

THE INFLUENCE OF WORK FROM HOME, JOB STRESS, AND WORKLOAD ON THE PERFORMANCE OF HIGH SCHOOL TEACHERS AT SMA N 32 JAKARTA

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ABSTRACT

Teacher performance during the Covid 19 pandemic is essential for effective and efficient learning. This study aimed to analyze the Effect of Work From Home (WFH), Work Stress, and Workload on Teacher Performance at SMA N 32 Jakarta. This study uses an associative approach. In this study, there were 55 teachers at SMA N 32 Jakarta—data collection technique using a questionnaire. The sampling technique used in this study was saturated sampling, so the number of samples obtained was 55 respondents. Data analysis used the F test, t-test for hypothesis testing, and multiple linear regression analysis. The results showed that based on simultaneous testing, it was found that work from home, workload, and competence simultaneously or simultaneously had a significant effect on teacher performance at SMA N 32 Jakarta. Based on partial testing, working from home positively and significantly affects teacher performance at SMA N 32 Jakarta. Based on partial testing, work stress does not affect teacher performance at SMA N 32 Jakarta. Based on partial testing, the workload does not affect teacher performance at SMA N 32 Jakarta. So that educational institutions should pay more attention to the variables of work from home, work stress, and workload because they significantly improve teacher performance.

Keywords: Work from home, work stress, workload, teacher performance.

INTRODUCTION

Every individual should be able to compete with fellow citizens and citizens of other countries as the pace of change continues to accelerate. High levels of knowledge and skills acquired through formal and informal education are required to compete globally. Education is considered crucial in a country, including Indonesia, as it can affect society's quality of life. For example, SMA Negeri 32 Jakarta is one of the government-funded educational institutions. As a state-owned school, the involved human resources should be aware of the significant influence of teachers' performance and its impact on education quality in Indonesia because of students' high expectations for the knowledge they will acquire from school.

According to the law, a teacher is a professional educator whose primary duties are to educate, teach, guide, direct, train, evaluate, and assess students in formal, primary, secondary, and early childhood education. This shows that teachers are essential in achieving educational activities in Indonesia. Various literature and articles state that a teacher's competence significantly affects the quality of education provided, and a teacher's performance will also improve as their competence increases.

The work performance measured by a teacher is their ability to complete a task according to their authority and responsibility to achieve educational goals and adhere to educational objectives and performance standards. Hamzah and Nina (2012) demonstrate that an educator's performance can be considered good if they have job characteristics, work speed and accuracy, work drive, great work, and relational skills. Meanwhile, Mangkunegara (2005) argues that a teacher's performance is considered good if these indicators can be used as planning objectives and

completed within a certain period. One way to improve performance in this educational institution is through workload display.

Currently, teachers' performance is being evaluated due to the COVID-19 pandemic. COVID-19 is a contagious virus that spreads quickly through human contact, affecting almost the entire world. It has been a year since it entered Indonesia. This pandemic has resulted in significant changes in all systems, including education. The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 on the Implementation of Instructions in the case of Coronavirus and made it mandatory for all instructional places such as schools, courses, and reasons for conducting distance learning from their separate homes to ensure the satisfaction of compensation rights or students in obtaining educational administration during the Coronavirus infection crisis. While the virus is still growing, the public is advised to work and learn from home. Teachers are forced by government policies to conduct their teaching online through Distance Learning (PJJ) and personal technology such as laptops, computers, and smartphones.

According to a survey conducted by the Center for Information and Communication Technology for Education and Culture (Pustekkom) of the Ministry of Education and Culture (Kemendikbud), in 2018, 60% of all teachers in Indonesia who do not teach the basics of information and communication technology were non-technology teachers. These teachers are either unfamiliar with technology or need more knowledge of using information technology. As the main human resource of the organization, teachers must be competent and able to pass various competence assessments so that their performance correlates directly with the educational goals set by the government. To improve a teacher's competence, motivation and encouragement are needed to spark their enthusiasm for their duties.

Achieving the established goals is one of the performance indicators. One factor that affects employee performance is working from home (WFH). Based on research conducted by Ashal (2020) in the Journal of Legal Policy, the research results show that "WFH has a significant influence on the performance of civil servants."

According to Callahan (2020), one of the new challenges of WFH is that employees will find it difficult to communicate and share information when they are not physically present. This shift can create a sense of competition among some people due to the need for equal facilities among employees or groups, which can also hinder group project work. WFH, or working from home, has responsibilities that are equivalent to working usually. In reality, the implementation of WFH has its challenges and constraints because not all sectors can be done from home.

Several factors affecting WFH include the lack of work tools and communication, insufficient coordination, disruptions in the household environment, and implementing methods that require internet and electricity consumption, which must be addressed by specific rules or policies. The government must do more than impose this on its civil servants, claiming it as an emergency status but later neglecting its responsibilities. In general, performance is the work output achieved by an individual or group in accordance with the organization, by their respective authority and responsibilities, by legally not violating the law, and by following moral and ethical principles.

Efforts to improve employee performance include paying attention to work stress. Stress can occur in every individual/human being at any time because work stress is a condition that employees feel due to excessive workloads, limited time, difficulty, and emotional tension that hinder the performance of the employees, according to Robin and Judge (2011). According to Hasibuan (2017), work stress can trigger a decrease in employee performance. In addition to the work environment and work stress, work discipline also has aspects that affect the decrease in employee performance. Work discipline is an action taken by management to uphold organizational standards.

The problem in the office is the imbalance between the number of employees and the piled-up workload. As a result, completing work with deadlines set by superiors becomes difficult, especially since they often receive work requests from their superiors, work pressure, and additional tasks that they must complete, causing other work to pile up. This triggers work stress which then affects productivity and has an impact on employee performance. Based on the opinion of Hasibuan (2017), work stress can be a trigger for decreased employee performance.

According to the Minister of Education and Culture Regulation Number 15 of 2018 regarding the Fulfillment of Workloads for Teachers, School Principals, and School Supervisors, the workload is 40 (forty) hours in 1 (one) week, consisting of 37.5 (thirty-seven and a half) hours of practical work and 2.5 (two and a half) hours of rest. This workload differs from teaching or conducting face-to-face interactions between teachers and students in learning or guidance activities according to the student's learning in the curriculum structure.

RESEARCH METHOD

This type of research is a qualitative study emphasizing the importance of findings rather than generalizations. This study aims to determine the contribution of UMKM to economic growth in Banten Province. Qualitative research is used to understand how people experience events. However, many qualitative research methods tend to be flexible and focus on preserving rich meanings when interpreting data (Gunawan, 2013).

RESULTS AND DISCUSSION

Results

Validity Test Results

Based on the validity test results, all statements from the WFH, work stress, workload, and teacher performance variables are valid. The calculated r value in the Corrected Item-Total Correlation table is greater than the r table value, which is 0.2656.

Reliability Test Results

Based on the reliability test results, all statements from the WFH, work stress, workload, and teacher performance variables are considered reliable, as all Cronbach's alpha values from all variables are greater than 0.6.

Classical Assumption Test

Normality Test

Based on the P-P Plot graph, all data is normally distributed, as all data is spread out and forms a straight line parallel to the diagonal line. Therefore, the data meet the normality assumption.

Multicollinearity Test

The tolerance value for the WFH variable ($0.388 > 0.05$), work stress variable ($0.319 > 0.05$), workload variable ($0.474 > 0.05$), and the VIF value for the WFH variable ($2.578 < 10$), work stress variable ($3.136 < 10$), and workload variable ($2.108 < 10$). Thus, it can be concluded that there are no symptoms of multicollinearity in the regression model.

Heteroscedasticity Test

The scatterplot method shows that the points are scattered randomly and distributed above and below the number 0 on the Y-axis. Therefore, there is no heteroscedasticity problem in this regression model.

Multiple Linear Regression Analysis

Table 1
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.912	1.941		1.500	.140		
	WFH	.821	.146	.744	5.640	.000	.388	2.578
	Stress_Work	.147	.248	.087	.596	.554	.319	3.136
	Workload	-.007	.169	-.005	-.044	.965	.474	2.108

Source: SPSS Processing Results

Based on Table 1 above, the multiple linear regression equation is as follows: $Y = 2.912 + 0.821 \text{ WFH} + 0.147 \text{ Work Stress} - 0.007 \text{ Workload} + e$. The regression equation can be interpreted as follows:

1. The value of 2.912 is the constant value (α), which means that when the variables WFH (X1), Work Stress (X2), and Workload (X3) are 0, the value of the variable Teacher Performance (Y) is 2.912.
2. The value of 0.821 is the coefficient value of the WFH variable (X1), which means that if the WFH variable (X1) increases by 1 percent, the level of influence on the teacher performance variable (Y) will increase by 82.1%.
3. The value of 0.147 is the coefficient value of the work stress variable (X2), which means that if the work stress variable (X2) increases by 1 percent, the level of influence on the teacher performance variable (Y) will increase by 14.7%.
4. The value of -0.007 is the coefficient value of the workload variable (X3), which means that if the workload variable (X3) increases by 1 percent, the level of influence on the teacher performance variable (Y) will decrease by -0.7%.

Coefficient of Determination (R²)

Table 2
Koefisien Determinasi (R²)
Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.810 ^a	.656	.635	2.53322	.656	32.353	3	51	.000

Source: SPSS Processing Results

Table 2 above shows the value of Adjusted R Square is 0.635 or 63.5%, which means the application of the teacher performance variable in this study is explained by the independent variables by 63.5%, and variables explain the remaining 36.5% outside of this study.

F test

Table 3
Uji F
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	622.856	3	207.619	32.353	.000 ^b
	Residual	327.278	51	6.417		
	Total	950.134	54			

Source: SPSS Processing Results

Based on Table 3 above, the calculated F value is 32.353 with a probability of 0.000. Since the probability is much smaller than 0.05, WFH, work stress, and workload significantly affect teacher performance. The table also shows that the F table value is 2.79 with $df_1 = 3$ and $df_2 = 55 - 3 - 1$. Thus, F count (32.353) > F table (2.79) and the significance value of 0.000 indicates that the significance is smaller than 0.05 ($0.000 < 0.05$), indicating that the regression model can be used in this study.

Coefficient Hypothesis Test (t-test)

Table 4
Uji t
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.912	1.941		1.500	.140		
	WFH	.821	.146	.744	5.640	.000	.388	2.578
	Stress_Work	.147	.248	.087	.596	.554	.319	3.136
	Workload	-.007	.169	-.005	-.044	.965	.474	2.108

Source: SPSS Processing Results

1. The result of the work-from-home variable calculation shows that the significant value is less than 0.05 ($0.000 < 0.05$), and the t-score is greater than the t-table ($5.640 > 2.007$). Thus, the H1 hypothesis is accepted, meaning that working from home partially has a significant effect on the variable of teachers' performance.
2. The result of the job stress variable calculation shows that the significant value is greater than 0.05 ($0.554 > 0.05$), and the t-score is smaller than the t-table ($0.596 < 2.007$). Thus, the H2 hypothesis is accepted, meaning that job stress partially has a positive and significant effect on teachers' performance.
3. The result of the variable workload calculation shows that the significant value is greater than 0.05 ($0.965 > 0.05$), and the t-score is smaller than the t-table ($-0.044 < 2.007$). Therefore, it can be concluded that the H3 hypothesis is rejected, meaning that workload partially does not significantly affect teachers' performance.

Discussion

H1 = There is an Influence of Work From Home (X1) on the Performance of Teachers (Y) at SMA N 32 Jakarta.

The results of the study show that work from home has a significant effect on teacher performance, with a significance value less than 0.05 ($0.000 < 0.05$) and a t-value greater than the t-table ($5.640 > 2.007$). The work-from-home variable has a regression coefficient of 0.821 (positive value). This means that a change in work patterns or systems to working from home positively impacts teachers at SMA N 32 Jakarta, where they become more productive and creative in generating new ideas and spending more time with their families, supported by a flexible work environment. With the work-from-home system, teachers avoid getting stuck in traffic on their way to school, making their work time more efficient. However, there are also negative impacts of working from home. With working from home, the work environment becomes more flexible and provides employees with space to avoid burdens. Additionally, working from home can cause stress due to changing stimuli and daily disturbances. Furthermore, to make work time more efficient, with work from home, teachers at SMA N 32 Jakarta do not need to commute to the office. However, they can still perform their job from home, and teachers at SMA N 32 Jakarta

have become more creative and innovative in adapting to learning. The results of this study are supported by a study conducted (Rokhani, 2020) entitled "The Effect of Work From Home (WFH) on the Performance of Teachers at SD Negeri Dengkek 01 Pati During the Covid-19 Pandemic". The results of this study show that working from home has a positive and significant partial effect on the performance of teachers at SD Negeri Dengkek 01 Pati.

H2 = There is no Influence of Work Stress (X2) on the Performance of Teachers (Y) at SMA N 32 Jakarta.

The results of the study show that work stress does not have a significant effect on teacher performance, with a significance value greater than 0.05 ($0.554 > 0.05$) and a t-value smaller than the t-table ($0.596 < 2.007$). The work stress variable has a regression coefficient of 0.147 (positive value). Work stress does not significantly affect teacher performance at SMA N 32 Jakarta. Work stress is a condition employees feel due to excessive workloads, limited time, and emotional difficulties that hinder their performance. The problem that occurs in the workplace is the imbalance between the number of employees and the overwhelming workload, making it difficult to complete work with a deadline set by superiors, especially since they often receive work requests from their superiors, work pressure, and additional tasks that they must complete, causing other work to pile up. This triggers work stress, which then affects productivity and impacts employee performance. The results of this study are not consistent with those (of Imam Rosyadi, 2020), who conducted a study entitled "The Effect of Work Stress, Work Motivation, and Training on Teacher Performance." The results of the study and discussion concluded that work stress, work motivation, and training significantly impact a teacher's performance.

H3 = Workload (X3) has no influence on the Performance of Teachers (Y) at SMA N 32 Jakarta.

The research findings show that workload does not have a significant influence on teacher performance, with a significance value greater than 0.05 ($0.965 > 0.05$) and a calculated t-value smaller than the t-table value ($-0.044 < 2.007$). The workload variable has a regression coefficient value of -0.007 (negative value). This indicates that workload does not significantly affect teacher performance at SMA N 32 Jakarta, where the more workload a teacher has, the lower their performance will be. This is due to the workload that is imbalanced or exceeds the workload that should be given.

The research results indicate a condition where some teachers at SMA N 32 Jakarta experience fatigue from working due to the high workload of their tasks. This condition occurs because the volume of tasks that teachers must complete exceeds their ability. Some teachers have dual roles as educators, class guardians, and supervisors for various school activities. Furthermore, teachers who hold positions such as principals or vice-principals also have additional tasks outside their primary teaching duties, making them less efficient and effective. Therefore, this condition must be addressed.

The workload is a process of analyzing the time used by an individual or group of people in completing tasks of a job or a group of jobs (work unit) carried out under normal conditions. With the addition of tasks that must be completed, SMA N 32 Jakarta teachers tend to produce better performance.

These research results contradict those of (Putri Yuni Astuti 2017), who conducted a study titled "The Effect of Leadership, Work Climate, and Workload on Teacher Performance at SMP Negeri 3 Dumai." The research and discussion concluded that leadership, work climate, and workload simultaneously positively and significantly affect teacher performance. Likewise, leadership, work climate, and workload partially positively and significantly affect teacher performance. The variable that has the most potent effect on teacher performance is the work climate variable.

CONCLUSION

Based on the data analysis and discussion regarding the influence of work from home, work stress, and workload on the performance of high school teachers at SMA N 32 Jakarta using the multiple regression analysis methods, the following conclusions can be drawn, The work from home variable significantly affects the performance of high school teachers at SMA N 32 Jakarta, The work stress variable does not affect the performance of high school teachers at SMA N 32 Jakarta, The workload variable does not affect the performance of high school teachers at SMA N 32 Jakarta.

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