

Model of Work Performance Polytechnic in Pandemic Covid-19

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Abstract

The Covid-19 pandemic has devastated every element, include the education sector, Indonesia's Institute of Shipping Polytechnic, which has made researchers interested in understanding the performance of employee at the Shipping Polytechnic of Barombong and Banten. The research was analyzed by quantitative methods and structural equation modeling, this study examines self-efficacy, organizational learning, leadership, and culture. There were 201 employees who took part in this study. The study results indicate that leadership has a significant effect in the way employees perform, it may cause an attention for leaders at Banten and Barombong Shipping Polytechnic.

Keywords: Work Performance, Organizational Culture, Learning Organization, Self-efficacy.

Introduction

Barombong and Banten Shipping Polytechnic called as BP2IP have transformed into Shipping Polytechnic. This encourages the organization to continue to increase its commitment to providing better services, especially in the aspect of Marine Science Education (Hadiyana, 2019). As government agencies, BP2IP are obliged to be accountable for the implementation of their main duties and functions as well as the authority to manage resources. As it is known that with the enactment of the international convention on STCW 1978, the 2010 Manila amendment (STCW; 2010). It is written that every organization of maritime education is systemically required to meet the quality standard requirements set out in the international convention or code, if desired, both institutional status and graduates recognized internationally.

To fulfill the demands as described above, the BP2IP following their main duties and functions as one of the technical implementing units within the Transportation Human Resources Development Agency, have made various positive efforts which are essentially focused. As an effort to improve educational services quality. The same thing was expressed by Sallis, that humans are infamously non-standard. They have educational settings based on the range of experiences, emotions, and perspectives that cannot be retained in the context of operations. Evaluating the quality is different from checking the output of factory or evaluating the service provided by retail store (Sallis, 2014).

Humans are very diverse. When the employee share experiences while working, they have different results. Many things can be performed maintain its quality, including the development of curriculum materials, improving the quality of lecturers, improving facilities, infrastructure and various facilities, improving the education quality management system, and importantly improving the performance of Banten and Barombong Polytechnic Shipping employees. This is in line with the opinion of John M. Ivancevich, which explains that employee performance is designed to achieve organizational targets (Ivancevich & Konopaske, 2014). The same thing was expressed by Jason A. Colquitt, et.al, who explained related employee performance, including, performance is a collection of employees' attitudes while in the workplace that contribute to the organization, especially achieving organizational goals (Colquitt et al., 2020). Educational institutions such as the Banten and Barombong Shipping Polytechnic are an organization which is an association of employees who have the same goal. To achieve the same goal, a leader is needed to manage all wheels of the organization, without a leader, when the organization faces obstacles, it will be difficult to find solutions because basically, the leader in the process of influencing others to follow what the leadership directs to achieve the goal.

Banten and Barombong Shipping Polytechnic are parts of educational institutions that cannot be separated from human resources, equipment, machinery, finance, and information resources (educational, 2019). As a system, these resources will interact and cooperate. Hence, the organizational goals can be achieved effectively and efficiently. Solid and responsible education personnel are the dream of all organizations. Educational staff employees have an important role in continuity of administrative process in an educational institution. Thus, educational employees are required to be professional in their fields. Educational personnel employees are part of the state civil apparatus who have the task and responsible for the administration, management, development, supervision, and technical services to support educational process in education unit (Al Ghaithi et al., 2016).

From year to year, the number of training participants at Banten and Barombong Shipping Polytechnic continues to rapidly growth, especially since 2015 to now, this has many factors which have resulted in many of the general public now wanting to become sailors. The following is a chart of training participants at Banten Shipping Polytechnic. In this case, the students must continue to be improved in the hope that they can support ongoing learning programs and can help improve the quality of graduates. Apart from the infrastructure side, which is no less important is the readiness of human resources as teaching staff and educational staff employees. Based on Republic Indonesia Minister Regulation PM 25/2019 concerning on "Organization and working procedure of Banten Shipping Polytechnic", it is explained education personnel as member of society who dedicated and appointed to raise the higher education practice, such as; technicians, administrative staff, laboratory assistants, and information engineering institutions.

Article 99 stated that educators and education personnel consist of State Civil Apparatus (ASN) or Non-ASN. The term education personnel in higher education institutions is often referred to as "Administrative personnel or employees". The role of education personnel in addition to supporting the implementation process of the Tri Dharma of higher education. Education staff plays an important role in planning full university activities both in the scope of budget activity planning, activity evaluation, annual activity reporting, provision of infrastructure, to improving the quality of institutions through the accreditation of study programs and institutions or SPMI applications, ISO quality standards and other types of quality standards.

Since the workload increases, the changes of work patterns can cause the increase of work stress and company impact. It shown from employee's self-efficacy at work. The problem of status changing of this organization should be anticipated by improving the organization and its employees. Implementing organizational learning method which constantly learn to increase and change their capacity. Organizational learning can be actions from personal or organization that will affect the organization. Organizational learning is a change in organizational knowledge to provide experience to the organization (Yi et al., 2019). Individuals continuously develop their abilities to achieve the expected results, by providing better thinking patterns with an open shared aspiration, and individuals can continue to learn. In organizational learning, an interactive learning process is needed to respond the internal and external changes in organization also the concepts that used in organization to describe the activities that occur in organization as a form of organization during the learning process in organization (Qi & Chau, 2018).

Sharing information and all members of the organization working together is a factor of critical success for organization that covers the entire organization and different levels of organization. Banten Shipping Polytechnic must also prepare for it all, especially the effect of the change in grade from the Center for Maritime Education and Training (BP2IP) to become a Shipping Polytechnic. To run the wheels of the Shipping Polytechnic organization, good management knowledge is needed for all elements. Management knowledge is increasingly important as a topic that needs to be researched because the role of management knowledge contributes to the performance of education personnel (Masa'deh et al., 2017). Increasing human resources can determine the nation progress. This is in line with the Regulation of Indonesian Government number 37/2009 which stated that universities or educational institutions have an important role in developing human resources and increasing the competitiveness of a country (Hakim, Wardhani, Fernandes, 2016). All educational institutions have an important role to develop human resources in a country (Paul et al., 2018), by providing a good learning process for Indonesian citizens.

Nowadays, the sophisticated effect of information system technology is inevitable. However, because the process of education, learning, research, and community service, especially administrative management managed by educational staff, should coincide with the advances in information technology. It means that educational staff, in carrying out their responsibilities of technical administrative management and services to support educational process in higher education institutions, demanded to be more professional work. Thus, the performance of education personnel on the management of academic administration and services to students and teaching staff in a higher education institution, especially the Banten and Barombong service Polytechnics.

Organizational culture is also important. Organizational culture has been provided in BP2IP Tangerang and BP2IP Barombong regarding several level for the last 25 years. They are first level of Seafarers' Training, second Level Seaman Training, third Sailors Training, and fourth Seaman Training, while after changing to Polytechnic Shipping Science will add several study programs. This increases workload, increases the number of students, which requires an organizational change following the current trend. Meanwhile, employee education are human assets with a crucial role of every activities in higher education of major role (Indarti et al., 2017). To accomplish their job, educational of employees have several issues include their over workload, and it can affect the level of work stress (Li, 2018). Even though the employee work stress can affect organizational performance (Lambert et al., 2016).

Many causes of stress at work can come from internal and external staff of education personnel. This can be overcome by the leader role in understanding the condition by taking an active role in seeing the work process carried out by his subordinates. This style of leadership has long been researched and in academia, it is called a leading member of change (Yanxia Wang et al., 2018). Leader member of Change has an important role in building good employee performance and organizational performance (Rurkkhum, 2018). Leader-member of change is a reciprocal relationship between leaders and subordinates in their work unit where the relationship is mutually constructive, mutual trust in information, and communicative, this is what is needed, such as the Banten polytechnic which is growing towards a National class Polytechnic and International. In addition to having an impact on the performance of the role of the leader of members of change, it can help increase the involvement of education staff employees in work, such as the problems currently being faced, namely the low involvement of educational staff employees in carrying out work. This attitude will be reflected in the willingness of employees to work hard, being able to identify what jobs are their obligations, and willing to spend their time on-campus activities (Lounsbury et al., 2016).

Personal qualities are an individual's interests, manner, and needs that influence their duty (Lounsbury et al., 2016). Individual characteristics include things like age or gender, marital status, personality traits, values, and manner that are personal or biographical. Their basic competence will affect how they act professionally (Robbins & Judge, 2019). Not only personal or biographical but the factor of work is also important because it can affect on their duties in environment. It is important to study to determine the problems of educational personnel at the Banten and Barombong shipping polytechnics.

Literature Review

Work Performance

Performance is a standard of a person's work or activity. In understanding the work performance, worker should to differentiate work actions and outcomes. Result showed an individual behavior that focuses on completing his work. Those aspects are the main aspect of performance. Good and poor employee performance can be seen from individual action. Performance is an employee work behavior designed to achieve the goals of organization (Ivancevich & Konopaske, 2014). Employee behavior to achieve the organizational goals called performance. It should be realized by every element, from the Director, to the ordinary employees. Every attitude of organizational members should relate to the achievement of company vision and mission. Jason A. Colquitt, et.al stated that in general work performance is compilation of values that contributes to employee behavior which aims to reach the organizational goals (Colquitt et al., 2020). Furthermore, according to Rue, performance is defined as employees' efforts linked to their abilities, the way they did their work, or the obligations they recognized in their work of actions; thus, performance considered as the percentage of person's relationship in particular scenarios (Rue et al., 2015). An employee can be indicated to have a good performance when he is able to carry out every obligation determined by the company.

Performance is the main focus of organization because of shadow on human resources business that should be continuously to be analyzed (Yu et al., 2018). It proves that employee performance is calculated by employee behavior in an organization that will have benefits on organization, such as building a good relation with customers, and being polite to stakeholders (Singh & Singh, 2018). Asiamah explains performance as the extent to staff work to achieve

goals as a role in their related organization (Asiamah, 2016). Employees can be said to have a good performance when they have done their work based on the aims of their organization. In this case, it summarized that person's behavior to obtain the organizational goals with attitudes, job values, procedures, and results of work.

Leadership

Leadership includes the process of influencing another person or group of people to determine the organizational goals. The leader needs to motivate his employees to obtain their goals, and influencing the improvement of group. It is because of the cumulative science nature will make a meaning and comprehensive concept (Wong, 2017). Furthermore, Gary Yukl's leadership is a process of supporting individual and efforts to achieve certain goals (G. Yukl & Gardner III, 2020). Influencing processes of leadership can affecting the events interpretation, organization of work and activities to achieve these goals.

Morath stated that information in the educational environment will be changed by the development of technology. Along with the improvement of technologies, political interests, and social forces. The education environment will regularly improve and increase their leadership skills (Martin et al., 2017). Leadership goals as leading others into pain, shielding the physical and human emotions of service members and their families. Nowadays, these challenges represent only part of the responsibilities faced by education leaders, as they should have the ability to guide the growth missions and operational environments where the forces beneath the correct time and place.

Jason A. Colquitt, et.al defines leadership as the power and influence to carry out the activities of employees towards the goals they want to achieve (Colquitt et al., 2020). The development of thinking related to leaders and leadership is an important treasure in understanding what and how leadership is, which is certain in the social life of society. Since the beginning, it is realized that one's leadership plays a role as a driving force in the process of cooperation between humans in a group or organization, including in the field of education. The same thing was expressed by Kreitner, namely that supervisors is social influence process from leader who pursues voluntary participation from employees to obtain the organizational purpose. This research conceptually assumes that leadership build participation of worker and obtain certain goals of the gesture power, influence, and provide direction.

Organizational Learning

Organizational learning concept revealed in late 1980s and commonly known after 1990 Peter Senge published a book entitled "The Fifth Discipline; The Art and The Practice of Learning Organization". Robert Kreitner highlighted Senge's notion explains the organizational learning to rise the change capacity. Peter Senge, in book Sengen (2004), uses five scope to confirm the understanding of organizational learning, as below:

- a. System thinking. A system that must cooperate to produce optimal performance. The process of thinking to describe and understand the work of other units and the relationships that determine the behavior of a system.
- b. Personal Mastery. Skills to clarify personal and organizational visions and see reality objectively. This can be achieved by individual learning of the organization.
- c. Mental Models. The assessment which has the purpose to understand the arise assumptions, beliefs, and prejudices on stimuli. The Mental Model allows humans to provide more quick work.
- d. Shared Vision. Organizational learning needs a view which is agreed by every member

of the organization. This vision will be united and persuade the enthusiasm and commitment to always be together, thus fostering motivation for employees to learn and continue to improve their competence.

- e. Team Learning. The Fifth Discipline Field book defines team learning as discipline that begins with "dialogue" the capacity of team members to make assumptions and provide the original "thinking together."

The organizational learning perspective can manifest through the set of work experiences and transforming the experiences into routines that will make the organizational behavior (İpek, 2019). Individual study is different from organizational studies (Yi et al., 2019). Lau defines organizational learning as a conventional learning system to provide worker with skills based on the organization need (Lau et al., 2019). Meanwhile, organizational learning defined as the way institutions building, adding, education organizing, activities and culture (Qi & Chau, 2018). Moreover, the element of institutions study involves the education achievement, information categories, definition, and the organization memories (İpek, 2019). This study suggests that institutions studies is a bureaucratic procedure among institutions members in order to acquire the education in the system of thinking dimension, shared vision, mental model, team learning, and personal mastery.

The Organizational Culture

Organizational culture feature that an organization owns that is different (Desselle et al., 2018). Organizational culture is defined as the values and standards of conduct that the organization's members regard as the fundamental guidelines for conduct within the organization (Jain, 2015). Edgar H.Schein describes organizational culture as a pattern of common basic assumptions which a group has learned to solve the external adaptation and internal integration problems; it can be considered as valid and educated to new members regarding the correct way of thinking related to the topic (Indarti et al., 2017). The shared system's meaning distinguishes one organization to others. Organizational culture consists of values and beliefs that guide how organizational members should behave.

Values that lead human resources to face the external problems and efforts to adjust integration of organization. Therefore, each member of organization should understand the values regarding how humans should behave. An organization's shared values, beliefs, and systems are known as its organizational culture (Kinicki & Williams, 2016). A system of shared values that emerges within an organization and governs how its members behave is known as organizational culture. Organizational culture is the social tradition of organization principle and etiquette. This research concludes that organizational culture values and norms mutually agreed and firmly held by organization member. It is used as a lead to carry out their works by shared values, norms and assumptions.

Self-Efficiency

According to the following quote, self-efficacy describes a person's skill to arrange and execute the actions in accomplishing the achievement. It is an established motivational construct in educational psychology and motivation part of self-regulatory types (Müller & Seufert, 2018). Self-efficacy defines individuals able to control various duties by adaptive actions the strengthen individuals to make a better life. Several researchers found a correlation between individual belief regarding their abilities and the performance level an individual can achieve. According to Bandura, self-efficacy is a perception of how an individual is able to be active in a certain situation. The instrument was adjusted into 10 items in 1995 (Teo & Kam, 2014). Based on the definition above, this research conceptually concludes that self-efficacy is

a personal self-belief that is able to accomplish a specific task in order to attain the expected result and objectives by the indicators to carry out the tasks, overcome the problems in tasks, and complete the duty

Methodology

This study was analyzed by the multivariate Structural Equation Model (SEM) technique. According to the consideration that SEM was able to simultaneously combine the simultaneously measurement models and structural models related to other multivariate techniques. It has the power to test direct and indirect impact. AMOS 22 and the SPSS program used to analyze the data as a descriptive statistical measure.

Results

Characteristics of Respondents based on gender. The results of frequency distribution of respondent characteristics based on gender there are 140 male respondents or 69.7% of all male respondents, while female respondents were 61 respondents or 30.3% of the total female respondents. Thus, shown that the most of respondents are male. Characteristics of Respondents based on latest education. The frequency distribution results of respondent based on the last knowledge, it shown that the respondents with the latest junior high school education (JHS) were 2 respondents or 1.0% of the total respondents with the last education of junior high school (JHS). Respondents with the latest high school education were as many as 37 Respondents or 18.4% of all Respondents with high school education, 1 respondent with a D1 education, 1 respondent or 0.5% of all respondents with a D1 education, 77 respondents with a D3 education or 38.3% of Overall Respondents with Diploma 3 education. Respondents with the latest education of Undergraduate were 14 Respondents or 4.5% of overall Respondents, Respondents with post-graduate education were 63 Respondents or 31.3% of overall Respondents. Hence, it shown that most of the respondents have the last undergraduate education.

Based on the Characteristic Respondents based on Age. The results of frequency distribution calculation by age it shown that 9 respondents aged less than 25 years or 4.5% of all respondents, 91 respondents aged 25 - 35 years old or 45.3 % of all respondents, respondents aged 36 years - 50 years as many as 95 respondents or 47.3% of all respondents aged 36 years - 50 years, respondents aged over 50 years as many as 6 respondents or 3, 0% of all respondents are over 50 years old. Thus, it can be seen that the highest frequency of Respondent Characteristics by Age was at the age of 36-50 years, while the lowest frequency of Respondent Characteristics by Age was at the age above 50 years.

Characteristics of Respondents based on Work Unit. The Frequency Distribution respondents' results based on the work Unit. There are 103 respondents who work at the Barombong Shipping Polytechnic work unit or 51.2% of all respondents who work in the Barombong Shipping Polytechnic work unit, while the respondents who work at the Shipping Polytechnic work unit Banten as many as 98 respondents or 48.8% of all respondents who work at the Banten Shipping Polytechnic work unit. It shown that the majority of respondents work at the Barombong Shipping Polytechnic work unit.

Complete Structural Model (Full Model) analyses is conducted after the

manifest/observed variables in calculating or developing the latent variables tested by confirmatory factor analysis. The SEM Model Evaluation Criteria, which govern model evaluation, must be met by structural analysis equation modeling of whole model. Among them are discriminant normality, singularity, data outliers, validity, multivariate multicollinearity, and Goodness of suitable illustration. The full model SEM using the SPSS AMOS 23 software. The results of the full model SEM calculation shown in the following Amos output:

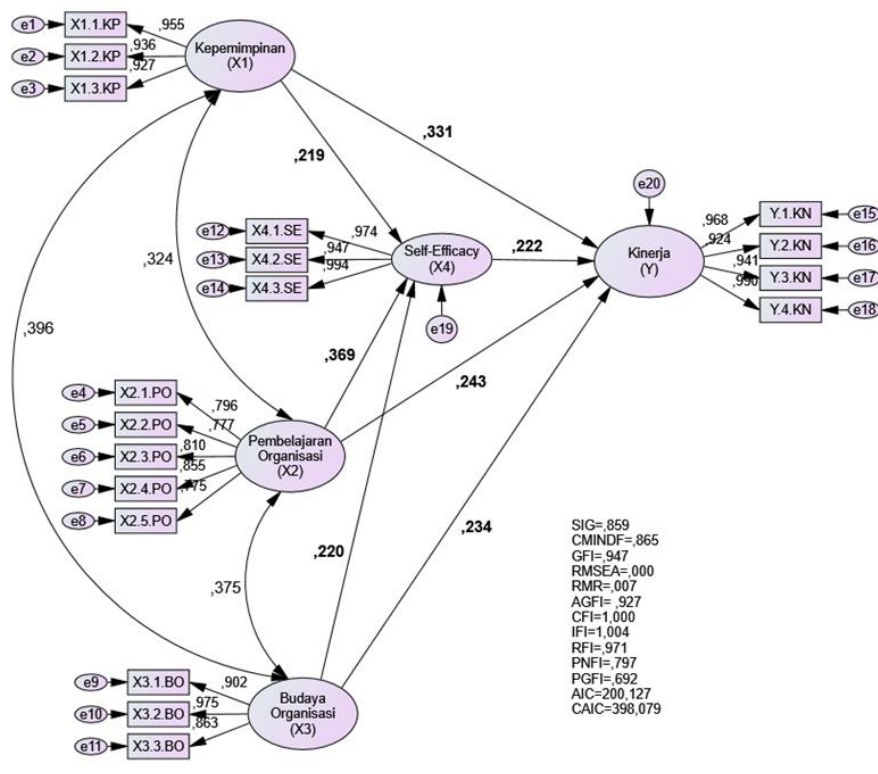


Figure 1. Standardized Solution Final Model of SEM

Based on the SEM Model above, it shown that the path coefficient value for each hypothesis and significance test. The direct effect path coefficient shown in Path Coefficient and C.R. (t-value) below.

Table 1. Path Coefficient and C.R. (t-value)

Variabel laten endogen		Variabel Laten eksogen	Std Estimate	Unstd Estimate	S.E.	C.R.	P
Job performance_Y	<---	Leadership (X1)	0,331	0,357	0,060	5,958	***
Job performance_Y	<---	Organizational Learning (X2)	0,243	0,404	0,102	3,957	***
Job performance_Y	<---	Organizational culture (X3)	0,234	0,253	0,061	4,127	***
Job performance_Y	<---	Self_Efficacy(X4)	0,222	0,222	0,061	3,652	***

The null hypothesis was predicted to be accepted by the appropriateness test model. The test was performed in SEM utilizing a variety of conformance measures (Goodness of Fit

Test-GOF). The fit metric goodness used to evaluate the acceptability of research data inside model study, or to assess the suitability of actual or observational input (covariance/correlation matrix) within the planned of model's prediction. The table below showed how the fit test model in full model SEM:

Table 2: The Fit Test for full Model SEM Model

Absolute fit measure			
Goodness-of-fit	Cut-off value	Results	Significance
p-value (Sig.)	> 0,05	0,859	Good fit
Chi-square/df	≤ 3	0,865	Good fit
GFI (Goodness of Fit)	≥ 0,90	0,947	Good fit
RMSEA (Root Mean square Error of Approximation)	≤ 0,08	0,000	Good fit
RMR (Root Mean Square Residual)	≤ 0,05	0,007	Good fit
Incremental fit measure			
Goodness-of-Fit	Cut-off Value	Results	Significance
AGFI(Adjusted Goodness of Fit Index)	≥ 0,90	0,927	Good l fit
CFI (Comparative Fit Index)	≥ 0,90	1,000	Good fit
IFI (Incremental Fit Index)	≥ 0,90	1,004	Good fit
Relative Fit Index (RFI)	≥ 0,95	0,971	Good fit
Parsimonious fit measure			
PNFI (Parsimonious Normed Fit Index)	Small	0,797	Marginal fit
PGFI (Parsimonious Goodness Of Fit Index)	Near 1	0,692	Good fit
AIC (Akaike Information Criterion)	<342,000	200,127	Good fit
CAIC (Consistent Akaike Information Criterion)	<1077,865	398,079	Good fit

Based on the model fit test output of the full model fit model SEM, most of the criteria for the fit model were in the good fit category. Meanwhile, according to Latan (2012: 49) 4–5 Goodness of fit criteria were sufficient to assess the feasibility of a model, given that each of the Goodness of fit criteria is represented, namely absolute fit indices, incremental fit indices, and parsimony indices. As a result, the Goodness of Fit test Model complete Model SEM can be accepted, implying that the covariance matrices of observed variable data (manifest) and the covariance matrices of the given model were not significantly different. This demonstrated that the research model's structural equation can be utilized to describe the influence of external and endogenous variables.

Discussion

Based on the calculation results of Structural Equation Modeling the direct influence of leadership (X1) to Job Performance (Y), path coefficient value β_{y1} amounting to 0,331 and CR (t count) amounting to 5,958, therefore value CR (5,958) $\geq 1,96$, then accept H_0 , refuse H_1 . It can be interpreted that there is a positive direct influence on leadership (X1) to Job Performance (Y). The hypothesis results provide the findings that leadership (X1) has a positive direct effect on performance (Y). it is clarified that the better leadership will lead to rise a performance

mutually. The worse leadership will cause a lower performance. It shown that the magnitude of the direct influence of leadership on performance is 33.1%. The findings of study show that leadership has a positive effect on performance.

The leadership variable has the greatest value when compared to other exogenous variables such as organizational culture, self-efficacy, and organizational learning. This confirmed the research results of Huijun Yang and Jianjun Yang (2019) which in his research said that to improve the performance of employees in companies in China, transformational leadership is needed in leading the organization/company. The conditions in the Barombong and Banten Polytechnic fields as Polytechnics that are still new require proper leadership in achieving the goal that settle at the beginning because leadership is a way that a person has in managing many employees to work together and make efforts with enthusiasm and the belief to achieve the goals that the organization has set, leadership affirmed a part of a head in operating, an encouraging and arranging all the elements in the organization to obtain the desired organizational goals to produce performance (G. Yukl & Gardner III, 2020).

The first dimension, such as the strength of influence, has the highest SLF value of latent leadership. According to the standardized loading factor value. This is a significant finding for both the Banten or Barombong Shipping Polytechnic to improve performance quickly and efficiently, namely paying attention to the leadership variable which takes into account the power of the leaders in influencing it. In influencing subordinates, leaders at the Polytechnic can find out some of the techniques proposed by Jason A. Colquitt, including:

Most effective, things that can be done include rational persuasion approach, consultation, provide inspiration Collaboration between leaders and employees or employees with employees.

Effective, things that can be done include: giving praise to subordinates, taking a personal approach to each employee, changing positions or making a rotation, giving assessments to employees transparently.

Less Effective, things that can be done include: giving pressure to employees in carrying out their activities conducting coalitions according to the needs in the field.

After studying the techniques above, the leader can choose and apply them in his place or field of work following the needs and conditions in the field. Colquitt in his research explained that the most appropriate leadership today is transformational leadership which has been proven to affect employee performance (Colquitt et al., 2020). The success of an organization both as a whole and individually depends on how effectively the leader coordinates all employees to work according to predetermined targets. Increasing employee performance means achieving the work of a person or employee in realizing organizational goals. In every organization, there must be a leader and a person who is being led. Leaders must be on good terms with those they lead. The leader must know the people he leads in an organization. Leaders are also responsible for all matters relating to the organization in which they carry out transformational leadership, which can affect loyalty to leaders and they are motivated to do more than what they initially did. Transformational leaders can motivate followers by making employees more aware of the importance of performance, encouraging them to go beyond their self-interest for the sake of the organization (Manning & Curtis, 2015).

The characteristics of a good leader include: Energy has mental and physical strength, Emotional stability, a leader should not prejudice against his subordinates. Leaders should not

be quick to get angry with their subordinates and leaders must have great confidence in their ability to lead and work. In human relations, the leader must have adequate knowledge of the relationship between employees in a way about the character of each subordinate, understand the conditions at work, and other related factors. Self-motivation; Every leader must have a desire to be a great leader and be able to motivate himself to become a great leader and be useful for the organization where he works. Communication skills; Every leader must have skills and skills in communication. Teaching skills; having the ability to teach means being able to provide appropriate explanations to all subordinates of the work to be delegated to their subordinates, besides the leader must help each of his assistants to develop the potential of his subordinates. Social skills; the leader must have expertise in the social field to guarantee the trust and loyalty of his subordinates. Leaders must always be helpful, friendly, and flexible in relationships. Technical skills; leaders must have skills in analyzing, planning, organizing, delegating authority, making decisions, and being able to formulate concepts. A citation will be pleasant if the leader can be accepted by his subordinates, the duties and everything related to it is clearly defined using the authority and power formally applied to the position of a leader in the workplace.

The second, Structural Equation Modeling results of direct effect in Organizational Learning (X2) to Job Performance (Y), path coefficient value β_2 amounting to 0,243 and CR (t count) amounting to 3,957, therefore value $CR(3,957) \geq 1,96$, accept H_0 , refuse H_1 . It can be assumed that there is a positive direct influence on organizational learning (X2) to Job Performance (Y). The hypothesis analysis results contribute the findings that Organizational Learning (X2) has a positive direct effect on performance (Y), which means that the better organizational learning causes increased performance mutually, the poorer organizational learning will cause a decrease in performance. The amount of direct influence of organizational learning on performance is 24.3%. Results of the study indicate a beneficial impact of organizational study on performance. The latent variables of organizational learning had the highest SLF value in the fourth dimension, as measured by the value of the standardized loading factor. Namely share vision, which is an ideal future picture that is formed by members of the organization based on personal vision, shared vision is shared because all members have a share in the formulation and its formation. Creating a feeling of togetherness and giving coherence to a variety of different activities.

The Banten and Barombong Shipping Polytechnic must have a vision and mission, currently, the role of a leader can share the vision with all employees by prioritizing common interests over personal interests. The learning organization developed by Marquardt as a system consists of 5 sub-systems that are closely related and mutually support one another, namely 1 (or) the core sub-system is the learning of 4 supporting sub-systems including organization, people, knowledge, and technology. Share vision, this discipline includes the expertise to see the future to be realistic and trustworthy, contains an appeal to build commitment and reach for the future by mobilizing resource capabilities. Share vision is a vision that is formed from an individual vision with the aim that the organization's vision is a reflection and reflection of a personal vision. The shared vision is vital in organizational learning because vision can provide focus and energy for the learning process. A shared vision is not only important at the beginning of the formation of the organization so that it can be used as a guide, but also during the life of the organization. A shared vision needs to be maintained and reviewed; therefore, organizational life is greatly influenced by changes in the external organization. The power of a personal vision is obtained from a deep concern for those who have a vision, while the power of a shared vision is obtained from a shared concern. To be able to realize the shared vision, an effective leader will always think in multiple time horizons, namely in making decisions not

only thinking for a moment or the present, but also thinking about how the impact of decisions taken for the future, and seeing future experiences. It will not be repeated failures that have happened in the past.

In achieving the learning organization's principles, the first stage is to create a communication system to facilitate on the basic learning organization. The use of technology will continue to transform the workplace by allowing data freely and providing universal access. It is also essential to explain more complex concepts in precise language throughout the work unit. The second stage is to organize a readiness questionnaire that contains the following seven dimensions; provide continuous learning and strategic leadership, promote inquiry and dialogue, encourage collaboration and team learning, create embedded structures for capturing and sharing knowledge, empower communities towards a common vision to make system connections.

The third stage is committed to producing, supervising, and supporting an atmosphere that acquires the knowledge. The fourth step is to build an organizational vision and write a mission statement with the assistance of all employees. The fifth step is to apply training and awareness programs to develop the skills and understanding attitudes needed to achieve the mission statement's goals, including the ability to work well with others, be more verbal, and network with people all over the organization. The sixth stage is communicating corporate culture change by integrating human and technical systems. The seventh stage is starting a new practice emphasizing team learning and contribution. Employees will be more interested in self-organization and management of better equipped to meet the challenges in ever-changing workplace. The eighth stage allows employees to question essential business practices and assumptions. The ninth stage is developing applicable expectations for future action. The tenth stage is a reminder that becoming a learning organization is a long process and that minor setbacks must be avoided.

Organizational learning is an organization continuously learning to increase its changing capacity based on the development of times. Organizational learning is a core competency form that allows it to respond to changing environments and conditions in the market (Yi et al., 2019). A vision of the future truly belongs together when individuals and organizations have the same picture and are mutually committed to achieving it. There are several descriptions of individual reactions and attitudes to a shared vision Commitment (agreement), both want and strive to make it happen Enrollment, want and do whatever can be done within certain limits following applicable regulations. Compliance sincere and formal compliance, reluctant compliance, non-compliance because they do not see the benefits of the vision and will not do what is expected. Apathy does not support or oppose the vision but there is no interest.

Based on the results of Structural Equation Modeling the direct effect of Organizational Culture (X3) on Performance (Y) the path coefficient value of β_{31} is 0.234 and CR (t count) amounting to 4.127, because of the CR value $(4,127) \geq 1,96$, refuse H_0 , accept H_1 . It can be clarified that there is a positive direct influence of Organizational Culture (X3) on Performance (Y). The results of the hypothesis provide the findings that Organizational Culture (X3) has a positive direct effect on performance (Y), it can be clarified that the higher the Organizational Culture (X3) will cause an expansion performance inversely, the lower the Organizational Culture (X3) will cause a decrease in performance. the amount of direct influence of organizational culture on performance was 23.4%. The study indicate that organizational culture has a good effect achievement.

According to the standardized loading factor value on the latent variable of organizational culture, the greatest SLF value is in the second dimension, namely shared norms. Culture is an integration of the values that exist in an organization that is inherent in all organizational components from the time the organization was born until now. Organizational culture is a characteristic that is upheld by the organization, through organizational culture the leader can improve employee performance. This is in line with Robbins' opinion, namely that a strong culture will have a big influence on the behavior of its employees because the high level of togetherness and intensity creates an internal climate of high behavioral control (Robbins & Judge, 2019).

Culture is the root of the tradition, so culture reflects what is done and not what will apply. Employees form an overall subjective perception of the organization based on factors such as innovation, team orientation, results orientation, and people orientation. This perception becomes the culture or personality of the organization. These supportive or unsupportive perceptions then influence employee performance with a greater impact on the stronger culture. Organizational culture is formed by several elements including the level of tolerance at work, the pressure received by members of the team, employee support for the organization (Robbins & Judge, 2019). Many factors affect organizational performance including organizational culture.

The parts of organizational culture that can be applied by employees include attributes, slogans, regulations that apply in the organization and so on. All of these elements are held tightly by employees and can be a predictor of future organizational performance. Organizational values and beliefs are the basis of organizational culture. Both play an important role in influencing ethical behavior. According to Kreitner, organizational culture has 5 key components including: Value is the concept of trust. Regarding desired behavior, very important circumstances, guidelines for selecting or evaluating events and behaviors and sequencing of relatively important ones.

Organizational culture system that exists in company that can be used as a distinguishing feature from other organizations, besides that organizational culture has an impact on the formation of employee work behavior, has an impact on determining the productivity of an organization, is part of employees' expectations of the organization and has a direct impact. and positive on the formation of organizational or individual performance (Ivancevich & Konopaske, 2014). Through organizational culture, a leader can create a pattern or system that can control employee performance, with an organizational culture approach that will be more easily accepted by all employees in making breakthroughs or policy updates that will be implemented by leaders. This has been proven by several large companies such as Google, Facebook, Amazon, and others.

Based on the results calculation of Structural Equation Modeling, the direct effect of Self-efficacy (X4) on Performance (Y) is the value of path coefficient. $\beta_4 = 0.222$ and CR (t count) amounting to 3,652, hence the CR value $(3,652) \geq 1,96$, then refuse H_0 , accept H_1 and it can be clarified that there is a direct positive effect of self-efficacy (X4) to Performance (Y). The results of the hypothesis analysis provide the findings that Self-efficacy (X4) has a positive direct effect on performance (Y) This clarified that the higher Self-efficacy (X4) will cause a performance increment mutually. Low Self-efficacy will cause a decrease in performance. The amount of direct effect of self-efficacy on performance is 22.2%. The study findings showed that self-efficacy has a positive effect on performance.

Based on the standardized loading factor value on the latent self-efficacy variable, the largest SLF value is in the third dimension, namely completing tasks. The challenges or obstacles of each employee in completing tasks are very diverse, this can be seen from the performance achievement of each employee. Sometimes employees themselves do not know themselves well which causes a decrease in employee self-efficacy at work. Tschannen-Moran and Hoy explained that self-efficacy can affect employee performance. Self-efficacy or self-confidence is very important for everyone when faced with certain problems. This is reinforced by the evidence that self-efficacy greatly affects our lives. Self-confidence is an aspect of human personality essential in actualizing its potential. Without self-confidence, many problems that arise cannot be appropriately resolved. It will affect decreasing performance achievement.

Meanwhile, Locke quoted by Stephen P. Robbins and Timothy A. Judge saw self-efficacy related to a person's willingness to set challenging performance goals. Self-efficacy with one's willingness to set challenging performance goals (Robbins & Judge, 2019). Then it was emphasized again by Timothy following the results of his research through a meta-analysis which said that self-confidence had a very strong relationship with performance (Robbins & Judge, 2019). Self-efficacy is a form of belief in a person for his abilities that are needed to carry out certain tasks. Self-efficacy is one of the most influential aspects of self-knowledge in everyday human life. This is because the self-efficacy that is owned influences the individual in determining the actions to be taken to achieve a goal, including the estimation of various events to be faced.

Self-efficacy is defined as the belief that employees have the skills necessary for the behaviors required for several successful tasks (Colquitt et al., 2020). It is a belief that someone has the skills needed to carry out the tasks required with success. This opinion is reinforced by Don Hellriegel and John W. Slocum, Jr. said that if workers have low self-efficacy, they believe that no matter how hard they strive, something will happen to stop them from achieving the level of desired performance. Self-efficacy affects people's choice of tasks and how long they will spend trying lessons to achieve their goals. Every employee with the desire to carry out the tasks that are carried out must have high self-efficacy so that carrying out the tasks can run well following the desired goals. Often the increased performance achievement of someone who has high self-efficacy exceeds what is the goal of the organization, this is evidence of the performance of individuals who have high self-efficacy.

According to Bandura, self-efficacy is the assessment of a person's capacity to organize and carry out actions that result in the accomplishment of specific objectives (Bandura, 1995). Bandura uses the term self-efficacy to refer to belief in a person's ability to organize and carry out actions for the achievement of results. Beliefs are a key source of human action. What people think, believe, and feel affects how they act. 4 main sources can affect self-efficacy including:

Permanent mastery or experience. Employee past events regarding success or failure that employees have experienced at work. Successes increase the confidence value and lower repeat failures are due to a reflection of a lack of effort or unsuitable external circumstances. A strong feeling of confidence may be developed through repeated successes. When it comes to failure, people often attribute it to external reasons such as a lack of effort or a poor strategy.

Self-experienced. When someone observes other people performing similar jobs,

they may form opinions about their own talents. Others' success suggests that they are capable of performing the same task, whilst others' failures may indicate that they are unable to perform the task. People compare themselves to others based on their age, gender, race, educational and socioeconomic status, ethnic markers, and estimates of their ability to do activities.

Social Persuasion. Self-assessments of competence are influenced by the opinions (judgments) of others who appear to have evaluative power. When presented with challenges, those who are verbally convinced that they can complete a task are more likely to stay on task longer and develop sentiments of self-efficacy. Increasing one's unrealistic self-efficacy goes hand in hand with failure on assignments; yet, it will simply cause one to lose faith in the persuader and undermine one's perceived self-efficacy further.

Psychological or emotional state. Most people show indicators of anxiety, astonishment, pain, weariness, fear, disgust, and other negative emotions under stressful situations. Self-efficacy can be influenced by one's perception of this response. Feelings, rather than a genuine urge for appearing in risky situations, impact a person's own self-efficacy decisions. Also, because mood influences a person's memory, mood affects perceptions of self-efficacy, which is included in psychological activation. Memories are kept of past accomplishments and mistakes. Positive emotions evoke memories of past successes, whereas negative emotions evoke recollections of past failures. Success is accompanied by high levels of self-efficacy when one is in a good mood.

Conclusion

This study tried to examine the Model of Work Performance Polytechnic in Pandemic Covid-19. Thus, based on the result above, it can be concluded that the leadership role has a superior factor in the employee performance formulation, which may be concerns for leaders at Banten and Barombong Shipping Polytechnic.

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