

Teacher Performance of Cikeas Nature School: An Analysis of Learning Agility and Work Culture During Work From Home

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Abstract.

The pandemic caused by COVID-19 in early 2020 has transformed the learning process in schools. The rapid changes in students' learning ways require teachers to have the ability and willingness to learn new things quickly and adapt them directly in today's challenging situations. The purpose of this research is to analyze the effect of learning agility and work culture during work-from-home (WFH) on teacher performance at Sekolah Alam Cikeas. This type of research is a quantitative research that uses regression analysis technique by collecting data through online survey methods with respondents from all teachers of Sekolah Alam Cikeas, Bogor from the Playgroup, Kindergarten, Elementary, Middle and High School levels with 56 respondents. The results of the study support all the hypotheses that have been proposed. Learning Agility (X1) has significant intervention on Teachers Performance (Y) with (result) bigger than critic score ($6,974 > 2,005$), Working Environment (X2) has significant intervention on Teachers Performance (Y) with (result) bigger than critic score ($2,208 > 2,005$). The result of R² from X1 and X2 to Y with a score of coefficient determinate (R²) 0.699 or 69.9 in percentage. It means that X1 and X2 give intervention on Y about 69.9%. The rest of it (30.1%) is influenced by other factors.

Keywords: Learning Agility; Working Culture; Work From Home; Performance; Teacher

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1. Introduction

The COVID-19 phenomenon that has hit most of the world's population, including Indonesia, has an impact on almost all aspects of life, including the education sector. "The COVID-19 pandemic certainly has an impact on various sectors ranging from economic, social and also in the world of education, it is a challenge for educational institutions in carrying out

learning." The United Nations Educational, Scientific and Cultural Organization (UNESCO) noted that COVID-19 has an impact on the education of around 290.5 million students in the world with a total of more than 165 countries implementing school closures. (Fajar *et al.*, 2020)

Indonesia first confirmed the COVID-19 case on Monday, March 2, 2020. At that time, President Joko Widodo announced that there were two Indonesians positive for the Coronavirus, namely a 31-year-old woman and a 64-year-old mother. Responding to the incident, the Minister of Education and Culture issued Circular Letter Number 3 of 2020 concerning the prevention of COVID-19, and Number 36962/MPK.A/HK/2020 concerning Online Learning and Working from Home in the Context of Preventing the Spread of Corona Virus Disease (Cociv-19), as well as Circular Letters and instructions from Regional Heads, and Rectors of each University. (Aprilyanti *et al.*, 2022)

Ten months running from March 2020 to January 2021, the spread of COVID-19 has not been controlled, even as of January 26, 2021, COVID-19 cases in Indonesia have exceeded 1,000,000 (one million). Almost all year round, students are forced to learn from home with all its challenges and limitations. This requires teachers to make adjustments to be able to teach in new ways that may not have been done before. Relying on previous knowledge and experience is very likely irrelevant to the competency needs during distance learning (PJJ), especially in the Cikeas Nature School environment, where before the pandemic teachers were accustomed to direct practice with students utilizing nature as exploration material and learning media, which is a differentiator between Nature Schools and schools in general. (Thompson *et al.*, 2021)

The demand for online teaching is not easy. Some teachers stated that teaching time is decreasing and it is feared that it will have an impact on student achievement, coupled with limited teacher facilities as well as internet connections that are often unstable because they are used simultaneously and simultaneously. However, despite the many obstacles experienced by teachers, teachers as learning designers have a very important role in the successful implementation of online learning. This means that teachers must adapt to the implementation of learning which initially uses conventional face-to-face methods to switch to online learning.

Especially in the Cikeas Nature School environment, where before the pandemic teachers and students were accustomed to taking a learning approach that tended to be different, including by utilizing the surrounding nature as a source and medium for children's learning. Practical activities tend to be dominantly carried out by teachers and students at Sekolah Alam Cikeas. As stated in the Vision of Sekolah Alam Cikeas, which is to become a leading school that produces generations of leaders and has a mission to build a nature-based education system with international standard learning while conserving nature in the surrounding environment.

It is clear that in carrying out this distance learning practice, 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, as the typical slogan of Sekolah Alam Cikeas, namely "Experience is the best school".

In facing the challenges and changes in education today, it is clear that the performance of educators, in this case teachers, is a very important factor in answering the needs of facilitating student teaching and learning activities. Teachers who can demonstrate their

performance will become the foundation of the school as an institution in answering the questions and demands of parents as the main consumers of schools in order to present quality and relevant teaching and learning activities for students. (Neuwirth et al., 2021)

Table 1. Evaluation of Cikeas Nature School Teacher Performance Appraisal List
Year 2015 to 2020

SCHEDULE YEAR	TARGET	ACCOMPLISHMENTS
2015/2016	100%	83.53
2016/2017	100%	78,00
2017/2018	100%	76,00
2018/2019	100%	80, 89
2019/2020	100%	75,79

Source: HRD Sekolah Alam Cikeas

From the table above shows that the level of target achievement in the 2019/2020 school year is still at 75.79% and is the lowest lift for the last five years. From 2016 to 2020 the target set by the school to improve teacher performance has not been achieved. performance-related problems consist of completeness and quality consisting of process, preparation, implementation and evaluation.

The performance of Cikeas Nature School teachers which was previously shown by several distinctive characteristics such as; creativity in utilizing natural media as teaching materials, classroom management, classroom displays, nature observation and so on can no longer be easily realized during distance learning (PJJ). This is a tough challenge for all school parties, especially teachers, in presenting unique learning in the midst of all limitations.

In the midst of unstable and changing conditions like today, teachers are required to have the ability and willingness to learn quickly and apply the learning to new situations, which is called learning agility. learning agility in teachers helps teachers to adapt quickly and change steps or structures to suit the needs and abilities of students. So that teachers can ensure that the different learning needs of each learner can be met. Agility in teachers will be very necessary because the profession interacts with dynamic work, such as those faced by the plague during this pandemic or various challenges in the future. (Nissim & Simon, 2020)

Learning agility is the best predictor of future performance for individuals. Learning agility can be enhanced over time through various career experiences. For example through job rotations, international assignments can influence learning agility in employees. (Dai et al., 2018)

Related to the hadith of the prophet narrated by Ibn Abdil Bari about the importance of studying, namely "Seeking knowledge is obligatory for Muslims and Muslims" (HR. Ibn Abdil Bari).

Demanding knowledge and awareness to learn is not only for students, but must continue to be built until the end of life, especially for teachers. In addition, demanding knowledge knows no age limit, from the time we are born until we enter the grave we are always taking lessons in life, in other words, Islam teaches to demand knowledge throughout the life of the body. As stated in the hadith of the prophet which means: "Seek knowledge from the cradle to the grave" (HR. Muslim)

Awareness to keep learning, the ability to adapt, readiness to continue and quickly change are the keys that every teacher needs to have in order to continue to show their performance well. In the midst of these conditions, it is clear that teacher creativity and

innovation are one of the keys to determining the effectiveness of teaching and learning activities, coupled with the support of schools and parents. Unfortunately, at the same time teachers also have responsibilities that are no less challenging, namely, taking care of the house and accompanying their own children at home so that they can still carry out learning activities following school regulations and policies.

The pandemic conditions that force teachers to work from home tend to make it difficult for teachers to manage their time and share tasks. Not to mention their additional duties as spouses and parents for their children at home. Although this is not the case, the author has seen several cases of less than optimal teacher performance while working from home, especially for those who have children, when they have to teach during a pandemic like this. Not to mention the diverse work cultures when implementing work from home (WFH) or working from home. The availability of facilities and the support of the surrounding environment greatly affect the quality and quantity of teacher performance.

Teacher support and work culture greatly affect the comfort and totality of teachers in pursuing and completing work. It is often found that teachers cannot quickly adapt to the use of technology. Not to mention the dual role that teachers have during WFH, in addition to the role as a teacher who must teach and prepare everything, they also have to carry out their role as a family member both as a spouse (husband/wife), as well as a parent for those who are married and have children.

Performance is a description of the level of achievement of the implementation of an activity program or policy in realizing the goals, objectives, vision and mission of the organization as outlined through the strategic planning of an organization. (Putri et al., 2019)

Defined as an expression of ability based on knowledge, attitudes, skills and motivation to produce something. Teacher performance is basically the performance or performance carried out by the teacher in carrying out his duties as an educator, and the quality of the teacher will determine the quality of educational outcomes, because the teacher is the party who has the most direct contact with students in the learning process in school educational institutions, and this is not only determined by one factor, but many things that influence in determining the improvement of teacher performance.

The performance of Cikeas Nature School teachers is the achievement of a teacher's work obtained from optimizing the resources owned based on the school's vision and mission with reference to agreed performance indicators.

Cikeas Nature School teacher performance indicators

SCOPE AND TEACHER PERFORMANCE INDICATORS CIKEAS NATURE SCHOOL
1. Planning Management
1.1. Teaching Plan
1.2. Spider Web
1.3. Weekly Plan
1.4. Daily Plan
1.5. Special Activity Planning
1.6. Teaching Media
2. Teaching Skill
2.1. Teaching Code of Conduct
2.2. Opening Learning Technique
2.3. Teaching Strategy

2.4. Teaching Techniques
2.5. Facility Utilization
2.6. Assessment Evaluation Technique
2.7. Techniques for Closing Learning Activities
3. Class Management
3.1. Class Rules
3.2. Classroom Communication
3.3. Class Administration
3.4. Cleanliness and Tidiness
4. Display
4.1. Display Board
4.2. Display Contents
4.3. Display Technique
4.4. Variety of Display
4.5. Student Work Results
5. Relationship and Communication
5.1. Positive Relationship
5.2. Mutual Respect
5.3. Support Each Other
6. Professional Development
6.1. Personal and Agency Development
6.2. Self and Personal Development

Based on several theories and definitions put forward above, it can be synthesized that teacher performance is the achievement achieved by a teacher in carrying out his duties or work during a certain period according to the competency standards and criteria that have been set for the job.

Learning agility is the ability and desire to learn quickly and apply that learning to new and challenging situations. The characteristics of agile employees are one, employees have a strong learning orientation, see life and work as a series of experiences for personal development. Secondly an agile person will take a proactive stance in looking at problems and opportunities then they like to engage in problem solving, are action oriented, and take the initiative to achieve their learning. Thirdly they are critical of their problem-solving techniques. They seek to understand the unexpected. (De Meuse, 2017)

Learning agility can be enhanced over time through various career experiences. For example, through job rotation, international assignments can influence learning agility in employees. Individuals with high agility will proactively seek opportunities for development in themselves, they are more able to take advantage of various opportunities, contributing to one's knowledge and skills over time. In the study also proved, high agility in a person will be an objective career success such as higher salary, as well as additional or promotion. Furthermore, as environments become more complex and dynamic, agility becomes imperative for long-term success for individuals.(Dries et al., 2012).

2. Research Method

This study aims to determine Learning Agility and Work Culture during WFH on Teacher Performance at Sekolah Alam Cikeas. This type of research is included in quantitative research because data analysis is statistical with the aim of testing predetermined hypotheses. The type of research in this study is descriptive and verification with the method used, namely the survey method is a quantitative research method used to obtain data that occurred in the

past or present, about beliefs, opinions, characteristics, behavior, variable relationships and to test several hypotheses about sociological and psychological variables from samples taken from certain populations, data collection techniques with observations (interviews or questionnaires) that are not in-depth, and research results tend to be generalized.

The aspect of the research method study shows that the survey is Explanatory, which is research that must be carried out to explain the relationship, influence or the existence of causal and causal relationships. By using this explanatory survey method, the author makes observations to obtain an overview between the variables studied. Quantitative research methods can be interpreted as methods based on the philosophy of positivism, used to research on certain populations or samples. One form of quantitative research is in its application to look for variable relationships to the object under study that are more cause and effect (causal) so that in the research there are independent and dependent variables. From these variables, it is only sought how much influence the independent variable has on the dependent.

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Thus the study will examine the effect of Learning Agility variables (X1), Work culture during WFH (X2) on Teacher Performance (Y) which is shown Teacher Performance (Y), as the dependent variable with (X1) and (X2) as independent variables.

3. Results And Discussion

Table 3. Results of Descriptive Analysis of Agile Leadership Variables

NO	QUESTION	MEAN	DESCRIPTION
1	Think strategically in making work-related choices	4,411	Very High
2	Search, read and include quality resources before each class.	4,179	High
3	Able to interact with a variety of people (partners-leaders, students, parents)	4,393	Very High
4	Able to analyze student characters and take the appropriate approach	4,286	Very High
5	Able to mobilize parents to get involved in class projects	3,875	High
6	Encourage partners/teams to give their best performance	4,357	Very High
7	Able and willing to adapt quickly	4,357	Very High
8	Able and willing to change quickly.	4,196	High
9	Able to present a variety of learning activities (online & offline)	4,375	Very High
10	Able to show enthusiasm for change	4,054	High
11	Innovate in presenting the learning process	4,268	Very High
12	Able to choose the right learning media	4,232	High
13	Have the will to achieve more than before	4,429	Very High
14	Able to convey ideas towards achieving goals	4,036	High
15	Presenting the best learning media and methods according to the topic	4,268	Very High
16	Have the willingness to always provide the best learning process and results	4,589	Very High
17	Able to recognize one's potential/strengths	4,196	High
18	Have personal values and can integrate them with work	4,357	Very High
19	Have a personal vision in the context of education development	4,393	Very High

20	Able to understand oneself, capabilities, weaknesses, and beliefs, values, feelings, and have goals that are aligned with work.	4,464	Very High
21	Engage in school projects by honing self-appropriate skills and potentials	3,857	High
22	Willing to gather, listen to and receive feedback from others	4,518	Very High
23	Able to make improvements from the feedback received	4,339	Very High
24	Able and willing to give feedback to colleagues and leaders	4,107	High
25	Happy to respond to any feedback received	4,589	Very High
26	Able to manage emotions in dealing with change, new tasks and challenges	4,214	High
27	Able to act and contribute to issues surrounding work culture.	4,071	High
MEAN TOTAL		4,274	Very High

Based on Table 3, it can be seen that of the 56 teachers who were used as research respondents, the average respondent's perception of the Learning Agility variable was 4.274. This means that the teacher's perception of Learning Agility can be categorized as very high. From the measurement of the indicators above, it can be concluded that the Cikeas Nature School teachers have very high Learning Agility.

Table 4. Learning Agility Variable Validity Test Results

No.	Grain	Counter	Significance	R _{table}	Description
1	1	.672**	0.0000	.263**	Valid
2	2	.478**	0.0002	.263**	Valid
3	3	.574**	0.0000	.263**	Valid
4	4	.584**	0.0000	.263**	Valid
5	5	.590**	0.0000	.263**	Valid
6	6	.549**	0.0000	.263**	Valid
7	7	.704**	0.0000	.263**	Valid
8	8	.705**	0.0000	.263**	Valid
9	9	.743**	0.0000	.263**	Valid
10	10	.496**	0.0001	.263**	Valid
11	11	.624**	0.0000	.263**	Valid
12	12	.680**	0.0000	.263**	Valid
13	13	.307*	0.0212	.263**	Valid
14	14	.722**	0.0000	.263**	Valid
15	15	.704**	0.0000	.263**	Valid
16	16	.521**	0.0000	.263**	Valid
17	17	.513**	0.0001	.263**	Valid
18	18	.728**	0.0000	.263**	Valid
19	19	.640**	0.0000	.263**	Valid
20	20	.597**	0.0000	.263**	Valid
21	21	.515**	0.0000	.263**	Valid
22	22	.552**	0.0000	.263**	Valid
23	23	.705**	0.0000	.263**	Valid
24	24	.679**	0.0000	.263**	Valid
25	25	.561**	0.0000	.263**	Valid
26	26	.478**	0.0002	.263**	Valid
27	27	.545**	0.0000	.263**	Valid

The validation test is used to determine whether the questionnaire items are valid or not. If the value of $r_{count} > r_{table}$ or significance < 0.05 the item is valid. If the value of $r_{count} < r_{table}$ or significance > 0.05 the item is invalid.

r table for the number of respondents 56 is known to be 0.2632 (table r product moment), for example for the Learning Agility questionnaire, item no. 13 is known to be $r_{count} > r_{table}$ ($0.307 > 0.325$) or significance $0.0212 < 0.05$, so item number 13 is valid, and so on.

Based on the research instrument on work culture that has been distributed to 56 respondents, which is then analyzed using the Statistical Product and Service Solution (SPSS) program, the following data is obtained:

Table 5. Results of Descriptive Analysis of Work Culture Variables during WFH

NO	QUESTION	MEAN	DESCRIPTION
1	Availability/completeness of facilities when needed in preparing lesson plans	3,875	High
2	Availability/completeness of facilities when needed in making teaching materials	3,911	High
3	Availability/completeness of facilities for online teaching	4,018	High
4	Availability of a dedicated room for work	3,821	High
5	Availability of dedicated tables and chairs for work	3,893	High
6	Good air in the work area	4,446	Very High
7	Good lighting in the work area	4,429	Very High
8	The workplace has good conductivity (sound)	4,018	High
9	Availability of technology tools to design teaching media	3,964	High
10	Availability of adequate facilities and applications for online teaching	3,821	High
11	Quality internet network during WFH	3,839	High
12	Internet quota availability in online teaching	4,393	Very High
13	Availability of internet quota in creating online learning materials	4,357	Very High
14	Leadership involvement in developing lesson plans	3,589	High
15	Leadership involvement in the design of learning materials	3,625	High
16	Leadership support/involvement in finding solutions to problems encountered	4,143	High
17	Leaders provide training to upgrade knowledge and skills	3,714	High
18	Willingness of your partner/team to help you when you experience problems when developing lesson plans	4,304	Very High
19	Willingness of partner/team to help when experiencing problems when developing learning materials	4,143	High
20	Willingness of partner/team to help when experiencing problems while teaching	4,214	High
21	Family members at home support you in your schoolwork	4,643	Very High
22	Family members at home give you free time (no distractions) whenever you are doing schoolwork	4,464	Very High
23	Family members at home are willing to understand the demanding work conditions you face.	4,500	Very High
24	You are exempted from additional duties (family duties) while at work	3,500	High
MEAN TOTAL		4,068	High

Based on Table 5, it can be seen that of the 56 teachers who were used as research respondents, the average respondent's perception of the work culture variable during WFH was 4.068. This means that the teacher's perception of work culture during WFH can be categorized as high. From the measurement of the indicators above, it can be concluded that Cikeas Nature School teachers have a high or good work culture during WFH.

Table 6. Results of the validity test of work culture variables during WFH

No.	Grain	Counter	Significance	R _{tabel}	Description
1	28	.667**	0.0000	.263**	Valid
2	29	.615**	0.0000	.263**	Valid
3	30	.675**	0.0000	.263**	Valid
4	31	.718**	0.0000	.263**	Valid
5	32	.754**	0.0000	.263**	Valid
6	33	.339*	0.0106	.263**	Valid
7	34	.500**	0.0001	.263**	Valid
8	35	.608**	0.0000	.263**	Valid
9	36	.750**	0.0000	.263**	Valid
10	37	.737**	0.0000	.263**	Valid
11	38	.585**	0.0000	.263**	Valid
12	39	.493**	0.0001	.263**	Valid
13	40	.698**	0.0000	.263**	Valid
14	41	.487**	0.0001	.263**	Valid
15	42	.421**	0.0013	.263**	Valid
16	43	.518**	0.0000	.263**	Valid
17	44	.540**	0.0000	.263**	Valid
18	45	.280*	0.0368	.263**	Valid
19	46	.302*	0.0238	.263**	Valid
20	47	.390**	0.0029	.263**	Valid
21	48	.552**	0.0000	.263**	Valid
22	49	.615**	0.0000	.263**	Valid
23	50	.629**	0.0000	.263**	Valid
24	51	.405**	0.0019	.263**	Valid

r table for the number of respondents 56 is known to be 0.2632 (table r product moment), for example for the questionnaire Work culture item no. 9 is known to be r count > r table (0.750 > 0.2632), so item number 9 is valid, and so on.

Based on the research instrument on Teacher Performance that has been distributed to 56 respondents, which is then analyzed using the Statistical Product and Service Solution (SPSS) program, the following data is obtained:

Table 7. Results of Descriptive Analysis of Teacher Performance Variables

NO	QUESTION	MEAN	DESCRIPTION
1	Completion of lesson plan (hard & soft) as targeted	3,750	High
2	Completion of daily plan according to target (hard & soft)	3,661	High
3	Teaching materials are fully available one week before use	4,304	Very High
4	Recap student attendance every day	4,607	Very High
5	Make learning videos or other learning media on each material	4,446	Very High
6	Attach assessments to each daily plan	4,125	High
7	Neatness and completeness of lesson plan (complete printout document in blue folder)	3,518	High
8	Neatness of lesson plan files (class file storage is complete and easy to find)	3,839	High
9	Learning content that facilitates High Order Thinking skills (HOTS) in the daily plan	3,911	High
10	Suitability of daily plan content to the theme/class project	4,304	Very High
11	Presenting the quality of creative and interactive media/learning materials	4,107	High
12	Student involvement in every teaching and learning activity (student center)	4,446	Very High

13	Ensure students can understand every material taught	4,661	Very High
14	Use of English in daily conversations with children	3,214	Simply
15	Teaching based on children's multiple intelligences	4,143	High
16	Completion of the lesson plan within the stipulated time	3,875	High
17	Completion of preparation of learning materials within the stipulated time	4,286	Very High
18	On time in preparing the report card (draft-revision-distribution)	4,643	Very High
19	Start and end teaching hours according to schedule	4,679	Very High
20	Arrival and return to work at the appointed time	4,714	Very High
21	Discuss with partner/team in developing lesson plan	4,321	Very High
22	Routinely conduct parallel meetings / related divisions	4,446	Very High
23	Fill in for a partner/team member who is sick or on leave.	4,304	Very High
24	Conveying information related to class and school activities to parents	4,589	Very High
25	Loyalty in carrying out leadership orders	4,464	Very High
26	Obedience in carrying out leadership orders	4,357	Very High
27	Maintain equipment and workplace	4,750	Very High
28	Provide additional assistance to students who have not reached the target	4,232	High
29	Behave like an educator inside and outside the school environment	4,571	Very High
30	Behave like an educator in social media (positive content does not contain SARA)	4,696	Very High
31	Willingness to be involved in school events	4,643	Very High
32	Willingness to do work outside of basic duties	4,036	High
33	Independence in completing work	4,607	Very High
34	Willingness to carry out learning tasks during working hours	4,464	Very High
35	Willingness to carry out learning tasks outside working hours	3,625	High
36	Share/ Repost school info on personal account	3,911	High
37	Contacting parents of students who are absent on the same day	3,946	High
38	Participate in seminars/webinars held by the school for the public	3,911	High
39	Regularly attend training or self-development classes independently	3,321	Simply
Average Mean		4,216	High

Based on Table 7, it can be seen that of the 56 teachers who were used as research respondents, the average respondent's perception of the performance variable was 4.216. This means that the teacher's perception of his performance can be categorized as high. From the measurement of the indicators above, it can be concluded that the Cikeas Nature School teachers have high or good performance.

Table 8. Validity Test of Teacher Performance variables

No.	Grain	Counter	Significance	R _{tabel}	Description
1	52	.591**	0.0000	.263**	Valid
2	53	.667**	0.0000	.263**	Valid
3	54	.548**	0.0000	.263**	Valid
4	55	.515**	0.0000	.263**	Valid
5	56	.458**	0.0004	.263**	Valid
6	57	.635**	0.0000	.263**	Valid

7	58	.600**	0.0000	.263**	Valid
8	59	.604**	0.0000	.263**	Valid
9	60	.672**	0.0000	.263**	Valid
10	61	.686**	0.0000	.263**	Valid
11	62	.717**	0.0000	.263**	Valid
12	63	.635**	0.0000	.263**	Valid
13	64	.495**	0.0001	.263**	Valid
14	65	.480**	0.0002	.263**	Valid
15	66	.576**	0.0000	.263**	Valid
16	67	.565**	0.0000	.263**	Valid
17	68	.575**	0.0000	.263**	Valid
18	69	.572**	0.0000	.263**	Valid
19	70	.543**	0.0000	.263**	Valid
20	71	.385**	0.0034	.263**	Valid
21	72	.328*	0.0135	.263**	Valid
22	73	.383**	0.0036	.263**	Valid
23	74	.368**	0.0053	.263**	Valid
24	75	.620**	0.0000	.263**	Valid
25	76	.571**	0.0000	.263**	Valid
26	77	.578**	0.0000	.263**	Valid
27	78	.438**	0.0007	.263**	Valid
28	79	.289*	0.0307	.263**	Valid
29	80	.539**	0.0000	.263**	Valid
30	81	.607**	0.0000	.263**	Valid
31	82	.641**	0.0000	.263**	Valid
32	83	.492**	0.0001	.263**	Valid
33	84	.659**	0.0000	.263**	Valid
34	85	.574**	0.0000	.263**	Valid
35	86	.367**	0.0054	.263**	Valid
36	87	.504**	0.0001	.263**	Valid
37	88	.600**	0.0000	.263**	Valid
38	89	.515**	0.0000	.263**	Valid
39	90	.310*	0.0199	.263**	Valid

r table for the number of respondents 56 is known to be 0.2632 (table r product moment), for example for the teacher performance questionnaire item no. 3 is known to be $r_{count} > r_{table}$ ($0.058 > 0.2632$), so item number 3 is valid, and so on.

The validity of the instrument was tested using the correlation coefficient between the item scores and the total score (r_h) through the product-moment correlation technique (Pearson). Analysis was carried out on all instrument items. The test criteria are determined by comparing r_h based on the calculation results greater than r_t ($r_h > r_t$), then the instrument is considered valid. Conversely, if r_h is smaller than r_t ($r_h < r_t$), then the instrument item is considered invalid, so it cannot be used for research purposes.

The results of the instrument validity test consist of: (1) Learning Agility variable with 27 statement items. From this analysis, all instrument items are declared valid; (2) Work culture variable with 24 statement items. From this analysis, all instrument items are declared valid; and (3) Teacher Performance Variable with 39 statement items. From this analysis, all items are declared valid.

The Cronbach alpha value of the instrument is compiled by exploring the experience and judgment of the respondent so that all items are considered to measure the same concept. If

the Cronbach alpha value > 0.6 then the questionnaire is reliable, while the Cronbach alpha value < 0.6 then the questionnaire is not reliable.

The results of the reliability coefficient of each variable are as follows: (1) The Learning Agility variable has a reliability coefficient of $rh = 0,929 > 0.60$ so that the Learning Agility questionnaire is declared reliable; (2) The work culture variable has a reliability coefficient of $rh = 0.899 > 0.60$ so that the work culture questionnaire is declared reliable; and (3) The teacher performance variable has a reliability coefficient of $rh = 0.931 > 0.60$ so that the teacher performance questionnaire is declared reliable.

From the results of the simple linear regression analysis of the Learning Agility variable data pair (X1) on the Teacher Performance variable (Y), the regression direction coefficient is obtained as follows:

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.356	12.883		1.735	.088
	Learning Agility	.998	.143	.682	6.974	.000
	Work culture	.276	.125	.216	2.208	.032

a. Dependent Variable: Teacher Performance

Based on the results of data processing, the Learning Agility variable obtained a tcount value of 6.974, therefore the statistical t test price (tcount) is greater than the critical value ($6.974 > 2.005$) or the probability of t is less than 0.05 ($0.000 < 0.05$) then H_0 is rejected at the 0.05 significance level. This means that Learning Agility has a significant influence on teacher performance.

Is there an effect of work culture during WFH on the performance of teachers at Sekolah Alam Cikeas Bogor? (H_2). To determine the magnitude of the influence of independent variables partially using two-way testing (two tailed test) using $\alpha = 5\%$ which means the confidence level is 95%. From the results of simple linear regression analysis on pairs of data of work culture variables (X2) on teacher performance variables (Y), the regression direction coefficient is obtained as follows:

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.356	12.883		1.735	.088
	Learning Ability	.998	.143	.682	6.974	.000
	Work culture	.276	.125	.216	2.208	.032

a. Dependent Variable: Teacher Performance

Based on the results of data processing, the work culture variable obtained a tcount value of 2.208, therefore the statistical t test price (tcount) is greater than the critical value ($2.208 > 2.005$) or the probability of t is less than 0.05 ($0.032 < 0.05$) then H_0 is rejected at the 0.05 significance level. This means that work culture has a significant influence on teacher performance.

Is there an effect of Learning Agility and work culture during WFH together on teacher performance at Sekolah Alam Cikeas Bogor? (H_3). The next step before testing the hypothesis is to calculate the multiple regression equation of Learning Agility (X1) and Work Culture

during WFH (X2) variables together on Teacher Performance (Y). The following is the calculation:

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	22.356	12.883		.088
	Learning Ability	.998	.143	.682	.000
	Work culture	.276	.125	.216	.032

a. Dependent Variable: Teacher Performance

Based on the table above, it can be seen that the regression coefficient $b_1 = 0.998$, $b_2 = 0.276$ and the constant $\alpha = 22.356$. From these three coefficients, the regression equation $Y = 22.356 + 0.998X_1 + 0.276X_2$ is obtained. From this regression equation, the significance of the regression equation will be tested using the Statistical Product and Service Solution (SPSS) program. The results of the multiple regression significance test are listed in the following table:

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	9227.895	2	4613.947	.000 ^b
	Residuals	3972.962	53	74.962	
	Total	13200.857	55		

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Culture, *Learning Agility*

To determine the effect simultaneously or together the independent variables on the dependent by comparison if the calculated value $> r$ table or sign < 0.05 . The results of the F test above are known by using a confidence degree of 5%, the Ftable value at $df_1 = 2$ and $df_2 = 53$ is 3.17. Based on the results of the F test analysis, the Ftable value is 61.551 with a probability of 0.000 ($P < 0.05$), this means that the Learning Agility and Work Culture variables together have a significant influence on teacher performance.

4. Conclusion

The Learning Agility variable (X1) has a grand mean of 4.274, this illustrates that teachers or facilitators at Sekolah Alam Cikeas have very high Learning Agility. The Work from Home-focused work culture variable (X2) has a grand mean of 4.068, although not higher than Learning Agility but still at a high or good mean. This illustrates that the background and conditions of the teacher's home environment for working or teaching from home can still be considered good. In the midst of the challenges of implementing the distance learning (PJJ) policy, teachers or facilitators of Sekolah Alam Cikeas Bogor still have good performance with a grand mean value of 4.216. This illustrates that the quantity, quality, timeliness, initiative and cooperation of Cikeas Bogor Nature School Teachers in completing work remains good.

Learning Agility has a significant effect on Bogor Nature School Teacher Performance as evidenced by the tcount value greater than the ttable ($6.974 > 2.005$) or the probability of t is less than 0.05 ($0.000 < 0.05$) then H_0 is rejected at the 0.05 significance level. This means that Learning Agility has a significant influence on teacher performance.

Work culture during WFH has a significant effect on teacher performance at Sekolah Alam Cikeas Bogor as evidenced by the tcount value greater than the ttable ($2.208 > 2.005$) or

the probability of t is less than 0.05 ($0.032 < 0.05$) then H_0 is rejected at the 0.05 significance level. This means that work culture has a significant influence on teacher performance.

Learning Agility and work culture during WFH have a significant effect on the performance of Cikeas Bogor Nature School teachers as evidenced by the results of the calculation of the regression equation and multiple regression testing for the F test. From the results of the F test using a confidence degree of 5%, the F_{table} value is obtained at $df_1 = 2$ and $df_2 = 53$; amounting to 3.17. Based on the results of the F test analysis, the F_{table} value is 61.551 with a probability of 0.000 ($P < 0.05$), this means that the Learning Agility and Work Culture variables during WFH together have a significant influence on the Performance of Cikeas Bogor Nature School Teachers.

From the results of the study, it was found that for variable X_1 (Learning Agility) the lowest average value was 3.857 at point 21, namely "Involvement in school projects by honing skills and potential that suit yourself". For variable X_2 (Work culture), the lowest average value is 3.589 in the dimension of leadership support, found in item 14, namely "Leadership involvement in developing lesson plans". For variable Y (Teacher Performance), the lowest mean score was 3.214 (sufficient) in the teaching quality dimension, found in item 14, "Use of English in daily conversations with children".

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