in the city of Makassar were included in the Agile category. This means that lecturers at private universities in the city of Makassar carry out their functions or fulfill the first Tri Dharma of Higher Education, namely teaching quickly. Speed in this case includes the adoption of digitalization techniques in teaching, being agile in the teaching process, making use of previous experiences to improve future teaching methods, and making campus culture a platform to support a better learning process.

In a previous study conducted by [16] it was found that performance is an important factor for state lecturers employed at Kopertis Region V Yogyakarta. If lecturers have high motivation and competence and are supported by good culture and leadership, they will be able to improve lecturer performance. They will adapt more quickly to new things to adjust to the needs of students. Further [10] in his research highlights the importance of strategic agility and links strategic agility with human speed in resource management practices. The study discusses strategic agility by identifying gaps. In this discussion this

paper offers new insights in terms of the implications of strategic agility on HR practices and suggests a new place for future research in strategic agility. The use of technology and digitization plays an important role in the implementation of education in universities [17]. This is not only for the development and innovation of teaching in universities but also for maximizing the potential of lecturers and providing the best learning process for students or students. Therefore, lecturers as the key to human resources owned by universities, especially private universities, must quickly respond to changes and be more innovative in carrying out their roles as lecturers.

Focus Indicator. Descriptive analysis of research variables was carried out on focus indicators and the results showed that the research respondents, in this case private lecturers in the city of Makassar, were in the Agile category. The focus of the lecturers in this study was seen from the lecturers' efforts to motivate students to continue to study hard, build adaptive strategies in the learning process, a clear vision in shaping student character, and the lecturers' efforts to build emotional bonds with students in order to create good relationships in the learning process. Focus is considered important because lecturers are required to achieve learning objectives in accordance with the material being taught. Focus is also a reflection of human resources in maximizing their roles and functions in order to achieve better performance.

It is explained in research conducted by [18] that universities must focus on developing knowledge, especially on lecturers as human resources who carry out the teaching and learning process. He further explained that through lecturers as educators, a university can have shared values that are able to provide added value for its users, in this case the community and graduate users. In interacting with students, lecturers must focus on strategies that can be implemented so that the teaching and learning process becomes more enthusiastic, but still on strong academic norms, therefore lecturers must have the ability to maximize the learning process. As explained in [1], that one of the elements of agile is the focus on the sustainability of organizations and individuals in developing their abilities, especially continuous learning and increasing knowledge.

Flexibility Indicator. On the flexibility indicator, the results of the research respondents' answers, in this case private lecturers in the city of Makassar, fall into the Agile category. The flexibility of lecturers in teaching can be seen from the lecturers' efforts to give students the freedom to learn from various literary sources, trying to create a comfortable environment in the learning process, creating a positive collaborative culture in the learning process, and making the learning process interesting by empowering students' abilities.

In research conducted by [19], it was explained that universities adopted a leadership decision that carried out the transfer of 700 courses to distance learning and teaching, with 150 lecturers and 1,500 students in their homes in several semesters. With such a fast organization, executed with maximum flexibility, using precise planning and far from perfection. The results of the study offer a display of academic agility as demonstrated during the transition of higher education education to distance learning in an emergency. This will be checked through analysis of survey responses from students. The purpose of the survey is to assess students' attitudes towards implementing the strategies carried out by universities. This is one example of flexibility carried out by universities, especially

lecturers who become mediators in educating students. With the new normal period like today, lecturers are encouraged to be more flexible in determining policies in the learning process. Flexibility is one of the keywords for private universities in the era of the industrial revolution 4.0 and this must be responded to with the 4.0 Education revolution. Human resources in private universities, namely lecturers, must also quickly respond and change, if private universities do not want to become museums of the past and are abandoned by students. The learning method applied by lecturers at private universities must be flexible to provide space for the birth of a generation that is agile, adaptive, creative, and lifelong learning [20].

The limitation of this study were obtained from the characteristics of the respondents where the respondents of this study had more work experience ranging from 1 to 10 years which indicated that the majority of respondents in this study were young lecturers, where there was no age limit or limitation. The length of time a lecturer has worked, because this research was taken at random at a private university in the city of Makassar. In addition, another limitation of this research is the respondent's perspective, in this case the object of research where in this research the object of research is the lecturer who explains himself in the perspective of his level of agility. It is advisable for further research to be expected for an assessment in determining whether or not lecturers are agile or not able to take a perspective based on a 360-degree assessment.

4 Conclusion

From the results of this study, it can be concluded that lecturers as human resources at private universities in the city of Makassar carry out their roles in teaching, including in the agile category. This can be seen based on the three indicators used: (1) Speed Indicator - It is known that the average value for the speed indicator is 81%, meaning that according to the respondents the level of speed in teaching is relatively high. So from the results of the assessment we can conclude that based on the speed indicator of research respondents, in this case private lecturers in the city of Makassar are included in the Agile category. (2) Focus Indicator - It is known that the average score for the focus indicator is 81%, meaning that according to the respondents the level of focus in teaching is relatively high. So from the results of the assessment, we can conclude that based on the focus indicator on research respondents, in this case private lecturers in the city of Makassar are included in the Agile category. (3) Flexibility Indicator - It is known that the average value for the flexibility indicator is 81%, meaning that according to the respondents the level of flexibility in teaching is high. So from the results of the assessment it can be concluded that based on the flexibility indicators of research respondents, in this case private lecturers in the city of Makassar are included in the Agile category.

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