

Work Culture in Improving Vocational Student Performance in Hybrid Learning Adaptation Post Covid-19

Budaya Kerja dalam Meningkatkan Performa Mahasiswa Vokasi dalam Adaptasi Pembelajaran Hybrid Pasca Covid-19

Nurillah Jamil Achmawati Novel^{1*}, Tribowo Rachmat Fauzan², and Nenden Kostini³
Universitas Padjadjaran^{1,2,3}

nurillah@unpad.ac.id^{1*}, tribowo.fauzan@unpad.ac.id², nenden.kostini@unpad.ac.id³

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ABSTRACT

The COVID-19 pandemic has encouraged adaptation in various sectors, one of which is education through hybrid learning. This study aims to determine the effect and level of work culture application on vocational students' performance in adapting hybrid learning after the COVID-19 pandemic. Mixed research methods were used to collect relevant data and process data qualitatively and quantitatively. The results of this study indicate a significance level of less than 0.05, which means that the regression model can predict work culture variables with a coefficient of determination of 66.8%. So it can be concluded that there is a significant influence of work culture variables on the performance of vocational students in adapting hybrid learning after the COVID-19 pandemic by implementing work culture and producing excellent performance.

Keywords : *work culture, performance, vocational student, hybrid learning*

1. Introduction

Various studies on work culture generally associate these variables with performance or other variables that lead to the quality of human resources. Research in several different sectors also shows similar results, for example, in manufacturing companies which implies that the situation and atmosphere of interaction between individuals in the organization provide support for improving employee performance (Ghosh, 2017; Sinha et al., 2010).

Research in the education sector has validated the hypothesis which shows that work culture can improve the performance of lecturers, even simultaneously with ability and commitment (Fadhil & Ashoer, 2020). The study on MSMEs also resulted in a significant influence of work culture on consumer purchasing decisions during the COVID-19 pandemic (Anisa & Riyanto, 2020).

The COVID-19 pandemic has changed human life, especially in efforts to prevent transmission and suppress COVID-19 cases. So that various rules are put in place to limit direct human interaction, one of which is by working and studying from home by utilizing digital media such as social media (Julhadi & Herdi, 2022). Simultaneously, the development of digital technology increased by more than 87%, and the use of new digital applications increased by more than 42% (cnbc Indonesia, 2020). With this digital acceleration, the COVID-19 pandemic has also changed the learning culture in the world of education which has a psychological impact on students, even all stakeholders of educational elements who are adapting to digital technology (Heryanto, 2020).

During the pandemic, the government issued a policy of learning by doing especially in at-risk areas. Based on survey data in 2021, only 20 districts in 5 provinces or 6,720 (1.2%) education units in Level 2 Yellow and Green Zones are allowed to implement limited face-to-face learning. Figure 1 explains the results of the covid-19 risk zone assessment in various regions that underlie the face-to-face learning restriction policy.

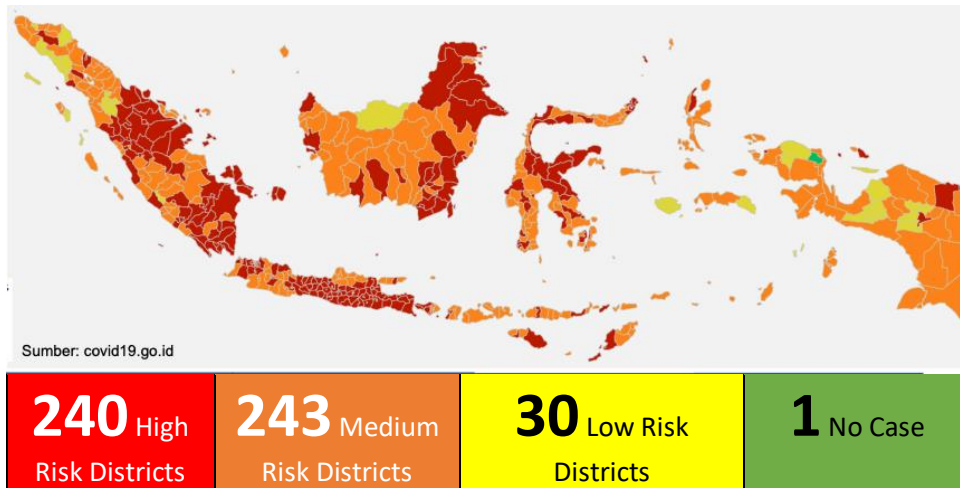


Figure 1. Data on Covid-19 Risk Zones
Source: covid19.go.id

Only 1% of education units in Level 2 yellow and green zones during the implementation of Micro limited Enforcement of Restrictions on Community Activities organized face-to-face learning. The percentage of limited face-to-face learning and distance learning is calculated from the reporting of 247,996 education units (46% of total education units) on the dashboard (2021).

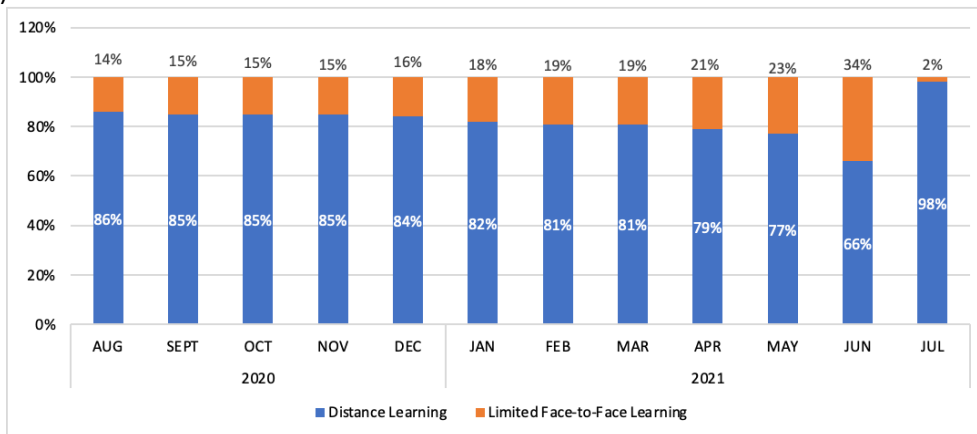


Figure 2. Limited Distance and Face-to-Face Learning Data 2021
Source: kemdikbud.go.id

After struggling to switch from face-to-face learning to online learning, the alternative learning model developed is a hybrid learning model, namely an online and face-to-face learning system that utilizes technology and the internet. Although in the evaluation, online learning has an influence on student abilities which depends on each student's learning pattern. So that the impact of increasing or decreasing student learning abilities in online learning will be different for individuals (Harapani, 2021).

The various challenges that have been described from the cultural aspects that were developed during the COVID-19 pandemic and the hybrid learning model in universities have attracted attention in producing better performance for students. Especially in vocational education which emphasizes practice at least 60% compared to the theoretical aspect of the learning portion. Based on observations in vocational study programs, the application of online

practical learning and even hybrids is now facing extraordinary adaptation challenges, but instead provides many opportunities for students to gain off-campus experience with unlimited internet access. Thus the learning process is not limited by space and time (Darius et al., 2021; Sumandiyar et al., 2021). To prevent the spread of COVID-19 through social contact, and by continuing to pay attention to the health and safety of teachers, students, and the general public, teaching and learning activities in Indonesia are delivered through an online model. Therefore, a hybrid learning method is proposed to be used to overcome the challenges caused by the COVID-19 pandemic. (Riyanda et al., 2022). Previous studies have provided various findings. Some say hybrid learning during a pandemic is ineffective, some say the opposite. However, those who found hybrid learning to be ineffective were primarily researched early in the pandemic. At that time, educational institutions were not fully prepared for sudden changes (Sukiman et al., 2022).

This research aims to capture the culture in vocational students that affects their performance in adapting hybrid learning after Covid-19. The results of the study can be a recommendation for advice in designing hybrid learning by optimizing cultural aspects and vocational student performance.

Some research on hybrid learning is carried out at the undergraduate level, and some in the masters using qualitative or quantitative methods. Among them, none of them discussed the effectiveness of hybrid learning in vocational schools in higher education which put more emphasis on practical work (Chang et al., 2021; Sukiman et al., 2022). Therefore, this study aims to fill this gap. To find out how this new learning has helped vocational students' learning performance, a questionnaire survey was conducted on vocational students. A total of 36 students participated in the survey. This study summarizes recent research in online learning in chapter two, and describes a mixed approach methodology in chapter three. The questionnaire survey, its results and findings are described in chapter four. The contribution of this research is concluded in the last part.

2. Research Method

This study focuses on the results of the analysis given to vocational students and their relationship to work effectiveness. The responses given by students are presented and discussed in the following sections. The suggestions and implications given in the last section are useful for faculty members in designing their teaching pedagogy to suit the needs of students to improve the quality of teaching and learning.

This study aims to analyze the effectiveness of hybrid learning at the vocational level at the University of Padjadjaran Sumedang and find hybrid learning patterns to maintain the effectiveness of learning in universities after the COVID-19 pandemic. This study uses a mixed method. We combine quantitative and qualitative methods together. The aim is to gain an in-depth understanding of the object of research. Mixed methods offer several advantages. Complete, valid, reliable, and objective data because it was collected using triangulation. In addition, the data collection process is more efficient in terms of time (Creswell, 2009; Johnson & Cristensen, 2014).

Research Sample

The research subjects in this study were 36 students of the vocational program at Padjadjaran University, Sumedang, Indonesia. Qualitative data were collected from research respondents. The sample was selected using purposive sampling technique. It is based on certain characteristics of the participants that are required to answer the research question. Samples are taken until the data is complete or saturated (there is redundancy). The indicator of data saturation is when the number of informants cannot enrich the required information (Saunders et al, 2018).

Data Collection

Research data were collected using two techniques, namely questionnaires and interviews. Questionnaire to collect data on the effectiveness of hybrid learning in the vocational program of Padjadajran University. This study uses a closed questionnaire, which provides multiple choice questions. In this way, the respondent only chooses the answer provided for each question. Respondents filled out a questionnaire that was submitted online via Google Form. In addition, data was collected through in-depth interviews.

Quantitative data was collected using a questionnaire containing a Likert Scale with four choices: Strongly Agree, Agree, Disagree, and Strongly Disagree. All items were used as positive questions with the following scoring guidelines: 4 to strongly agree, 3 to agree, 2 to disagree, and 1 to strongly disagree. Qualitative data were also collected by us. In the process, a complementary instrument in the form of an interview guide. During the interviews, recorders and notebooks were used to document the information provided by the informants.

Data Processing

The stages of using two methods in this study began with quantitative data collection through questionnaires. Data processing is aimed at producing trends in each indicator of cultural aspects and student performance in the context of hybrid learning. The results of the data processing were deepened by collecting qualitative data through interviews.

3. RESULT AND DISCUSSION

3.1. Quantitative Approach

Data collection through questionnaires and interviews was conducted to explore data related to the work culture that applies to vocational students and the resulting performance based on the dimensions that make up these variables. Based on the average score on the tested variables, the gain on each dimension is presented as follows:

Table 1. Average Score on Work Culture and Performance

Variable	Dimension	Skor
Working Culture	<i>Innovation and Risk Taking</i>	5,046
	<i>Attention to detail</i>	5,019
	<i>Outcome Orientation</i>	4,852
	<i>People Orientation</i>	4,750
	<i>Team Orientation</i>	4,574
	<i>Agressiveness</i>	5,231
	<i>Stability</i>	4,907
Performance	Efektivitas dan Efisiensi	4,889
	Responsibility	5,176
	Dicipline	5,167
	Inisiatif	4,861

The table above briefly describes the scores on the work culture variables and the performance of vocational students on the adaptation of the hybrid learning learning method. In the work culture variable, the dimension with the highest score is aggressiveness with a number of 5.231. While on the performance variable, the dimension of responsibility gets the highest average score of 5.176.

3.1.1. Working Culture

The work culture applied in this research is built on several dimensions, namely:

- 1) Innovation and Risk Taking

- 2) Attention to detail
- 3) Outcome Orientation
- 4) People Orientation
- 5) Team Orientation
- 6) Aggressiveness
- 7) Stability

Based on the data presented in table 1 above, it is known that the aggressiveness dimension has the highest average score. This dimension relates to the willingness of students to develop themselves and improve the quality of their work. At the same time, the measurement with the lowest average score is team orientation, which is 4,574, related to student enthusiasm in completing group tasks. However, the overall dimensions of the variables that make up the work culture tested in this study fall into the good and very good categories. Therefore, it can be interpreted that the implementation of the work culture of vocational students on hybrid learning adaptation is going quite well with a high level of aggressiveness which is marked by the willingness of students to improve the quality of their work.

Several factors support the application of good work culture for vocational students in hybrid learning adaptation, based on interviews with several samples tested, namely:

- 1) Utilization of digital technology
- 2) Learning Flexibility
- 3) Expanding networks
- 4) Learning opportunities outside campus (eg, MBKM)
- 5) Student involvement in research and community service lecturers

Interviews to support the questionnaire results support the application of work culture in vocational study programs using digital technology in online and hybrid learning. This creates more flexible learning and allows students to participate in other off-campus activities, such as the Merdeka Learning Campus Merdeka program connected to various bona fide companies and student value programs.

In addition, few students are involved in research and community service programs conducted online and hybrid by lecturers. Thus, students feel that using technology in learning expands networks that are not limited by space and time. However, the evaluation shows that the negative impact to be wary of is the reluctance of some students to return to campus because they are already busy with online lectures such as taking part in internships, business, or off-campus projects.

This explanation is in line with the acquisition of the highest score on the aggressiveness dimension, which describes students' enthusiasm to develop themselves and improve their performance quality. With the support of various new experiences in learning from the use of digital technology, it opens up opportunities for students to explore further creative task completion. In addition, the activity of sharing information between students is high so that various information is elementary to spread. Of course, it is also related to information on positive activities outside campus or non-academic activities that support student skill improvement.

However, in the aspect of team orientation, even though it is in a suitable category, it has the lowest assessment results. This is supported by the statement of vocational students who explain that online coordination often encounters obstacles, such as unstable networks, consistency of member communication, and intact communication causing group work to be unwelcome.

Although digital technology should make long-distance communication easier, network conditions and personal problems are still obstacles to this day. However, the hybrid learning method has attempted to combine online and offline learning simultaneously to minimize learning obstacles. This effort is also to rebuild the campus culture even with certain limitations, such as the number of students who are required to attend face-to-face and those who attend

online. So in group assignments, a new culture is created, where task completion and coordination are carried out in a hybrid manner with its challenges, as previously mentioned.

Measurement of vocational students' performance in hybrid-learning adaptation uses several dimensions, namely effectiveness and efficiency, responsibility, discipline, and initiative.

The responsibility aspect got the highest average score of 5.176, which describes vocational students carrying out their duties in a task and responsibility to the assignor and work team members. While the aspect with the lowest rating is initiative (4,861), namely how active vocational students are involved in providing ideas and creativity in completing assignments. This is also related to student responses in class and group discussions. Although it is still in the excellent category, this aspect needs to be improved, considering that online and hybrid learning is challenging to arouse student activity because of the many distractions from outside. Some of the reasons given by students for the lack of initiative include the following:

- a) Lack of confidence
- b) Feeling in the spotlight of the screen (most noticed)
- c) Responsible for ideas or ideas
- d) Do not want to be criticized back

Based on these reasons, most of the personal problems experienced by vocational students are overthinking external assessments of self-performance. Another statement also states, "

3.2. Hypothesis-Test

a) Correlation-Test

Based on the calculation results, the correlation coefficient value is 0.817, which means that the two variables have a strong correlation. The correlation value is positive (+), which means that if the work culture increases, the performance will increase, and vice versa. Work culture with the performance of vocational students has a sig value. $0.000 < 0.05$, it means that H_0 is rejected. So it can be interpreted that there is a correlation or relationship between working culture and the performance of vocational college students.

Table 4.2. Correlation Test Output

		Working Culture	Performance
Working Culture	Pearson Correlation	1	.817**
	Sig. (2-tailed)		.000
	N	36	36
Performance	Pearson Correlation	.817**	1
	Sig. (2-tailed)	.000	
	N	36	36

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

b) Simple Linear Regression Test

Table 4.3. Regression Test Output (Model Summary)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.817 ^a	.668	.659	4.035

a. Predictors: (Constant), Budaya Kerja

The regression test output table above explains the correlation or relationship (R) value of 0.817 and the coefficient of determination (R²) of 0.668, which means the influence of work culture on performance is 66.8%. In comparison, the remaining 33.2% is influenced by other variables.

Table 4.4. Regression Test Output (ANOVA)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1115.304	1	1115.304	68.489	.000 ^b
	Residual	553.668	34	16.284		
	Total	1668.972	35			

a. Dependent Variable: Performance
 b. Predictors: (Constant), Budaya Kerja

Other outputs also show F count 68.489 with a significance level of 0.000 < 0.05, which means that the regression model can be used to predict the performance of vocational college students.

Table 4.5. Regression Test Output (Coefficients)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.018	7.403		1.218	.232
	Working Culture	.620	.075	.817	8.276	.000

a. Dependent Variable: Performance

The table above shows that the constant (a) value is 9.018, then the work culture value (b) is 0.620 so that the regression equation is obtained, namely:

$$Y = a + bX$$

$$Y = 9.018 + 0.620X$$

The constant of 9.018 states that if there is no implementation of work culture, the performance value is 9.018. The X regression coefficient of 0.620 says that the performance value for every additional work culture value is 0.620.

3.3. Qualitative Approach and Discussion

Data analysis of work culture variables on vocational college students' performance using correlation and regression tests. The regression model can be used to predict work culture variables or that there is an influence of work culture variables on student performance. The output of statistical calculations on the tested variables shows the calculated F value of 64,489 with a significance level of $0.000 < 0.05$. The summary model of the simple linear regression test produces a value of correlation (R) or the relationship between variables of 0.817. In comparison, the coefficient of determination (R Square) which shows the magnitude of the influence of the independent variable work culture on the dependent variable performance, shows a figure of 66.8%.

Various previous studies have also shown similar results that work culture significantly affects HR performance (Anggeline et al., 2019). Even from other aspects, marketing, for example, work culture, has a significant influence on consumer purchasing decisions during the COVID-19 pandemic (Anisa & Riyanto, 2020).

The phenomenon of the covid-19 pandemic, which impacts the learning process in vocational study programs, also changes its culture—supported by advances in digital information technology and the development of online and hybrid learning methods. Then it also impacts the performance of vocational students in their efforts to adapt to hybrid learning.

Work culture is measured through innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability. All aspects show how the individual views and behaves toward the assigned work. In this study, the aggressiveness aspect occupies the highest rating position. According to Robbins (2016), aggressiveness can be reflected through several behaviors, such as the freedom to issue criticism and suggestions, a competitive climate in the environment, and the urge to improve one's capabilities in completing a job or task. In the context of this research, it is also marked by students' activeness to develop themselves, especially in completing tasks carried out in a hybrid manner.

Performance variables are commonly paired with work culture because it has been proven to have a relationship and influence between the two variables. This study found that external and internal factors can influence the performance of vocational students. External factors with the covid-19 pandemic forced digital communication and information technology adaptation. Meanwhile, internal factors play an important role; this is explained by Harapani (2021) that the impact of increasing or decreasing student learning abilities in online learning will vary between individuals because it depends on each student's learning patterns.

It seems that improving the quality of service in learning also needs attention to encourage motivational aspects for vocational students. Service quality is an important factor in building public confidence in the quality of educational services. Study shows students are satisfied with service quality (Widyanti, 2019).

Limitation

This research topic can be developed in understanding the characteristics of learning in vocational students. Although the applied undergraduate level is equivalent to the undergraduate level, in the learning process the applied undergraduate level applies more practical aspects than theoretical aspects. Thus, hybrid learning has its own challenges in adopting its practical aspects. So the limitation of this research is only on aspects of learning culture in students who have a high influence on their performance in this hybrid learning.

4. CONCLUSION

Based on the analysis and discussion of the research, there are several conclusions as the work culture variable of vocational students in the post-covid-19 hybrid learning adaptation

showed in the good category, with the highest average rating on the aggressiveness aspect and the team orientation aspect getting the lowest average rating. The performance variable of vocational students shows a good category with the highest average rating on the responsibility aspect and the initiative aspect with the lowest rating. Testing the hypothesis of this study resulted in a positive and significant effect of work culture variables on the performance of vocational students in adapting to hybrid learning after the covid-19 pandemic.

Recommendation

The results of the study encourage the author to provide further research suggestions related to the application or strategy to improve the performance of vocational students from cultural aspects in hybrid learning. Thus, the continuation of this research can be in the form of an applicable learning strategy or model that is useful in improving the performance of vocational education in general.

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