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# Inhibitors of lecturer agility at private universities in Makassar City

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**ABSTRACT**

Along with the rapid developments in the world of education, private tertiary institutions need to be able to adapt to rapid environmental changes, such as technology and increasingly fierce competition. Lecturer agility is key in ensuring private tertiary institutions can remain relevant and sustainable in dealing with these changes. This research aims to analyze the factors that hinder lecturer agility at private universities in Makassar City. Lecturer agility is the ability of individual lecturers to adapt to changes in the environment, so it is important to ensure the sustainability and success of private universities. From the extraction results in the form of a component matrix, the variable with the highest order is low level of appreciation (X13), then lack of professional development (X12), followed by lack of support from higher education leaders (X9), lack of innovation culture (X20), culture organization (X5), lack of knowledge about agility (X15), Slow organizational change (X8), Limited resources (X1), lack of access to resources (X16), Lack of support from colleagues (X14), Limited time (X18 ), lack of lecturer motivation (X10), lack of recognition of success (X17), lack of access to technology (X7), policies and regulations (X3), time constraints (X4), lack of support from family (X19), professional recognition variable, Rigid curriculum (X2), demands from students (X11) and lack of collaboration between disciplines (X6). So the opinion of PTS lecturers in the city of Makassar. regarding what factors can inhibit lecturer agility at private universities in Makassar City.



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## 1. INTRODUCTION

Nowadays, the world of education and the world of work are increasingly complex and dynamic. Technological changes, global competition, and complex social and economic challenges can influence the role and results of higher education, especially private universities. Higher education in Indonesia has experienced rapid development in recent years Suryanto et all (2019). There are many private universities that have sprung up in various big cities, including Makassar City. Private universities offer various study programs with the aim of meeting society's need for a qualified workforce. However, with increasingly fierce competition in the world of work, private universities need to ensure that lecturers who teach have the agility to face increasingly

complex challenges Arisanti & Irawanto (2020). Organizations in all fields including education, in this case private universities, are faced with a rapidly changing environment and increasingly fierce competition. To survive and develop in this environment, private universities need to have lecturers who are able to adapt themselves to any situation. Agile or agility is the term for this ability Yuliansyah et all (2020).

Lecturers need to have sufficient abilities and skills to adapt and act effectively in this complex and changing environment Ferreira et all (2021). Lecturers are one of the important factors in ensuring the quality of education in private universities. Lecturer agility is an individual's ability to respond and adapt quickly to changes that occur in the business environment or job market Ward et all (2017). In the educational context, lecturer agility is an important factor in preparing students to compete in an increasingly complex and dynamic job market Bagheri et all (2020). Lecturer agility is also important to ensure that they can face increasingly complex challenges in teaching and conducting research. Apart from that, lecturers who have good agility can have a positive impact on students, by providing teaching that is more interactive and responsive to student needs.

The main role and duties of lecturers are not easy. Carrying out the Tridharma of Higher Education is an absolute obligation for a lecturer. Education is the main task of a lecturer in teaching and providing useful learning for students. Lecturers must be able to develop a curriculum, create interesting and easy-to-understand lecture material, and evaluate student learning progress. Apart from that, research is also the main task of lecturers to enrich knowledge and produce new innovations. Lecturers must be able to conduct quality research, produce scientific work that can be published in international journals, and contribute to the development of science. Community service is also the main task of lecturers to contribute to solving problems faced by society. Lecturers must be able to apply knowledge and research results to provide solutions that benefit society. In implementing the Tridharma of Higher Education, lecturers must also be able to collaborate with fellow lecturers, students, other institutions, and the community. Lecturers must also be able to develop themselves continuously so that they can make a better contribution to advancing education in Indonesia. This is an interesting phenomenon because at the same time lecturers also have to be agile in completing all their administrative matters for reporting, which is quite a lot and sometimes takes up time and energy.

In line with this phenomenon, based on several studies, it is clear that the capabilities of lecturers in Indonesia still need improvement. Several studies show that many lecturers in Indonesia still have limitations in terms of mastering technology and lack international experience Nugroho et all (2020). Apart from that, the lack of training and skills development is also one of the factors that hinders the ability of lecturers in Indonesia Sihotang et all (2021). However, several universities in Indonesia have also paid attention to the importance of developing lecturer skills and provide training and skills development programs for their lecturers Setyawan (2020). As technology continues to develop and job market demands become increasingly complex, it is hoped that the ability of lecturers in Indonesia will increase to be able to produce quality graduates who are ready to compete in the global job market.

From previous phenomena and research, it can be seen that lecturer agility or agility is very urgent, both for lecturers personally, their higher education institutions, and students and the community. Lack of agility or lack of agility of lecturers at private universities will have an impact on all aspects, so it is very important to analyze these obstacles so that they can be used as a basis for university and government policy in formulating policies related to the performance of lecturers in universities, especially private universities.

Problem formulation: What are the factors that can hinder lecturer agility at private tertiary institutions in Makassar City?

Problem solving approach: The problem solving approach in this research is a quantitative descriptive approach, where researchers will collect data from relevant sources, such as scientific journals, research reports, or phenomena reported in other scientific works. Furthermore, the data collected through the questionnaire will be processed through a factor analysis tool with the help of the latest version of SPSS software.

## 2. RESEARCH METHOD

Research Location and Time: This research will be conducted at a private university in Makassar City with an estimated research time of 4 (four) months.

The data types used are:

Quantitative data, namely data obtained from answers to questionnaires given to respondents., Qualitative data, namely data in the form of both oral and written information obtained from respondents.

The data sources used are:

Primary data, namely data taken directly from the research object. The method used to obtain primary data was a questionnaire method given to lecturers at private universities in Makassar City.. Secondary data, namely data obtained in writing by collecting documents and other literature related to the research to be conducted, such as data on the number of lecturers at private universities in Makassar City.

Data Collection Technique: In this research, the data collection technique used is field research, where the data collection technique is by preparing a statement on each questionnaire in the form of a closed statement. Giving a score or value to the answers in the questionnaire that has been provided is divided into five alternative answers which have been graded by giving weighted values (scores). The answer criteria in the questionnaire are based on a Likert scale, namely: Strongly Agree (SS) score = 5, Agree (S) score = 4, Disagree (KS) score = 3, Disagree (TS) score = 2, Strongly Disagree (STS) score = 1.

Population & Sample: The population in this research is the number of lecturers at private universities in Makassar City, namely 5,833 people. The sample used is purposive sampling with the following criteria: 1. PTS lecturers who have NIDN, 2. PTS lecturers who actively carry out the Tridharma of higher education.

In determining the number of samples, the sampling method from Slovin Sugiyono (2019) was used, with the formula:

$$n = \frac{N}{1 + N(e)^2} \quad (1)$$

The error rate used is 10%, so the number of samples is 100 people.

Data Analysis Method: The type of research used in this study is descriptive quantitative, namely research used to describe, explain, or summarize various conditions, situations, phenomena, or various research variables according to events as they are obtained from questionnaires Sugiyono (2019)that are measured with a Likert scale of 1 to 5. Then the data is processed with a statistical tool, namely Factor Analysis. The stages of data processing in this study, namely:

Test the validity of the research instrument, wherein whether an instrument item is valid or not can be determined by comparing the Pearson product moment correlation index with a significant level of 5% to the correlation value. If the significance of the correlation results is less than .05, then it is declared valid and vice versa is declared invalid Treiman (2014).

Test the reliability of research instruments, where reliability indicates the extent to which a measuring instrument can be trusted or relied on. One approach to reliability testing is the Alpha Cronbach approach. If Cronbach's Alpha is greater than 0.6, the research data is considered good and reliable enough to be used as input in the data analysis process Sugiyono (2019).

The analytical method used is factor analysis which aims to determine the factors that are formed from several observable variables or manifest variables Arikunto (2017). Clearly, the common factors can be formulated as follows:

$$Fi = WiX1 + Wi2X2 + Wi3X3 + .....+ WinXn \quad (2)$$

Where:

Fi= 1st factor of estimation

Wi = factor weight or factor coefficient score

Xn = number of variables

Operational Definition of Variables: To obtain data related to factors that hinder lecturer agility, the following describes the limitations of the variables collected from several journals related to inhibiting human resource agility:

1. Limited resources (X1): limited resources both in terms of finance and infrastructure which can limit the ability of lecturers to adapt to changes that occur, which in this study is the perspective of lecturers regarding limited resources.
2. Rigid curriculum (X2): curriculum that is difficult to change. This can hinder the ability of lecturers to develop teaching methods and new technologies that are more effective, which in this study is the perspective of lecturers regarding a rigid curriculum.
3. Policy and regulations (X3): policies and regulations in the private higher education system that do not support the development of lecturer agility, such as a lack of support and incentives to attend training or seminars, which in this study is the perspective of lecturers regarding policies and regulations.

4. Limited time (X4): lecturers have a fairly high workload, with teaching assignments, conducting research, and providing guidance to students. This can make it difficult for lecturers to find time to adapt to change, which in this study is the lecturer's perspective regarding time constraints.
5. Organizational culture (X5): organizational culture that is conservative and less innovative in private tertiary institutions so that it can make lecturers reluctant to try new things and keep up with the latest trends in education and technology, which in this study is the lecturer's perspective on organizational culture.
6. Lack of collaboration between disciplines (X6): lecturers only focus on their respective fields of study and lack collaboration with lecturers from other disciplines, which in this study is the perspective of lecturers regarding collaboration between disciplines.
7. Lack of access to technology (X7): private tertiary institutions have limited access to technology needed to develop lecturer agility, such as the latest software and technological equipment that can limit the ability of lecturers to integrate technology in their teaching and research, which in this study is a lecturer's perspective regarding access to technology.
8. Slow organizational change (X8): organizational structure that is slow in making decisions and responding to market changes and educational trends so that it can make it difficult for lecturers to introduce changes and innovations in educational programs, which in this study is the lecturer's perspective on organizational change.
9. Lack of support from higher education leaders (X9): higher education leaders do not provide support or incentives to develop agility abilities, which in this study is the perspective of lecturers regarding support from tertiary leaders.
10. Lack of lecturer motivation (X10): lecturers are less motivated or feel they lack enthusiasm and commitment to the private tertiary institution where they work, which in this study is the lecturer's perspective on motivation.
11. Demands from students (X11): lecturers face high demands from their students in terms of teaching, assessment, and guidance so that it can make lecturers less time to adapt to changes or develop new skills, which in this study is the perspective of lecturers regarding demands student.
12. Lack of professional development (X12): lack of professional development opportunities due to lack of funds or private higher education policies that do not prioritize lecturer professional development, which in this study is the perspective of lecturers regarding professional development.
13. Low level of appreciation (X13): lecturers at private tertiary institutions do not feel valued or recognized for their achievements in teaching and research, which in this study is the perspective of lecturers regarding awards in the tridarma.
14. Lack of support from colleagues (X14): lack of support and collaboration from colleagues caused by a lack of time to collaborate or differences in views on teaching and research approaches, which in this study is the perspective of lecturers regarding peer support.
15. Lack of knowledge about agility (X15): lecturers lack knowledge about agility or the importance of developing this skill, causing a lack of motivation to develop agility and not taking advantage of available skills development opportunities, which in this study is the lecturer's perspective on agility literacy.
16. Lack of access to resources (X16): lecturers face limitations in access to resources needed to develop agility, such as reading materials, digital resources, or research and teaching facilities, which in this research is the lecturer's perspective regarding access to resources Power.
17. Lack of recognition of success (X17): lack of recognition or appreciation for lecturers' success in developing agility can reduce their motivation to continue developing new skills. This can also influence the lecturer's decision to stay or move to another private university, which in this research is the lecturer's perspective regarding recognition and awards.
18. Time limitations (X18): lecturers have a heavy workload, such as teaching, conducting research, and taking care of administration. This can limit the time available for lecturers to develop agility, which in this research is the lecturer's perspective regarding time constraints.
19. Lack of support from family (X19): lecturers do not get support from their families, for example in terms of financial support or emotional support, so they find it difficult to focus their time and energy on developing new skills, which in this research is the lecturers' perspective regarding support from family.
20. Lack of innovation culture (X20): private universities do not encourage a culture of innovation or do not have a structure that allows innovation which can cause lecturers to be reluctant to try new things or carry

out experiments in their teaching or research, which in this research is the lecturers' perspective regarding innovation culture.

## 3. RESULTS AND DISCUSSIONS

Description of Respondents

The data used in this research was obtained by distributing questionnaires to respondents. The number of lecturers in private universities in Makassar City is 5,833 people. The sample used was purposive sampling with criteria.

The distributed questionnaire consists of 20 questions with details of work environment variables, limited resources (X1), professional recognition variables, and rigid curriculum (X2). Policies and regulations (X3), time constraints (X4), organizational culture (X5), lack of interdisciplinary collaboration (X6), lack of access to technology (X7), slow organizational change (X8), lack of support from university leaders (X9), lack of motivation of lecturers (X10), demands from students (X11), lack of professional development (X12), Low level of appreciation (X13), Lack of support from colleagues (X14), lack of knowledge about agility (X15), lack of access to resources (X16), Lack of recognition of success (X17), Time constraints (X18), Lack of support from family (X19), Lack of innovation culture (X20).

The description of the respondents in this study consisted of respondents in this case lecturers based on functional position, gender, length of work and age. The following is a description of the lecturer respondents in the city of Makassar who were the samples in this study:

1. Description of Respondents Based on Functional Position.

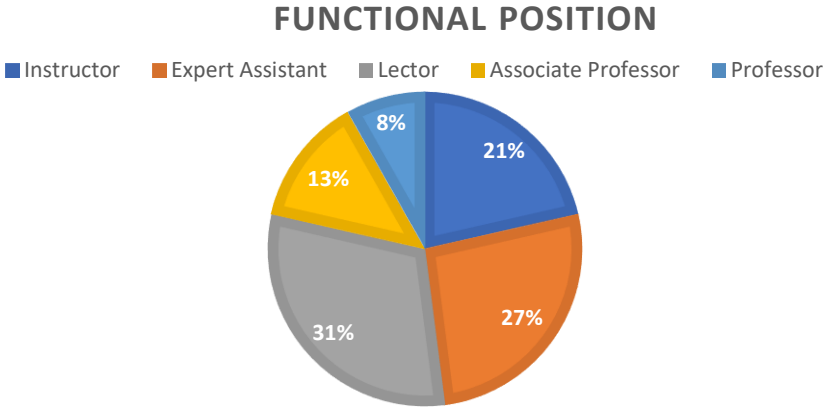


Figure 1. Respondents based on Functional Position

From Figure 1 it can be concluded that the average lecturer in the city of Makassar has the functional position of Lector, where the total number of lecturer respondents in the city of Makassar is 30 percent. Meanwhile, the fewest respondent data are lecturers with functional positions of professors, which is only 8 percent of the research respondents.

2. Description of Respondents by Gender

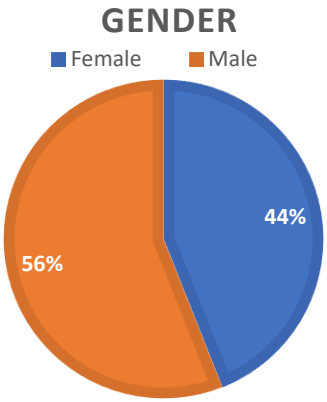


Figure 2. Respondents by Gender

From Figure 2 it can be concluded that the lecturers in the city of Makassar are mostly male, where the total number of lecturer respondents in the city of Makassar is 56 percent. Meanwhile, the fewest respondents were female lecturers at 44%.

3. Description of Respondents Based on Working Experience

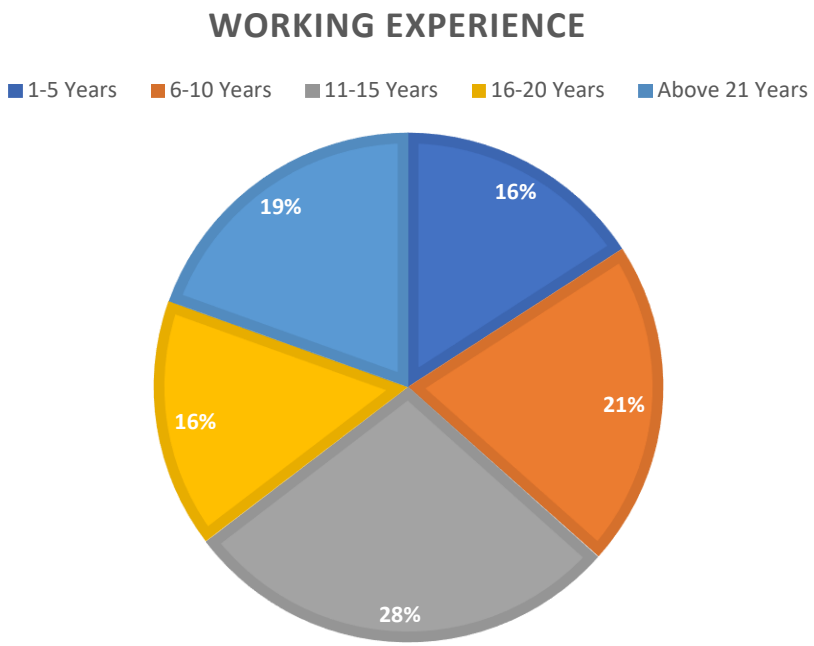


Figure 3. Respondents Based on Length of Work

From Figure 3 it can be concluded that the average lecturer in the city of Makassar has worked for 1-5 years, where the total number of lecturer respondents in the city of Makassar is 31 percent. While the fewest respondent data are lecturers with an average working age of 16-20 years which is only 13 percent of the research respondents.

4. Description of Respondents Based on Age

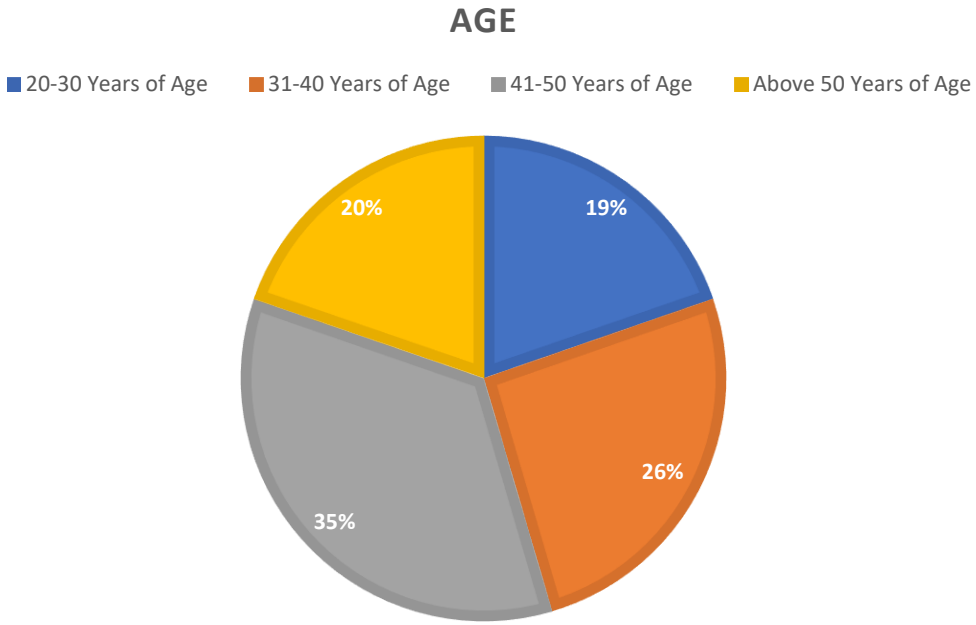


Figure 4. Respondents by Age

From Figure 4 it can be concluded that the average lecturer in the city of Makassar is 31-40 years old, where the total number of lecturer respondents in the city of Makassar is 34 percent. Meanwhile, the fewest respondents are lecturers with an average of 20-30 years of work, which is only 18 percent of research respondents.

Table 1. KMO and Bartlett's Test Results

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy | | 0.766 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 576.561 |
| | Df | 190 |
| | Sig | .000 |

From limited resources variable (X1), professional recognition variable, rigid curriculum (X2). Policies and regulations (X3), time constraints (X4), organizational culture (X5), lack of collaboration between disciplines (X6), lack of access to technology (X7), slow organizational change (X8), lack of support from higher education leaders (X9), lack of lecturer motivation (X10), demands from students (X11), lack of professional development (X12), Low level of appreciation (X13), Lack of support from colleagues (X14), lack of knowledge about agility (X15), lack of access to resources (X16), Lack of recognition of success (X17), Time constraints (X18), Lack of support from family (X19), Lack of innovation culture (X20). From these results it is known that the MSA value for all variables studied is > 0.50, so all variables are suitable for factor variable analysis.

Table 2. Anti Image Matrices Test Results

| Variabel | Anti Image Correlation |
|---|---|
| X1 | 0.813 |
| X2 | 0.617 |
| X3 | 0.730 |
| X4 | 0.620 |
| X5 | 0.756 |
| X6 | 0.646 |
| X7 | 0.722 |
| X8 | 0.820 |
| X9 | 0.793 |

| | |
|---|---|
| X10 | 0.809 |
| X11 | 0.687 |
| X12 | 0.846 |
| X13 | 0.780 |
| X14 | 0.769 |
| X15 | 0.839 |
| X16 | 0,779 |
| X17 | 0.696 |
| X18 | 0.807 |
| X19 | 0.761 |
| X20 | 0.833 |

From limited resources variable (X1), professional recognition variable, rigid curriculum (X2). Policies and regulations (X3), time constraints (X4), organizational culture (X5), lack of collaboration between disciplines (X6), lack of access to technology (X7), slow organizational change (X8), lack of support from higher education leaders (X9), lack of lecturer motivation (X10), demands from students (X11), lack of professional development (X12), Low level of appreciation (X13), Lack of support from colleagues (X14), lack of knowledge about agility (X15), lack of access to resources (X16), Lack of recognition of success (X17), Time constraints (X18), Lack of support from family (X19), Lack of innovation culture (X20). From these results it is known that the MSA value for all variables studied is > 0.50, so all variables are suitable for factor variable analysis.

Table 3. Communalities Test Results

Communalities

| | Initial | Extraction |
|---|---|---|
| X1 | 1.000 | .558 |
| X2 | 1.000 | .541 |
| X3 | 1.000 | .638 |
| X4 | 1.000 | .822 |
| X5 | 1.000 | .601 |
| X6 | 1.000 | .586 |
| X7 | 1.000 | .647 |
| X8 | 1.000 | .511 |
| X9 | 1.000 | .664 |
| X10 | 1.000 | .620 |
| X11 | 1.000 | .586 |
| X12 | 1.000 | .623 |
| X13 | 1.000 | .658 |
| X14 | 1.000 | .657 |
| X15 | 1.000 | .512 |
| X16 | 1.000 | .600 |
| X17 | 1.000 | .702 |
| X18 | 1.000 | .572 |
| X19 | 1.000 | .643 |
| X20 | 1.000 | .616 |

Extraction Method: Principal Component Analysis.

Communality is the variance squared which describes how much of the variance in the measured variables is reproduced by new variables created through the PCA procedure. This communality table shows the value of the variables studied whether they are able to explain the factors or not. The variable is considered capable of explaining the factor if the extraction value is > 0.50. Based on the output above, it is known that the extraction value for each variable is: Limited resources (X1) of 0.588 > 0.50, professional recognition variable, Rigid curriculum (X2) of 0.541 > 0.50. Policies and regulations (X3) amounted to 0.638 > 0.50, time constraints (X4) amounted to 0.822 > 0.50, organizational culture (X5) amounted to 0.601 > 0.50, lack of collaboration between disciplines (X6) amounted to 0.586 > 0, 50, lack of access to technology (X7) of 0.647 > 0.50, slow organizational change (X8) of 0.588 > 0.511 lack of support from higher education leaders (X9) of 0.644 > 0.50, lack of lecturer motivation (X10) of 0.620 > 0.50, demands from students (X11) of 0.588 > 0.586, lack

of professional development (X12) of 0.623 > 0.50, Low level of appreciation (X13) of 0.658 > 0.50, Lack of support from colleagues (X14 ) of 0.657 > 0.50, lack of knowledge about agility (X15) of 0.512 > 0.50, lack of access to resources (X16) of 0.600 > 0.50, Lack of acknowledgment of success (X17) 702, Time constraints (X18 ) of 0.572 > 0.50, Lack of support from family (X19) of 0.643 > 0.50, Lack of a culture of innovation (X20) of 0.616 > 0.50.

Table 4 Component matrix test results

Communalities

| | Extraction |
|---|---|
| X1 | .533 |
| X2 | .593 |
| X3 | .404 |
| X4 | .404 |
| X5 | .576 |
| X6 | .072 |
| X7 | .421 |
| X8 | .552 |
| X9 | .642 |
| X10 | .457 |
| X11 | .361 |
| X12 | .652 |
| X13 | .662 |
| X14 | .508 |
| X15 | .549 |
| X16 | .526 |
| X17 | .432 |
| X18 | .492 |
| X19 | .402 |
| X20 | .591 |

Extraction Method: Principal Component Analysis.

From the extraction results in the form of a component matrix, the variable with the highest order is low level of appreciation (X13), then lack of professional development (X12), followed by lack of support from higher education leaders (X9), lack of innovation culture (X20), culture organization (X5), lack of knowledge about agility (X15), Slow organizational change (X8), Limited resources (X1), lack of access to resources (X16), Lack of support from colleagues (X14), Limited time (X18 ), lack of lecturer motivation (X10), lack of recognition of success (X17), lack of access to technology (X7), policies and regulations (X3), time constraints (X4), lack of support from family (X19), professional recognition variable, Rigid curriculum (X2), demands from students (X11) and lack of collaboration between disciplines (X6). So the opinion of PTS lecturers in the city of Makassar. on what factors can inhibit lecturer agility at private tertiary institutions in Makassar City.

## 4. CONCLUSION

From the results we found that all variables so all variables are suitable for factor variable analysis. in the form of a component matrix, the variable with the highest order is low level of appreciation (X13), then lack of professional development (X12), followed by lack of support from higher education leaders (X9), lack of innovation culture (X20), culture organization (X5), lack of knowledge about agility (X15), Slow organizational change (X8), Limited resources (X1), lack of access to resources (X16), Lack of support from colleagues (X14), Limited time (X18 ), lack of lecturer motivation (X10), lack of recognition of success (X17), lack of access to technology (X7), policies and regulations (X3), time constraints (X4), lack of support from family (X19), professional recognition variable, Rigid curriculum (X2), demands from students (X11) and lack of collaboration between disciplines (X6). So the opinion of PTS lecturers in the city of Makassar. on what factors can inhibit lecturer agility at private tertiary institutions in Makassar City. Suggestions for future research to more deeply analyze the factors that hinder the agility of lecturers at private universities in Makassar City. Identify appropriate solutions and strategies to overcome these barriers, whether through college policies, lecturer training, or changes in organizational culture. In addition, research can focus on measuring the impact of the implemented corrective actions, so as to provide a better understanding of the effectiveness of the

measures taken to improve lecturer agility and education quality in private tertiary institutions in Makassar City.

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