

**THE EFFECT OF WORK FROM HOME (WFH) ON THE PRODUCTIVITY OF
EDUCATORS IN THE PUBLIC ELEMENTARY SCHOOL ENVIRONMENT OF
PEJATEN BARAT JAKARTA**

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Abstract

During the pandemic all fields have undergone a shift in working methods and in the world of education itself the method of work done by educators is to change the learning method from the previous one in the classroom by being done face-to-face transformed into a method of learning remotely (PJJ) online and in their ownhomes. The method used is Quantitative Method by using Descriptive approach is a type of research where later form of explanation or description more regularly, logically, arranged neatly and also clearly from the beginning until the completion of the research process. The results showed that working in WFH has several advantages and disadvantages for all educators in the state elementary school environment, especially those located in the west pejaten village of Jakarta.

Keyword : Work From Home (WFH), Educators' Work Productivity, Covid-19

INTRODUCTION

In Indonesia, the spread of Covid-19 cases is among the highest in Asia with a death rate of approximately 789,000 fatalities. Indonesia is a country that can not be avoided from the spread of this deadly virus, so that from the number of victims caused resulted in Indonesia ranked fifth with the highest number of daily events that have been infected with coronavirus as many as 13,277 (for the condition as of September 23, 2020), with the total infected with coronavirus recorded reached more than 250,000 people (DKI Jakarta) ¹

The implementation of *Work from Home* (WFH) itself indirectly shifts at least the long-applied work order, Shift the work method in question is a change in the organization in providing duties and responsibilities to employees by "Prohibiting" employees from working in the same place or time so as to require employees to work at home and this is called *Work from Home* (WFH) or in other words work from home. This prohibition was made not to damage all work order or work performance but to prevent the spread of coronavirus that is happening today so that we can minimize its spread. ²

¹ Corona.jakarta.go.id/id Accessed date September 23rd, 2020, At hit 09.17 Pm gmt.

² Ambassador Mustajab, A.B " *phenomenon work From Home as attempt prevent attack COVID-19 And Impact towards Productivity work* " journal international business Applied Volume 4 number 1 April 2020, Pp 13-21

During the pandemic all fields have undergone a shift in working methods and in the world of education itself the method of work done by educators is to change the learning method from the previous one in the classroom by being done face-to-face transformed into a method of learning remotely (PJJ) online and in their own homes. There are two types of Distance learning methods, namely online or *online* distance learning and offline distance learning.

In addition, such conditions also have an impact on the sustainability of education including:

First is the short-term impact, the short-term impact is the impact that you will directly feel, for the current condition the impact will be directly felt by all families in the country whether they live in the city or in the village. In Indonesia itself conducts learning using the help of the internet or often known as online learning is still less well known especially in their own homes or remotely. Receiving learning from home is quite surprising news for all parents especially if each of them has a busy or responsible outside the home. Not only for parents this news is also surprising for children and of course will cause psychological problems for students where they usually learn directly in the classroom every day, meeting with teachers playing with their peers.

The second is the long-term impact. The long impact is an impact that will be felt continuously for cases like this the impact that arises especially in the world of education is inequality in receiving education where injustice will be felt by a certain group of people or by people living in cities and villages.

Learning or working from home is also not intended for everyone because this method requires a lot of dedication, self-control and discipline to understand how working from home works. It takes effort not to be distracted and lose momentum. The problem with organizations is that they provide these facilities to employees without providing any training or even information about how these policies can benefit them.

METHOD

The population in each study must be explicitly mentioned, which is related to the size of the population member and the research area mentioned expressly that is related to the size of the population member and the area of research covered. The population in this study is 30 people consisting of several employees who have gender, education history, age and status of marriage in the state elementary school of West Pejaten village³ of Jakarta. For writing this time the author uses simple random *sampling* method this technique is commonly referred to as random and simple sampling technique, this technique is taken by the author because of time constraints and conditions that do not allow to sample to all educators in the elementary school located in Pejaten Barat Jakarta Village. Samples from this study as many as 50 educators where terdiri from civil servants, KKI and Honorer who are educators

³ Akbar and Usman , *methodology research social* (Jakarta: Bumi Aksara, 2006)

RESULTS AND DISCUSSION

Since the enactment of PSBB (Large-Scale Social Restrictions) all schools began to implement stem distance learning to break the chain of spread of the virus is no exception in the village of West Pejaten.

West Pejaten Village is one of the villages located in Pasar Minggu Subdistrict, south of Jakarta, this village has several schools in it ranging from Paud, Kindergarten, Elementary School, Junior High School and High School / Vocational from private to state

In the description of the data shown in chapter IV by the researchers, that is to bring up the results of questionnaire trials of variables (X) *Work from Home* (WFH) and Variable (Y) Work Productivity as many as 30 people. To determine whether the questionnaire data is valid and reliable or not, it is necessary to have this trial to determine the results of this trial will be continued to the next tester stage or not.

If the results in this questionnaire trial are declared entirely valid and reliable then the next stage of testing can be done by researchers. This validity test is done by comparing between r count and r table. If the value of r count is greater than r table then the item is valid and vice versa if r count is smaller than r table then the item is invalid.

Table 4.6

Work from Home (WFH) (X) Variable Validity Test on work from home (WFH) influence research on the work productivity of educators in the environment Public Elementary School West Pejaten Village Jakarta

variable	statement	r count	r table	information
<i>Work from Home</i> (WFH)	Instrument 1	0,735	0,361	Valid
	Instrument 2	0,698	0,361	Valid
	Instrument 3	0,676	0,361	Valid
	Instrument 4	0,695	0,361	Valid
	Instrument 5	0,698	0,361	Valid
	Instrument 6	0,678	0,361	Valid
	Instrument 7	0,669	0,361	Valid
	Instruments 8	0,538	0,361	Valid

Instruments 9	0,643	0,361	Valid
Instruments 10	0,693	0,361	Valid
Instruments 11	0,643	0,361	Valid
Instruments 12	0,695	0,361	Valid
Instruments 13	0,774	0,361	Valid

Source : Processed SPSS V.22 Data By Researchers

Table 4.7

Work Productivity Variable Validity Test (Y) on the research of the Effect of Work from Home (WFH) on

**the work productivity of educators in the environment
Public Elementary School West Pejaten Village Jakarta**

variable	statement	r count	r table	information
	Instrument 1	0,723	0,361	Valid
	Instrument 2	0,859	0,361	Valid
	Instrument 3	0,627	0,361	Valid
	Instrument 4	0,593	0,361	Valid
	Instrument 5	0,592	0,361	Valid
	Instrument 6	0,756	0,361	Valid
	Instrument 7	0,627	0,361	Valid
	Instruments 8	0,756	0,361	Valid
	Instruments 9	0,859	0,361	Valid
	Instruments 10	0,726	0,361	Valid
Productivity work				

Known from both Table 4.5 and Table 4.6 above shows that the Pearson Product Moment correlation value (r-count) for each question item is greater than the r-table value of 0.361 with a significant level of 5% and n=30, this indicates that each question item used in the research instrument trial has valid results and can be used as a gauge in this study.

4.2.2.3 Reliability Test

Reliability tests were used to determine the reliability of the question items used in this study. Reliability tests in this study were conducted on 30 respondents in the trial questionnaire of this study before declaring reliable and declared to proceed to the next test.

Reliability calculation of research instruments using cronbach alpha value, using software version 22. By using SPSS software. 22 obtained the calculation of values as follows:

Table 4.8

Cronbach's Alpha on the research on the Influence of *Work from Home* (WFH) on the work productivity of educators in the State Elementary School of West Pejaten Village Jakarta

variable	Cronbach's Alpha	information
<i>Work from Home</i> (WFH) (X)	0,903	Reliabel
Work Productivity (Y)	0,903	Reliabel

Source: SpSS V.22 Data Processed By Researchers

Based on table 4.7 above can be known cronbach alpha value of the variable *Work from Home* (WFH) of 0.903 and Variable Productivity of work of 0.903. Both variables have a value greater than 0.6, indicating that the instruments of both variables are reliable. Both validity tests and reliability tests that have been processed by researchers are declared valid and reliable so testing for actual results can be continued.

Sample Calculation

Judging from the results of the research that has been conducted the number of employees who work in the Procurement and Rank Work Unit of the State Personnel Agency is 100 people, and not all employees can be used as research respondents. To find out how many samples are in can be by using a significant rate of 10%. By using slovin formula, describe the sample calculation as follows:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{100}{1 + (100 \times 0,1^2)}$$

$$n = \frac{100}{1 + (100 \times 0,01)}$$

$$n = 100 \frac{1}{1 + 1}$$

$$n = 100 \frac{2}{2 + 1}$$

$$n = 50$$

Based on the calculation results of the above slovin formula, the number of samples that can be taken for this study as many as 50 employees.

4.2.2.4 Frequency Distribution

Data that has been obtained from a study that is still in the form of random data that can be made into group data, namely data that has been compiled into certain classes. Lists that contain grouped data are called distributions or frequency tables. Frequency distribution is the order of data by a specific interval class or by a specific category in a list.

Table 4.9

Frequency Distribution in research on the Influence of *Work from Home* (WFH) on the work productivity of educators in the State Elementary School of West Pejaten Subdistrict Jakarta

Table 4.4

Statistics			
		Work from Home	Work Productivity
n	Valid	50	50
	Missing	0	0
Mean		44.10	42.76
Median		44.00	43.00
mode		44	40
Std. Deviation		5.4144	4.569
Variance		29.316	20.880

Source : Processed SPSS v.22 data by researchers

The output table 4.8 above provides information about the total score of respondents' statements analyzed based on variables (X) namely *Work from Home* (WFH) and (Y) for Work Productivity, namely 50 respondents who are educators in the Environment Sekolah Basic Negeri Kelurahan Pejaten Barat Jakarta both civil servants, KKI and Honor Murni-Harian. With the data above the entire respondents processed in this analysis, the Missing is worth 0. Table 4.8 above provides information about N or the number of valid data is 50 respondents, while the missing data is 0.

This means that all X data is *Work from Home* (WFH) and (Y) for Productivity in the process to SPSS Version 22. Mean, Median, Mode, Standard Deviation and Variant are the data that researchers want to display in the distribution of such frequencies. Here is a description of Mean, Median, Mode, Standard Deviation, and Variants that have been processed by researchers through SPSS Version 22:

- ***Work from Home* (WFH)**
 1. Mean is the average value of a Variable (X) *Work from Home* that is 44.10
 2. Median is the midpoint value of *Work from Home* Variable (X) which is 44.00
 3. Mode is a number often out worth 44
 4. Standard Deviation is a value to determine how the data and sample spread as well as how close the individual data points are worth 5,414
 5. Variants are how scattered the data is worth 29,316
- **Work Productivity**
 1. Mean is the average variable value (Y) of Work Productivity which is worth 42,760
 2. Median is the midpoint value of Variable (Y) Work Productivity which is worth 43.00
 3. Mode is a number often out worth 40
 4. Standard Deviation is a value to determine how data and sample spreads as well as how close individual data points are to 4,569
 5. Variants are how scattered the data is worth 20,880

Table 4.10

Variable Frequency Distribution (X) in the study
The effect of *Work from Home* (WFH) on
the work productivity of educators in the environment
Public Elementary School West Pejaten Village Jakarta

variable	Class Interval	Frequency	presentatio n	Valid Presentatio n
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<i>Work from Home (WFH)</i>	32	1	2,0	2,0
<i>Work from Home (WFH)</i>	35	1	2,0	2,0
<i>Work from Home (WFH)</i>	36	1	2,0	2,0
<i>Work from Home (WFH)</i>	37	1	2,0	2,0
<i>Work from Home (WFH)</i>	39	1	2,0	2,0
<i>Work from Home (WFH)</i>	41	5	10,0	10,0
<i>Work from Home (WFH)</i>	43	3	6,0	6,0
<i>Work from Home (WFH)</i>	44	4	8,0	8,0
<i>Work from Home (WFH)</i>	45	1	2,0	2,0
<i>Work from Home (WFH)</i>	47	4	8,0	8,0
<i>Work from Home (WFH)</i>	48	2	4,0	4,0
<i>Work from Home (WFH)</i>	49	2	4,0	4,0
<i>Work from Home (WFH)</i>	50	2	4,0	4,0
<i>Work from Home (WFH)</i>	51	1	2,0	2,0
<i>Work from Home (WFH)</i>	52	1	2,0	2,0

Work from Home (WFH)	57	2	4,0	4,0
Work from Home (WFH)	58	1	2,0	2,0
Total		50	100	100

Based on table 4.10 above gives information that interval class 32 has a frequency of 1 with a percentage of 2.0%, interval class 35 has a frequency of 1 with a percentage of 2.0%, interval class 36 has a frequency of 1 with a presentation of 2.0%, interval class 37 has a frequency of 1 with a percentage of 2.0%, interval class 38 has a frequency of 1 with a percentage of 2.0%, interval class 39 has a frequency of 5 with a percentage of 10.0%, interval class 40 has a frequency of 3 with a percentage of 6.0%, interval class 41 has a frequency of 4 with a percentage of 8.0%, interval class 43 has a frequency of 1 with a presentation of 2.0%, interval class 44 has a frequency of 5 with a percentage of 10.0%, interval class 45 has a frequency of 7 with a percentage of 14.0%, interval class 46 has a frequency of 4 with a percentage of 8.0%, interval class 47 has a frequency of 1 with a percentage of 2.0% , interval class 48 has a frequency of 4 with a percentage of 8.0%, interval class 49 has a frequency of 2 with a percentage of 4.0%, Interval class 50 has a frequency of 2 with a percentage of 4.0%, interval class 51 has a frequency of 1 with a percentage of 2.0%, interval class 52 has a frequency of 1 with a percentage of 2.0%, interval class 57 has a frequency of 2 with a percentage of 4.0% and the latter interval class 58 has a frequency of 1 with a percentage of 2.0%.

Table 4.11

Distribution of Variable Frequency of Work Productivity (Y) in the research on the Influence of Work from Home (WFH) on the work productivity of educators in the Community Elementary School of West Pejaten Village

variable	Class Interval	Frequency	presentation	Valid Presentation
Work Productivity	33	1	2,0	2,0
Work Productivity	34	3	6,0	6,0
Work Productivity	36	2	4,0	4,0
Work Productivity	39	3	6,0	6,0
Work Productivity	40	10	20,0	20,0
Work Productivity	41	2	4,0	4,0

Work Productivity	42	1	2,0	2,0
Work Productivity	43	8	16,0	16,0
Work Productivity	44	2	4,0	4,0
Work Productivity	45	1	2,0	2,0
Work Productivity	46	2	4,0	4,0
Work Productivity	47	9	18,0	18,0
Work Productivity	48	1	2,0	2,0
Work Productivity	50	5	10,0	10,0
Total		50	100	100

Interval class 33 has frequency 1 with 2.0% percentage, interval class 34 has frequency 3 with percentage 6.0%, interval class 36 has a frequency of 2 with a percentage of 4.0%, interval class 39 has a frequency of 3 with a percentage of 6.0%, interval class 40 has a frequency of 10 with a percentage of 20.0%, interval class 41 has a frequency of 2 with a percentage of 4.0%, interval class 42 has a frequency of 1 with a percentage of 2.0% , interval class 43 has a frequency of 8 with a percentage of 16.0%, interval class 44 has a frequency of 2 with a percentage of 4.0%, Interval class 45 has a frequency of 1 with a percentage of 2.0%, interval class 46 has a frequency of 2 with a percentage of 4.0%, interval class 47 has a frequency of 9 with a percentage of 18.0%, interval class 48 has a frequency of 1 with a percentage of 2.0% and the last interval class 50 has a frequency of 5 with a percentage of 10.0%.

CONCLUSION

Based on the results of the analysis and discussion in Chapter IV on the Influence of *Work from Home* (WFH) There is a productivity of the work of the author educators obtained the following results:

1. Variable (X) *Work from Home* (WFH) has a significant influence on the variable (Y) Of Work Productivity. This is stated from the test result t (partial) with the calculated t value $> t$ The table corresponds in the hypothetical testing stage $6,753 > 1,677$ while the significance value of $0.000 < 0.05$ which means H_0 is rejected and H_a is accepted. So it can be concluded that *Work from Home* (WFH) affects Work Productivity.

2. Variable (X) *Work from Home* (WFH) affects Variable (Y) Work productivity. To draw this conclusion, the researchers calculated the coefficient of determination with the result of a presentation value of 48.7% which has the meaning of *Work from Home* (WFH) affecting work productivity with a contribution value of 48.7%. The remaining 51.3% is explained by other variables that are outside of these unknown research variables.

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