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Master's Thesis of Public Administration

**The Impact of Large-Scale Social
Restriction Policy (PSBB) on
Academic Job Satisfaction,
Academic Job Stress, and Teaching
Misbehavior Tendency in
Universitas Indonesia**

대규모 사회제한정책(PSBB)이
Universitas Indonesia 에서의
교수적 직업만족도, 교수적 직업
스트레스, 잘못된 교수행위에
미치는 영향

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The Impact of Large-Scale Social Restriction Policy (PSBB) on Academic Job Satisfaction, Academic Job Stress, and Teaching Misbehavior Tendency in Universitas Indonesia

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Abstract

The Impact of Large-Scale Social Restriction Policy (PSBB) on Academic Job Satisfaction, Academic Job Stress and Teaching Misbehavior Tendency in Universitas Indonesia

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COVID-19 cases have grown significantly in Indonesia. In order to cope with the situation, the Government of Republic of Indonesia declared a policy called Large-Scale Social Restrictions or PSBB. The content of PSBB guidelines focused on closing schools and offices, limiting religious gatherings, public facilities, social and cultural activities, and other matters related to defense and security, as well as transportation. This policy is affecting most of the public institutions in Indonesia, nonetheless Universitas Indonesia (UI).

The PSBB guidelines suggested the University provide academic services via distance learning, using online measures as the main tool. However, the guidelines imposed more challenges for the Lecturers in UI. Most of them are not ready for online teaching. They could be more satisfied, stressful, or even have more tendency to do misbehavior.

This research is dedicated to understanding the relationship between PSBB implementation and academic job satisfaction, academic job stress and teaching misbehavior tendency of lecturers in UI. In order to do so, quantitative data gathering is done by online survey and quantitative data analysis such as Pearson's correlation and multiple regression using the cross-sectional data are conducted. The PSBB will be categorized as independent variable, where academic job satisfaction, academic job stress and teaching misbehavior tendency will act as dependent variable. Six control variables, which consists of sex, age, marital status, number of children, tenure and college are also included in the data analysis.

The result of the data analysis showed that PSBB is positively related with academic job satisfaction. However, if not managed carefully, academic job stress may moderate the PSBB and increase teaching misbehavior tendency. In order to minimize negative externalities of the PSBB and amplify the positive effect of PSBB, certain policy recommendations were also introduced. Finally, this research's result could be referred to as a basis in constructing a better and precise policy for UI in maintaining education services during COVID-19 pandemic.

Keywords: PSBB, Academic Job Satisfaction, Academic Job Stress, Teaching Misbehavior Tendency, Universitas Indonesia

Student ID: 2019-22235

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Chapter 1. Introduction

1.1. Study Background

COVID-19 Pandemic or also commonly known as Coronavirus pandemic has spread around the world. Starting from Wuhan (the capital of China's Hubei Province) in December 2019, the effect of the spread is causing various policies to be taken to suppress its effect (Worldometer, 2020). One of the most effective steps to be taken in combating the spread of Coronavirus is through the implementation of policies that limit one's movement, such as Lockdown or Physical Distancing. By regulating one's movement, the tendency of virus spreading is suppressed. According to Center for Disease Control and Prevention (CDC), Social distancing, also called "physical distancing," means keeping space between yourself and other people outside of your home (CDC, 2020).

The implementation of Physical Distancing has become fruitful for some countries. One of the countries that succeed in doing so are Republic of Korea or commonly known as South Korea. Despite the first patient of South Korea and The United States being found on the same day in late January 2020, South Korea proved their capabilities on handling the coronavirus spread, shown by the flattening curve of increase of infection cases.

The primary ingredients for South Korea's successful story are mass rapid testing, while also, high awareness of Physical Distancing (The Diplomat, 2020). The Ministry of Health and Welfare implement Administrative Order for Social Distancing, including guidelines on how to do it for the public and individual or even for the workplace, such as for employers and employees. All citizens are refrained from going out, such as mass gathering, dining-out, traveling and only stick to essential activities such as buying necessities, visiting a healthcare center/doctor and commuting to or from work. By doing

so, South Korea has become the benchmark of success in handling the Coronavirus case.

Learning from the success story of the Republic of Korea, some other countries also try to adapt and adopt the social distancing policy. Countries, such as Indonesia, also implement the social distancing policy in an attempt to flatten the curve of infection. President of Republic of Indonesia, Joko Widodo, together with Governor of Main Capital Jakarta, Anies Baswedan have implemented the Large-Scale Social Restriction (or *Pembatasan Sosial Berskala Besar* in Indonesian Language, commonly abbreviated as PSBB) Policy in order to prevent further spreading of Coronavirus Pandemic. The content of the policy, nonetheless, is the guideline of practicing physical distancing.

According to Article 13 of Decision of Minister of Health (MoH) No. 9/2020 on the PSBB guidelines, large-scale social restrictions consist of closing schools and offices, limiting religious gatherings, public facilities, social and cultural activities, and other matters related to defense and security, as well as transportation (The Jakarta Post, 2020). Based on this decision, most of the office workers are doing their job from home, hence also commonly called Work From Home (WFH) policy for Indonesians. The WFH policy as a result of PSBB is also implemented on the education institution, including Higher Education Institution (HEI) such as University.

Until May 2020, in total, there were 4670 HEI in Indonesia. Among those HEI, 832 of them have switched from face-to-face learning into distance learning or distance education (Liputan 6, 2020). Minister of Education (MoE) of Republic Indonesia, Nadiem Makarim, emphasized that distance learning is an essential process to minimize the risk of COVID-19 spread. Though not all HEI are ready to apply distance learning, he emphasized that communication is the key point in achieving optimal results of distance learning. It's not all about sophisticated platforms. Based on his speech, many HEI attempted to switch into distant learning, though are very limited in using Google Meet Platform or Video Call through Whatsapp application (Liputan 6, 2020).

Though the initiative of doing distance learning has been emphasized by MoE, most academicians in Indonesia are not ready to cope with this challenge. Based on survey conducted by The Conversations NGO and Open University in Indonesia, among 50 Universities in Indonesia with total sample of 1216 people (consisted of 58% lecturers and 42% students), more than 50% of the sample said that they never experienced distant learning (The Conversation, 2020), as shown in Figure 1:

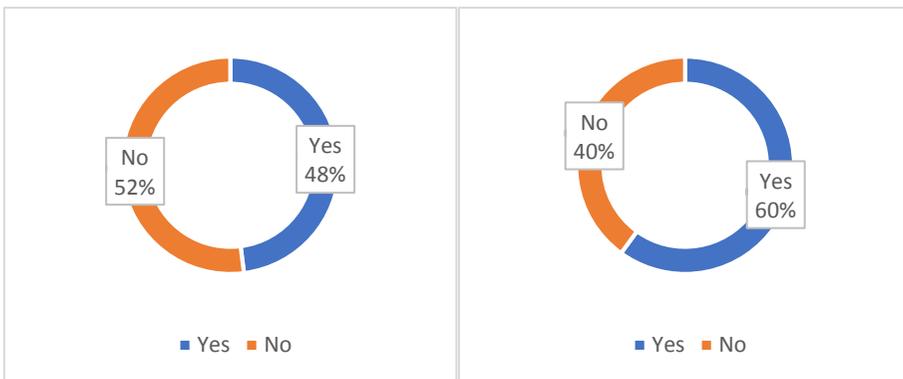


Figure 1.1 Comparison of distant (online) learning between Public University (Left) and Private University (Right)

n=1216

Source: The Conversation, 2020

In the case of Public Universities, 52% of the respondents said they never experienced distant learning. For the case of Private Universities, the number is lower. About 40% of the respondents said that they have experienced distant learning, though is very limited to view pre-recorded lecturers and assignment submissions. The real interactions between lecturers and students rarely happened.

The author of the research, Tian Belawati, continued that the initiative of distant learning most of the time comes from the University (The Conversation, 2020). Both Lecturers and Students admitted that they began to

switch into distant learning because they were forced by certain regulations of the University. Though several platforms such as Google Meet and Whatsapp video calls are always available, they believe that distant learning is not essential to be done. In total, 83% of lecturers and 81% of students said that it was University's policy that enabled them to do distant learning.

Furthermore, the new phenomena of Distant learning using online platforms in Republic of Indonesia is also shown on the number of cyber universities. Among 4670 HEI in Indonesia, there's only one University that succeeds in implementing distant learning and is considered as a cyber university. Its name is Universitas Terbuka, or commonly known as Open University (The Jakarta Post, 2020).

Open University is the 45th Public University of Indonesia, established in 1984. Through continuous improvement, they were able to conduct full online learning. Since 1998, they have introduced online registration, online tutorial and online exams. In 2004, they were able to open their first Master Program, and in 2019 they managed to open their Doctorate Program. Until May 2020, they have five faculties, which are: (1) Faculty of Teaching and Education, (2) Faculty of Law, Social and Political Sciences, (3) Faculty of Economy, (3) Faculty of Science and Technology, and (4) Master Program. Furthermore, in November 2019, there were 312.656 college students enrolled in Open University (Universitas Terbuka , 2018), showing that Open University is largely known and favorite because of the simplicity they offered. Many academicians across the country enrolled in Open University, because they don't have studying period limits and no-drop out policy, offering more flexibility for those who wanted to study while also working (Jawa Pos, 2018).

The success story of Open University could be used as a benchmark for other Universities. Universitas Indonesia, as the first Public University in Indonesia, must maintain their education service to the public. Since the implementation of PSBB, the main building of Universitas Indonesia is closed to the public, and the services provided are conducted via distance learning or online measures. Since the primary service of Universitas Indonesia is to

educate, specifically delivering lecture on a course, Universitas Indonesia under the direct supervision of Directorate of Supervision and Information Technology, developed a web-based platform for delivering online lectures such as E-Learning Management Systems (EMAS) which could be accessed via <https://emas.ui.ac.id> (Universitas Indonesia, 2020).

Though not stable enough, online lecturers are given via EMAS. On the platform, each lecturer can upload the syllabus for each course, post assignments, create panels for discussion, or even do interactive chats with the college students. On the other hand, lecturers are also given an availability option to conduct online lecturers via their preferred application, such as Zoom, Google Meet, Whatsapp Video Call and others. However, since Universitas Indonesia is not well-prepared with online lectures, problems occurred while maintaining the service of education.

1.2. Research Problems and Purpose of Research

Though Lecturers of Universitas Indonesia are able to conduct online lectures in the middle of PSBB, certain difficulties are found. Technical difficulties such as unstable platforms, bad internet connection and inability to operate certain applications for online lecturers have become common problems in conducting online lectures. Both academics and students may lack the training needed for quality online learning (The Conversation, 2020). Developing online courses involves a team of experts including academics, instructional designers, programmers and illustrators. But in this time of pandemic and crisis, online lectures are done by half measures, mostly just for the purpose of filling the duty or responsibility, rather than configuring the real efficiency and effectiveness.

Since jobs, as in giving lectures are just done to fulfill the need of students while also fulfilling the role of lecturers to teach, job satisfaction of lecturers has a tendency to be low. Pearson and Seiler, for example, note that factors associated with increased satisfaction for academics include “. . . the

process of teaching, guiding, and molding minds, along with the discovery and dissemination of new knowledge” (Pearson & Seiler, R. E., 1983). Similarly, Paul and Phua (Paul & Phua, S. K., 2011) found that teaching is the second most important factor in academic job satisfaction, behind relationships with students. Martin agrees, also suggesting that involvement in research is an important factor in job satisfaction for academics (Martin, 2011). In terms of teaching, Paul and Phua suggest that the primary way in which academics demonstrate autonomy and exert control is in course design, management, and delivery of which are associated with academics’ interactions with students and colleagues, potential for intellectual stimulation, and a sense of control over their workplace (Paul & Phua, S. K., 2011). Concluding from some of the definition of job satisfaction for academicians, the PSBB WFH policy, which also limits the academicians movements on doing on-site research and limited teaching or lecturing capabilities, possibly resulting in low job satisfaction. Though, on the brighter side, the PSBB policy also gave more proper family time and work life balance for lecturers.

On the research conducted by Afrianty, it can be inferred that most of the lecturers in Indonesia are having low to none work life balance, meaning, spending more time in the workplace rather at home (Afrianty, J., & Issa, 2016). In this sense, PSBB may have both good and bad effects on lecturer’s job satisfaction. On the brighter side, lectures may have spent more time with the family while also doing their job, but on the darker side, too much time spent with the family may also affect their performance and satisfaction, moreover causing more dilemmas.

Since job satisfaction is affected, another variable that is closely related to it will also possibly be infected. Stress is commonly associated with job satisfaction, and furthermore turnover intention. Since the classical approach of Public Personnel Management, many academicians have shown that Stress is inversely related with Job Satisfaction (Hollon & Chesser, 1976; Miles, 1976; Miles and Petty, 1975). To put simply, High Stress associated with Low Job Satisfaction, and vice versa. In the meantime, too much time spent with the

family because of the PSBB policy may also affect the stress level of the lecturers. For some, spending time with the family may enable them to work more, but for others maybe not. On the other hand, since the COVID-19 Pandemic is still raging and people have a tendency to secure their job, the risk of having turnover will possibly be low. Hence, adding the possibility of low job satisfaction, high stress, yet no available option to quit the job.

Last but not the least, one of the problems that may occur is also the teaching misbehavior of the lectures. Since the job satisfaction is possibly low, while having high stress levels, Kearney et. al stated that this could be the preconditions of teaching or lecturing misbehavior. Teacher (or in this case, lecturer) misbehaviors are conceptualized as “those behaviors that interfere with instruction and thus, learning” (Kearney, Plax, Hays, & Ivey, 1991). Based on students’ perceptions of how teachers irritate, demotivate, or substantially distract them in an aversive way, 28 categories of teacher misbehaviors were identified. These categories were further reduced to three dimensions (which later discussed on the literature review part). PSBB WFH also possibly creating a loophole of teaching quality control in the middle of a pandemic. Universities and Faculties have a tendency to develop higher understanding of mistakes or misbehavior of the lecturers. Lecturers that often come late or dismiss class early because of having technical difficulties, are no longer considered as violation of code of ethics, but considered as the ”new normal” in Universities. These phenomena could invite more misbehavior of the lecturers.

The PSBB impact may start a chain of negative impacts on lectures in Universitas Indonesia, while on the other side also have tendency for doing trial and error for betterment of Universitas Indonesia. If the PSBB has an impact of high job satisfaction, while also low stress level and low level of misbehaving, the WFH policy could be considered as the benchmark for the future improvement of online lectures of Universitas Indonesia. However, if the PSBB showed negative impact on job satisfaction, while causing high levels of stress and misbehavior, then, certain policies needed to be made to tackle these issues. This research is dedicated to understanding the relation between PSBB,

job satisfaction, job stress, and also teaching misbehavior tendency. Hence, to have better understanding regarding the relationship, three questions are developed, which are: (1) *“What is the impact of PSBB on Job Satisfaction in Universitas Indonesia?”*, (2) *“What is the impact of PSBB on Work Stress in Universitas Indonesia?”* and (3) *“What is the impact of PSBB on Teaching Misbehavior Tendency in Universitas Indonesia?”*

1.3. Outline of Thesis

This thesis is written in 5 chapters. Chapter 1. Introduction introduces the background and the urgency of this research, while concluding it with some research questions and purpose of the research itself. Chapter 2. Literature Review consists of a handful of concepts that is used for this research, the PSBB, Academic Job Satisfaction and Stress, and Teaching Misbehavior Tendency. Several hypotheses are developed in order to have better understanding regarding the relationship of PSBB, job satisfaction, job stress, and teaching misbehavior tendency. Chapter 3. Research Method discussed research’s approach, population and sampling, measurement and data collection, as well as method for data analysis. Chapter 4. Data Analysis and Results presents and highlights the main findings, which is divided into demographic characteristics of respondents, descriptive statistics, hypothesis testing and interpretation. Last but not least, Chapter 5. Conclusion and Recommendation concluded the research, while also providing policy recommendations for future development of Universitas Indonesia.

Chapter 2. Literature Review

The study of Job Satisfaction and Job Stress are not considered new in the field of Public Administration. However, the application of it might differ during the time of pandemic. In this chapter, literature review began from Large-Scale Social Restriction (PSBB), continued with academic Job Satisfaction and Job Stress, then last but not the least, Teaching Misbehavior Tendency. The discussion of theory and precedent study are as follows:

2.1. Large-Scale Social Restriction Policy (PSBB)

MoH of Republic of Indonesia created the Decision of MoH No. 01/2020 regarding “Declaration of Novel 2019-nCov as Disease that Can Cause Plague and Its Response Measure” since 4 February 2020. The decision then followed by another Decision of MoH No. 09/2020 on “PSBB Guidelines”, which emphasized on large-scale social restrictions consist of closing schools and offices, limiting religious gatherings, public facilities, social and cultural activities, and other matters related to defense and security, as well as transportation. Further on, the Guidelines also specified restrictions for academic institutions. The main points of the restriction are: (1) Limiting or closing access for academic institution, (2) Switching into online or distance learning (if applicable) and (3) Maintaining health and safety procedures to minimize the risk of spread, such as: measuring body temperature before entering academic facilities, maintaining physical distancing in the academic facilities (with emphasis on maintaining physical distancing during teaching in the classroom), and providing hand sanitizing equipment around and within academic facilities (again, with emphasize on classroom).

In a closer look, the policy never was implemented in a full lockdown scenario. In the three main points, they are all optional to be implemented by the academic institutions. In this sense, academic institutions have discretion on implementing the policy, resulting in a variety of implementations in Indonesia. Because of the variety of it, the implementation of PSBB could be seen in various ways. It could be benefiting, while also providing more challenge. The first point, limiting or closing access for academic institutions provide similar conditions with compressed workweek schedule and work-family balance. Lecturers could choose whether they could come to the institution where they work or just work remotely from home. Given the options and authority to choose, there's a possibility that lecturer satisfaction will increase. However, on the other hand, the second point emphasizes on online or distance learning. As discussed in the study background, most of the lecturers are not ready for it. Hence, it could be causing more stress. The detailed discussion on how PSBB could be interpreted, will be discussed as follows:

2.1.1. PSBB as Compressed Workweek Schedule and Work-family Balance

In the HEI, overwork is considered “*normal*”. The Australian higher education sector appears to underscore the healthy balancing of these domains (Currie, Harris, & Thiele, 2000; Probert, 2005). Over the last 15 years, 50 or 60 hour per week have become the trend in many universities (Jacobs & Winslow, 2004). An Australian study by Currie et al. (2000) revealed that university employees felt the pressure 'to give more time to the university and work overtime and weekends despite not being paid any more money for doing so'. A contributing factor is the academic adage 'publish or perish', which supposedly has placed much strain on the workloads of research active staff. Similar examples of overworked academics can also be found in Europe and America (Santos & Cabral-Cardoso, 2008; Boyar, Maertz, Mosley, & Carr,

2008). An individual inclination, and an unlimited time dedicated to academic work, with full loyalty to the “cause” (Cummins, 2005) are not new requirements in academia. However, an unhealthy habit of working overtime may lead university employees (in this research, lecturers) into condition often called burnout (Pillay & Abhayawansa, 2014), stress, moreover turnover of the employees. To minimize the impact of overworking in higher education sector, is to balance work and family life.

One way for organizations to help employees manage the demands of balancing work and family life is through the use of alternative work schedules (Allen, Johnson, Kiburz, & Shockley, 2013; Fiksenbaum, 2014; Ko, Hur, & Smith-Walter, 2013). Previous research has found that employees working a flexible work schedule are more likely to report greater levels of positive spillover between the work and family domains (Ezra & Deckman, 1996; McNall, Masuda, & Nicklin, 2010), which is related to higher job satisfaction (Carlson, Grzywacz, & Kacmar, 2010) and lower turnover (McNall, Masuda, & Nicklin, 2010). Tausig and Fenwick noted that alternative work schedules can favorably alter the perception of balance between work and family demands (Tausig & Fenwick, 2001). This might be due to the employees’ perception of flexibility, which is positively related to higher levels of work–family balance (Baxter & Chesters, 2011) and negatively related to work–family conflict (Fiksenbaum, 2014). Seventy-four percent of municipal HR directors reported that the most commonly perceived benefit for employees on alternative work schedules is improved work–family balance (Wadsworth, Facer, & Arbon, 2010). Research focusing on compressed work schedules found that employees on such a schedule reported higher levels of work–family balance (Julien, Somerville, & Culp, 2011; Saltzstein, Ting, & Saltzstein, 2001) than their counterparts.

One of the benefits of alternative work schedules can be the control employees have over their work schedule. Previous research found that employees who participated in the decision-making process of selecting a compressed workweek schedule reported higher levels of satisfaction with the schedule (Latack & Foster, 1985). Other scholarship notes that the lack of control for the employee can lead to higher levels of work–family conflict (Allen, Johnson, Kiburz, & Shockley, 2013; Pisarski, Lawrence, Bohle, & Brook, 2008). Employee control over work time is positively related to work–family balance (Beham & Drobnic, 2010), even when employees work long hours (Valcour, 2007). These findings suggest that employees who have the option of selecting an alternative work schedule might experience greater levels of work–family balance.

Based on the definition provided by various academicians regarding compressed work week schedule and work-family balance, similarities were found in the application of PSBB. In PSBB, employees are given suggested to stay at home and avoid public places such as schools and offices, religious facilities, public facilities such as parks, as well as public transportation (The Jakarta Post, 2020). However, PSBB never forbid employees or citizen to travel or go to work, moreover, different from lockdown situation. PSBB situation gave freedom to the citizen to determine themselves whether they could go to work or to work from home. Hence, PSBB could also be translated as compressed work week and seen as work-family balance policy, even though it occurs in pandemic situation.

2.1.2. PSBB as Online Teaching-Learning Process

Due to the rising number of COVID-19 cases, Universities worldwide have been forced rapidly to use online teaching (Burki, 2020). The argument of Online learning is also embraced by Lederman, which stated that COVID-19 crisis embraced the digital academic experience as the *summum bonum* of the online teaching-learning process (Lederman, 2020). Previously, online learning

was not considered as the part of formal education (Bao, 2020), however, due to the situation, online learning is now more dominant in order to preserve education services. Some of the most popular online communication platforms that would change the destination and direction of the whole education system across the world in post-COVID-19 circumstances are Start.me, Neo, Classtime, Classwize, Ted-Ed, Coursera, Google Classroom, Bakpax, Pronto, Skillshare, ClassDojo, Edmodo, Blackboard Learn, Parlay, Docebo, Feedback Fruits, Udemy, WeVideo, WizIQ, Flipgrid, Codecademy, Gynzy, Adobe Captivate, Seesaw, Edx, GoGuardian, Elucidat, Kami, Pluralsight, G Suite, Otus, Articulate 360, Floop, Future Learn, Hapara, Shift, Lectora Inspire, Kialo Edu, Buncee, LanSchool and many more (Mishra, Gupta, & Shree, 2020).

The usage of the platforms varies from one another. Some academic institutions used it as a platform to conduct face to face real time teaching, while on the other hand just uploaded pre-recorded material or assignments on the platform. Variance of usage is also affected by the stability of internet connection (network) and also the capabilities of each lecturer in operating the platform. For the first semester of 2020, lots of trial and error has been done in conducting online teaching-learning processes (Zayapragassarazan, 2020).

In Indonesia, after PSBB Guidelines are implemented, the most popular platforms to be used are Google Meet and Whatsapp (The Jakarta Post, 2020). Some other applications, such as Zoom and Webex also started to be used by lecturers in conducting online teaching. In Universitas Indonesia, websites such as E-Learning Management System (EMAS) are also used for online teaching-learning processes (Universitas Indonesia, 2020). However the teaching-learning process is still on the trial and error period. Some researches showed that online teaching-learning processes invited more stress to the lecturers, because they are not ready (The Conversation, 2020). The detailed description on how online teaching-learning processes affect stress are discussed on the sub chapter of academic job stress (Besser, Lotem, & Zeigler-Hill, 2020).

In summary, PSBB could be seen in two ways. First, it is seen as a compressed workweek schedule and work-family balance. In this point of view, PSBB acts as a leveraging factor to increase job satisfaction for the lecturers. Second, PSBB is seen as a challenging online teaching-learning process, which could increase more job stress and eventually teaching misbehavior. Both points of view could happen, hence the research is necessary to be conducted.

2.2. Academic Job Satisfaction

Job Satisfaction is a measure for workers' contentment with their job. For example, whether or not they like the job, or individual aspects of the jobs, such as nature of work, supervision, and degree of freedom in performing jobs (Spector, 1997). Job satisfaction can be measured in cognitive (evaluative), affective (or emotional), and behavioral components (Hulin & Judge, 2003). Thompson and Phua have also noted that job satisfaction measures vary in the extent to which they measure feelings about the job (affective job satisfaction) or cognitions about the job (cognitive job satisfaction) (Thompson & Phua, 2012). Spector has identified lists 14 common facets of Job Satisfaction, which are: appreciation, communication, coworkers, fringe benefits, Job conditions, nature of the work, organization, personal growth, policies and procedures, promotion opportunities, recognition, security, and supervision.

Furthermore, Kalleberg emphasized that there are two main ways of measuring job satisfaction. The first asks workers to make a global judgment about their overall satisfaction with the job. A second approach assesses one's satisfaction with various facets of the job and then combines them in some way to create a summary measure of overall satisfaction (Kalleberg, 2011). Referring to the latter, in the academic world, the job satisfaction is much more specified and differ than the general job satisfaction. Many factors that have an impact on academic job satisfaction have been identified, most of which are associated with academics' interactions with students and colleagues, potential for intellectual stimulation, and a sense of control over their workplace. Pearson

and Seiler, for example, note that factors associated with increased satisfaction for academics include “... the process of teaching, guiding, and molding minds, along with the discovery and dissemination of new knowledge” (Pearson & Seiler, R. E., 1983). Similarly, Paul and Phua found that teaching is the second most important factor in academic job satisfaction, behind relationships with students (Paul & Phua, S. K., 2011). Martin agrees, also suggesting that involvement in research is an important factor in job satisfaction for academics (Martin, 2011; Toohey, 2017) In terms of teaching, Paul and Phua (2011) suggest that the primary way in which academics demonstrate autonomy and exert control is in course design, management, and delivery.

Job satisfaction is usually highly correlated with working conditions. However, there are some peculiar findings regarding correlation between working conditions and job satisfaction (Shin & Jung, 2014). Since the 1990s growing numbers of studies have focused on declining job satisfaction and its causes because academic work conditions are declining. For example, Harman's study which is based on Australian data from two time points - 1977 and 1997 - found that academics were relatively highly satisfied with their job although academic work conditions had declined (Harman, 2001). However, recent literature reports that job satisfaction is declining in many countries (Bryson, 2004; Houston, Meyer, & Paewai, 2006). Regarding these findings, there are possibilities that even though during the COVID-19 pandemic the working conditions are declining, job satisfaction will remain stable.

Furthermore, in accordance to PSBB, since PSBB is giving more freedom and better working conditions during COVID-19 Pandemic (as discussed in the compressed workweek schedule and work-family balance sub-chapter), the following hypothesis is developed:

Hypothesis 1 (H1): PSBB will be positively related to Academic Job Satisfaction in Universitas Indonesia

2.3. Academic Job Stress

Many different definitions and research approaches have been used to examine the concept of stress. Monroe defined stress as the ability to cope with various changes and challenges in the environment. Human beings are accustomed to a condition called homeostasis, where things are steady and comfortable, so no danger is around (Monroe, 2008). However, when changes occurred, homeostasis is affected, hence the stress will come. There are, however, conditions where stress can be harmful to health. One is if the environmental challenge, or stressor, is so large that the organism cannot cope successfully (Selye, 1980; Brunner & Marmot, 2001). Another is if sustained stress activation over the long term leads to a cumulative burden (“wear and tear”) on physiological systems eventually resulting in dysregulation and failure (McEwen & Wingfield, 2003). Examples of the former are a worker doing hard physical labor in a hot environment who dies from overheating. An example of the latter is the accumulation of risk factors for coronary heart disease in people with stressful jobs (Nyberg, Fransson, & Heikkila, 2013).

In humans, however, the psychological assessment of the situation plays a larger role in forming the stress response than in other life forms. How a person experiences and interprets the potentially stressful situation may thus determine if it is associated with positive or negative consequences (Katz & Kahn, 1978; Monroe, 2008). While some people interpret a situation as threatening and overwhelming, others may view it as stimulating and rewarding (Frankenhaeuser & Johansson, 1981). Hence, the stress perceived from one human to another may vary. A person’s experience may be influenced by factors such as personality, preferences and previous experiences, expectations on the situation and what coping resources are available. It is also assumed that recovery is important in avoiding the strain associated with sustained energy mobilization (Geurts & Sonnentag, 2006).

From the source of the stress, Stress is divided into multiple sources. One approach examines stress as an external pressure placed upon a person, whereas other approaches examine stress as understood as a physiological response (Bradley & Sutherland, 1995). For this research, stress is examined as cumulative form by focusing on stress as an external pressure (especially regarding the workload and the situation of COVID-19 Pandemic). It is therefore defined as the aversive or negative feelings that employees have toward their work as a result of job strain (Hart & Cooper, 2001; Jex, Beehr, & Roberts, 1992). Cumulative stress comes from the continued accumulation of stressful situations and the residual effects that stem from the work environment (Shupe & McGrath, 2012). Although the presence of small amounts of temporary stress in may not necessarily lead to negative outcomes (Podsakoff, Lepine, & Lepine, 2007), cumulative work stress can lead to negative outcomes, which can be directly linked to public sector performance, and other “maladaptive” outcomes such as absenteeism (Bradley & Sutherland, 1995). Scholars have shown that public sector organizations perceive higher stress compared with their private sector counterparts (Hamann & Foster, 2014). Political and administrative changes associated with new public management such as performance-based reforms, cutbacks, red tape, work intensification due to budgetary constraints, and tighter deadlines have all been associated with creating cultures of higher stress in public organizations (Carter, et al., 2013; Giauque, Anderfuhren-Biget, & Varone, 2013; Noblet & Rodwell, 2009).

Furthermore, in regard to COVID-19 Pandemic and Online Teaching-Learning Process, several studies find that Online Teaching has become a new source of Stress for the lecturers. The rapid conversion to online teaching, the blurred lines between work and home coupled with the omnipresent concern for the health of family and oneself, has produced high levels of stress (MacIntyre, Gregersen, & Mercer, 2020). More importantly, there was no teacher training program that included a topic such as ‘how to deal with a pandemic’ and switching to online teaching was done under emergency conditions.

In a study conducted by Besser, Lotem & Zeigler-Hill, University Professors are having higher stress levels during online teaching compared to the general stress before pandemic time. The magnitude of the reported difference in stressfulness is, in all likelihood, not just a reaction to the change in teaching format. Rather, it is an illustration of extensive life changes and how a workplace-related change that is not self-determined and that requires significant adaptation during a time of uncertainty can substantially increase the perceived stressfulness of this new teaching mode (Besser, Lotem, & Zeigler-Hill, 2020).

Other studies showed that even though lecturers are having hard time and become more stressful during online teaching, they have a tendency to cope with it, rather than avoiding it (MacIntyre, Gregersen, & Mercer, 2020). Teachers are coping as best they can using a variety of techniques. In terms of psychological health and wellbeing, coping techniques that can be considered more active and approach-oriented, ones that more tackle the issues created by the situation including the emotions aroused, are associated with more positive outcomes. Perhaps more importantly, increased use of avoidant-coping strategies is associated with negative psychological outcomes. In particular, it is the increased use of avoidant coping that is associated with increasing levels of stress and a variety of negative emotions (anxiety, anger, sadness, and loneliness).

Based on the previous studies discussed, it was shown that online teaching-learning during PSBB could be increasing the academic job stress. Hence, the following hypothesis is developed:

Hypothesis 2 (H2): PSBB will be positively related to Academic Job Stress in Universitas Indonesia

2.4. Teaching Misbehavior Tendency

Teacher misbehaviors are conceptualized as “*those behaviors that interfere with instruction and thus, learning*” (Kearney, Plax, Hays, & Ivey, 1991). The main cause of teaching misbehavior is the presence of discontent in teaching, which usually could be seen in a sign of stress. Based on students’ perceptions of how teachers irritate, demotivate, or substantially distract them in an aversive way, 28 categories of teacher misbehaviors were identified. These categories were further reduced to three dimensions.

The first dimension, incompetence, included nine categories of misbehaviors: confusion/unclear lectures, apathy toward students, unfair testing, boring lectures, information overload, lack of knowledge of subject matter, unintelligible foreign or regional accents, inappropriate volume, and bad grammar/spelling. Offensiveness included six categories: sarcasm/putdowns, verbal abuse, unreasonable/arbitrary rules, sexual harassment, negative personality, and favoritism/prejudice. The third factor, labeled indolence, included six categories: absent, tardy, unprepared and disorganized, deviated from the syllabus, late return of work, and information overload. Since the purpose of this research is to understand teaching misbehavior tendencies of oneself, not all dimensions will be selected. The following are the teaching misbehavior tendency that are selected for this research:

Table 2.1. Teacher Misbehavior Categories with Simple Descriptions

No.	Misbehavior	Description
1.	Absent	Does not show up for class, cancels class without notification, and/or offers poor excuses for being absent.
2.	Tardy	Is late for class or tardy.
3.	Keeps Students Overtime	Keeps class overtime, talks too long or starts class early before all the students are there.
4.	Early Dismissal	Lets class out early, rushes through the material to get done early.
5.	Unprepared/Disorganized	Is not prepared for class, unorganized, forgets test dates, and/or makes assignments but does not collect them.
6.	Late Returning Work	Late in returning papers, late in grading and turning back exams, and/or forgets to bring graded papers to class.
7.	Inaccessible to Students outside the class	Does not show up for appointments or scheduled office hours, is hard to contact, will not meet with students outside of office time and/or doesn't make time for students when they need help.
8.	Information Overload	Talks too fast and rushes through the material, talks over the students' heads, uses obscure terms and/or assigns excessive work.

Source: Kearney et al, 1991

The emergence of Teaching Misbehavior often occurred in the online teaching-learning process during COVID-19 Pandemic. In the study conducted by Hasan & Bao, students, especially University students, are having high stress levels to cope with the online teaching. Some of the students who don't have adequate technology resources (such as computer or internet connection) were left behind and unable to keep up with the teaching. Other students have to pay a high price in order to maintain their technology resources. In order to come up with a solution, lecturers often switch from face-to-face lecture into merely

uploading assignments and reading materials, avoiding pre-recorded or live sessions (Hasan & Bao, 2020).

In other cases, the inability of lecturers to operate the online platform, as well strengthened by their unwillingness to learn it also worsening the quality of online teaching-learning process. These phenomena of poor motivation from the instructors or lecturers is referred to as “*e-learning crack-up*” (Hasan & Bao, 2020). Numerous cases of lecturers that have a tendency to finish or dismiss the class early and blaming internet connection and/or technical difficulties also found in the study conducted by Kapasia et al. About 54.3% of the total respondents in his research agreed that lecturers has tendency to dismiss the class early during online teaching-learning process (Kapasia, et al., 2020).

Based on the discussion of the previous study, it is shown that the online teaching-learning process invited more teaching misbehavior. It was also shown that teaching misbehavior could be triggered from stress experienced by lecturers. Hence, the following hypotheses are developed:

Hypothesis 3 (H3): PSBB will be positively related to Teaching Misbehavior Tendency in Universitas Indonesia

Hypothesis 4 (H4): Academic Job Stress will moderate PSBB with the Teaching Misbehavior Tendency in Universitas Indonesia

Chapter 3. Research Method

To answer research questions and to test the hypotheses developed, an effective research method must be applied. This chapter discussed the research framework that is used, descriptions on how measurement is done for each variable, data gathering method, population and sample, data analysis, as well validity and reliability of the research.

3.1. Research Framework

The approach that is selected for conducting this research is Quantitative Approach. Quantitative Approach emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected. Variables in research are based on certain theories, and certain hypotheses are developed in order to measure the relationship or significance between the theories (Cresswell, 1994; Weiss, 2017)

Variables operationalized based on the concept of PSBB as compressed workweek schedule and work-family balance, while also as online teaching-learning process, job satisfaction, job stress and teaching misbehavior tendency. The research purpose is to find an explanation, whether there is a significance between PSBB, job satisfaction, job stress and teaching misbehavior tendency. Hence, the research purpose is categorized as Explanatory Research (Babbie, 2015). In order to understand the relationship between the variables, the following research framework is used:

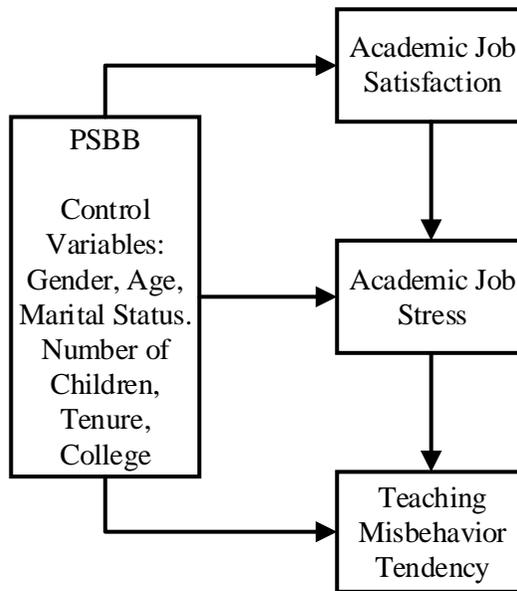


Figure 3.1 Research Framework

Furthermore, the brief description of how measurement will be done, are as follows:

3.1.1. Measurement for PSBB

PSBB is the independent variable of this research. Since some of the lecturers at Universitas Indonesia still conduct teaching using labs or video recording, some of the lecturers still come to the University to do their jobs. Hence, even though PSBB is implemented, many of them still make the choice to not work remotely from home, because some of the lectures can't be done in their home. Furthermore, as suggested by Eurofound (2015) compressed workweek schedule and work-family balance will be measured by one item, asking how many days on a week that certain employees worked in the organization. In addition, to understand PSBB as online teaching-learning process, another item is added to identify how often the lecturers conducted the online teaching (Besser, Lotem, & Zeigler-Hill, 2020; Zayapragassarazan, 2020).

3.1.2. Measurement for Academic Job Satisfaction

Academic Job Satisfaction is the first dependent variable of this research. It is measured using multiple items. The first 3 items are adapted from Paul and Phua (2011) while also Martin (2011). These 3 items identify satisfaction related to each element of the lecturer's jobs: relationship with students during teaching, involvement in research, while also autonomy given for managing certain courses. Then, the last item is adapted from Eurofound (2015) which identifies the overall satisfaction of the respondent regarding the job. Each item will be transformed into a closed question, then assessed using Likert scale from 1 to 4 (1=Very Dissatisfied and 4=Very Satisfied).

3.1.3. Measurement for Academic Job Stress

Academic Job Stress is the second dependent variable. Since Job Stress is the inverse version of the Job Satisfaction, the items that are used for measuring the Job Satisfaction will also be adapted for measurement, with consideration from studies conducted by Besser, Lotem, & Zeigler-Hill (2020) while also MacIntyre, Gregersen, & Mercer (2020). In this sense, measurement for each element of the lecturer's jobs will be repeated again with emphasis on stress. Then, as suggested by Eurofound (2015), overall stress will also be measured using one item. Each item is assessed using Likert scale from 1 to 4 (1=Never and 4=Always).

3.1.4. Measurement of Teaching Misbehavior Tendency

Teaching misbehavior tendency is the third and last dependent variable. Measurement of Teaching Misbehavior Tendency are based on the concepts by Kearney et al (1991), with additional inputs from Hasan & Bao (2020) and Kapasia (2020). However, there are few considerations in measuring teaching misbehavior tendency. In order to protect their identity, the respondents

possibly will not answer the questions honestly. They will modify their answer to their will, hence the measurement won't be reliable nor valid.

In order to overcome the possibility, the questions will be delivered in two folds. First, the questions are directed to the respondent regarding their experience of misbehaving. Second, the questions are directed to their perspective regarding the possibility of other lecturer's misbehaving. In this sense, though difficult to map the present misbehaving done by the respondent, at least the risk of misbehavior tendency (whether it is done by the respondent or other lecturers) could be mapped based on the respondent's perspective. All of the questions will be assessed using Likert Scale from 1 to 4 (1=Never and 4=Always).

In summary, table 3.1 presented the operationalization and measurement for each variable, alongside with its respective sources:

Table 3.1 Operationalization of Variables

Variable	Measurement	Item Sources
PSBB	Number of working days in a week (on average) during PSBB	(Eurofound, 2015)
	Number of class conducted online during PSBB	(Besser, Lotem, & Zeigler-Hill, 2020) (Zayapragassarazan, 2020)
Academic Job Satisfaction	Satisfaction regarding relationship with students while teaching during PSBB	(Eurofound, 2015) (Martin, 2011) (Paul & Phua, S. K., 2011)
	Satisfaction regarding involvement in research during PSBB	(Eurofound, 2015) (Martin, 2011) (Paul & Phua, S. K., 2011)
	Satisfaction regarding given autonomy for managing the course during PSBB	(Eurofound, 2015) (Martin, 2011) (Paul & Phua, S. K., 2011)

	Overall satisfaction with working conditions during PSBB	(Eurofound, 2015)
Academic Job Stress	Stress regarding relationship with students while teaching during PSBB	(Besser, Lotem, & Zeigler-Hill, 2020) (Eurofound, 2015) (MacIntyre, Gregersen, & Mercer, 2020)
	Stress regarding involvement in research during PSBB	(Besser, Lotem, & Zeigler-Hill, 2020) (Eurofound, 2015) (MacIntyre, Gregersen, & Mercer, 2020)
	Stress regarding given autonomy for managing the course during PSBB	(Eurofound, 2015)
	Overall stress with working conditions during PSBB	(Eurofound, 2015)
Teaching Misbehavior Tendency	Tendency of respondent to not come (get absent) to online class	(Kearney, Plax, Hays, & Ivey, 1991) (Hasan & Bao, 2020)
	Tendency of other lecturers to not come (get absent) to online class	(Kearney, Plax, Hays, & Ivey, 1991) (Hasan & Bao, 2020)
	Tendency of respondent to be tardy (often come late)	(Kearney, Plax, Hays, & Ivey, 1991)
	Tendency of other lecturers to be tardy (often come late)	(Kearney, Plax, Hays, & Ivey, 1991)
	Tendency of respondent to keep students overtime	(Kearney, Plax, Hays, & Ivey, 1991)
	Tendency of other lecturers to keep students overtime	(Kearney, Plax, Hays, & Ivey, 1991)
	Tendency of respondent to dismiss class early	(Kearney, Plax, Hays, & Ivey, 1991) (Kapasias, et al., 2020)
	Tendency of other lecturers to dismiss class early	(Kearney, Plax, Hays, & Ivey, 1991) (Kapasias, et al., 2020)
	Tendency of respondent to be disorganized with class material	(Kearney, Plax, Hays, & Ivey, 1991)
	Tendency of other lecturer to be disorganized with class material	(Kearney, Plax, Hays, & Ivey, 1991)
	Tendency of respondent to be late in returning student's works	(Kearney, Plax, Hays, & Ivey, 1991)

	Tendency of other lecturer to be late in returning student's works	(Kearney, Plax, Hays, & Ivey, 1991)
	Tendency of respondent to be inaccessible to students outside the class	(Kearney, Plax, Hays, & Ivey, 1991)
	Tendency of other lecturers to be inaccessible to students outside the class	(Kearney, Plax, Hays, & Ivey, 1991)
	Tendency of respondent to talk too fast (causing information overload)	(Kearney, Plax, Hays, & Ivey, 1991) (Kapasias, et al., 2020)
	Tendency of other lecturers to talk too fast (causing information overload)	(Kearney, Plax, Hays, & Ivey, 1991) (Kapasias, et al., 2020)

3.1.5. Moderating and Control Variables

Since teaching misbehavior tendency is often associated with stress level of the lecturers, the job stress is also categorized as moderating variable between the direct relationship of PSBB with teaching misbehavior tendency. Furthermore, other demographic characteristics of the respondent such as Gender, Age, Marital Status, Number of Children, Tenure, and College were also collected and tested as control variables, whether they are affecting the direct relationship between Independent Variable and Dependent Variable.

Though there's not much studies revealing these demographic characteristics may affect the relationship, there are always possibilities of these variables to show significance. Gender relates to responsibility of child caring during working hours. Usually in Indonesia, the female takes care of their children more often than the male. Hence, could cause variance on job satisfaction, job stress, or even teaching misbehavior tendency. Age usually related to job satisfaction and capabilities of handling stress. Marital status is also related to time availability for each lecturer. For those who are not yet married, they are often more agile in optimizing their lectures. Number of children also related to responsibility of child caring. More children have possibilities of less time in lecture, and vice versa. Tenure could affect lecturers'

perspective on satisfaction, moreover, handling stress. College variables are selected to understand whether there are variances on impact of PSBB into different colleges, specifically for the one that majors in Social Science or Natural Science. Some colleges needed to do lectures on labs, while others not.

3.2. Data Gathering

Based on time dimension, the research carried out by cross-sectional method. Cross sectional is a method that uses measurement in a certain short period of time (Babbie, 2015). Observations were done in approximately 6 months (April to October 2020) in Universitas Indonesia. Data Gathering will be carried with quantitative methods, by survey questionnaires (Babbie, 2015).

3.3. Population and Sample

When collecting quantitative data by survey, the population is defined as full-time lecturer in 15 Colleges and 2 Schools of Universitas Indonesia at 2020. Full time lecturers will be selected because they were primary members that experienced PSBB WFH policy. Samples are selected by quota method, calculated by Slovin Formula. The total population is 2053 lecturers, and the proposed sample size is 324 lecturers (15.3% of population) within Universitas Indonesia. At the end of data gathering, only 207 samples were collected, showing 63.8% response rate. Based on the data collected, the margin of error for the data is 6%. This limitation will be discussed further on the sub-chapter of chapter 5, "limitation of the study".

3.4. Data Analysis

After data gathering, several methods of data analysis will be applied. Pearson Correlation is conducted to understand the strength of the relationship of each variable. After that, Linear Regression is carried to see direct effect

between the independent and dependent variables. Last but not the least, multiple regression involving the moderating and control variables are also done to see whether there is significance change or not. The result of the regression could be seen on P-Value. If the $P < \alpha$, the null hypothesis will be rejected. However, if the $P > \alpha$ then null hypothesis will be failed to be rejected. Hence, accepting the null hypothesis. To optimize data processing, this research will be using SAS University Edition for inputting, calculating, and producing certain outputs. The tool is meant to reduce errors in coding and computation, providing highly accurate data for analysis.

3.5. Validity and Reliability

Babbie (2015) described the importance of validity in research. Validity relates to a measure that accurately reflects the concept it is intended to measure. There are 4 kinds of validity in quantitative research: face validity, content validity, construct validity and criterion-related validity. For this research, content validity is fulfilled because operationalization is based on certain concepts and studies that has been conducted previously. In this sense, the questionnaire that has been used could be categorized as possessing content validity.

As for the reliability, it refers to the extent of which results are reliable over time and a precise depiction of the total population, and if the result of a study can be reproduced under a similar methodological approach (Babbie, 2015). In order to test for reliability, Cronbach-Alpha Test is carried out. The result of the test is compared with the scale provided by Hinton, McMurray, and Brownlow (2004) which include excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below).

Chapter 4. Data Analysis and Results

4.1. Main Study Findings

After the process of data gathering, in total, there are 207 responses collected. The total population was 2053 lecturers, which indicates 207 responses are categorized in margin of error of 6% (with 95% confidence interval). The following sub-chapter will be discussing the demographic characteristics of respondents, followed by descriptive statistics, and hypothesis testing based on the gathered responses.

4.1.1 Demographic Characteristics of Respondents

The questionnaire began with the questions for the basic characteristics of the respondents. From question number 1 to 7 (see appendix for more details), basic characteristics or demographic characteristic of respondents are gathered. These data will be used as control variables to understand the relationship between PSBB, Academic Job Satisfaction, Academic Job Stress, and Teaching Misbehavior Tendency. Furthermore, the following table 4.1 shown detailed description of gender, age, marital status, number of children, tenure, and college information of the respondents.

Table 4.1 Demographic Characteristics of Respondents**(n=207)**

Demographic	Category	Frequency	Valid Percentage
Gender	Female	124	59.9%
	Male	83	40.1%
Age	26-35	57	27.6%
	36-45	75	36.2%
	46-55	51	24.6%
	> 55	24	11.6%
Marital Status	Single	34	16.4%
	Married	162	78.3%
	Divorced/Widowed	11	5.3%
Number of Children	0	52	25.1%
	1	39	18.9%
	2	61	29.5%
	3	44	21.3%
	4	6	2.9%
	5	5	2.4%
Tenure	≤ 5 years	53	25.6%
	6-10 years	39	18.8%
	11-15 years	49	23.7%
	16-20 years	19	9.2%
	21-25 years	18	8.7%
	26-30 years	14	6.8%
	>30 years	15	7.2%
College	Faculty of Medicine	25	12.1%
	Faculty of Economics and Business	22	10.6%
	Faculty of Pharmacy	8	3.9%
	Faculty of Psychology	4	1.9%
	Faculty of Nursing	7	3.4%
	Faculty of Public Health	8	3.9%
	Faculty of Mathematics and Natural Sciences	8	3.9%
	Faculty of Administrative Sciences	41	19.8%
	Faculty of Law	10	4.8%
	Faculty of Engineering	9	4.3%
	Faculty of Computer Science	14	6.8%
	Faculty of Dentistry	5	2.4%
Faculty of Humanities	8	3.9%	

Demographic	Category	Frequency	Valid Percentage
	Faculty of Social and Political Sciences	21	10.1%
	Vocational Program	14	6.8%
	School of Environmental Science	1	0.5%
	School of Strategic and Global Studies	2	1%

As informed in table 4.1, the majority of the respondents are female (59.9% of total respondents). The responses collected reflected actual condition of the population. Most of the lecturers in UI are female, which consist of 53.4% (1097 lecturers) of total population (2053 lecturers). In this sense, the sample drawn from the population could be referred as an actual representative of the UI's population as well.

The respondents age group is quite diversified. Most of the respondents are in the age group of 36-45 years old (36,2%), however followed closely by age group 26-35 years old (27.6%), then 46-55 years old (24.6%), and last but not the least, age group >55 years old (11.6%). The age group diversification provide a mixture of teaching methods, as well as the danger of digital divide between the age group. There will always be possibility that certain age group will be having difficulties on operating online lectures, which could also be an entry point for teaching misbehavior. The relationship between age and other variables will be discussed further on the sub-chapter of hypotheses testing.

Most of the respondents (about 78.3%) are already married. This condition is also correlated with the number of children they have. Married couple with children need to separate their family time and their work from home schedule. The condition shown by respondents provide additional challenge and possibly affecting the original model.

For tenure, or length of service, respondents also quite differ from one group to another. Though majority is serving less than 5 years (25.6%), the number is closely followed by group that served for 11-15 years (23.7%). Other

group consist 6-10 years period (18.8%), and the rest of the other group is less than 10% each. The variance of tenure will be a unique contribution, to test whether it is affecting the original model or not.

Last but not the least, the distribution of respondents according to college. Notable amount of respondents came from Faculty of Administrative Sciences (19.8%), followed by Faculty of Medicine (12.1%), Faculty of Economics and Business (10.6%) and Faculty of Social and Political Sciences (10.1%). The notable amount of respondents provide a mixture of respondents from both Social Science Studies and also Natural Science Studies. Hence, providing more detailed explanation on how college could affect the relationship model.

4.1.2. Descriptive Statistics for PSBB

The variable PSBB is measured with 2 items, consisting of “Number of working days in a week (on average) during PSBB” and “Number of classes conducted online during PSBB”. Since both questions are using different scaling to be answered, each question is discussed separately.

In order to provide more accurate measurement and regression process later on, reverse coding has been done to the answer of the respondent. Those who answered with a lesser number of working days meant that they have better implementation of PSBB. Hence, those who are working ≤ 1 day are recoded into category 5 and those who are working ≥ 5 days are recoded into category 1. After the recoding process, the detailed observation of the respondents could be seen in table 4.2:

Table 4.2 Descriptive Statistics for Number of working days during PSBB**(n=207)**

Question Item	Mean	STD	Percentage				
			≤1	2	3	4	≥5
Number of working days at home in a week (on average) during PSBB	4.26	1.24	66.2	13	8.7	4.8	7.2

Based on table 4.2, it can be seen that on average (mean), 207 respondents spent 4.26 working days in a week (which equivalents to approximately 2 days in a week), with standard deviation of 1.24. Most of the respondents, about 66.2% of it said they spent ≤ 1 day in a week to go to the University. In this sense, the implementation of PSBB guidelines to reduce the number of working days could be seen as a successful attempt to reduce the spread of COVID-19. However, if we take a closer look, there is still 13% of respondents that are still going to work for 2 days in a week, followed closely by 8.7% that spent 3 days in week. The availability of 7.2% people that spent ≥ 5 days in a week should also be put into consideration. The fact that some of the lecturers still went for work for 5 days in a week, even though PSBB guideline is already implemented shouldn't be overlooked. The details on which respondents spent certain working days could be seen on table 4.3 below:

Table 4.3 Demographic comparison for number of working days during PSBB**(n=207)**

Demographic	Category	N	Mean	STD	Min	Max
Gender	Female	124	4.2	1.29	1	5
	Male	83	4.35	1.15	1	5
Age	26-35	57	4.33	1.07	1	5
	36-45	75	4.21	1.27	1	5
	46-55	52	4.27	1.42	1	5
	> 55	23	4.22	1.13	2	5
Marital Status	Single	34	4.35	1.2	1	5
	Married	162	4.2	1.27	1	5

Demographic	Category	N	Mean	STD	Min	Max
	Divorced/Widowed	11	4.82	0.6	3	5
Number of Children	0	52	4.19	1.33	1	5
	1	39	4.36	1.11	1	5
	2	61	4.2	1.34	1	5
	3	44	4.39	1.02	1	5
	4	6	4.5	1.22	2	5
	5	5	3.6	1.95	1	5
Tenure	≤ 5 years	53	4.13	1.27	1	5
	6-10 years	39	4.2	1.24	1	5
	11-15 years	50	4.5	1.18	1	5
	16-20 years	20	4.15	1.39	1	5
	21-25 years	19	4.05	1.39	1	5
	26-30 years	15	4.33	1.11	1	5
	>30 years	11	4.45	1.04	2	5
College	Faculty of Medicine	25	2.52	1.36	1	5
	Faculty of Economics and Business	22	4.45	1.1	1	5
	Faculty of Pharmacy	8	4.38	0.92	3	5
	Faculty of Psychology	4	5	0	5	5
	Faculty of Nursing	7	4.71	0.49	4	5
	Faculty of Public Health	8	4.63	0.74	3	5
	Faculty of Mathematics and Natural Sciences	8	4.25	1.16	2	5
	Faculty of Administrative Sciences	41	4.61	0.86	1	5
	Faculty of Law	10	4.7	0.68	3	5
	Faculty of Engineering	9	4.78	0.44	4	5
	Faculty of Computer Science	14	5	0	5	5
	Faculty of Dentistry	5	4.2	0.45	4	5
	Faculty of Humanities	8	4.5	1.41	1	5
	Faculty of Social and Political Sciences	21	4.43	1.25	1	5

Demographic	Category	N	Mean	STD	Min	Max
	Vocational Program	14	3.71	1.49	1	5
	School of Environmental Science	1	5	.	5	5
	School of Strategic and Global Studies	2	3	2.83	1	5

In table 4.3, most of the demographic characteristics of the respondents are accurate representative of the mean. However, there are some notions that could be but into consideration. Respondents from the Faculty of Medicine spent on average 2.56 or 3 days to come to the faculty in a week, which is 1 day more compared to other faculties and schools. This case could happen because lecturers in the Faculty of Medicine need to use a lab or do hospital practice as a method of teaching, which forces them to come for work more often. On the other hand, the Faculty of Computer Sciences showed an absolute score of spending 1 day or less per week in coming to the faculty. In this sense, the Faculty of Medicine and Faculty of Computer Sciences are the two poles of the data. For further implementation on PSBB guidelines, faculties and schools could refer to the Faculty of Computer Sciences for their “success stories”.

The second item for measurement of PSBB is also reverse-coded. The category of “All of my classes are conducted online” is recoded into scale of 3, which shows high compliance to the implementation of PSBB. On the other hand, the category “None of my classes are conducted online” is recoded into scale 1. After recoding process, the details of the response could be seen in table 4.4:

Table 4.4 Descriptive Statistics for Number of class conducted online**(n=207)**

Question Item	Mean	STD	Percentage		
			All	Some	None
Number of class conducted online during PSBB	2.93	0.25	93.2	6.8	0

As seen on table 4.4, 207 respondents answered on average of 2.93, which translated into “All of my classes are conducted online”. Most of the respondents, about 93.2% of it said all of their class are conducted online and 6.8% of it said some of the class are conducted online. In addition standard deviation of this item is considered low in 0.25, meaning most of the responses are concentrated in 1 answer, which is “All of my classes are conducted online”. The details on which respondents choose whether all or some classes to be conducted online could be seen in table 4.5 as follows:

Table 4.5 Demographic Comparison for number of class conducted online**(n=207)**

Demographic	Category	n	Mean	STD	Min	Max
Gender	Female	124	2.9	0.3	2	3
	Male	83	2.98	0.15	2	3
Age	26-35	57	2.96	0.19	2	3
	36-45	75	2.96	0.2	2	3
	46-55	52	2.9	0.3	2	3
	> 55	23	2.83	0.39	2	3
Marital Status	Single	34	2.91	0.29	2	3
	Married	162	2.93	0.25	2	3
	Divorced/Widowed	11	3	0	3	3
Number of Children	0	52	2.92	0.27	2	3
	1	39	2.95	0.22	2	3
	2	61	2.97	0.18	2	3
	3	44	2.89	0.32	2	3
	4	6	3	0	3	3

Demographic	Category	n	Mean	STD	Min	Max
	5	5	2.8	0.45	2	3
Tenure	≤ 5 years	53	2.96	0.19	2	3
	6-10 years	39	2.95	0.22	2	3
	11-15 years	50	2.98	0.14	2	3
	16-20 years	20	2.9	0.31	2	3
	21-25 years	19	2.89	0.32	2	3
	26-30 years	15	2.73	0.46	2	3
	>30 years	11	2.9	0.3	2	3
College	Faculty of Medicine	25	2.8	0.4	2	3
	Faculty of Economics and Business	22	3	0	3	3
	Faculty of Pharmacy	8	2.75	0.46	2	3
	Faculty of Psychology	4	3	0	3	3
	Faculty of Nursing	7	2.71	0.49	2	3
	Faculty of Public Health	8	3	0	3	3
	Faculty of Mathematics and Natural Sciences	8	2.87	0.35	2	3
	Faculty of Administrative Sciences	41	2.95	0.22	2	3
	Faculty of Law	10	3	0	3	3
	Faculty of Engineering	9	3	0	3	3
	Faculty of Computer Science	14	3	0	3	3
	Faculty of Dentistry	5	2.8	0.45	2	3
	Faculty of Humanities	8	3	0	3	3
	Faculty of Social and Political Sciences	21	2.95	0.22	2	3
	Vocational Program	14	3	0	3	3
	School of Environmental Science	1	3	.	3	3
	School of Strategic and Global Studies	2	3	0	3	3

Since standard deviation of the second item is considered low in 0.25 (see table 4.4), the demographic comparison gave less contribution to the data. The responses mean for each demographic characteristics ranging from 2.73 to 3, which translated into “all of my classes are conducted online”. The lowest mean of number classes conducted online could be seen in the Faculty of Pharmacy, (2.75), Faculty of Medicine (2.8) and Faculty of Dentistry (2.8). The condition is quite similar between item “number of working days in a week” and “number of class conducted online”, shown that certain faculties that used lab and hospital practice have a tendency to come to the faculty more often and doing less online class compared to other faculties of schools on social studies.

4.1.3. Descriptive Statistics for Academic Job Satisfaction

The following are descriptive statistics for Academic Job Satisfaction. Academic Job Satisfaction is measured using 4 items: satisfaction regarding relationship with students while teaching, satisfaction regarding involvement in research, and satisfaction regarding given autonomy for managing courses and the overall satisfaction with working conditions. The items are measured in 4 point likert scale, with description of VD (Very Dissatisfied), D (Dissatisfied), S (Satisfied) and VS (Very Satisfied). The description of each responds could be seen in table 4.6:

Table 4.6 Descriptive Statistics for Academic Job Satisfaction

(n=207)

Question Item	Mean	STD	Percentage			
			VD	D	S	VS
Satisfaction regarding relationship with students while teaching during PSBB	2.95	0.74	2.9	20.8	54.6	21.7
Satisfaction regarding involvement in research during PSBB	2.67	0.87	9.7	30.9	42.5	16.9

Question Item	Mean	STD	Percentage			
			VD	D	S	VS
Satisfaction regarding given autonomy for managing the course during PSBB	3.36	0.73	1	12.1	37.2	49.8
Overall satisfaction with working conditions during PSBB	2.93	0.71	1.9	23.2	54.6	20.3

Based on the table 4.6, it could be inferred that the average response ranged from 2.67 to 3.36, which means all of the respondents could be categorized as satisfied with their academic job during PSBB. For satisfaction regarding relationship with students during teaching, 54.6% of respondents answered satisfied and 21.7% are very satisfied. The satisfaction in teaching is also strengthened by the fact that most of the respondents are very satisfied (49.8%) and satisfied (37.2%) in managing the course. Though teaching is the main job for lecturers, research satisfaction must also be put into consideration. Most of the respondents, around 42.5% of it, are satisfied with the involvement of research, though 30.9% of them are dissatisfied with it. The reason why responses on research involvement is quite dichotomous will be discussed further in the sub chapter of discussion. In overall, respondents are 20.3% very satisfied and 54.6% satisfied with their academic job during PSBB.

Though satisfaction is quite high in terms of average, the variety of the responses should also be put into account. Standard deviation is ranged from 0.71 to 0.87, which means that the variation of the responses are quite high. Each response may vary by 1 category more (into very satisfied) or less (into dissatisfied). To see more details on the variation of the responses, demographic comparison is done and could be seen in table 4.7:

Table 4.7 Demographic Comparison for Academic Job Satisfaction

(n=207)

Demographic	Category	N	Mean	STD	Min	Max
Gender	Female	124	2.91	0.54	1.75	4
	Male	83	3.07	0.6	1.75	4
Age	26-35	57	2.97	0.65	1.75	4
	36-45	75	3.03	0.52	2	4
	46-55	52	2.9	0.56	1.75	4
	> 55	23	2.97	0.55	1.75	4
Marital Status	Single	34	3.05	0.59	2	4
	Married	162	2.97	0.58	1.75	4
	Divorced/Widowed	11	2.86	0.23	2	3.25
Number of Children	0	52	2.92	0.6	1.75	4
	1	39	2.98	0.54	1.75	4
	2	61	3.09	0.55	2	4
	3	44	2.85	0.56	1.75	4
	4	6	3.21	0.53	2	3.75
	5	5	2.9	0.74	1.75	3.75
Tenure	≤ 5 years	53	2.9	0.61	1.75	4
	6-10 years	39	3.05	0.52	1.75	4
	11-15 years	50	3	0.52	2	4
	16-20 years	20	2.99	0.63	1.75	4
	21-25 years	19	3.04	0.62	1.75	4
	26-30 years	15	2.92	0.65	2	4
	>30 years	11	2.98	0.51	2	3.5
College	Faculty of Medicine	25	2.7	0.6	1.75	4
	Faculty of Economics and Business	22	3.08	0.41	2.25	4
	Faculty of Pharmacy	8	3.44	0.44	3	4
	Faculty of Psychology	4	3.63	0.32	3.25	4
	Faculty of Nursing	7	2.82	0.49	2.25	3.5
	Faculty of Public Health	8	3.34	0.57	2.5	4
	Faculty of Mathematics and Natural Sciences	8	3.38	0.48	2.5	4
	Faculty of Administrative Sciences	41	2.88	0.54	1.75	4
	Faculty of Law	10	3.2	0.66	2.25	4

Demographic	Category	N	Mean	STD	Min	Max
	Faculty of Engineering	9	3.28	0.52	2.75	4
	Faculty of Computer Science	14	3.07	0.55	2.25	4
	Faculty of Dentistry	5	3	0.25	2.75	3.25
	Faculty of Humanities	8	3.09	0.81	2	4
	Faculty of Social and Political Sciences	21	2.73	0.38	2	3.5
	Vocational Program	14	2.64	0.5	1.75	3.25
	School of Environmental Science	1	4	.	4	4
	School of Strategic and Global Studies	2	2.63	0.53	2.25	3

Table 4.7 shows a variety of responses of each demographic characteristics. On average, Male is slightly more satisfied (3.07) compared to Female (2.91), even though both of the gender are categorized as Satisfied. To understand more regarding the relationship between gender and academic job satisfaction, regression analysis should be done (see sub chapter hypothesis testing for more analysis).

Marital status also showed peculiar findings. Respondents that are single, the average satisfaction is slightly higher (3.05) compared to those who are married (2.97) and divorced/widowed (2.86). However, the average satisfaction is also slightly increased (in some cases), in parallel with the number of children respondents have. This combination of demographic characteristics could open more possibilities of significance in relationships. Those who are male and single could possibly be more satisfied compared to others. Further regression analysis needed to be done in order to confirm these findings.

For the average response in college, there are also some notable findings. Highest satisfaction average found in Faculty of Psychology (3.63), while lowest was found in School of Strategic and Global Studies (even though only 2 responses come from it). For further considerations, Vocational Studies average (2.64) could also be seen as the lowest average of satisfaction.

4.1.4. Descriptive Statistics for Academic Job Stress

Academic Job Stress is measured with 4 items, quite similar with the academic job satisfaction. The 4 items are stress regarding relationship with students while teaching, stress regarding involvement in research, stress regarding given autonomy for managing the course and overall stress with working condition during PSBB. 4 points of likert scale, ranging from Never (N), Sometimes (S), Often (O) and Always (A) are used for measurement. The brief summary of each item could be seen in table 4.8 as follows:

Table 4.8 Descriptive statistics for Academic Job Stress

(n=207)

Question Item	Mean	STD	Percentage			
			N	S	O	A
Stress regarding relationship with students while teaching during PSBB	1.97	0.81	30	47.3	18.4	4.3
Stress regarding involvement in research during PSBB	2.21	0.84	20.3	45.4	27.5	6.8
Stress regarding given autonomy for managing the course during PSBB	1.81	0.84	43	37.7	15	4.3
Overall stress with working conditions during PSBB	2.13	0.85	21.7	48.8	24.6	4.8

Based on the table 4.8 the average academic job stress is ranging from 1.81 to 2.21, which could be interpreted as category “sometimes”. For the relationship with students, about 47.3% of the respondents said they sometimes experienced stress, while 30% of it never experienced stress at all. Combined together, the 77.3% of respondents are relatively having low to no stress at all when teaching online and communicating with students.

Similar conditions are also found in the stress of involvement in research. About 45.4% of respondents experienced stress sometimes, while 20.3% not experienced stress at all. From this data it can be seen that 65.7% of the respondents still could manage to do research, even though COVID-19 situation is getting worse in Indonesia. Further discussion regarding how these respondents conduct research (especially data gathering process) will be emphasized on the sub chapter of hypothesis testing and discussion.

In managing the course, 37.7% respondents said they sometimes experienced stress, and 43% never experienced stress at all. In overall, 21.7% respondents concluded they never experienced academic job stress, 48.8% respondents sometimes experienced it, 24.6% often experienced it and 4.8% always experienced it.

The standard deviation of the responses varied from 0.81 to 0.85, which showed possibilities of high variance between the answers. To capture detailed explanation regarding the variance of the responses, demographic comparison is done and could be seen in table 4.9.

Table 4.9 Demographic comparison for Academic job stress

(n=207)

Demographic	Category	N	Mean	STD	Min	Max
Gender	Female	124	2.12	0.69	1	4
	Male	83	1.88	0.66	1	3.75
Age	26-35	57	2.07	0.65	1	3.5
	36-45	75	1.89	0.67	1	4
	46-55	52	2.12	0.67	1	4
	> 55	23	2.18	0.81	1	4

Demographic	Category	N	Mean	STD	Min	Max
Marital Status	Single	34	1.89	0.75	1	3.5
	Married	162	2.06	0.67	1	4
	Divorced/Widowed	11	1.97	0.7	1.25	3.25
Number of Children	0	52	2.06	0.70	1	3.5
	1	39	2.08	0.58	1	3.25
	2	61	1.96	0.72	1	4
	3	44	2.09	0.74	1	4
	4	6	2.04	0.6	1.25	2.75
	5	5	1.6	0.51	1	2.25
Tenure	≤ 5 years	53	2.19	0.60	1	3.5
	6-10 years	39	1.87	0.67	1	4
	11-15 years	50	2.03	0.71	1	4
	16-20 years	20	1.65	0.53	1	2.75
	21-25 years	19	2.14	0.77	1	3.75
	26-30 years	15	2.15	0.77	1	4
	>30 years	11	2.11	0.75	1	3.5
College	Faculty of Medicine	25	2.1	0.46	1.5	3
	Faculty of Economics and Business	22	2.08	0.53	1	3
	Faculty of Pharmacy	8	1.44	0.42	1	2
	Faculty of Psychology	4	2.13	1.36	1	4
	Faculty of Nursing	7	2.04	0.44	1.25	2
	Faculty of Public Health	8	1.53	0.45	1	2
	Faculty of Mathematics and Natural Sciences	8	1.67	0.53	1	2
	Faculty of Administrative Sciences	41	2.21	0.76	1	4
	Faculty of Law	10	2.18	0.75	1	3
	Faculty of Engineering	9	1.22	0.38	1	2
	Faculty of Computer Science	14	1.7	0.54	1	2
	Faculty of Dentistry	5	2.2	0.88	1	3
	Faculty of Humanities	8	2.28	0.71	1	3
	Faculty of Social and Political Sciences	21	2.24	0.59	1	3
	Vocational Program	14	2.39	0.8	1	4
	School of Environmental Science	1	2	.	2	2
School of Strategic and Global Studies	2	1.5	0.7	1	2	

As mentioned in the literature review, satisfaction and stress could be seen as two sides of a coin. Table 4.9 showed that female respondents had a higher average (2.12) of academic job stress compared to male (1.88). This data confirmed the data on demographic comparison for academic job satisfaction, where male has higher satisfaction compared to female. Furthermore, if we looked into the maximum score, some of the female respondents reached the absolute score of category 4 (always stressed), while male is slightly below 3.75.

Age seemed to play quite a crucial role in academic job stress. In most cases, the average stress increased as the age group increased. In this sense, there is a possibility that the older the respondents, the more stress they experienced. There's a possibility that this stress level could be caused by digital divide of the age groups. Age 36-45 has an average of 1.89, age 46-55 with average of 2.12 and age >55 with average of 2.18. The youngest category, age 26-35 is also experiencing stress on average of 2.07. The high stress average in age group 26-35 could possibly be caused by the spillover effect from the older age group. Those who are in the older age group have a tendency to delegate their job to the younger age group (because of the Professor-Assistant relationship). In this sense, there is a possibility that the assistant professor could be more stressed than the professor itself. To see further analysis on this data, regression analysis is needed.

In the demographic characteristics of college, the lowest stress level is shown by the Faculty of Pharmacy (average of 1.44). On the other hand, the highest average is shown by the Vocational Program on 2.39. The high stress level could also be caused by the persisting problem of age. Vocational program is dedicated for students that have an older age group, which possibly has more digital divide compared to other faculties or schools.

4.1.5. Descriptive Statistics for Teaching Misbehavior Tendency

The measurement for Teaching Misbehavior Tendency is done by 16 items. 8 items is used to measure oneself's teaching misbehavior tendency,

while 8 other is used to predict teaching misbehavior tendency of other lecturers. The items consist for misbehavior measurement are: not coming (get absent) to online class, tardy (come late) to online class, keep students overtime, early dismissal, disorganized with class material, late in returning student's works, inaccessible to students outside of the class and talk too fast (causing information overload). In order to measure, 4 point likert scale is used, ranging categorized as Never (N), Sometimes (S), Often (O) and Always (A). The brief description of the responses for teaching misbehavior tendency could be seen in table 4.10:

Table 4.10 Descriptive Statistics for Teaching Misbehavior Tendency
(n=207)

Question Item	Mean	STD	Percentage			
			N	S	O	A
Tendency of respondent to not come (get absent) to online class	1.31	0.73	80.2	12.6	2.9	4.3
Tendency of other lecturers to not come (get absent) to online class	1.43	0.85	55.1	34.8	7.5	2.7
Tendency of respondent to be tardy (often come late)	1.36	0.6	69.6	26.1	3.4	1
Tendency of other lecturers to be tardy (often come late)	1.51	0.82	41.3	48.4	9.8	0.5
Tendency of respondent to keep students overtime	1.78	0.84	44	38.6	13	4.3
Tendency of other lecturers to keep students overtime	1.78	0.92	22.8	57.1	17.4	2.7
Tendency of respondent to dismiss class early	1.79	0.79	41.5	40.6	15.5	2.4
Tendency of other lecturers to dismiss class early	1.72	0.93	26.9	52.2	19.2	1.6
Tendency of respondent to be disorganized with class material	1.47	0.64	60.9	30.9	8.2	0
Tendency of other lecturer to be disorganized with class material	1.52	0.87	42.6	44.3	12	1.1
Tendency of respondent to be late in returning student's works	1.85	0.76	36.2	44.4	17.9	1.4

Question Item	Mean	STD	Percentage			
			N	S	O	A
Tendency of other lecturer to be late in returning student's works	1.9	0.96	17.9	52.7	27.2	2.2
Tendency of respondent to be inaccessible to students outside the class	1.51	0.77	62.8	26.6	7.2	3.4
Tendency of other lecturers to be inaccessible to students outside the class	1.67	0.93	32.1	51.6	12.5	3.8
Tendency of respondent to talk too fast (causing information overload)	1.58	0.66	51.2	40.1	8.2	0.5
Tendency of other lecturers to talk too fast (causing information overload)	1.52	0.82	38.8	50.8	10.4	0

From the table 4.10, it could be inferred that the average teaching misbehavior tendency for oneself is ranging from 1.31 to 1.85. In translation, it means that respondents sometimes or never done teaching misbehavior. For measurement of tendency of teaching misbehavior conducted by other lecturers, the average ranging from 1.49 to 1.9, slightly higher if compared with oneself's tendency. In this sense, there is a possibility that respondents have concern and prejudice regarding other lecturer's teaching misbehavior tendencies.

The highest average of teaching misbehavior is shown in tendency of late in returning student's work (1.85 for oneself and 1.9 for other lecturer). Possible explanation for this case is because the respondents are in the transition period of digitalization, which forces them to spend more time on checking students' work via online measures. For respondents that experienced digital divide, checking students' works could be more exhausting in the digital form rather than printed ones. On the other hand, the least average of teaching misbehavior is getting absent in online class (1.31 for oneself and 1.43 for other lecturers). Though forced and encountering problems in conducting class via online measures, respondents have a tendency to keep carry on their job accordingly.

In terms of percentage, there are some items that should be put into consideration. Respondents admitted they did some misbehavior sometimes. The highest percentage are early dismissal (40.6%) and late returning of student's works (44.4%). Respondents also have perspectives that other lecturers often did teaching misbehavior more than themselves. About more than half of the respondents assumed that other lecturers have certain teaching misbehavior tendency, such as keeping students overtime (57.1%), early dismissal (52.2%), late in returning student's works (52.7%), inaccessible outside the class (51.8%) and talk too fast (50.8%). Though the truth of the perception is still in question, at least the data could be used as a basis of precaution in order to reduce teaching misbehavior.

In a more urgent manner, it could be seen also that some of the respondents (though not on a high scale) admitted that they always do teaching misbehavior. For example, about 7 or 3.4% respondents admitted that they are always inaccessible outside the class and 9 or 4.3% of the respondents always get absent to the class and keep students overtime. If the misbehavior persisted and tolerated, there is a tendency that teaching misbehavior will grow even more and normalized.

In order to see the depthness of the teaching misbehavior of the respondents, demographic comparison is done for teaching misbehavior tendency. The result could be seen in table 4.11 below:

**Table 4.11 Demographic Comparison for Teaching Misbehavior
Tendency
(n=207)**

Demographic	Category	n	Mean	STD	Min	Max
Gender	Female	124	1.57	0.48	0.56	2.75
	Male	83	1.65	0.53	0.75	2.94
Age	26-35	57	1.6	0.52	0.56	2.94
	36-45	75	1.64	0.52	0.63	2.81
	46-55	52	1.63	0.45	0.63	2.44
	> 55	23	1.44	0.53	0.63	2.38

Demographic	Category	n	Mean	STD	Min	Max
Marital Status	Single	34	1.55	0.5	0.63	2.75
	Married	162	1.61	0.51	0.56	2.94
	Divorced/Widowed	11	1.63	0.45	0.75	2.31
Number of Children	0	52	1.68	0.53	0.63	2.94
	1	39	1.59	0.59	0.56	2.75
	2	61	1.56	0.42	0.63	2.56
	3	44	1.61	0.53	0.63	2.81
	4	6	1.55	0.11	1.44	1.75
	5	5	1.56	0.58	0.81	2.31
Tenure	≤ 5 years	53	1.69	0.51	0.56	2.94
	6-10 years	39	1.6	0.55	0.75	2.81
	11-15 years	50	1.54	0.5	0.63	2.38
	16-20 years	20	1.62	0.41	0.75	2.56
	21-25 years	19	1.73	0.41	1	2.31
	26-30 years	15	1.5	0.53	0.69	2.44
	>30 years	11	1.41	0.56	0.63	2.12
College	Faculty of Medicine	25	1.67	0.32	1	2.31
	Faculty of Economics and Business	22	1.57	0.55	0.63	2.69
	Faculty of Pharmacy	8	1.35	0.31	0.81	1.69
	Faculty of Psychology	4	1.59	0.25	1.38	1.81
	Faculty of Nursing	7	1.76	0.37	1.25	2.25
	Faculty of Public Health	8	1.36	0.39	1	2.19
	Faculty of Mathematics and Natural Sciences	8	1.37	0.25	1	1.81
	Faculty of Administrative Sciences	41	1.61	0.48	0.63	2.81
	Faculty of Law	10	1.76	0.65	0.69	2.75
	Faculty of Engineering	9	1.28	0.33	1	2.06
	Faculty of Computer Science	14	1.47	0.51	0.56	2.12
	Faculty of Dentistry	5	1.85	0.63	1.25	2.75
	Faculty of Humanities	8	1.65	0.68	0.69	2.5

Demographic	Category	n	Mean	STD	Min	Max
	Faculty of Social and Political Sciences	21	1.65	0.56	0.75	2.38
	Vocational Program	14	1.89	0.71	0.63	2.94
	School of Environmental Science	1	1.44	.	1.44	1.44
	School of Strategic and Global Studies	2	2.06	0.27	1.88	2.25

Table 4.11 showed that on average, male have a higher tendency to do teaching misbehavior (1.65) compared to females (1.57). Marital status also plays an important role in teaching misbehavior tendency. Those respondents who are single have less average of teaching misbehavior tendency (1.55) compared to those who already married (1.61) and who have been divorced/widowed (1.63). Though in the previous sub chapter male and single respondents had higher average on academic job satisfaction, in this chapter male and single respondents had higher average on teaching misbehavior tendency. A correlation and regression analysis needed to be conducted to see whether there is a relationship between academic job satisfaction and teaching misbehavior tendency.

The highest mean for teaching misbehavior tendency found in School of Strategic and Global Studies (even though only 2 responses come from it). Furthermore, the highest average of teaching misbehavior is also followed closely by the Vocational Program (1.89), Faculty of Dentistry (1.85), Faculty of Law and Faculty of Nursing (both in 1.76). Though the scale is not high and could be translated as category “sometimes”, the fact that these colleges experienced more teaching misbehavior tendency more than others shouldn’t be overlooked. The explanations on why these faculties has higher teaching misbehavior tendency will be discussed further on the hypothesis testing and discussion.

4.1.6. Pearson's Correlation

In order to confirm multiple possibilities that described in the previous sub chapter of descriptive statistics, a correlation test needed to be done. By conducting the Pearson's Correlation test, the correlation of each variable could be unveiled, and the strength of each correlation could also be seen for further analysis. The following table 4.12 presented the result of the test:

Table 4.12 Pearson Correlation for Independent and Dependent Variables
(n=207)

	Mean	STD	PSBB	Jsa	Jst	TM
PSBB	3.6	0.66	1	0.20 0.0044	-0.13 0.0682	-0.13 0.0534
Jsa Academic Job Satisfaction	2.98	0.57	0.20 0.0044	1	-0.34 <.0001	-0.40 <.0001
JSt Academic Job Stress	2.03	0.69	-0.13 0.0682	-0.34 <.0001	1	0.40 <.0001
TM Teaching Misbehavior Tendency	1.61	0.50	-0.13 0.0534	-0.40 <.0001	0.40 <.0001	1

From table 4.12 it could be seen that PSBB has significant correlation with the academic job satisfaction ($r=0.20$, $p<0.05$) but not with academic job stress nor teaching misbehavior tendency. The relationship of PSBB and academic job stress or teaching misbehavior tendency also showed to be negative relations, which means more PSBB implemented will reduce the academic job stress and teaching misbehavior tendency. These findings confirmed the conceptual framework of Eurofound (2015) rather than Besser, Lotem, & Zeigler-Hill (2020) and Zayapragassarazan (2020).

For academic job satisfaction, the correlation showed significance for both academic job stress ($r=-0.34$, $p<.0001$) and teaching misbehavior tendency ($r=-0.40$, $p<.0001$). In this sense, the higher job academic satisfaction, the less academic job stress and teaching misbehavior tendency. Last but not the least, academic job stress showed significant correlation with teaching misbehavior tendency ($r=0.40$, $p<.0001$). Which means, more academic job stress will increase teaching misbehavior tendency. These findings confirmed the conceptual framework of Kearney, Plax, Hays, & Ivey (1991), Hasan & Bao (2020) and Kapasia, et al., (2020).

All of the correlations are considered to have mild to moderate effect on each other, with consideration for other variables might affect the relationship. In order to have better and deeper understanding, regression and multiple regression analysis (with control and moderating variables) needed to be conducted. The result of regression and multiple regression analysis will be discussed further on subchapter hypothesis testing and discussion.

4.1.7. Reliability Test (Cronbach’s Alpha)

As discussed previously on the sub chapter of Reliability and Validity on chapter 3, The Cronbach’s Alpha test is used to see the reliability of the items used for measurement. The result of the Cronbach’s Alpha could be seen in table 4.13 as follows:

Table 4.13 Cronbach’s Alpha Value for each variable

Construct	Cronbach Alpha for Main Study
Academic Job Satisfaction	0.73
Academic Job Stress	0.85
Teaching Misbehavior Tendency	0.89

As seen on table 4.13, the Cronbach's Alpha values are ranging from 0.73 to 0.89. Cronbach's Alpha is not carried for variable PSBB since measurement is done by using only 2 items. On the other hand, academic job satisfaction, academic job stress, and teaching misbehavior tendency showed high reliability, with the highest shown by items from teaching misbehavior tendency. In conclusion, the items selected for measurement are considered as reliable, though for future research, some modifications needed to be made for the variable PSBB.

4.2. Hypotheses Test and Discussion

As discussed in chapter 2, 3 hypotheses are developed to understand the relationship between PSBB, Academic Job Satisfaction, Academic Job Stress, and Teaching Misbehavior Tendency. To test the hypothesis whether there are positive or negative relations between the variables, regression analysis is done in two folds. The first step is linear regression, to see the direct effect between PSBB and academic job satisfaction, PSBB and academic job stress, while also PSBB and teaching misbehavior tendency. This first step will answer hypothesis 1, 2, and 3.

Furthermore, after observing the direct effect of PSBB, the second step is carried with multiple regression, by adding 6 control variables such as gender, age, marital status, number of children, tenure, and college. This step is taken to observe whether the relationship of PSBB with other variables will be changed or not due to the availability of control variables. Last but not the least, to answer hypothesis 4 on moderating effect of academic job stress between PSBB and teaching misbehavior tendency, another multiple regression is also being carried out.

The results of the first step, linear regression, could be seen in Figure 1. Figure 4.1 shown the significance of each relationship between variables, as follows:

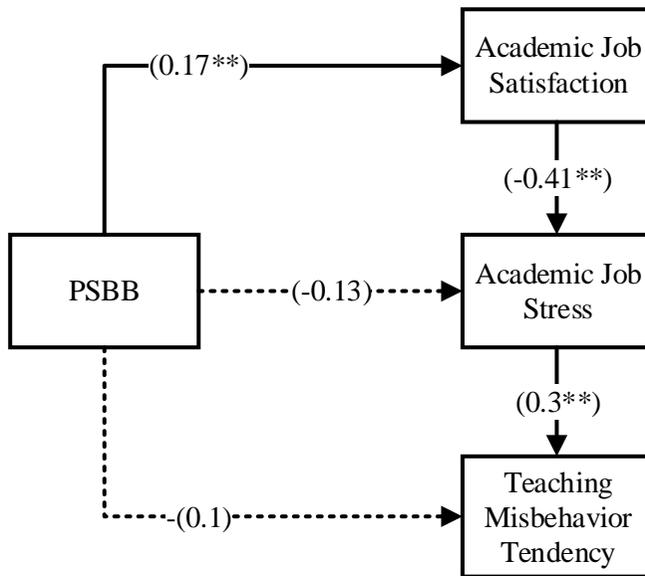


Figure 4.1 Relationship significance of each Variables

** relationship significant at $<.0001$

In overview, As seen in figure 4.1, the PSBB is statistically significant affecting academic job satisfaction. Every 1 unit increase of PSBB implementation, will increase 0.17 academic job satisfaction of the respondents. Furthermore, academic job satisfaction also showed significance towards academic job stress. The significance is categorized as a negative relation. Every 1 unit increase of academic job satisfaction, will reduce the academic job stress by 0.41. Last but not the least, every 1 increase of academic job stress will increase 0.3 teaching misbehavior tendency of the respondents. To have better understanding regarding each hypothesis, multiple regression will be conducted for each relation, as follows:

4.2.1. Hypothesis 1: PSBB will be positively related to Job Satisfaction in Universitas Indonesia

For better understanding, a regression model is developed to test the relation between PSBB and academic job satisfaction:

$$\text{Model 1: Academic Job Satisfaction} = \beta_0 + \beta_1 \cdot \text{PSBB} + \beta_2 \cdot \text{Gender} + \beta_3 \cdot \text{Age} + \beta_4 \cdot \text{Marital Status} + \beta_5 \cdot \text{Number of Children} + \beta_6 \cdot \text{Tenure} + \beta_7 \cdot \text{College} + \varepsilon$$

In the model β_0 is the intercept of the relationship, while β_1 to β_6 are the coefficient of parameter estimate of each corresponding variable and ε is the error term, which represents how observed data differs from actual population data. The model included 6 control variables: gender, age, marital status, number of children, tenure, and college.

The result of the model 1 could be seen in table 4.14. PSBB is significant, affecting academic job satisfaction in 95% confidence level. The model fit shown $R^2=0.27$, which means about 27% of variance of academic job satisfaction could be explained by PSBB. Every 1 unit increase of PSBB will increase academic job satisfaction by 0.05. The Faculty of Psychology is showing significance at $p < 0.0497$, which means that academic job satisfaction is higher by 0.95 compared to other colleges.

Table 4.14 Regression Analysis for PSBB with Academic Job Satisfaction

Variables	Model 1	
	Parameter Estimate	Standard Error
Intercept	2.20*	0.58
PSBB	0.05*	0.07
Gender Female	-0.09	0.09
Gender Male	0	.
Age 26-35	-0.05	0.24
Age 36-45	-0.09	0.2
Age 46-55	-0.09	0.18
Age > 55	0	.
Single	0.43	0.23
Married	0.25	0.19

Variables	Model 1	
	Parameter Estimate	Standard Error
Divorced/Widowed	0	.
0 Children	-0.16	0.3
1 Children	-0.01	0.29
2 Children	0.07	0.28
3 Children	-0.18	0.27
4 Children	0.13	0.34
5 Children	0	.
Tenure \leq 5 years	0.01	0.28
Tenure 6-10 years	0.09	0.26
Tenure 11-15 years	0.22	0.25
Tenure 16-20 years	0.09	0.26
Tenure 21-25 years	0.24	0.24
Tenure 26-30 years	0.11	0.23
Tenure >30 years	0	.
Faculty of Medicine	0.13	0.40
Faculty of Economics and Business	0.43	0.41
Faculty of Pharmacy	0.77	0.44
Faculty of Psychology	0.95*	0.48
Faculty of Nursing	0.28	0.46
Faculty of Public Health	0.73	0.44
Faculty of Mathematics and Natural Sciences	0.79	0.44
Faculty of Administrative Sciences	0.33	0.41
Faculty of Law	0.60	0.43
Faculty of Engineering	0.62	0.44
Faculty of Computer Science	0.45	0.43
Faculty of Dentistry	0.44	0.46
Faculty of Humanities	0.49	0.44
Faculty of Social and Political Sciences	0.10	0.40
Vocational Program	0.07	0.42
School of Environmental Science	1.26	0.67
School of Strategic and Global Studies	0	.
F-Value		1.87*
R-Square		0.27

** significant at <.0001, * significant at <0.05

4.2.2. Hypothesis 2: PSBB will be positively related to Academic Job Stress in Universitas Indonesia

The following model is developed to test the relation between PSBB and academic job stress:

$$\text{Model 2: Academic Job Stress} = \beta_0 + \beta_1 \cdot \text{PSBB} + \beta_2 \cdot \text{Gender} + \beta_3 \cdot \text{Age} + \beta_4 \cdot \text{Marital Status} + \beta_5 \cdot \text{Number of Children} + \beta_6 \cdot \text{Tenure} + \beta_7 \cdot \text{College} + \varepsilon$$

In the model β_0 is the intercept of the relationship, while β_1 to β_6 are the coefficient of parameter estimate for each corresponding variable and ε is the error term, which represents how observed data differs from actual population data. Again, the model is also including 6 control variables: gender, age, marital status, number of children, tenure, and college.

The result of the model 2 could be seen in table 4.15. PSBB is not significantly affecting academic job stress. The model showed fitness of $R^2=0.31$, which means about 31% of variance of academic job stress could be explained by PSBB. The Faculty of Psychology is showing significance at $p<0.0405$, while Faculty of Law in $p<0.0484$. In this sense, average academic job stress is higher in Faculty of Psychology (by 1.17) and Faculty of Law (1.01) compared to other colleges.

Table 4.15 Regression Analysis for PSBB with Academic Job Stress

Variables	Model 2	
	Parameter Estimate	Standard Error
Intercept	1.17	0.69
PSBB	-0.12	0.08
Gender Female	0.14	0.10
Gender Male	0	.
Age 26-35	-0.22	0.28
Age 36-45	-0.27	0.23
Age 46-55	-0.03	0.21
Age > 55	0	.
Single	-0.22	0.27
Married	0.06	0.22

Variables	Model 2	
	Parameter Estimate	Standard Error
Divorced/Widowed	0	.
0 Children	0.57	0.35
1 Children	0.51	0.34
2 Children	0.41	0.33
3 Children	0.55	0.32
4 Children	0.44	0.41
5 Children	0	.
Tenure \leq 5 years	0.39	0.34
Tenure 6-10 years	0.10	0.31
Tenure 11-15 years	0.12	0.29
Tenure 16-20 years	-0.24	0.31
Tenure 21-25 years	0.16	0.29
Tenure 26-30 years	0.05	0.28
Tenure >30 years	0	.
Faculty of Medicine	0.72	0.47
Faculty of Economics and Business	0.84	0.48
Faculty of Pharmacy	0.18	0.52
Faculty of Psychology	1.17*	0.56
Faculty of Nursing	0.54	0.54
Faculty of Public Health	0.25	0.52
Faculty of Mathematics and Natural Sciences	0.48	0.52
Faculty of Administrative Sciences	0.93	0.48
Faculty of Law	1.01*	0.51
Faculty of Engineering	0.07	0.52
Faculty of Computer Science	0.52	0.50
Faculty of Dentistry	0.83	0.54
Faculty of Humanities	0.92	0.52
Faculty of Social and Political Sciences	0.88	0.48
Vocational Program	0.97	0.49
School of Environmental Science	1.01	0.79
School of Strategic and Global Studies	0	.
F-Value	2.24*	
R-Square	0.31	

** significant at <.0001, * significant at <0.05

4.2.3. Hypothesis 3: PSBB will be positively related to Teaching Misbehavior Tendency in Universitas Indonesia

To test hypothesis 3, whether the PSBB has relation with teaching misbehavior tendency, the following model is developed:

$$\text{Model 3: Teaching Misbehavior Tendency} = \beta_0 + \beta_1 * \text{PSBB} + \beta_2 * \text{Gender} + \beta_3 * \text{Age} + \beta_4 * \text{Marital Status} + \beta_5 * \text{Number of Children} + \beta_6 * \text{Tenure} + \beta_7 * \text{College} + \varepsilon$$

In the model β_0 is the intercept of the relationship, while β_1 to β_6 are the coefficient of parameter estimate for each corresponding variable and ε is the error term, which represents how observed data differs from actual population data. Similar with model 1 and 2, the model is also including 6 control variables: gender, age, marital status, number of children, tenure, and college.

The result of the multiple regression could be seen in table 4.16. PSBB is not significantly affecting teaching misbehavior tendencies. Model fit or R^2 is on 0.19, which means about 19% of variance of teaching misbehavior tendency could be explained by PSBB. The female respondents are showing significance at $p < 0.0482$, with the parameter estimate of -0.16. In this sense, the female respondents had the less average of teaching misbehavior compared with the male.

Table 4.16 Regression Analysis for PSBB with Teaching Misbehavior Tendency

Variables	Model 3		Model 4	
	Parameter Estimate	Standard Error	Parameter Estimate	Standard Error
Intercept	2.03*	0.54	3.09*	0.87
PSBB	-0.07	0.06	-0.39	0.2
Academic Job Stress			-0.33	0.33
PSBB*Academic Job Stress			0.17*	0.09
Gender Female	-0.16*	0.08	-0.21*	0.07
Gender Male	0	.	0	.
Age 26-35	0.09	0.22	0.12	0.21
Age 36-45	0.27	0.18	0.33	0.17
Age 46-55	0.21	0.16	0.2	0.15
Age > 55	0	.	0	.
Single	-0.33	0.22	-0.3	0.20
Married	-0.11	0.17	-0.12	0.16
Divorced/Widowed	0	.	0	.
0 Children	0.37	0.28	0.19	0.26
1 Children	0.20	0.27	-0.02	0.25
2 Children	0.11	0.26	-0.03	0.24
3 Children	0.17	0.26	-0.04	0.24
4 Children	0.16	0.32	-0.04	0.3
5 Children	0	.	0	.
Tenure ≤ 5 years	0.16	0.27	0.05	0.24
Tenure 6-10 years	0.06	0.24	0.01	0.22
Tenure 11-15 years	-0.09	0.24	-0.15	0.22

Variables	Model 3		Model 4	
	Parameter Estimate	Standard Error	Parameter Estimate	Standard Error
Tenure 16-20 years	0.04	0.25	0.14	0.23
Tenure 21-25 years	0.21	0.23	0.13	0.21
Tenure 26-30 years	-0.02	0.22	-0.05	0.2
Tenure >30 years	0	.	0	.
Faculty of Medicine	-0.39	0.38	-0.64	0.35
Faculty of Economics and Business	-0.39	0.38	-0.64	0.35
Faculty of Pharmacy	-0.58	0.41	-0.69	0.38
Faculty of Psychology	-0.36	0.45	-0.75	0.42
Faculty of Nursing	-0.15	0.42	-0.33	0.39
Faculty of Public Health	-0.67	0.41	-0.75*	0.37
Faculty of Mathematics and Natural Sciences	-0.62	0.41	-0.79*	0.38
Faculty of Administrative Sciences	-0.33	0.38	-0.65	0.36
Faculty of Law	-0.33	0.40	-0.66	0.37
Faculty of Engineering	-0.70	0.41	-0.69	0.38
Faculty of Computer Science	-0.5	0.4	-0.66	0.36
Faculty of Dentistry	-0.14	0.43	-0.38	0.4
Faculty of Humanities	-0.23	0.41	-0.56	0.38
Faculty of Social and Political Sciences	-0.26	0.38	-0.5	0.35
Vocational Program	-0.13	0.39	-0.39	0.36
School of Environmental Science	-0.64	0.62	-0.98	0.58
School of Strategic and Global Studies	0	.	0	.
F-Value		1.21		2.28*
R-square		0.19		0.33

** significant at <.0001, * significant at <0.05

4.2.4. Hypothesis 4: Academic Job Stress will moderate PSBB with the Teaching Misbehavior Tendency in Universitas Indonesia

Continuing from hypothesis 3, hypothesis 4 emphasizes on the moderation effect of academic job stress. In this sense, if the academic job stress average is higher for certain respondents, it will enable the respondents to do teaching misbehavior. In order to see the relationship, interaction term between academic job stress and teaching misbehavior tendency is used. By adding the interaction term, the following model is used to understand the relationship between PSBB, academic job stress and teaching misbehavior tendency:

$$\text{Model 4: Teaching Misbehavior Tendency} = \beta_0 + \beta_1 * \text{PSBB} + \beta_2 * \text{Academic Job Stress} + \beta_3 * \text{PSBB} * \text{Academic Job Stress} + \beta_4 * \text{Gender} + \beta_5 * \text{Age} + \beta_6 * \text{Marital Status} + \beta_7 * \text{Number of Children} + \beta_8 * \text{Tenure} + \beta_9 * \text{College} + \epsilon$$

The result of the model 3.1 could also be seen in table 4.16. PSBB, moderated by academic job stress, is now significantly affecting teaching misbehavior tendency ($p < 0.0450$). By referring to parameter estimates, it could be inferred that every 1 increase of PSBB implementation will increase teaching misbehavior tendency by 0.17.

Furthermore, the model fit is improved ($R^2 = 0.33$). About 33% of variance of teaching misbehavior tendency could be explained by PSBB. The female respondents are showing greater significance compared with model 2 (at $p < 0.0052$), with the parameter estimate of -0.21. In this sense, the female respondents have less of an average of teaching misbehavior tendency compared with the male.

Other control variables also show certain significance, such as college. Faculty of Public Health and Faculty of Mathematics and Natural Sciences showing significance at $p < 0.0476$ and $p < 0.046$ respectively. On average, the Faculty of Public Health has higher stress by 0.37, while the Faculty of Mathematics and Natural Sciences by 0.38. In conclusion, if stress levels continue to rise, those who are male worked at the Faculty of Public Health and

Faculty of Mathematics and Natural Science have a higher tendency of teaching misbehavior.

To conclude the hypotheses tests, the summary of all results could be seen in table 4.17 below:

Table 4.17 Summary of Hypotheses Tests

Hypotheses	Remarks
PSBB will be positively related to Academic Job Satisfaction in Universitas Indonesia	Supported
PSBB will be positively related to Academic Job Stress in Universitas Indonesia	Not Supported
PSBB will be positively related to Teaching Misbehavior Tendency in Universitas Indonesia	Not Supported
Job Stress will moderate PSBB with the Teaching Misbehavior Tendency in Universitas Indonesia	Supported

4.3. Main Study Interpretation and Possible Policy Implications

Based on the demographic characteristics and descriptive statistics, there were some possible correlation and significance between PSBB, academic job satisfaction, academic job stress, and teaching misbehavior tendency. To test these possibilities, the linear regression and multiple regression analysis were carried out and certain relationships are confirmed. PSBB is positively related to increase academic job satisfaction, while also enables teaching misbehavior tendency if moderated by certain academic job stress. However, the case of the model still varied from one demographic to another. In some cases, certain gender, college, shown more affect rather than others. This sub-chapter try to explain the reason behind the variation of each observed respondents.

The first variation comes from the relationship between PSBB and academic job satisfaction which moderated with 6 control variables (Model 2 on Table 4.14). It can be inferred that the Faculty of Psychology is having higher job satisfaction compared to other colleges. In order to understand the possible cause to this significance, answers of open questions in the questionnaire (question number 33 to 36, see appendix) should be referred. In this sense, it is possible to identify certain explanations from respondents that caused job satisfaction is higher when compared with other colleges.

The response of the Faculty of Psychology regarding certain factors or aspects that increase job satisfaction are: *“having more time with family (kids)”* and *“support from the faculty (regarding zoom account and online platform)”*. One respondent said that he/she is *“already familiar with the distance learning (for psychology counselling session)”*, which made him/her *“felt more comfortable on conducting their job (lecturing)”*. Hence, the significant academic job satisfaction possibly caused by these factors.

The second variation is the significance of PSBB towards academic job stress that happened in both the Faculty of Psychology and Faculty of Law. For Faculty of Psychology, the findings is quite peculiar. Experiencing both academic job satisfaction and academic job stress rarely happened, but in some cases they did (Cummins, 2005). The reason behind the academic job stress in Faculty of Psychology are: *“less clear rule or regulation from the faculty about work”* which also may affect the *“overwork, and more working hours”* felt by the lecturers. If we refer back to the reason that academic job satisfaction is increased (more comfortable because of distance learning and online consultation), there might be possible connection that academic job stress is caused by the burnout condition of the satisfaction (Pillay & Abhayawansa, 2014). It was pleasant to conduct distance learning and online consultation in the beginning, but if it exceeds certain limits it may cause burnout and the stress occurred.

The third variation is the emergence of teaching misbehavior tendency in male respondents, while also Faculty of Public Health and Faculty of Mathematics and Natural Sciences. For the male respondents, possible contributing factors are: “*feeling at home and want to procrastinate*”, “*lack of willingness*”, “*no supervision (either by study program, faculty, or even university)*”, and “*physical stress/fatigue (tired eye, back and muscle pain)*”. Most of the problem is occurred because of less supervision while conducting online teaching. On the other hand, the fact that teaching misbehavior is occurred, because certain lecturers prefer to rest due to their physical fatigue shouldn't be overlooked either. The solution to these problems will be discussed later on the policy implications and policy recommendation section.

Furthermore, teaching misbehavior tendency in both faculty are possibly caused by these factors: (1) Faculty of Public Health: “*no supervision/less control from the faculty*”, “*unable to manage time between jobs and home chores*”, “*discomfort in conducting online learning*”, and “*conducting parallel meeting between class and other meeting*”; (2) Faculty of Mathematics and Natural Sciences: “*difficult to teach, to present material that needed lab practice*”, “*uncomfortable with online teaching*”, “*less control from the faculty*” and “*unable to manage time while working at home*”. Based on the description, it could be seen that the main factor, again, was lack of control or supervisory activity from the study program, faculty, or even university. Other contributing factors that are unique to each faculty, such as “*conducting parallel meetings*” and “*difficult to teach and needs of lab practice*” will also be addressed in the policy recommendation section.

Though the contributing aspects or factors could be ruled out from each model, the rest of the answers by the respondent provide insights for possible policy implication and recommendation. In order to predict more accurate policy implications and write precise policy recommendations, table 4.18 summarized the possible contributing factors for academic job satisfaction, academic job stress and teaching misbehavior tendency.

Table 4.18 Summary of responses for open questions

Variables	Contributing Factors	Examples given
Academic job satisfaction	Flexibility in managing time	Flexible management of class time Flexible management of time with family members More time to prepare class or teaching materials
	Saving costs	Less or no travelling cost Fully paid and less expense
	Simplicity and contentment in teaching	Online teaching is considered more comfortable More student engagement (easy to monitor students) Simplicity in grading (such as students participation and assignments)
	Simplicity and contentment in research	Online and desk research become more popular More opportunity for doing research Conduct multiple researches at the same time
	Skill improvement	Improving online teaching capabilities Improving online platform understanding and usage
Academic job stress	Network problems	Slow connection No connection Disturbance in the middle of teaching (sudden log out, sudden freeze or lag) Online platform is unstable (such as EMAS UI)
	Physical fatigue	Eye problems Back pain/muscle problems Too many time spend on seating Too many time spend on looking digital device

	Discontentment with teaching	Doesn't feel emotionally connected (bonded) with students Can't be certain whether the students are understanding the material or not Disruption from family members during teaching
	Overwork and overlapping works	Work more than regular working hours Unable to manage time for working and family Disruption from family members during work
Teaching misbehavior tendency	Avoiding digital divide	Not ready to operate online platform Not ready to conduct online teaching Dismiss class early because of the digital divide problem
	Gaining advantage of digital divide	Only posting documents such as reading materials and assignments as a replacement of actual teaching Since students are complaining that they are having network problem, lecturer used that argument to justify his/her method of non face-to-face lecture
	Gaining advantage from lack of supervisory activities	Since there is less to no supervisory activities, lectures tend to avoid or gain advantage from digital divide Lack of willingness to improve for better online teaching Taking enjoyment from procrastination while work from home

Source: Responses from question 33 to 35, complete data available upon requests.

As could be seen in table 4.18, these contributing factors could be considered as the basis for constructing policy recommendations. Though some of the contributing factors are more related to personal values (such as time and costs), some other factors are quite objective and experienced by most of the respondents. Hence, the policy recommendation should be built based on these foundations. Furthermore, question number 36 also added more options, some handful insights regarding policy recommendation in the university level. Insights, such as: *“training for online teaching”*, *“improving platform from online teaching”*, *“subsidies/grants for online teaching (network) fees”*, *“somehow maintain lecturers’ stress level”*, *“clear definition of working hours”* and last but not the least *“return to offline class”* could also be added as basis for constructing policy recommendation.

Through the combination of data from statistical analysis, while also considering “qualitative” data from open questions, a suitable policy recommendation will be constructed for the next academic year of 2021 in Universitas Indonesia. The policy recommendation will be conducted in two folds, short term and medium term policy. The short term policy will focus on evaluating and controlling the externalities of teaching misbehavior, while on the other hand, the medium term policy will focus on continuous improvement and control of online teaching quality. After implementing the policy recommendation, few future considerations (long term policy) will also be discussed. The details on how to implement policy recommendation will be discussed in the next chapter, alongside with the conclusion of this study.

Chapter 5. Conclusion

This chapter presents the conclusion of this research. It summarizes major findings and provides policy recommendations in response to the results of the research. Several limitations of the study and future considerations also added for further reference.

5.1. Conclusion

Implementation of PSBB as a policy during was meant to reduce the spread of the pandemic. However, there are some externalities of the policy itself, especially that happened in the Higher Education Institutions (HEI), such as Universitas Indonesia. Some externalities are meant to be positive, such as increasing academic job satisfaction (in terms of compressed workweek schedule and work-family balance), while others might also invite more academic job stress (in terms of online teaching). Furthermore, the presence of stress might also contribute to teaching misbehavior tendency, not only limited to Universitas Indonesia, but possibly other universities.

This research is aimed to understand the relationship between PSBB, academic job satisfaction, academic job stress and teaching misbehavior tendency. Based on the findings, analysis, and discussion on chapter 4, it could be seen that PSBB significantly affects academic job satisfaction. In this sense, both limiting number of working days and increasing online teaching will affect academic job satisfaction positively. On the other hand, there is no significance between PSBB and academic job stress. However, if not managed carefully, PSBB might also cause more teaching misbehavior in regards to levels of the academic job stress experienced by respondents. The impact of PSBB towards academic job satisfaction, academic job stress and teaching misbehavior tendency also varies from one demographic characteristics to another. In order to have better understanding regarding the variations, this research used

responses from open questions, which is rich with qualitative description, providing more understanding regarding the variations.

After understanding the relationship between the variables, some measures needed to be taken to improve it. Several policy implications are discovered and used as a basis to construct policy recommendations. The following sub-chapter of recommendation will discuss the detail on policy recommendation in optimizing the PSBB implementation and academic job satisfaction, while reducing stress and controlling the teaching misbehavior tendency.

5.2. Policy Recommendation

After understanding the relationship between the variables, some measures needed to be taken to improve it. Several policy implications are discovered and used as a basis to construct policy recommendations. The following sub-chapter of recommendation will discuss the detail on policy recommendation in optimizing the PSBB implementation and academic job satisfaction, while reducing stress and controlling the teaching misbehavior tendency.

As discussed in chapter 4, the policy recommendation consists of 2 folds, the short term policy and medium term policy. The plan could be considered and carried by each college, considering span of control and limited number of resources. However, if the University provide support for enabling the policy it will also increase the success probability of the implementation. The following are description of each policy:

5.2.1. Short-term Policy

Short-term policy should be conducted during the semester break (1st and 2nd semester break of academic year 2021). The break usually lasts for 1 month after the end of the previous semester, which gives enough time to

evaluate the quality of teaching and research during the previous semester. Actions that needed to be taken in this short-term policy are:

1. **Evaluating the quality of online teaching from the previous semester.** There are many ways in conducting the evaluation. The first one is to refer to scores of each course evaluation (EDOM UI), which is mandatory to be filled by students at the end of the course. For deeper understanding, the study program could also conduct online Focus Group Discussion, both for lecturers and the students. For lecturers, the FGD should consist of a combination of lecturers that has a high evaluation score, as well low evaluation score. The FGD also needs to diversify the informants by age group (mixture of junior and senior lecturer), gender, and number of online classes conducted. In this sense, the discussion will be rich and the policy taken to address the problem will be more precise. For the students of FGD, a mixture of students is also recommended for the same reason.
2. **Develop module for online teaching.** Based on the inputs given from both lecturers and students FGD, certain modules of online teaching needed to be constructed. The modules should include step by step approach on conducting online teaching, such as standardization of online platforms, standardization of online teaching methods (teaching hours, assignments, grading), as well as mitigation of the disturbance of the online teaching (if network or platform problems occurred). Last but not the least, the control procedure of online teaching must also be established. Procedures, such as reporting online teaching misbehavior and including teaching assistants or selecting certain officials to oversee the process of online teaching must be considered and implemented.
3. **Conduct training and development activities.** In regards with the module, lecturers must be equipped with proper training and development in using online platforms, as well as improving their online teaching skills. This training could be done in reference to the most advanced colleges in doing so, such as the Faculty of Computer

Sciences or Faculty of Psychology. The training and development must at least consist of the understanding on operating online platform (whether using EMAS UI, Zoom, Google Meet, etc.), as well as how to be an effective lecturer during online teaching (lectures are interesting, not boring and monotone, not having “empty air” during the session, etc.).

4. **Reshuffle the composition of team teaching.** Based on the inputs given from the FGD, the member of team teaching could be reshuffled. Those who are experiencing physical fatigue more, could be paired with those who are not having problems. Those who are having high scores of evaluation, could be paired with those who are having low scores (so they could observe each other), and so on.
5. **Provide a more stable platform.** Last but not least is to consider the infrastructure for online teaching itself. EMAS UI could be improved over time with the help of the University. If not, other options might be enabling premium accounts on certain online platforms such as Zoom (as done by Faculty of Law and Faculty of Psychology). However, the capability in implementing this action relies on the financial resource of each college. In a more optimistic scenario, colleges may also regularly maintain the digital gadget used by the lecturers, whether they are still operating well or not.

5.2.2. Medium-term Policy

The medium term policy is carried on during the 1st and 2nd semester of the academic year 2021. The focus of this policy is to implement the module created in the previous policy as well as monitoring and maintaining the quality of online teaching. The policy should be carried as follows:

1. **Implement the online teaching module.** Since the module is now available, it should be implemented throughout the semester. Each standardization of online teaching must be carried on in order to maintain the quality of online teaching.

2. **Close or direct supervision on online teaching.** This action could be conducted in various ways. The first one involves a teaching assistant to oversee the online teaching process. If any problems occurred, the teaching assistant could refer to the module on how to report problems in online teaching, and report accordingly to a certain unit (e.g. head of study programme or head of academic quality assurance unit). Another way to conduct monitoring is by random assessment of certain units (e.g. head of study programme, head of academic quality assurance unit, vice dean of academic affairs, and so on) during online teaching sessions. These units could randomly enter the online teaching session anytime, and conduct random observation in order to maintain the quality of online teaching.
3. **Clear actions toward the result of online teaching observations.** Faculty needed to have clear actions for lecturers. At least, faculty needs to establish proper “carrot” and “stick” for the lecturers. Those who are performing well could be awarded and nominated as best examples for online teaching, while those who are not performing well could be reduced in terms of teaching hours or paired with the ones that have better capabilities in online teaching. In this sense, the quality of online teaching could be maintained.

5.2.3. Future Considerations (Long-term Policy)

After interchangeably implementing the short and medium-term policy, we must also consider the future of the PSBB, both as a compressed workweek schedule and online teaching. If the condition of COVID-19 pandemic is getting better in Indonesia, the University and Faculty could consider to ease the implementation of PSBB. The combination of online and offline teaching (synchronous and asynchronous method could be introduced if the proper time arrived).

Furthermore, if the condition of COVID-19 pandemic is normalized and PSBB policy is lifted and no longer recommended, Universitas Indonesia still could also consider the benefit of online teaching. It could be seen in chapter 4 that online teaching is significantly affecting academic job satisfaction. Hence, it could be considered, even though pandemic is not happening, online teaching could boost the satisfaction while also improving the performance of the lecturers. For example, in a week, lecturers could be given an option of 1 or up to 2 days to work from home, in terms of online teaching or research. In this sense, the lecturers could save time and costs (as discussed in chapter 4), while also keeping their performance.

5.3. Limitation of Study and Recommendation for Future Studies

Though the study is completed, it is far from perfection. There are few considerations regarding the study which also could be referred to by fellow researchers in conducting similar research. By referring to this sub-chapter, the validity of the future research may be improved to a better state.

The first limitation is the response rate of the respondents. Since data gathering is done via online measures, while also considering time (in time of COVID-19 pandemic) and space (overseas, from Republic of Korea to Republic of Indonesia), it wasn't able to reach the determined target. Out of 324 respondents, only 207 responses were collected for final analysis. This caused the margin of error of this study to increase to 6%. Some respondents also concentrated more in college of social studies (such as Faculty of Administrative Sciences and Faculty of Social and Political Sciences) rather than college of natural sciences.

Since the data is not completely perfect, the generalizability of this research could possibly be affected. For future considerations, it is better to compare from one University in Indonesia, with other Universities. A mixture of University status is also recommended, such as public and private Universities, Universities that are located in Java Island and other islands, and

so on. Cross-validating data with surveys from students during online teaching might also be useful in determining the success of PSBB.

Last but not least, a mixture of qualitative approaches is also recommended to enrich the discussion of the impact of PSBB to academic job satisfaction, academic job stress and teaching misbehavior tendency. It will reduce the researcher's personal bias and provide a more detailed explanation on the statistical significance of the research. By doing so, the policy implications could be mapped in a more accurate manner and policy recommendations that are constructed upon it will be even more precise to address the problems.

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Appendix

Questionnaire for Study on Impact of PSBB on Job Satisfaction, Work Stress and Teaching Misbehavior Tendency in Universitas Indonesia

Dear Sir/Madam,

My name is Marcel Angwyn, Graduate Student of Global Master of Public Administration (GMPA) of Seoul National University (SNU). As a part of building my capabilities on Public Management and Public Sector Reform, currently, I am working on this research for completion of my master's thesis.

Universitas Indonesia (UI) is one of the oldest and highly influential public academic institution in Indonesia. Though holding high reputation in academic service, UI also affected by Government's policy on Large-Scale Social Restriction Policy (or Pembatasan Sosial Berskala Besar, commonly abbreviated as PSBB) in response to COVID-19 pandemic. The policy introduced "distance learning", which also impose great challenges to cope for all civitas-academica in UI.

The imposed challenge may affect the backbone of the UI: the Lecturers. Therefore, I conducted this research to understand the impact PSBB on Job Satisfaction, Work Stress and Teaching Misbehavior Tendency of Lecturers in UI. Certain change or adjustment should be made in response to the impact. In short, better understanding regarding the impact will lead into better policy recommendation for lecturers and all civitas-academica in UI.

You are invited to participate in survey on "Impact of PSBB on Job Satisfaction, Work Stress and Teaching Misbehavior Tendency in

Universitas Indonesia”. The survey will take approximately 10 minutes to be completed. All responses you provide for this questionnaire will remain confidential, and each of your answer will never be used for any purpose other than statistical purposes. If you need any clarification regarding the questionnaire, feel free to contact me via email (marcel2019@snu.ac.kr) or whatsapp (+82 10-9537-8675).

Best regards,

Marcel Angwyn

PART 1: RESPONDENT CHARACTERISTICS

1.	Gender	1.	Male	2.	Female
2.	Age			
3.	Marital Status	1.	Single	2.	Married
		3.	Divorced/Widowed		
4.	Number of Children			
5.	Tenure	 years		
6.	College	1.	Faculty of Medicine	2.	Faculty of Economics and Business
		3.	Faculty of Pharmacy	4.	Faculty of Psychology
		5.	Faculty of Nursing	6.	Faculty of Public Health
		7.	Faculty of Mathematics and Natural Sciences	8.	Faculty of Administrative Sciences
		9.	Faculty of Law	10.	Faculty of Engineering
		11.	Faculty of Computer Science	12.	Faculty of Dentistry
		13.	Faculty of Humanities	14.	Faculty of Social and Political Sciences
		15.	Vocational Program	16.	School of Environmental Science
	17.	School of Strategic and Global Studies			

PART 2: PSBB IMPLEMENTATION

Please select the most suitable response.

7. In the period of PSBB, how many days in a week (on average) you worked at the University?

a. ≤ 1 day

b. 2 days

c. 3 days

d. 4 days

e. ≥ 5 days

8. During PSBB, how many of your classes are conducted online?

a. None of my classes are conducted online

b. Some of my classes are conducted online

c. All of my classes are conducted offline

PART 3: ACADEMIC JOB SATISFACTION

Academic Job Satisfaction is related to your contentment during lecture and research activities. To answer the following questions, please indicate your satisfaction level with 1,2,3 or 4. The satisfaction level are described as follows:

1 (Very Dissatisfied): A condition where you never feel any contentment;

2 (Dissatisfied): A condition where some of your contentment are fulfilled, though rarely occurred;

3 (Satisfied): A condition where your contentment are fulfilled frequently;

4 (Very Satisfied): A condition where your contentment are exceeding your expectations frequently.

No.	Questions	Answers
9.	In the period of PSBB, are you satisfied with your relationship with students during your teaching?	
10.	In the period of PSBB, are you satisfied with your involvement in research?	
11.	In the period of PSBB, are you satisfied with autonomy that is given to you for managing the course?	
12.	In overall, are you satisfied with working conditions in your teaching during PSBB?	

PART 4: ACADEMIC JOB STRESS

Academic Job Stress is related to your stress experience during lecture and research activities. To answer the following questions, please indicate your stress experience with 1,2,3 or 4. The stress experience are described as follows:

1 (Never): A condition where you never feel stressed at all;

2 (Sometimes): A condition where you feel stressed, though rarely occurred; Sometimes you are concerning your job even though it's not working hours/days;

3 (Often): A condition where you are stressed frequently, whether you are in working hours/days or not; You feel stressed during working hours/days and sometimes also in the weekend/vacation;

4 (Always): A condition where you are always stressed, whether you are in working hours or not; You feel stressed every day, always concerning about your job.

No.	Questions	Answers
13.	In the period of PSBB, are you stressed with your relationship with students during your teaching?	
14.	In the period of PSBB, are you stressed with your involvement in research?	
15.	In the period of PSBB, are you stressed with autonomy that is given to you for managing the course?	
16.	In overall, are you stressed with working conditions in your teaching during PSBB?	

PART 5: TEACHING MISBEHAVIOR TENDENCY

Teaching Misbehavior Tendency is the possibility of lecturer to misbehave during their online teaching/lecturing time. To answer the following questions, please indicate your perception regarding teaching misbehavior tendency with 1,2,3 or 4. The teaching misbehavior tendency are described as follows:

1 (Never): A condition where you think that teaching misbehavior never occurred;

2 (Sometimes): A condition where you think that teaching misbehavior rarely occurred; Lecturers misbehaved accidentally and causing tolerable amount of disturbance in class;

3 (Often): A condition where you think that teaching misbehavior frequently occurred; Lecturers took advantage of situation and misbehaved on purpose, causing problems and being disorganized in delivering the course;

4 (Always): A condition where you think that teaching misbehavior always occurred; Lecturers misbehaved on purpose for personal gain and the course is not delivered properly at all;

If you were unsure about other lecturers' teaching misbehavior tendency and prefer not to answer the question, please leave it blank.

No.	Questions	Answer
17.	In the period of PSBB, I don't come (get absent) to online class	
18.	In the period of PSBB, other Lecturers have tendency to not come (get absent) to online class	
19.	In the period of PSBB, I am tardy (often come late)	
20.	In the period of PSBB, other Lecturers have tendency to be tardy (often come late)	
21.	In the period of PSBB, I keep students overtime	
22.	In the period of PSBB, other Lecturers have tendency to keep students overtime	
23.	In the period of PSBB, I dismiss class early	
24.	In the period of PSBB, other Lecturers have tendency to dismiss class early	
25.	In the period of PSBB, I am disorganized with class material	
26.	In the period of PSBB, other Lecturers have tendency to be disorganized with class material	
27.	In the period of PSBB, I am late in returning student's works (such as assignments, papers, exams, etc.)	
28.	In the period of PSBB, other Lecturers have tendency to be late in returning student's works (such as assignments, papers, exams, etc.)	

29.	In the period of PSBB, I am inaccessible to students outside the class (even in working hours)	
30.	In the period of PSBB, other Lecturers have tendency to be inaccessible to students outside the class (even in working hours)	
31.	In the period of PSBB, I talk too fast (causing information overload)	
32.	In the period of PSBB, other Lecturers have tendency to talk too fast (causing information overload)	

33. Please describe certain factor or aspect that increase your job satisfaction as a lecturer during PSBB:

.....

34. Please describe stress experience that frequently occur as a lecturer during PSBB:

.....

35. Please describe certain factor or aspect that caused lecturer to do teaching misbehavior during PSBB:

.....

36. Please provide suggestions for UI in order to maintain lecturer's satisfaction, stress, and misbehavior tendency during PSBB:

.....

Thank you for your response!

국문초록

대규모 사회적 제한정책(PSBB)이 Universitas Indonesia 에서의 교수적 직업만족도, 교수적 직업 스트레스, 잘못된 교수행위에 미치는 영향

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글로벌행정전공

COVID-19 관련 사례가 인도네시아에서 크게 증가하고 있다. 이러한 상황에 대처하기 위해, 인도네시아 정부는 대규모 사회적 제한 또는 PSBB 라는 정책을 표명하였다. PSBB 지침은 학교 및 사무실 폐쇄, 종교 집회, 공공 시설, 사회 문화 활동 및 대중교통 등 국방과 안보에 관한 사항들을 제한하는 데 초점을 맞췄다. 이 정책은 인도네시아의 대부분의 공공기관과 Universitas Indonesia(UI)에 영향을 미치고 있다.

PSBB 지침은 대학이 온라인 수단을 주요 도구로 활용하여 원격 학습을 통한 학술 서비스를 제공할 것을 제안했다. 그러나 이 가이드라인은 UI의 강사들에게 더 많은 도전을 주었다. 그들의 대부분 온라인 수업에 필요한 준비가 되지 않았다. 그들은 더욱 만족할 수 있고, 스트레스를 받을 수 있으며, 심지어 더 잘못된 교수행위를 하는 경향을 가질 수 있는 것이다.

본 연구는 PSBB 시행과 UI 강사의 교수적 직무 만족도, 교수적 직무 스트레스, 잘못된 교수행위 경향 간의 관계를 파악하기 위한 것이다. 이를 위해 온라인 설문조사를 통해 정량적 데이터 수집을 실시하고, 피어슨 상관분석, 횡단면 데이터를 이용한 다중 회귀분석 등 정량적 데이터 분석을 실시한다. 교수적 직업 만족도, 교수적 직업 스트레스, 잘못된 교육 경향이 종속 변수로서 작용하는 데 대하여 PSBB는 독립변수로 상정될 것이다. 성별, 나이, 혼인 여부, 자녀 수, 임기, 대학 등으로 구성된 6개의 통제변수도 데이터 분석에 포함된다.

자료 분석 결과 PSBB는 교수적 직업 만족도와 긍정적인 관련이 있는 것으로 나타났다. 그러나, 주의 깊게 관리하지 않으면, 교수적 직무 스트레스는 PSBB를 완화시키고 잘못된 교수행위 경향을 증가시킬 수 있다. PSBB의 부정적 외부성을 최소화하고 PSBB의 긍정적 효과를 증폭시키기 위해, 특정 정책적 권고사항도 도입되었다. 마지막으로, 이 연구 결과는 COVID-19 대유행 가운데 교육 서비스를 유지함에 있어 UI를 위한 더 우수하고 정밀한 정책을 수립하는 기초로서 언급될 수 있다.

주제어: PSBB, 교수적 직업만족도, 교수적 직무 스트레스, 잘못된 교수행위, Universitas Indonesia

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