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Covid-19

 Replenishment Strategy Based on Historical Data and Forecast of Safety Stock

 Jani Rahardjo

 Universitas Kristen Petra

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The Impact of COVID-19 Pandemic on Commitment and Performance of Academic Support Staff

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ABSTRACT

The article discusses changes in commitment and performance of academic support staff in higher education. Work situations and locations changes due to the COVID-19 pandemic, are suspected to affect the commitment of academic support staff, both affective, normative, and continual commitments, which in turn can affect their performance in serving academic units. The research was conducted by collecting data using a purposive sampling. Analysis of differences in commitment and performance of academic support staff based on differences in gender, position, and proportion of telework (between work from home and work from office), tested with One-Way Anova and effect analysis from commitment to employee performance was tested using Structural Equation Model. The results of the research show that female staff with positions as division heads who work from home, are more loyal to institutions, have higher improvement efforts, and perform better work efficiency than male staff. Furthermore, continual commitment, which is measured in staff readiness to learn the online system, take initiative in conditions of social restriction, and improvement efforts, has the strongest impact on employee performance.

Keywords: *Affective Commitment, Normative commitment, Continual commitment, Higher education performance, Academic support staff.*

1. INTRODUCTION

Amidst the COVID-19 pandemic, higher education institutions implemented restrictions on activities, minimized direct interaction between lecturers and students in relation to the teaching and learning process, and prohibited in-person meetings between academic staff and academic support staff. Amidst this challenging circumstance, the majority of higher education institutions have transitioned to online learning and remote work. The task of working remotely poses a significant difficulty for both faculty members and support staff in the academic field. The staff encounter challenges such as unfamiliarity with the culture and organizational climate at home, loss of concentration caused by frequent disruptions from family members, conflicts between work and personal life, and imbalances between work and personal life. A significant number of employees lack the preparedness to operate an online work system, and they also lack sufficient IT equipment. The majority of the personnel are experiencing high levels of stress and are unsatisfied with their current positions. The staff members feel uncertain about the success of their institution, their job stability, and their future prospects [1].

The primary duty of an institution is to ensure the welfare of its employees and effectively engage them to foster a sense of commitment and satisfaction. Employees that demonstrate a strong dedication to their organization consistently experience high levels of job satisfaction. Leaders must cultivate motivation, boost morale, ensure security, and foster an open environment, enabling personnel to readily reach out to them in case of any issues. In this challenging environment, leaders can employ multimedia as a means of communication. It is imperative to have a

clear and open guideline to alleviate any tension that employees may experience over their work [2].

Amidst this pandemic, numerous alterations have taken place. Work methods and systems must adapt to the specific constraints of each situation. The workload, which was typically substantial, had a significant and rapid reduction during the pandemic. The personnel is concerned about the potential decrease in income resulting from a decrease in the workload. The dedication of the staff can be compromised, resulting in a decrease in the institution's performance. Ensuring worker commitment is crucial for higher education institutions, particularly during challenging periods, as it is a valuable asset [3].

To successfully manage resources during challenging times, it is crucial to assess the impact of changes in work mechanisms and conditions, potential revenue cutbacks, and greater uncertainty on staff commitment. Additionally, the devotion of the personnel may be influenced by factors such as their origin, disparities in income, and family responsibilities. Moreover, the impact of variations in dedication on their performance. It is crucial for higher education institutions to be aware of this development in order for HRD managers to effectively manage them. Previous researchers have conducted studies on the significance of staff commitment as a crucial component of a company's human capital, as well as the correlation between commitment and staff performance in an institution [4, 5, 6, 7, and 8]. Amidst this extended pandemic, it is imperative to analyze alterations in the dedication and effectiveness of the academic support staff in a higher education institution.

2. LITERATURE REVIEW

Employee commitment, often known as job commitment, can manifest in various ways. Various definitions of commitment in several circumstances. Goal-related commitment refers to being dedicated and determined to attain specific goals. It is characterized by a strong belief in the importance of these goals and a strong desire to accomplish them [5]. Organizational commitment refers to the psychological condition in which individuals feel a strong attachment to their organization, resulting in increased loyalty and decreased likelihood of leaving the organization [9]. Work-related commitment refers to the likelihood that an individual would remain employed in a certain job and experience a strong psychological connection to it [4].

Employee commitment can be categorized into three dimensions: affective commitment, continuance commitment, and normative commitment [9]. Affective commitment refers to the presence of positive emotions such as affiliation, attachment, and involvement towards the organization, which are shown in the employee's emotional display. Specifies the nature of the link that is established between these two entities. Affective commitment is a measure of the extent to which employees identify with a certain organization. An employee who possesses this level of devotion experiences workplace satisfaction, where work is not seen as an obligation [8]. Affective commitment is characterized by experiencing contentment in dedicating one's entire career to the organization, perceiving organizational issues as personal concerns, considering the organization as an integral part of one's family, developing emotional attachment to the organization, attributing multiple significances to the organization, and possessing a strong sense of affiliation with the organization [9]. Continuance commitment is the outcome of the perceived expenses linked to departure and is connected to the extent to which employees feel compelled to remain in their organization. The primary motivation for employees who are continuance committed is their desire to remain with the organization. The need to remain with organizations can stem from various factors, but the primary reasons typically revolve around limited employment options and compensation. Continuance commitment is demonstrated when an employee experiences challenges in resigning from their job, despite their personal desire to do so. A multitude of processes and operations will experience significant disruption in the event of the employee's departure from the firm. Remaining employed inside a business is a fundamental requirement and aspiration for an employee. Employees perceive limited alternatives when contemplating departure from the organization. One unfavorable outcome of quitting a job in modern organizations is the scarcity of other options available elsewhere. One of the primary factors that motivates employees to stay with the firm is the significant personal sacrifice that would be necessary if they were to leave [9]. Normative commitment refers to a sense of duty and obligation to stay with the organization, which

arises from personal values and beliefs that are influenced mostly by the societal norms prevalent in a certain society. Furthermore, the employee perceives the work performed as his responsibility. He believes that he deserves a unique and elevated degree of allegiance. An individual with this level of dedication holds the belief that it is fitting to adhere to moral standards, thus, perceiving the responsibility to maintain employment [8]. Normative commitment is characterized by a sense of obligation to stay in the group, experiencing shame if leaving, feeling a duty to be loyal, and believing one owes a great deal to the organization [9].

Employee dedication is a crucial element that significantly impacts the achievement of an organization [8]. The level of dedication exhibited by employees is crucial for the overall effectiveness of a firm. The level of dedication and loyalty exhibited by employees has a direct impact on the company's profitability, as well as its ability to generate more sales, maintain customer happiness, and reduce staff turnover. Employee commitment can be impacted by various aspects, including gender, job kind, tenure, and management approach [7]. The performance of an organization is significantly impacted by the performance of its employees; no organization can function alone. Employees are the organization's most significant asset, as they are responsible for coordinating all other resources to achieve the best possible outcomes. Dedicated employees are crucial for the organization as they significantly influence higher organizational performance and minimize employee turnover rates. Moreover, the success of a firm is intricately linked to the degree of employee dedication. Committed employees demonstrate higher levels of organizational loyalty, leading to increased tenure, greater dedication, and improved performance compared to individuals lacking commitment. Employee dedication can have a positive impact on the organization by enhancing performance, decreasing absenteeism, and lowering turnover, leading to long-lasting productivity [7].

Amidst this pandemic, it is crucial to uphold and enhance staff dedication. Employee commitment is a significant factor that influences both employee loyalty and organizational performance. It is important to acknowledge that organizations are facing escalating demands and difficulties during this pandemic, leading to intensified rivalry. The heightened expectations and obstacles have led to a decrease in businesses' dedication to their employees. Employee dedication to their work and loyalty to the organization is also diminished. The company must proactively anticipate and regulate this decrease in commitment. Conversely, individuals that are committed to their work contribute additional benefits to the organization, such as their strong resolve, proactive assistance, above-average productivity, and attentiveness to quality. Nonetheless, people lacking commitment to their work can impede the achievement of corporate success [6].

3. HYPOTHESES OF THE STUDY

According to the literature review conducted, it is imperative to examine the following hypotheses:

Heading 1. There is no discernible disparity in affective commitment across males and females, across different work positions, and among varying proportions of work from home (WFH) and work from office (WFO) among academic support personnel in higher education during the Covid-19 epidemic.

The user's text is "H2." There is no discernible disparity in the level of commitment to continue working among male and female academic support workers in higher education, regardless of their job positions or the proportion of their work done from home (WFH) or office (WFO) during the Covid-19 epidemic.

Heading 3. There is no notable disparity in the normative commitment across males and females, across various work positions, and between different proportions of work from home (WFH) and work from office (WFO) among academic support workers in higher education during the Covid-19 epidemic.

The user's text is "H4." There is no notable impact of emotional dedication on the job performance of academic support workers in higher education during the Covid-19 epidemic.

The evaluation of staff performance was conducted through the use of a Likert scale, which consisted of four statement questions. Each item was rated on a scale of five categories, ranging from "agree" to "disagree". The instrument's validity and reliability were assessed, and it was determined that the instrument is valid and reliable, with a Cronbach's alpha coefficient of 0.8, indicating high reliability for this performance scale. The data collection was conducted offline between July and September 2021. A total of 375 questionnaires were distributed, out of which 242 questionnaires were fully completed by the respondents in all aspects. Therefore, the response rate was 64.5%. In addition, data analysis involves the use of descriptive statistics. The normality of the data is assessed using the Shapiro-Wilks test, while the homogeneity of variance is verified using Levene's test. Furthermore, the Mann-Whitney test is employed to compare groups of respondents. The link between the construct of commitment and employee performance was examined using Structural Equation Modeling (SEM) with SmartPLS 3.0 software [11].

5. RESULT AND ANALYSIS

The participants of this study (Table 1) consist of academic support workers employed by a prominent

Table 1 Respondent Demography

Gender	Men 55.0%	Women 45.0%		
Position	Head of unit 3.7%	Head of Div 8.7%	Staff 71.1%	Field officer 16.5%
Telework	More WFO 28.5%	Balanced 35.5%	More WFH 35.5%	

Heading 5. Normative commitment does not have a notable impact on the effectiveness of academic support workers in higher education during the Covid-19 epidemic.

Heading 6. Continual commitment to employee performance of academic support workers in higher education during the Covid-19 epidemic does not have a major effect.

4. RESEARCH METHODOLOGY

This study employed a descriptive methodology to examine and compare affective commitment, continuance commitment, normative commitment, overall commitment, and performance among male and female academic support staff in higher education during the Covid-19 pandemic. The study also considered the impact of different family burdens, levels of responsibility, and sources of additional income on these variables. The research population consists of all academic support personnel employed in private higher education institutions in Indonesia. The sample for this study was selected from the academic support staff of a specific private higher education institution in Surabaya, using a purposive sampling approach. The data were gathered by the utilization of a survey that was formulated by Allen and Meyer [9]. The questionnaire comprises many question items for the affective commitment scale, continuation commitment scale, and normative commitment scale.

private higher education institution in Surabaya. In cases where the distribution of men and women was equal, with 55% men and 45% women, the majority of individuals had staff roles, accounting for 71.1% of the total. Additionally, there was a nearly equal amount of individuals who worked from home (35.5%) and those who worked from the office (28.5%), with the remaining 35.5% balancing both work-from-home and work-from-office arrangements.

5.1. Difference of Employee Commitment and Performance based on Gender

According to the results of Levene's test for equality of variances and t-test for equality of means (Table 2), there is a substantial difference between male and female academic support personnel in terms of affective commitment. This difference is particularly noticeable in the markers of loyalty and honesty. Female employees exhibit a greater inclination to be transparent and candid than their male counterparts in discussing the challenges they encounter while working amidst a pandemic. Additionally, women demonstrate a higher level of allegiance to the organization. Meanwhile, in alternative realms of dedication, the situation remains unchanged. According to employee performance evaluations, there is a notable disparity in job efficiency between women and men. Specifically, women employees have been reported as working more efficiently throughout the epidemic.

5.2. Difference of Employee Commitment and Performance based on Position

When examining the commitment levels based on position (as shown in Table 3) using One Way Anova, it is observed that the majority of the indicators do not exhibit significant differences. Significant variations are observed solely in the loyalty and responsibility indicators on the Affective Commitment component. The divisional leader exhibits greater allegiance than the field officer, while also shouldering greater accountability than the unit leader. Significant disparities are observed solely in the indicators of obeying instructions, where the head of unit and head of division exhibit higher levels of obedience compared to field officers, within the Normative Commitment dimension. Significant variations are only observed in the measures of taking initiative and improvement effort on the Continual Commitment dimension. The head of the division has greater initiative than the field officer, whereas both the head of the unit and the head of the division exhibit greater improvement effort than the field officer. In addition, while examining employee performance, the head of division demonstrates substantially greater efficiency than the field officer, and the head of division also exhibits significantly higher timeliness compared to the head of unit.

5.3. Difference of Employee Commitment and Performance based on Proportion of Telework

When examining the level of commitment based on the proportion of telework, as shown in Table 4, there are differences in commitment levels for those who work more from the office (more WFO), those who work more from home (more WFH), and those who have a balanced mix of working from home and the office (WFH and WFO). Upon conducting a One-Way Anova analysis, it was determined that the majority of the indicators exhibit no significant differences. The distinction lies solely in the loyalty, sense of belonging, and honesty indicators within the Affective Commitment dimension, the obey order indication within the Normative Commitment dimension, and the development effort indicator within the Continual Commitment dimension. Academic support employees that have a greater percentage of working from home (WFH) and a balanced combination of WFH and working from the office (WFO) exhibit higher levels of loyalty compared to those who mostly work from the office (WFO). The level of institutional affiliation is notably greater among staff members who predominantly work from home (WFH) compared to those who primarily work from the office (WFO), but it is not significantly different from staff members who have a balanced mix of WFH and WFO. In a similar vein, employees who work predominantly from home perceive their honesty levels to be notably greater compared to those who work predominantly from the office. However, this is not the case for employees who have a balanced work arrangement between the office and home. In addition, the study discovered that

employees who worked from home (WFH) more frequently and had a balanced percentage of work done from home (WFH) and work done from the office (WFO) had a considerably higher level of commitment to following orders compared to employees who mostly worked from the office (WFO). Similarly, when measuring improvement effort, employees who work from home (WFH) demonstrate considerably higher levels of improvement effort compared to those who work from the office (WFO). However, for employees who have a balanced work-from-home (WFH) and work-from-office (WFO) schedule, there is no discernible distinction.

5.4. Effect of Commitment to Employee Performance

Presented is a structural equation model (Figure 1) that aims to investigate the influence of emotive, normative, and ongoing commitment on employee performance. Before examining the impact relationship, this model was evaluated for its goodness of fit using the coefficient of determination R². The obtained R² value of 0.828 indicates that 82.8% of the variability in employee performance can be explained by the variability in the three predictor variables: affective, normative, and persistent commitment. This conclusion is based on the sample data collected for this study. Consequently, this structural equation model effectively represents the sample data and is appropriate for further study.

Based on a significance level of $\alpha=5\%$, three commitment variables have a substantial positive influence on employee performance, as indicated in Table 5. The variable of ongoing commitment has the most significant influence on employee performance, with a path coefficient of 0.619. This indicates that a one-level rise in continuing commitment will result in a 61.9% impact on employee performance. In addition, normative commitment has a substantial positive effect of 0.205 on employee performance. This implies that a one-level rise in normative commitment will result in a 20.5% improvement in employee performance. Affective commitment has a substantial and favorable effect of 0.174 on employee performance. This implies that a one-level increase in affective commitment will result in a 17.4% improvement in employee performance.

The unwavering dedication demonstrated by employees who are eager to acquire new knowledge, proactive in taking initiative, consistently striving for enhancements, punctual in attendance, and consistently prepared for work, has the most profound and substantial influence on employee performance amidst the Covid-19 pandemic. This is in contrast to normative commitment and affective commitment. Normative commitment is assessed based on employees' willingness to collaborate, follow directions or regulations, and consistently value suggestions. Affective commitment can be discerned through employees' feelings of belonging, honesty, and accountability.

Table 2 Difference of Employee Commitment and Performance based on Gender

Dimension	Indicators	Levene's Test for		t-test for equality of means		
		variances		<i>t</i>	Sig. (2tailed)	Mean Difference
		<i>F</i>	Sig.			
Affective Commitment	Loyalty	18,84	0,00*	-2,09	0,04*	-0,08
	Sense of belonging	5,34	0,02*	-1,33	0,18	-0,07
	Honesty	12,18	0,00*	-1,96	0,05*	-0,09
Normative Commitment	Responsibility	0,31	0,58	-0,78	0,43	-0,04
	Obey orders	0,59	0,44	-0,96	0,34	-0,05
	Willingness to serve	0,24	0,62	-0,10	0,92	-0,01
	Willingness to cooperate	0,00	0,95	-0,50	0,62	-0,03
Continual Commitment	Appreciate suggestion	6,34	0,01*	0,68	0,49	0,04
	Always present	2,04	0,15	-2,15	0,03*	-0,15
	Ready to work	0,34	0,56	-1,35	0,18	-0,10
	Take initiative	7,13	0,01*	-0,32	0,75	-0,02
	Improvement efforts	1,00	0,32	-2,63	0,01*	-0,18
	Ready to learn	5,66	0,02	0,85	0,40	0,06
	Indicators	<i>F</i>	Sig.	<i>t</i>	Sig. (2tailed)	Mean Difference
Employee Performance	Accurate work	3,94	0,05*	1,75	0,08	0,13
	Efficient work	4,60	0,03*	-2,69	0,01*	-0,16
	Finish on time	12,70	0,00*	-1,40	0,16	-0,09
	Works results as expected	0,15	0,70	-1,68	0,10	-0,10
Employee Commitment		equality of				

Table 3 Difference of Employee Commitment and Performance based on Position

Commitment score on a scale of 1-5	Affective Commitment				Normative Commitment		Continual Commitment				Employee Performance			
	Loyalty		Responsibility		Obey orders		Take initiative		Improvement efforts		Efficiency		On time	
Group Position	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Head of Unit	3,89	3,89	3,56			3,89	3,44	3,44		3,78	3,78	3,78	3,33	
Head of Div		3,98		3,95		3,91		3,79		3,79		3,83		3,81
Staff	3,97	3,97	3,85	3,85	3,82	3,82	3,48	3,48	3,52	3,52	3,67	3,67	3,66	3,66
Field officer	3,75		3,68	3,68	3,54		3,29		3,32		3,46		3,62	3,62

Table 4 Difference of Employee Commitment and Performance based on Proportion of Telework

Commitment score on a scale of 1-5	Affective Commitment						Normative Commitment		Continual Commitment		
	Loyalty		Sense of belonging		Honesty		Obey orders		Improvement efforts		
Group Position	1	2	1	2	1	2	1	2	1	2	2
More WFO	3,84		3,70		3,77		3,63		3,38		
Balanced WFH & WFO		3,95	3,85	3,85	3,87	3,87		3,83	3,52	3,52	
More WFH		3,98		3,89		3,94		3,86		3,63	

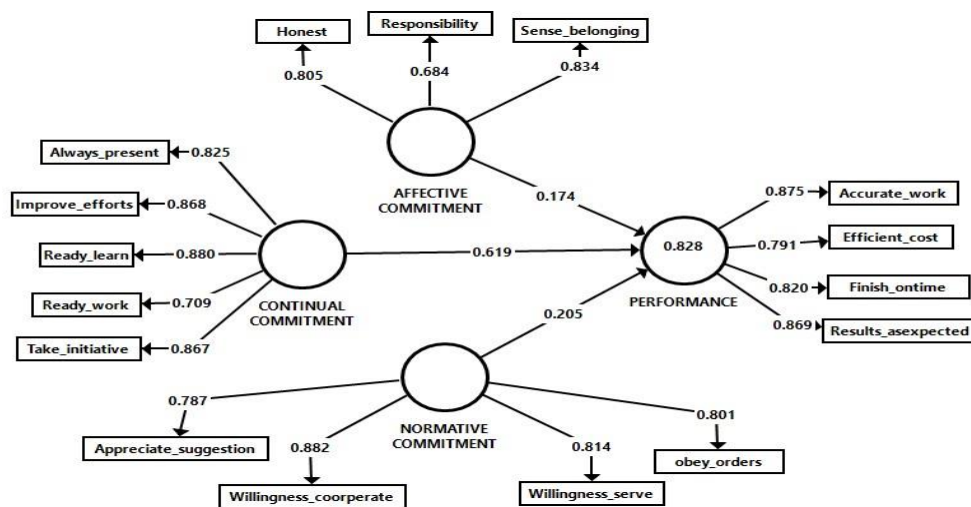


Figure 1 Structural Equation Model of the Effect Relationship between Commitment (Affective Normative, and Continual) and Employee Performance

Table 5. Significance of effect relationship between Commitment (Affective Normative, and Continual) and Employee Performance

Effect relationship	Path coefficient	p-Value
Affective commitment → Employee performance	0.174	0.049*
Normative commitment → Employee performance	0.205	0.000*
Continual commitment → Employee performance	0.619	0.000*

)* significant level for $\alpha=5\%$

6. CONCLUDING REMARK

During the Covid-19 pandemic, it has been observed that female academic support staff exhibit higher levels of commitment compared to their male counterparts. Specifically, women demonstrate greater affective commitment, expressing themselves more honestly, displaying greater loyalty to institutions, and working more efficiently. Moreover, when considering job roles, academic support workers in the head of division post exhibit the highest level of dedication, whilst personnel in the field officer position demonstrate the lowest level of dedication. This disparity in the degree of dedication manifests in measures such as loyalty, accountability, adherence to commands or regulations, initiative, efforts to enhance performance, efficiency, and correctness of job outcomes. When comparing the proportion of employees who work from home vs those who work from the office, it is evident that employees who work more from home exhibit better levels of loyalty, honesty, sense of belonging, adherence to regulations, and efforts to enhance their work, in contrast to employees who work more in the office. Therefore, it can be concluded that female employees in the role of division head, who are working remotely under challenging conditions during the pandemic, exhibit greater loyalty to the organization, demonstrate higher levels of effort in self-improvement, and achieve superior job efficiency compared to their male counterparts.

Moreover, the consistent dedication of academic support staff during this epidemic has a greater influence on performance, in comparison to other determinants of commitment. The staff's eagerness to acquire proficiency in utilizing information technology tools, proactively tackle novel challenges, and strive for ongoing enhancements despite constraints is very notable.

This research is limited to simply observing differences in the dedication of support workers or nonacademic staff. It is important to note the dedication of all personnel in higher education, including both academic and non-academic staff, on another occasion. It is imperative to consider the aspects that stimulate obligations that can enhance the competitiveness of higher education amid this pandemic.

AUTHORS' CONTRIBUTIONS

The first author participated in the development of the research model, questionnaire, data analysis, and report writing while the second and third authors only contributed to the questionnaire design, data collection, data processing, and data analysis.

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