

# The Impact of Learning Agility and the Work Environment during Work from Home (WFH) on Teacher Performance

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**Submission date:** 21-Oct-2022 09:47AM (UTC+0700)

**Submission ID:** 1931156346

**File name:** Agility\_and\_the\_Work\_Environment\_during\_Work\_from\_Home.fix.docx (157.92K)

**Word count:** 3875

**Character count:** 21644

## The Impact of Learning Agility and the Work Environment during Work from Home (WFH) on Teacher Performance

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### ARTICLE INFO

#### Keywords:

Learning Agility;  
Work Environment;  
Work From Home;  
Teacher's Performance;

#### Article history:

Received 2021-08-14

Revised 2021-11-12

Accepted 2022-01-17

### ABSTRACT

The pandemic caused by Covid\_19 at the beginning of 2020 has transformed the learning process in schools. The PSBB, PPKM and similar policies that force teachers to work/teach from home certainly affect the performance of the teachers. Therefore, this study aims to identify, describe and analyze the effect of learning agility and work environment during work from home (WFH) on teacher performance at Sekolah Alam Cikeas. The research method uses a quantitative research approach with survey methods filling out online questionnaires with respondents from Playgroup, Kindergarten, Elementary, Middle and High School teachers with 56 all teachers at SDN Cikeas, Bogor. Data collection techniques by conducting interviews, questionnaires in the form of questionnaires and documentation. The data analysis technique used multiple linear regression. The results showed that agility had a significant effect on teacher performance with tcount greater than the critical value ( $6,974 > 2,005$ ),  $X^2$  had a significant effect on Y with the result (tcount) greater than the critical value ( $2,208 > 2,005$ ). This study establishes a favorable relationship between learning and performance as well as a positive relationship between the working environment and teacher performance.

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## 1. INTRODUCTION

The Covid-19 phenomena, which affected the majority of the world's population, is not an exception. Nearly every element of life is impacted by Indonesia, including the field of education. "The Covid-19 pandemic certainly has an impact in various sectors ranging from economic, social and also in the world of education, it is a challenge for educational institutions in carrying out learning." (Aini

et al., 2020). The United Nations Educational, Scientific and Cultural Organization (UNESCO) noted that Covid-19 affects the education of approximately 290.5 million students in the world with a total of more than 165 countries implementing school closures (UNESCO, 2021).

Responding to the incident, the Minister of Education issued Circular Letter No. 3 of 2020 on the prevention of Covid-19, and Number 36962 / MPK. A/HK/2020 on Online Learning and Working from Home to Prevent the Spread of Corona Virus Disease (Covid-19), as well as Circular Letters and instructions from regional heads, and rectors of each university (Mulyanti et al., 2020). Most of the year students are forced to learn from home with all their challenges and limitations. It requires teachers to make adjustments to be able to teach in new ways that may not have been done before (Baharin et al., 2015). Relying on previous knowledge and experience is very likely irrelevant to the needs of competence during distance learning (PJJ), especially in the Environment of The Cikeas Nature School, Indonesia, which before the pandemic teachers used to practice directly with students utilizing nature as a material for exploration and learning media, which is the difference between The Cikeas Nature School with schools in general.

The demand to teach online or online is not easy. Some teachers state that teaching time is decreasing and is feared to have an impact on the achievement of learners, coupled with the limitations of teacher facilities as well as with internet connections that are often unstable because they are used simultaneously and simultaneously (Page et al., 2008). However, despite many obstacles experienced by teachers, teachers as learning designers have a very important role in the successful implementation of online learning (Hodges et al., 2020). This means that teachers must adapt to the implementation of learning that initially uses conventional face-to-face methods turned into online learning.

Especially in the Cikeas Nature School as, where before the pandemic teachers and students used to take a learning approach that tends to be different, including by utilizing the environment as a source and medium of children's learning. Practical activities tend to be predominantly carried out by teachers and students at the Cikeas Nature School. As stated in the Vision of the Cikeas Nature School, it is a leading school that prints a generation of leaders and has a mission to build a nature-based education system with international standard learning while doing nature conservation in the surrounding environment. Clearly in carrying out this distance learning practice (PJJ), teachers at the Cikeas Nature School have their own challenges that require creativity and hard work in order to still provide an impactful, memorable and enjoyable learning experience. Children can learn from everything. They learn from outside, field. Each child has their own way to learn, if child want to learn dancing, we let them do it. If child want to play drum during the class, we let them do it. Each one of child has their own way to learn.

In the face of the challenges and changes of education today, teacher performance is a very important factor to answer the facilitation needs of students' teaching and learning activities (Caughlan & Jiang, 2014). Teachers who can show their performance or performance will be the focus of the school as an institution in exploring the questions and demands of parents as the main consumers of the school in the framework of presenting quality and relevant teaching and learning activities for students (Mahgoub, 2014; Yusnita et al., 2018). During unstable and constantly changing conditions like today, teachers are required to have the ability and willingness to learn quickly and apply the learning into a new situation called learning agility. According to Mitchinson, (2014), says learning agility in teachers to be able to adapt quickly and change steps or structures to suit the needs and abilities of students. So that teachers can ensure that different learning needs in each student can be met. Agility in teachers will be indispensable because the profession interacts with dynamic work, as well as those faced by the plague in this pandemic period or the various challenges ahead.

Learning agility is the best prediction for the future for individual performance (Karre et al., 2019). Learning agility can be improved over time through a variety of career experiences. For example, through job rotation, international assignments can affect learning agility in employees (Dai et al., 2013).

Pandemic conditions that force teachers to work from home tend to make it difficult for teachers to manage time and share tasks. According to research (Mustajab et al., 2020) explaining that the work from home policy for teachers has a very serious impact, especially in terms of performance, considering that so far the teacher's work system is conventional, but with Covid-19 teachers must teach online. In addition, the WFH policy implemented during the Covid-19 pandemic has not gone well. This is because there are several factors that cause the policy to be not optimal, one of which is the uneven distribution of internet and electricity network infrastructure in Indonesia, causing difficulty in accessing and using information technology. Second, not all regions are ready in terms of digital documentation, because so far the archives of teacher and education staff performance have been carried out conventionally or manually. It is clear that in carrying out this distance learning (PJJ) practice, the teachers at Sekolah Alam Cikeas have their own challenges that require creativity and hard work in order to continue to provide an impactful, memorable and enjoyable learning experience. Not to mention the addition of their duties as a couple and parent to their children at home (Hodges et al., 2020) Although not all of these, but the authors see some cases of less than optimal teacher performance during work from home, especially for those who already have children, when it comes to teaching in times of pandemics like this (Yusnita et al., 2018). Not to mention a diverse work environment when carrying out work from home (WFH) or working from home (Mungkasa, 2020). The availability of facilities and support of the surrounding environment greatly affects the quality and quantity of teacher performance.

The support and work environment of teachers is very influential on the comfort and totality of teachers in pursuing and completing work (Iroegbu, 2015). Often found teachers who cannot quickly adapt to the use of technology. Not to mention the dual role owned by teachers during WFH, in addition to the role as a teacher who must teach and prepare everything, they also at the same time must carry out their roles as family members both as a couple (husband / wife), as well as parents for those who are married and have children (Wahyu & Sa, 2020).

In facing the challenges and changes in education today during the COVID-19 pandemic, it is clear that teacher performance is a very important factor in responding to the needs of facilitating student teaching and learning activities. Teachers who can show their performance or performance will be the foundation of the school as an institution in answering questions and demands of parents as the main consumers of the school in order to present quality and relevant teaching and learning activities for students by online learning and working from home (work from home).

This research generally aims to find out the Influence of Learning Agility and the Work Environment during Work From Home on Teacher Performance in the Cikeas Nature School but specifically this research aims to: (1) To find out how much influence Learning Agility (X1) has on Performance, (2) Teachers in the Cikeas Nature School, (3) To Find out how much influence the Work Environment during WFH (X2) has on Teacher Performance in the Cikeas Nature School, (4) To find out the influence of Learning Agility and work environment during WFH together on Teacher Performance (Y) in the Cikeas Nature School.

## 2. METHODS

This study uses survey methodologies for descriptive and verifying quantitative research. A survey method is a quantitative research technique used to collect data from samples drawn from a specific population, data collection techniques with observations (interviews or questionnaires), and

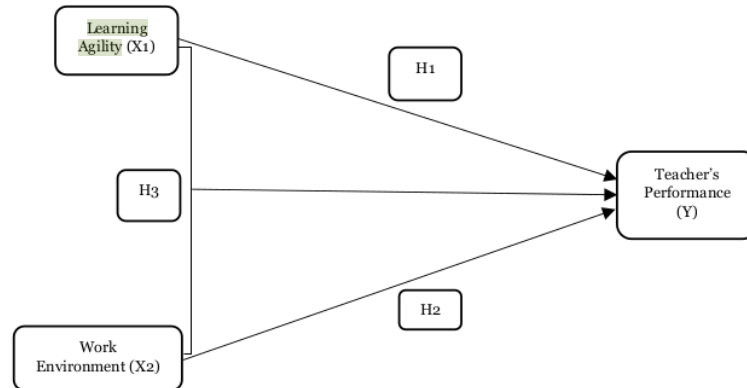
test various hypotheses about sociological and psychological variables that occurred in the past or present. Regarding the survey, according to (Hamid et al., 2020) explains that: "Descriptive survey research, the approaches share the following common characteristics: (a) Identify a Research Topic; (b) Conduct a Review of the Literature; (c) Develop Research Questions; (d) Develop the Survey". In-depth, and the results of the study tend to be generalized (Tobergte & Curtis, 2013). This research was conducted in the Cikeas Nature School, Gunung Putri, West Java.

The population taken in this study amounted to 56 Teachers of the Cikeas Nature School in 2020. As for the determination of samples is done with the type of Non-Probability Sampling where the determination of this sample is not selected randomly (Sugiyono, 2015). The nonprobability sampling technique selected is Saturated Sampling (census) which is a method of sample withdrawal when all members of the population are used as samples (Tobergte & Curtis, 2013). According to (Suharno et al., 2020), "A sample is a collection of people, things, or events that reflects the traits of the broader group from which it was drawn. Testing a sample can enable the researcher to draw conclusions about the performance of the wider group, sometimes known as the population, particularly in a quantitative study. Sampling is the procedure of choosing a sample. This is done when the population is small. In this study, the sample taken was all teachers of the Cikeas Nature School, namely 56 respondents.

The data collection technique used in this research is field research conducted by conducting a direct review of the agency that is the object to obtain primary data. This primary data is obtained through the following techniques: 1) Direct Observation Method or Observation; 2) Interview; 3) Documentation; 4) Questionnaire. The type of instrument used in this research is a questionnaire. A questionnaire is a well-structured list of questions. Further said by (Guo et al., 2020), the tool used in this study is a questionnaire with a closed questionnaire type where respondents just choose alternative answers that have been provided in accordance with the instructions with the aim of making it easier to direct respondents' answers and easier to process. A conceptual definition, an operational definition, and a research instrument grid were used to confirm the theoretical foundation upon which the questionnaire as a research instrument was built. Data collection in this study is carried out through 2 (two) stages, namely stages using questionnaires, which is a method of collecting data that contains a series of questions submitted to respondents to be filled out, and using the literature method, which is a method to look for theories, concepts, generalizations that can be used as a theoretical basis. The variables are: (1) Learning Agility, as the first independent variable (X1), (2) the Work Environment during WFH, as the second independent variable (X2), and (3) Teacher Performance, as the dependent variable (Y). (Sugiyono 2012). According to (Sari, 2012), Research instruments are equipment or tools that researchers use to gather data in order to make their work easier and produce better (accurate, comprehensive, and systematic) results that are simpler to digest.

### 3. FINDINGS AND DISCUSSION

10 Research has three variables, two free variables and one bound variable. The variables are (1) Learning Agility, as the first independent variable (X1), (2) the Work Environment during WFH, as the second independent variable (X2), and (3) Teacher Performance, as the dependent variable (Y).



Research framework can be seen in Fig. 1.

Figure.1 Research Framework

In this study, data collection has been conducted by spreading questionnaires to 56 respondents, by filling out as many as 90 statements, consisting of 27 statements for variable learning agility, 24 statements for work environment during WFH and 39 statements for teacher performance variables. All questionnaires have been filled out in full by research respondents who are Teachers at Cikeas Bogor Nature School from Playgroup, Kindergarten, Elementary, Junior high to High School.

The study used descriptive analysis to describe respondents' answer indexes from various constructs developed as well as differential statistics for hypothesis testing, specifically using SPSS v26 for windows (Wahjusaputri et al., 2020). And the study will describe data on the characteristics of respondents of age, teaching at the level, length of teaching and marital status (Creswell & David Creswell, 2018).

Research on the influence of Learning Agility and the Work Environment during Work from Home (WFH) on the Performance of the Cikeas Nature School Teachers tends to vary. The teacher's perception of the Learning Agility (X1) indicator shows a very high mean value (4,274). Teacher perception of the indicator / condition of the Work Environment during Work from Home (X2) with a mean value (4,068) shows high results. Then the teacher's perception of the performance results (X3) with a mean value (4,216) means showing high results.

Table 1. Research Result

Hypothesis	Results	Conclusion
The Impact of Learning Agility (X1) on Teacher Performance (Y)	Obtained of 0.682, the value of tcount of 6.974, a significance value of 0.000	The statistical value shows that tcount is greater than ttable (6.974 > 2.005) and the significance value is < = 0.05. This test shows that Ho is not supported, and Ha is supported. This means that Learning Agility has a significant effect on Teacher Performance
The Impact of the Work environment during Work from	Obtained of 0.216, tcount value of 2.208, significance value of 0.032	The statistical value shows that tcount is greater than ttable (2.208 > 2.005) and the significance value is <

Home (X2) on Teacher Performance (Y)		= 0.05. This test shows that Ho is not support 7), and Ha is supported. This means that the work environment has a significant effect on teacher performance.
The Impact of Learning Agility (X1) and work environment during WFH (X2) together on Teacher Performance (Y)	Based on the results of the F test analysis, the Ftable value is 61.551 with a probability of 0,000 (P < 0.05)	The results of the F test above are known by using a 5% degree of confidence obtained by the value of Ftable at d <sub>g</sub> = 2 and df <sub>2</sub> = 53; of 3.17. Based on the results of the F test analysis, the Ftable value is 61.551 with a probability of 0,000 (P < 0.05), 7) is means that the Learning Agility and Work Environment variables together have a significant influence on teacher performance.

2.1. Heteroscedasticity Test

The goal of the heteroscedasticity test is to determine whether there is an inequality in variance between the residuals of one observation and another observation in the regression model. Homoscedasticity refers to the variance of the residual from one observation to the next remaining constant, while heteroscedasticity refers to the variance changing. One with homoscedasticity or no heteroscedasticity is a suitable regression model.

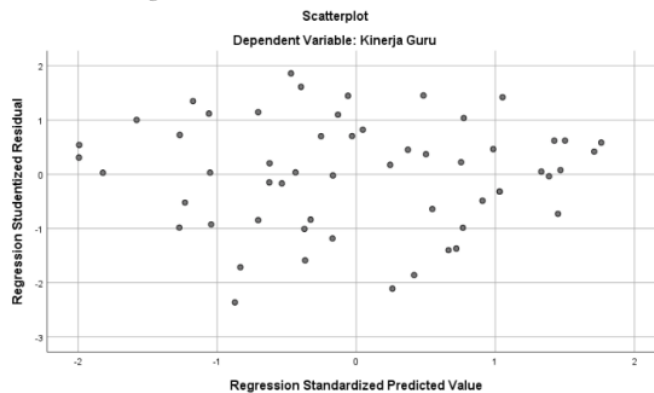


Figure 2. Graph Results of Heteroscedasticity Test

From the image above, it can be seen that the dots are dispersed randomly, lack a discernible pattern, and are spread on the X and Y axes above and below the number 0 (zero). So it can be concluded that the resulting regression does not contain heteroscedasticity.

4. CONCLUSION

In general, the results of research on teachers of The the Cikeas Nature School are variable Learning Agility (X1) has a grand mean of 4,274, this illustrates that teachers or facilitators at the Cikeas Nature School have a very high Learning Agility. Work from Home (X2)-focused Work from Home (X2) variables have a grand mean of 4,068, although not higher than Learning Agility but still at a high or good mean. This illustrates the background and environmental conditions of the teacher's home to work or teach from home is still arguably good. In the midst of the challenges of implementing distance learning policy (PJJ) Teachers or Facilitators of the Cikeas Nature School still have a good performance

with a grand mean value of 4,216. This illustrates that the quantity, quality, punctuality, initiative and cooperation of the Cikeas Nature School Teacher in completing the work remains good.

As for the results of the analysis in research conducted at teachers of the Cikeas Nature School, Bogor on Learning Agility and Work Environment during Work from Home (WFH) on Teacher Performance, it can be concluded that: (1) Learning Agility has a significant influence on teacher performance, (2) The Work Environment has a significant influence on teacher performance, and (3) Learning Agility and Work Environment during WFH together have a significant influence on the Performance of the Cikeas Nature School Cikeas' Teachers.

Based on the results of this study, researchers recommend to schools to review job descriptions for each teacher's additional tasks to better match the potential and power of teachers. In addition, the principal is advised to be more involved in preparing a learning plan as a form of support to teachers as well as to maintain the quality of the school.

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