



## Implementation of Work From Home (WFH) Policy During the Covid-19 Pandemic at SDN Kepanjen 01 Kepanjen Malang Regency

Dewik Wulan Prihatiningsih\*<sup>1</sup>, Sri Untari<sup>2</sup>, Syamsul Hadi<sup>3</sup>

<sup>1-3</sup> Universitas Negeri Malang, Indonesia

Address: Jl. Cakrawala No.5, Sumber Sari, Kec. Lowokwaru, Malang City, East Java 65145

Author Correspondence : [Dewikwulan074@gmail.com](mailto:Dewikwulan074@gmail.com)\*

**Abstract:** This research is a quantitative descriptive study with an instrument in the form of a questionnaire. Data analysis was carried out in two ways, quantitative data was analyzed by non-parametric statistics and qualitative data was classified through coding. The population and sample of this study were all 12 teachers. The results showed that (1) all teachers at SDN Kepanjen 01 Kepanjen District, Malang Regency carried out WFH according to the Government Circular Letter, namely the learning planning stage: using it for making lesson plans and discussing with fellow teachers; stages of the learning process: using google forms and WA for student attendance, zoom for delivering material, WA for giving and collecting assignments, youtube and the web for learning media; and the learning evaluation stage: using google forms for PH or PTS and gadgets to correct student evaluation results. (2) The implementation of WFH at SDN Kepanjen 01 encountered various obstacles. (3) Obstacles during WFH are categorized into obstacles in gadgets, internet, material understanding, finance, communication, and level of focus. (4) The solution to the problems experienced is adjusted to the situation and condition of teachers and students' families at SDN Kepanjen 01 so that WFH and BDR can still run optimally. (5) WFH has a positive impact, namely creating a feeling of security because it avoids the spread of covid-19, has more free time, is free to determine work schedules, and automatically reduces transportation costs. While the negative impact is that teachers experience boredom, reduced interaction with colleagues, lowers the quality of performance results, and is addicted to social media. The researcher's suggestions for teachers are that teachers should (1) implement whatever policies have been set by the Principal with full responsibility and enthusiasm; (2) discuss all the obstacles that arise during WFH with the Principal and fellow teachers in order to obtain the most appropriate solution; (3) always teach students to apply health protocols at home; and (4) although WFH has a negative impact, teachers must be able to overcome it in various ways so as not to affect the quality of learning for students.

**Keyword:** Work From Home, Covid-19, Primary School

### 1. INTRODUCTION

The Covid-19 pandemic has affected the world since late 2019. The outbreak was first identified in Wuhan, China (Zhao, 2020). The spread of Covid-19 occurred not only in Indonesia but globally. In Indonesia, the first and second confirmed cases were reported by the government on March 2, 2020 (Ministry of Education and Culture, 2020). The initial transmission was linked to a dance club event in Jakarta, where the patients were suspected to have contracted the virus from a foreign attendee (Ministry of Education and Culture, 2020). The rapid increase in Covid-19 cases and high mortality rates prompted schools to implement the Learning from Home (BDR) policy. In Indonesia, approximately 28.6 million students from elementary to high school levels adopted BDR. As of March 18, 2020, 276 universities had shifted to online learning. Several regions began remote learning on March 16, 2020, with extensions based on local conditions (Ministry of Education and Culture, 2020).

The BDR policy required teachers to adopt Work From Home (WFH) through online platforms. While younger teachers (aged 22–40) adapted easily due to technological familiarity, older teachers (41+) faced challenges due to limited tech skills (Arifa, 2020). Effective WFH implementation thus required teacher readiness, appropriate curricula, learning resources, and stable internet.

WFH significantly impacted elementary teachers’ performance, which encompasses planning, execution, and evaluation of teaching activities (Rokhani, 2020). Pre-WFH, teachers conducted face-to-face classes; post-WFH, they transitioned to online platforms. Emergency remote learning utilized internet-based tools such as smartphones, laptops, and online platforms (Purwanto et al., 2020).

A preliminary study with a sixth-grade teacher at SDN Kepanjen 01 revealed challenges in WFH implementation, particularly regarding shared gadgets and unstable internet. Teachers addressed these by purchasing stable internet packages and coordinating schedules with parents.

## 2. LITERATURE REVIEW

WFH policies have both positive and negative impacts. Positive aspects include minimized Covid-19 exposure, flexible schedules, and reduced transportation costs. Negatives include burnout, reduced interaction, performance decline, and social media addiction (Rokhani, 2020). Studies highlight challenges in developing countries, such as limited access to technology, internet instability, and difficulties in transitioning from offline to online teaching (Gottlieb et al., 2021; Purwanto et al., 2020).

## 3. METHODS

This research is a quantitative descriptive research. This quantitative descriptive research aims to find out about the implementation of the work from home (WFH) policy during the Covid-19 pandemic at SDN Kepanjen 01, Kepanjen District, Malang Regency.

Data collection using online questionnaire distribution techniques. The research instrument used is a questionnaire in the form of a google form. The following is the research instrument lattice.

**Table 1.** Summary of Research Instrument Grid

Variable	Sub Variable	Indicator	Instrument	Item
WFH Implementat ion	Conformity of government policy with the	1. Online Learning Planning During WFH	Questionnai re	10

Variable	Sub Variable	Indicator	Instrument	Item
	online learning policy implemented by the school	2. Online Process WFH 3. Evaluation of Online Learning During WFH	Learning During	
	Implementation of online learning in schools	1. Online Planning WFH 2. Online Process During WFH 3. Evaluation of Online Learning During WFH	Learning During	Questionnaire 9
	Obstacles that occur during online learning	1. Gadget 2. Internet 3. Students 4. Financial 5. Communication 6. Focus Level		Questionnaire 14
	Solution to the obstacles that occur during online learning	1. Gadget 2. Internet 3. Students 4. Financial 5. Communication 6. Focus Level		Questionnaire 14
	Impact of WFH on teacher performance	1. Positive Impact 2. Negative Impact		Questionnaire 8

The population of this study were all teachers at SDN Kepanjen 01, Kepanjen District, Malang Regency as many as 12 teachers who were actively teaching in the 2019/2020 Academic Year. The sample used in this study was taken based on data that could represent the population as a whole. Therefore, the sample in this study is the entire population of 12 teachers consisting of 3 male teachers (25%) and 9 female teachers (75%). The tenure of all teachers is divided into three, namely tenure under 5 years as many as 6 teachers (50%), between 5 to 10 years as many as 3 teachers (25%) and tenure of more than 11 years as many as 3 teachers (25%).

During the pandemic, data collection was carried out by distributing questionnaires that had been made via google form in May 2021.

Percentage=(Total Empirical ScoreMaximum Expected Score)×100%  
Percentage=(Maximum Expected ScoreTotal Empirical Score)×100%

#### **4. RESULTS**

##### **Conformity of the Implementation of the Work From Home (WFH) Policy during the Covid-19 Pandemic Implemented by Teachers of SDN Kepanjen 01, Kepanjen District, Malang Regency**

Questionnaire 1 serves to see the suitability of the work from home (WFH) policy recommended by the government with the implementation of the work from home (WFH) policy implemented at SDN Kepanjen 01, Kepanjen District, Malang Regency. The calculation results show that both at the learning planning stage, the learning process, and the evaluation of learning, teachers have implemented learning in accordance with government recommendations.

The calculation results show that in the online learning planning stage during WFH, 100% of teachers optimize gadgets (HP or Laptop or computer) for making lesson plans and optimize gadgets (HP or Laptop or computer) for discussions with colleagues.

At the online learning process stage during WFH, 91.67% of teachers utilize one online learning application, 91.67% optimize online chat applications for student attendance, 66.67% optimize online meeting applications for delivering material from teachers to students, 91.67% optimize online chat applications for assignments, 83.33% utilize WA to create student discussion groups, and 100% optimize the internet for learning materials.

In the online learning evaluation stage during WFH, 91.67% of teachers optimize online applications for daily assessment (PH) or midterm assessment (PTS).

##### **Implementation of the Work From Home (WFH) Policy during the Covid-19 Pandemic Implemented by Teachers at SDN Kepanjen 01 District Kepanjen Malang Regency**

Questionnaire 2 serves to see the implementation of the work from home (WFH) policy at SDN Kepanjen 01, Kepanjen Sub-district, Malang Regency. Implementation was reviewed from the beginning of WFH being implemented until this questionnaire was distributed. The calculation shown in the table shows that at the online learning planning stage during WFH, 91.67% of teachers utilize gadgets (HP or Laptop or computer) for making lesson plans without any obstacles, while 100% of teachers utilize gadgets (HP or Laptop or computer) for discussions with fellow colleagues without any obstacles.

At the online learning process stage during WFH, 83.33% of teachers utilize Google form or WA for student attendance without any obstacles and 16.67% of teachers utilize Google form or WA for student attendance with any obstacles. The obstacles that occur are that there are some students who often do not attend or are late in attendance for various reasons such as: the internet package runs out, the cellphone is taken by one of the parents to work, and

the cellphone is damaged. 25% of teachers utilize Zoom to deliver material to students without any constraints and 75% of teachers utilize Zoom to deliver material to students with constraints. The obstacles that occur are the teacher's unstable internet signal, sudden blackouts from PLN, because the free Zoom time is limited, the delivery of material, especially math material, is far away.

Still at the stage of the online learning process during WFH, 83.33% of teachers utilize WhatsApp for assignment delivery and collection without any constraints and 16.67% of teachers utilize WhatsApp for assignment delivery and collection with constraints. Because there are problems with WhatsApp, teachers utilize the Google classroom application. 91.67% of teachers create student groups through WA for discussion between student groups without any constraints and 8.33% of teachers create student groups through WA for discussion between student groups with constraints. Because there are constraints on WhatsApp, teachers utilize the Google classroom application. 91.67% of teachers utilize Youtube and the Web for learning media without any obstacles and 8.33% of teachers utilize Youtube and the web for learning media with obstacles. The obstacle that occurs is that it is difficult to get teaching media that fits the material in the theme book, besides that Youtube is also quite consuming internet quota.

In the online learning evaluation stage during WFH, 91.67% of teachers utilize google form for daily assessment (PH) or midterm assessment (PTS) without any obstacles and 8.33% of teachers utilize google form for daily assessment (PH) or midterm assessment (PTS) with any obstacles. The obstacle that occurs is that cellphones are used alternately causing students to often not do PH according to the specified time, besides that there are students who are not used to operating gadgets. 100% of teachers utilize gadgets (mobile phones or laptops).

### **Obstacles to the Implementation of the Work From Home (WFH) Policy During the Covid-19 Pandemic Implemented by Teachers of SDN Kepanjen 01, Kepanjen District, Malang Regency**

Questionnaire 3 serves to see the obstacles that occur when implementing the work from home (WFH) policy at SDN Kepanjen 01, Kepanjen District, Malang Regency. The constraints of online learning implementation experienced by teachers and students are categorized into constraints in gadgets, internet, material understanding, finance, communication, and focus level.

It can be seen that the constraints in gadgets show that 91.67% of teachers have gadgets (cellphone or laptop or computer) that can connect to the internet. 16.67% of teachers' gadgets

(HP or Laptop or computer) experience errors/damage during lesson planning, process, evaluation and 83.33% of teachers' gadgets (HP or Laptop or computer) do not experience errors/damage during lesson planning, process, evaluation. Teachers whose gadgets have errors usually borrow their husbands' or children's gadgets temporarily while they are being repaired. 50% of teachers' gadgets (HP or Laptop or computer) are used interchangeably with other family members and 50% of teachers' gadgets (HP or Laptop or computer) are not used interchangeably with other family members.

It can be seen that the constraints in the internet show that 66.67% of teachers run out of internet package quota during lesson planning, process, evaluation and 33.33% of teachers do not run out of internet package quota during lesson planning and evaluation.

It can be seen that the obstacles in understanding the material, 58.33% of students cannot answer the quiz and 41.67% of students can answer the quiz. 75% of students often ask questions through private chat because they don't understand the learning and 25% of students rarely ask questions through private chat because they don't understand the learning. 58.33% of students scored below the minimum learning target (KBM) and 41.67% of students scored above the minimum learning target (KBM). This is because students admit that they are not yet accustomed to online learning as a whole and students find it difficult to focus on learning at home.

It can be seen that financial constraints, 83.33% of teachers buy more internet packages than usual and 16.67% of teachers do not need to buy more internet packages than usual. 66.67% of teachers spend more money to make learning media and 33.33% of teachers do not spend more money to make learning media.

It can be seen that the obstacles in communication, 66.67% of teachers find it difficult to discuss with fellow teachers because they take a long time to reply to messages/phones and 33.33% of teachers do not find it difficult to discuss with fellow teachers.

because of the different way of learning, namely from offline to online. 83.33% of communication with students' families is not smooth and 16.67% of communication with students' families is smooth.

It can be seen that the obstacles in the level of focus, 50% of teachers do not focus on work because of family interference and 50% of teachers can still focus on work because there is no interference from the family. 75% of teachers feel uncomfortable teaching despite not having a special place at home.

## **Solutions to Obstacles in the Implementation of the Work From Home (WFH) Policy During the Covid-19 Pandemic Applied by Teachers of SDN Kepanjen 01, Kepanjen Sub-district, Malang Regency**

Question 4 serves to see whether teachers at SDN Kepanjen 01, Kepanjen Sub-district, Malang Regency apply solutions to the obstacles that have occurred during the implementation of the work from home (WFH) policy. The solutions to the constraints of online learning implementation experienced by teachers and students are also categorized into solutions to constraints in gadget, internet, material understanding, finance, communication, and focus level.

It can be seen that the solution to the constraints in gadgets shows that 75% of teachers buy gadgets (cellphones or laptops or computers) that are easily connected to the internet and 25% of teachers do not buy gadgets. This is because laptops are very difficult to connect to wifi. 66.67% of teachers upgraded their cellphones with RAM 4 and above and 33.33% of teachers felt no need to upgrade their cellphones with RAM 4 and above. This is because only some teachers whose cellphones experience errors or hang. 91.67% of teachers use a laptop if the cellphone is full of data and 8.33% of teachers do not use a laptop even though the cellphone is full of data.

It can be seen that the solution to the obstacles in the internet shows that 100% of teachers buy a larger internet quota than usual. This was done by teachers at the beginning of the WFH implementation. 58.33% of teachers changed to a more stable signal internet card and 41.67% of teachers felt no need to change to a more stable signal internet card.

It can be seen that the solution to the obstacles in understanding the material shows that 75% of teachers invite students to make a mind map of each topic before the lesson starts and 25% of teachers feel no need to invite students to make a mind map before the lesson starts. 91.67% of teachers use animated learning media that easier to explain the material and 8.33% of teachers do not use animated learning media that easier to explain the material. 100% of teachers try various learning methods that are more suitable for online learning. And 100% of teachers provide more time for students to ask questions about material that students find difficult.

It can be seen that the solution to financial constraints, 50% of teachers install wifi at home and 50% of teachers feel no need to install wifi at home. 91.67% of teachers utilize online learning media available for free on YouTube or the web and 8.33% of teachers do not utilize online learning media available for free on YouTube or the web.

It can be seen that the solution to the obstacles in communication, 91.67% of teachers agree to jointly determine the meeting/discussion time to be more effective and efficient and 8.33% of teachers do not agree to jointly determine the meeting/discussion time to be more effective and efficient. 41.67% of teachers agreed to lend students a cellphone if the student's family really did not have a cellphone or laptop and 58.33 teachers agreed that there was no need to lend students a cellphone because these facilities did not exist. Therefore, a limited face-to-face meeting was held to overcome these obstacles.

It can be seen that regarding solutions to obstacles in the level of focus, 50% of teachers prepare a special place or room for online meetings and 50% of teachers do not feel the need to prepare a special place or room for online meetings because teachers do not have enough space at home. 75% of teachers ask other family members not to be busy during online learning hours and 25% of teachers do not ask other family members not to be busy during online learning hours. This is because the family members already understand the teacher's condition when doing online learning.

### **The Impact of the Implementation of the Work From Home (WFH) Policy During the Covid-19 Pandemic Applied by Teachers of SDN Kepanjen 01, Kepanjen District, Malang Regency**

Questionnaire 5 serves to determine the impact of the implementation of the work from home (WFH) policy on performance during the Covid-19 pandemic at SDN Kepanjen 01, Kepanjen District, Malang Regency. The calculations shown in the table show that there are four positive impacts felt by teachers.

83.33% of teachers claimed to have more free time than when working at school and 16.67% claimed not to have more free time than when working at school. 100% of teachers claimed to have more flexibility in determining their work schedule than when they worked at school. 100% of teachers admitted that they did not need to think about transportation costs because of WFH and 100% felt safer with WFH because they did not need to leave the house so as to minimize contracting covid-19.

There are four negative impacts felt by teachers. 83.33% of teachers admitted that they experienced boredom because they were constantly inside the house and 16.67% of teachers admitted that they did not experience boredom even though they were constantly inside the house. 91.67% of teachers admitted that it was difficult to interact with other co-teachers even though there was a chat application and 8.33% of teachers admitted that it was not difficult to interact with co-teachers. As for social media addiction, 75% of teachers said yes and 25% said



no. Regarding the quality of performance results, it turns out that during WFH, 91.67% felt that there was a decrease in performance and 8.3% felt that there was a decrease in performance.

## 5. DISCUSSION

WFH implementation at SDN Kepanjen 01 aligned with government policies but faced technical and social challenges. Solutions were context-specific, involving stakeholder collaboration. The findings align with prior studies on WFH obstacles in developing countries (Arifa, 2020; Purwanto et al., 2020).

### LIMITATIONS OF THE RESEARCH

In addition to understanding the suitability of implementation, challenges, solutions, and impacts of Work From Home (WFH) at SDN Kepanjen 01, Kepanjen District, Malang Regency, this research also has several limitations, such as:

- a. The study was conducted at only one elementary school, namely SDN Kepanjen 01, Kepanjen District, Malang Regency.
- b. This research is ex-post facto because the data filled in the questionnaire pertain to WFH activities carried out by teachers during the implementation of the WFH policy or at the onset of the COVID-19 outbreak in Indonesia.

## 6. CONCLUSION AND RECOMMENDATIONS

All teachers implemented WFH as mandated. Challenges were addressed through adaptive strategies. Recommendations include enhancing teacher support, improving communication, and promoting health protocols. Teachers must mitigate negative impacts to maintain educational quality.

### REFERENCES

- Akbar, S. (2013). *Instrumen Perangkat Pembelajaran*. Bandung: PT. Remaja Rosdakarya.
- Allen, J., Rowan, L., & Singh, P. (2020). Teaching and teacher education in the time of COVID-19. *Asia-Pacific Journal of Teacher Education*, 48(3), 233–236. <https://doi.org/10.1080/1359866X.2020.1752051>
- Arifa, F. N. (2020). Tantangan Pelaksanaan Kebijakan Belajar Dari Rumah Dalam Masa Darurat Covid-19. *Kajian Singkat Terhadap Isu Aktual dan Strategis*, XII(7/I/Puslit/April). <http://puslit.dpr.go.id>

- Gottlieb, Grobovsek, Poschke, & Saltiel. (2021). Working From Home (WFH) in Developing Countries. *European Economic Review*, 133(4).
- Kementerian Pendidikan dan Kebudayaan. (2020). Situs resmi terkait COVID-19 di Indonesia. <https://www.covid19.go.id>
- Mantra, I. B. N., Widiastuti, I. A. M. S., & Pramawati, A. A. I. Y. (2020). Peningkatan Kompetensi Mengajar Secara Online Bagi Para Guru Selama Pandemi Virus Corona. *Jurnal Abdi Dharma Masyarakat (JADMA)*, 1(1), 12–20.
- Mungkasa, O. (2020). Bekerja dari Rumah (Working From Home/WFH): Menuju Tatanan Baru Era Pandemi COVID-19. *The Indonesian Journal of Development Planning*, IV(2).
- Pakpahan, R., & Fitriani, Y. (2020). Analisa Pemanfaatan Teknologi Informasi dalam Pembelajaran Jarak Jauh di Tengah Pandemi Virus Corona COVID-19. *Journal of Information System, Applied, Management, Accounting and Research*, 4(2), 30–36.
- Purwanto, A., dkk. (2020). Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 1–12. <https://ummaspul.ejournal.id/Edupsyscouns/article/view/397>
- Rokhani, C. T. S. (2020). Pengaruh WFH Terhadap Kinerja Guru SDN Dengkek 01 Pati Selama Pandemi COVID-19. *EduPsyCouns Journal*, 2(1), 20.
- Saltiel, F. (2020). Who Can Work From Home In Developing Countries. *Covid Economics Journal*, 6, 104–118.
- Zhao, Y. (2020). COVID-19 as a catalyst for educational change. *Prospects*. <https://doi.org/10.1007/s11125-020-09477-y>