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## **THE ROLE OF INSTANT MESSANGING ON THE EFFECTIVENESS OF LECTURER'S PERFORMANCE AT THE UNIVERSITAS ABDURRAB**

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### **Abstract**

*Recently education has a high demand in terms of communication services, instant messaging (IM) becomes an option in communicating in University as the service increases in accordance with user needs. Previous works have suggested that the use of IM may disrupt the working activities. But in recent years, research shown that IM utilization had increased in work life. By using IM technology allows the information shared quickly, precisely and accurately, so that surely will improve the effectiveness of work. Lecturers are the critical aspect to make a better improvement of the university its self. With the development of communication technology will impact the emergence of various types of activities based on technology, all of which are based*

*on electronics such as instant messaging which will help the effectiveness of lecturer's performance. This research uses quantitative method to measure the significance of the effect of instant messaging on the performance of lecturers at the Universitas Abdurrab. This research shown that all lecturers using instant messaging in their work have a significant influence on their performance. Through this research is expected to contribute to encourage efforts to increase the use of Instant Messaging, so that the Internet Service Providers can provide more specific services for the education, especially in the university to support the establishment of e-education and e-management.*

### **Keywords**

IM, Effectiveness, Lecturer Performance, University, Student

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## **1. Introduction**

Communication by using data communication between students and teachers has become more and more popular during the last decade through various tools: Email, SMS, Facebook groups, Twitter, and also WhatsApp. These tools has unique characteristics that impress its compability for learning purposes (Bouhnik, Deshen, & Gan, 2014). WhatsApp, Line, BBM, Telegram are familiar instant messaging (IM) tool in Indonesia and it has many benefits for the users (Soselisa, Mekel, & Pandowo, 2014).

IM relates to applications enabling cooperation and communication between two or more individuals in real time. The cooperation or communication can be in writing or via audio or video messaging (Kittur, Nickerson, & Bernstein, 2013). Chat and Internet phone or video conferencing are instant messaging media. These tools provide real-time communications, while e-mail, for example, is a non-real-time medium (Kaya & Demiray, 2013). These are usually free applications. Instant messaging has five fundamentals aspects. First, it guarantees that your correspondent is available (Abbasi, Rashidi, Maghrebi, & Waller, 2015). Second, it has multi-tasking capabilities. Instant messaging users can message multiple users simultaneously. As opposed to one-on-one communications, as in a phone conversation, users can discuss several subjects and tasks with several people (Sheer & Rice, 2017). Third, instant messaging keeps written records; you may reread and reuse everything you have written instead of rewriting everything when you need it (Pielot, de Oliveira, Kwak, & Oliver, 2014). Fourth, it is less costly. Instant messaging can provide cheaper communications than real-time telephone (O'Hara,

Massimi, Harper, Rubens, & Morris, 2014). Fifth, it offers search capability. Instant messaging provides users with the capability to meet new people and share ideas on different subjects and tasks instead of limiting the user to a particular group (Efe, 2015).

Nowadays the usage of IM in the world increased significantly. This IM technology such as SMS by using internet data features. IM application is very potential to be utilized in education. Education in the digital era is now greatly helped by the presence of IM applications especially in University. The popularity of IM application has occurred among the civitas of Universitas Abdurrab. Survey shown, 90% of lecturers and students using IM application in daily life as well as in lecturing activities.

How come this technology help lectures in their activties? Technology can enhance the teaching and learning experience through ready access to information, increased collaboration, and student engagement (Carpenter & Krutka, 2014). Some technologies have been documented to improve teaching and learning. For example, student engagement, active learning, and learning outcomes were improved with the use of audience response systems and lecture podcasting (DiVall et al., 2013).

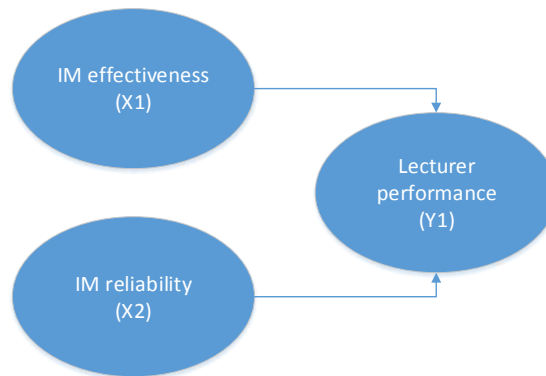
Lecturer in Indonesia can be mentioned as a professional workers for education and research whom providing education to the community, especially students. Lecturers have an important role in the development of education, therefore lecturers must have high capability and ability. According to Republic of Indonesia's Regulation number 14 in 2015 regarding to Teachers and Lecturers, they are as a professional educators and scientists for transforming, developing, and disseminating science, technology, and art by education, research, and community service. The evaluation of lecturer's performance itself can be done by the department, by establishing the assessment team, consist of the Dean or Head of Departement, the lecturer itself or self-evaluation and by the students.

## **2. Method**

Based on this research, we worked to make better insight for the role of IM on the effectiveness of lecturer's performance at the Universitas Abdurrab, relevant activities, also the way that they affect both using IM and effectiveness of lecturer performance. This research using a quantitative method and the lecturers as respondants. About 154 respondants have been

participated in this research. Using descriptive analysis and path analysis, the research expected a deep explanation about this discussion.

Variables used in this research are IM effectiveness ( $X_1$ ) and IM reliability ( $X_2$ ) as independent variable, for dependent variable is lecturer performance ( $Y_1$ ). The relations of these variables can be described with the path analysis as follows:



**Figure 1:** Path Analysis of The Variables

Tested by path analysis as shown on Figure 1, and then the data processed by using SPSS v20. The data was taken from 154 respondents, filled the questionnaire amounted 40 questions which divided into 3 section, which was about IM Effectiveness, IM Reliability, and Lecture Performance. The questionnaire are made from the relevant theories. Using this methodology, hopefully the researcher obtain deeply informations about those variables.

### 3. Discussion

After data processing, based on modeling from path analysis shown on Figure 1 to variable which have been mentioned before, the result can be seen in tabel 1 below.

**Tabel 1:** The Results of Data Processing Based on Variables

Variable	Beta	T	Sig	Keterangan
$X_1 \rightarrow Y$	0,283	2,159	0,040	Significant
$X_2 \rightarrow Y$	0,661	5,048	0,000	Significant
$X_1 + X_2 \rightarrow Y_1$			0,000	Significant
R square 0,539				

From the results contained in Table 1, it can be explained that IM effectiveness (X1) has significant and positive influence to lecturer performance (Y1). IM reliability (X2) to lecturer performance (Y1) also has positive and significant influence. This also occurs to X1 and X2 as independent variables obviously positive and significant effect to Y1.

Based on error value 0,05, it can be seen in table 1 the influence between IM effectiveness as independent variable to lecturer performance as dependent variable is 0,040. While on the other variable, based on the table 1 we can see IM reliability to lecturer performance is 0.000. As a whole, it can be stated that IM effectiveness and IM reliability have an effect on lecturer performance in Universitas Abdurrab.

The results are in line with previous research that said workers using IM to communicate polychronically may generate positive contribution among organization, even team productivity by maintaining the conversations moving simultaneously, avoiding a queue, while giving up their individual productivity. The model developed here, are centered on the individual level of analysis (Avolio, Sosik, Kahai, & Baker, 2014).

We assume by using IM, lecturers can work more productively and focus, this is what makes its performance better. When they get more and faster information and can make the priority for which is more important so that lecturers can increase their productivity. Based on the results of statistical tests directly show that IM Reliability (X2) has an influence on the effectiveness of Lecturer Performance (Y). It can be concluded that IM can encourage people, especially lecturer to work more effectively and efficiently (Park, Cho, & Lee, 2014). Using IM can simplifying the assignment of lecturers in teaching, research and community service. For example when lecturers give a lesson to their student, they can share information quickly, so do as the other assignment besides teaching such as meetings, discussions, and etc. IM also can be used for information and communication media with the students. From the explanantion, we can make a conclusion that IM technology enables the teaching of students to be more efficient and can reduce the cost of time and effort and make it easier to connect with students in the academics activity.

Former researchs also concerned about this Use of IM in Education, found that students gave a positive statement about using mobile devices in education and therefore suggest that researchers began to investigating how online learning by using mobile device could be best tool in teaching and learning (Kafyulilo, 2014). By using IM, we can send brief, typed messages over

the Internet connection, directly from one device to another, and made a suggestion that it was “ideal for educational and learning environments” (Lauricella & Kay, 2013). IM gives contribution also the succeed of work life, a glorious careers need the ability to make an effective communication both oral and in writing; these competencies will become more valuable as technology intensifies the significant role of IM in the workplace (Gibson & Sodeman, 2014).

This research remains a question, why using IM as a supporting tool? Lecturers gave 85 opinions about why using IM in their work activity. The result shown related to sharing information (60% of comments), connecting people (25%), ease of use (12%) and etc (3%).

#### **4. Conclusion**

Technology developments, especially information and communications technologies in the last decade, have brought significant changes in many sector of life including educational activities. Along with the increasing of IM usage in the educational sector, this research proves that the impact of IM effectiveness to lecturer performance affect each other. In order for the usability of IM effectively, the researcher suggested the Internet Service Providers can provide more specific services for the use of education, especially in university to support the creation of e-education and e-management. Limitations of this research need to be done because the research location is located in the city that has the sufficient internet network. It needs further extensive research on the use of IM in educational institutions because the territory of Indonesia has a very wide area and not necessarily the whole area is affordable by internet connection. So if e-education and e-management is applied only to big cities, it will cause a big gap about mastering the technology itself. Researchers suggest that research is conducted not only on the city but also outside the urban areas, in order to provide an information regarding to mastering the technology, especially IM. So that someday e-education and e-management can really be applied throughout Indonesia.

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