THE INFLUENCE OF COMPETENCY AND WORKLOAD ON THE PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS DURING THE COVID-19 PANDEMIC

Daffa Argyanti[1)], Bunga Tri Indah Sari[2)], Faurizka Eprilyastuti[3)], Neng Dea Nadri F[4)], Jordy Sanrin Vesta[5)], Neuneung Ratna Hayati[6)]

Widyatama University, Bandung, Indonesia

[1] daffa.argyanti@widyatama.ac.id
[2] bunga.tri@widyatama.ac.id
[3] faurizka.eprilyastuti@widyatama.ac.id
[4] dea.neng@widyatama.ac.id
[5] jordy.vesta@widyatama.ac.id
[6] neuneung.ratna@widyatama.ac.id
All authors have the same contribution

Abstract

The Covid-19 Pandemic has impacted various activities, including implementing elementary schools' teaching and learning processes. This study aims to examine the model of the relationship between workload and competence on performance perceived by elementary school teachers when they carry out the teaching and learning process from home. This research uses a survey involving 133 elementary school teachers in the city of Bandung. The data analysis was carried out at the individual level and hypothesis testing using Multiple Linear Regression analysis. Empirical test results show that the competence of elementary school teachers has a positive influence on performance during the Covid-19 Pandemic. However, empirically, the hypothesis that workload hinders performance is not supported. This research has limitations related to the generalization of the results due to respondents who only teach in the city of Bandung. In addition, this research does not differentiate between teachers at each level and uses a cross-sectional design, including the risk of common method bias. This paper is expected to explain that teachers in elementary schools are critical success factors for students when learning is carried out from home due to Covid-19. However, the performance produced by elementary school teachers can be influenced by their competencies. Upskilling and adaptation to the emergence of additional workloads must be made quickly. Therefore, this study provides insight that it is necessary to accelerate competence and adjust the workload of elementary school teachers so that the quality of the resulting learning does not experience a decrease in quality.

Keywords: Competencies, Workload, Teacher Performance, Elementary School, Covid-19.

INTRODUCTION

The COVID-19 virus, first discovered in Wuhan, China, has spread massively worldwide, even as this article is written, the situation is still shrouded in uncertainty. COVID-19 has a significant impact on various aspects of life, including one in education. The obligation to implement health protocols such as maintaining distance, staying away from crowds, and reducing mobility is believed to be one of the keys that can reduce the spread of COVID-19. The situation resulted in the teaching and learning process, which was initially done face-to-face to become online. This shift occurred en masse and simultaneously became the first experience in Indonesia and almost all over the world. Therefore, it takes adapting quickly to deal with this situation.

The policy of carrying out the learning process from home is no longer an option but a must, especially for areas with a high risk of transmission of the COVID-19 outbreak. This policy is applied evenly for every level of education, from kindergarten college. The teaching and learning process mechanism that is beyond expectations has many impacts on organizing education. For example, Dewantara & Nurgiansah (2020) found that learning conducted online is not practical among students due to the emergence of boredom and saturation. The same thing was found in the study (Sari et al., 2021) that elementary students feel online learning is not effective and felt by teachers. When online, teachers feel that transferring materials to students becomes less optimal, including the limitations of technical mastery, not least senior teachers face (Dewi, 2020). Petta Solong (2021) revealed some obstacles found online in the pandemic period, such as

reduced learning time, less stable internet networks in some areas, including not all students and teachers having adequate devices for the implementation of online learning.

Teachers are critical factors in determining the success or absence of the learning process, including in the Covid-19 pandemic situation. Changes in the learning process that were not anticipated before make teachers have to adapt and innovate quickly. Teachers must change learning strategies, methods, communication styles, and many other changes concerning the learning process (Santaria, 2020). These changes can drive an increase in teacher workload. The workload demands must inevitably be made because the learning process is impossible to stop. The world of education is one of the sectors that cannot be stopped, so inevitably the perpetrators must adapt and familiarize themselves with the changing situation that occurs (Bambu, 2020).

These various phenomena suggest that there are changes in teachers' workload that can affect their performance when changing face-to-face learning to online. Tarwaka (2014) defines *workload* as a job description that must be completed within a predetermined period. For teachers, the workload is all responsibilities and obligations that must be owned, ranging from learning planning, learning implementation, evaluation of learning outcomes, coaching and training of students, and the implementation of additional tasks related to the implementation of basic activities following the laws and regulations. This workload must be done within a predetermined time, namely in two semesters for one education period. These activities should be organized and designed in such a way in the Learning Implementation Plan (Sabon, 2020). Learning Implementation Plan (LIP) adaptation is one example of a task that must be done because the organizer of online learning must still be designed or planned so that the delivery of learning materials remains effective, including maintaining the quality of communication between teachers and learners.

Teacher workload during pandemics is not limited to redesigning LIP and implementation of learning processes but also the implementation of other activities such as directing, mentoring, and supervision; including development activities such as training. A teacher has responsibilities ranging from planning learning, carrying out learning, assessing learning outcomes, guiding and training learners, and carrying out additional tasks attached to the implementation of basic activities following the teacher's workload (Justin, 2016). Research Chisholm (2005) pointed out a relationship of workload with working hours that (the higher the working hours, the higher the workload owned by employees. For example, the number of hours of practice lessons requires three times more duration than the hours of theory subjects so that it automatically adds to the teacher's workload.

Another example is designing the results of the evaluation of learning carried out when online learning has a difference compared to face-to-face. Pratama et al., (2019) provided an example of using Google form as one popular evaluation media and recommended to help teachers provide learning evaluations to their students. Teachers must perform activities ranging from inputting questions and answers into the Google form, screening the results of student exams on Microsoft Excel, including processing various data. For teachers familiar with conventional grooves (paper and pencil), this is certainly a new thing and provides a different workload.

In addition to the workload that teachers have during the Covid-19 pandemic, the issue of competence that Teachers have to manage the online learning process is one of the factors that are suspected to determine teachers' performance. In general, competencies can be interpreted as a person's ability to complete his work based on skills, knowledge, and support by the person's work attitude (Sastra, 2017). Teachers need to have specific competencies to support students to succeed in the current pandemic period and affect learners' success in their education. Purwantiningsih, (2021) stated that the primary milestone of the teaching-learning process is in the competence of teachers. For example, as technology develops, teachers are expected to have the competence of mastery of information and communication technology. Pianda (2018) states that teacher competence is all things that have something to do with the skills and abilities and attitudes and actions of teachers towards their work. Based on this, teacher competence refers to teachers' ability, skills, and ways of action to manage to learn so that learning runs optimally. Law No. 14 of 2005 explains that a teacher must have four competencies when teaching: pedagogical competence, personality competence, social competence, and professional competence. The competencies required when learning online or offline still include the four aspects contained in the law.

Online learning requires different competencies compare to conventional learning. Online learning activities require devices that allow students or teachers to access the internet, such as smartphones or laptop devices are needed that allow students or teachers to access the internet, such as smartphones or laptops (Pakpahan & Fitriani, 2020). In addition, teachers can also take advantage of various learning applications such as Google Classroom, Zoom, Whatsapp group, and other e-learning media. Teachers must use and utilize technological devices to communicate, create interactive learning media, and evaluate learning

outcomes. The teacher provides material using the lecture method by explaining on the blackboard when learning is carried out offline. However, teachers must provide material during online learning by speaking from behind the scenes and digital whiteboards (Yusuf Siregar & Amiril Akbar, 2020). In addition, teachers are used to conventionally using paper but not online. Interaction with students is done virtually. Therefore, the competence of information technology becomes teachers must own one of the competencies when doing online learning. The ability of teachers to collaborate online learning activities will undoubtedly bring good influence to students' interests and learning motivations. Students will be more motivated when teachers can place learning according to the portion and interest of students in learning Istiqomah (2017). The higher the interest and motivation of learning students, the more attractive the teaching-learning activities are because of the active interaction between students and teachers. This leads to an increase in students' absorption of the material delivered.

Teachers must have a new skill (upskill), change habits, and have adaptive will due to the need to adapt to online learning conditions. In addition, teachers must also adapt in responding to the attitudes and behavior of students during the learning process. For example, when students turn off the camera when the teacher explains, or the student fills the chat column, it interferes with the learning process. If learning is done offline, the teacher can give reprimands and directions directly to students, but when learning online, teachers have limitations in reprimanding students. When teachers ask questions, students are less likely to respond or respond to teacher questions. These are very difficult for teachers when taking the evaluation process when doing online learning (Zuhera et al., 2017).

If a teacher is not competent in utilizing technology, then one of them causes a lack of various media used in teaching and learning activities. However, many applications can be used to do a learning video conference or other ways. For example, the WhatsApp application is a popular application used as a learning medium when online. The use of the WhatsApp application in learning activities certainly has various limitations for delivering material. There is a material that should be delivered directly using video. However, if using WhatsApp, then the material delivery is only done by creating and sending learning videos in WhatsApp groups, or even teachers can only give instructions to understand printed books to students and provide tasks from available books (Prawanti & Sumarni, 2020).

Another example when collecting assignments. Students do the task in their respective task books, then photograph the task and send it to the teacher's chat via WhatsApp. In addition to taking a short time when giving assessments, students consider learning activities unattractive. Based on various phenomena that occur, this study aims to investigate the influence of workload and competence of teachers in elementary schools, as well as how it affects performance when there is a shifting conventional learning process to offline due to the Covid-19 pandemic (Figure 1). Teachers are one of the essential assets in the educational process. The teacher's performance can be assessed from the teacher's involvement in the teaching process including the level of liveliness, including how he views the meaning of learning (Asmarazisa, 2019). Teachers must be able to manage the learning process to find solutions to various obstacles that arise so that they can maintain the quality of learning outcomes.

The study used a sample of teachers who taught at the elementary school level and conducted online learning by considering the challenges faced in elementary schools because the learning process is centered on teachers. The theoretical contribution of this research is to increase knowledge and provide insights for other researchers to understand concepts and phenomena related to changes in workload and the importance of competence for teachers that can affect their performance during the Covid-19 pandemic. In practice, this study provides insights for teachers, including stakeholders, in evaluating and making decisions so that online learning can still be guaranteed quality. Based on this background, this research was conducted to answer the following research questions: (a) how does workload affect elementary teachers' performance during the Covid-19 pandemic? (b) how the influence of teacher competence related to the use of technology on elementary teachers' performance during the Covid-19 pandemic.

LITERATURE REVIEW

Currently,Covid-19 has resulted in the migration of the work environment from conventional (face-to-face) to online or virtual work environments quickly and massively where a lot of work has to be done from home. (Gartner, 2020) conducted a survey involving 229 Human Resource Department shows that about half of the companies sampled had more than 80% of their employees working from home during the early stages of the COVID-19 pandemic, and predicted substations would experience future increases in the so called after pandemic. The need for many workers for WFH in response to COVID-19 has accelerated the trend of working remotely as communication technology accelerates. The concept of "remote work" is a broader category because it can include "working from anywhere" (not necessarily from home) (Fadhila & Wicaksana, 2020). Many employees are unprepared for working from home. One of the

fundamental obstacles is not having space in a special home to work. For example, there are employees who live with others facing greater challenges than those who live alone because they have to use the room together (Society Human Resources Management, 2020).

The concept of remote work has various definitions depending on its use. For example, there is the term flexible work, depending on the distance and range of the workplace, including mobile/nomadic teleworking, including being in remote locations (Korte, 1996). At least various terms involve place/location, time/schedule, and the use of information and communication technology (Hislop & Axtell, 2007). The concept of remote work has long been known, but when a pandemic occurs en masse and simultaneously in various parts of the world.

RESEARCH MODEL

This research provided empirical evidence of the influence of workload and competency factors on teacher performance in elementary schools when learning is conducted online due to the Covid-19 pandemic.

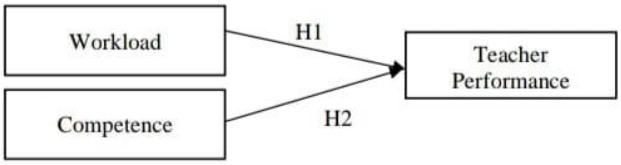

Figure 1. Research Model

Teacher Workload and Performance

Fathon (2021) conducted a study on workload during the Covid-10 pandemic using the Nasa-Tlx method and found a significant difference in teacher workload before and after the pandemic. The study shows that during the current pandemic, teacher workloads are increasing. For example: during a pandemic, teachers must prepare learning media by optimizing learning technology such as video conferences. Meaning, during a pandemic, a teacher must master the technology. Face-to-face meetings are impossible to consider pandemic situations and policies set by the government, so a teacher must be active and innovative in developing learning media. During the learning process, teachers must prepare a learning evaluation that is certainly done online. Dealing with computers and other devices in completing workloads adds to work stress for teachers. Based on the results of observations and interviews conducted at random with several elementary school teachers in Bandung, the workload of elementary school teachers has increased when learning is done from home compared to before. Various activities emerge and must be learned in a short period.

Hypothesis 1: There is an increase in workload that can decrease the performance of primary school teachers during the Covid-19 pandemic

Teacher Competence and Performance

Competence is the knowledge, skills, and abilities of a person related to the work he has to carry out and complete the work (Mirabile, 1997). Specifically, teacher competence can be interpreted as the knowledge and skills required of a teacher to carry out teaching and learning activities. After the COVID-19 pandemic and impacted the technical changes in learning(study from home), the indicators of teacher competence must move dynamically to adjust the situation (gultom & Suhartini, 2021). For example, in pedagogical abilities, a teacher must have the ability the utilization of learning technology. Learning media before the pandemic is undoubtedly different from learning media during COVID-19. When school from home takes place, teachers must re-skill and up-skilling such as technological mastery competencies and how the technology is utilized in the learning process; this is a new condition and challenge that a teacher must live in carrying out his duties (Sudrajat, 2020). Teaching and learning activities of teachers at the elementary school level during the Covid-19 pandemic resulted in different competency needs compared to teaching in everyday situations, and the majority of activities were carried out face-to-face (conventionally). Learning activities are the same (ranging from learning planning to evaluate student performance). However, various things are done with different work patterns to affect the performance of teachers individually.

Hypothesis 2: Competence when doing online learning has a positive influence on the performance of elementary school teachers during the Covid-19 pandemic.

METHOD

Sample and Procedure

This research uses descriptive methods with quantitative approaches to make a systematic description of the facts and properties of the objects studied and then combine between the variables involved in it will eventually get the conclusion of the problem in this study (Ariyanto, 2015). The population in this study is elementary school teachers in Bandung. The sample size used using the rule of thumb from Hair et al. (2014) that the sample size depends on the number of indicators and can be multiplied by 5 to 10.

Instruments

This questionnaire is divided into three parts: Teacher Performance, Competence, and Workload. Items for each variable are presented in Table 1. All of the variable measurements used in this study were adopted from previous studies with high measurement validity. The total number of items in the questionnaire is 32 questions accompanied by three open questions to explore the perceptions of elementary teachers further. The measurement scale for all variables using the Likert Scale 5 points: 5 = Strongly Agree, 4 = Agree, 3 = Disagree, 2 = Disagree, 1 = Strongly Disagree.

Competence

Kunandar, (2009) said that teacher competence is a set of mastery that must be in the teacher to realize his performance appropriately and effectively. This section has ten indicators, namely: (1) Mastery of teaching materials, (2) Managing the teaching and learning process, (3) Managing the classroom environment, (4) Using media/learning resources, (5) Mastery of educational foundations, (6) Management of teaching and learning interference, (7) Assessing learning achievement, (8) Recognizing the functions and services of extension guides, (9) Getting to know and organize school administration, (10) Understanding and assessing research results for teaching purposes. An example of a question used is "I am able to master the learning materials given to students."

Workload

Workload measurement is done to obtain information on the effectiveness and efficiency of the organization's work based on the amount of work that must be completed within one year (Irawati, 2017). This instrument consists of 5 questions using the 5-point Likert scale. An example of a question used is "Online learning preparation takes longer."

Teacher Performance

Measurement of teacher performance according to Obilade (2016) can be described as a task performed by a teacher at a certain period in the school system to achieve organizational goals. The questionnaire consists of 17 questions using a 5-point Likert scale from "Strongly disagree" (1) to "Strongly agree" (5). An example of a question used is "I can provide material to students according to the components of the learning plan."

Table1 Instrument

Sections	Items
Teacher Performance (Fitria et al., 2017)	1. I can prepare a learning instrument. 2. I can identify various components for planning learning. 3. I motivate students to have passion during the online learning process. 4. I do a-perception by using various digital devices or applications in online learning. 5. I convey learning competencies and activity plans to students. 6. I mastered the subject matter during the online learning process. 7. I can apply various learning strategies in the online learning process. 8. I can apply thematic learning during online learning. 9. I can use learning resources /media in online learning. 10. I engage students in discussions during the learning process. 11. I can use the right and proper language in the learning done. 12. I do reflection, assessment and evaluation during online learning. 13. I do not evaluate the results of learning according to the provisions. 14. I have the ability to draw up a learning plan that is done online. 15. I have the ability to implement learning plans that are done online. 16. I have the ability to conduct learning evaluations conducted online.

Sections	Items
	17. I have the ability to follow up on the results of learning evaluations conducted online.
Workload (Jerrim & Sims, 2021)	1. I need more time to prepare for online learning. 2. I have many subjects that must be taught to students when learning online. 3. I have many classes to master when learning online. 4. I have too much administrative work to do when learning online. 5. I have additional assignments due to teachers who are not present during online learning
Competence (gultom & Suhartini, 2021)	1. I was able to master the learning materials provided to students. 2. I am able to manage the teaching and learning process that is done online. 3. I can manage classroom situations during the online learning process. 4. I can use technology-based learning media in the learning process. 5. I mastered the science to educate students as a basis for carrying out the teaching and learning process. 6. I can manage interactions with students during the online learning process. 7. I am able to evaluate the outcome of student learning while learning online. 8. I am able to recognize and give directions to students who have obstacles in online learning. 9. I am able to recognize and manage various administrative matters in the online learning process. 10. I can understand and use research results for learning uses.

Results and Discussions

The data collection process is carried out using the nonprobability sampling technique through instrument distribution with google form: https://bit.ly/Kuesionerkinerjaguru implemented during September 2021. In this research, it is assumed that there is no difference in competency and workload needs for teachers of different levels for the class they have (e.g., between 1st and 6th-grade teachers). Table 2 presents a profile of 133 teachers who are eligible for data processing. Based on Table 2 from 133 participating teacher respondents, 41 respondents were men (30.8%), and 92 were female respondents (69.2%). Based on the age distribution, the majority (56.9%) are aged 21-30 years. Based on the level of Education, 91% of teachers are bachelor, 6% are master and doctoral, and there are still 3% who has Diploma degree. Lastly, most respondents (52.6%) have been teachers 1-5 years and the rest are spread almost evenly across other categories.

Table 2 Respondents Profile

Profile of Respondents	Frequency	Percentage (%)
Gender		
Male	41	30.8%
Female	92	69.2%
Age		
21-30 Years	75	56.9%
31-40 Years	27	20.3%
41-50 Years	18	13%
51-60 Years	13	9,8%
Education		
Diploma	4	3%
Bachelor	121	91%
Master	6	4.5%
Doctoral	2	1.5%
Tenure		
1-5 years	70	52.6%
6-10 years	20	15.1%
11-15 years	26	19.5%
More than 15 years	17	12.8%

RESULTS AND DISCUSSSION

Data Quality Test

One of the criteria of scientific research with a quantitative approach is the research hypothesis that must be tested (Bougie, 2016). The results of the validity test show that all measurement items are valid. Reliability test results using Cronbach's Alpha show all reliable items with a range value of .631 – .850 (Table 3).

Table 3. Cronbach's Alpha

Variable	Number of Items	Number of Items Excluded	Cronbach's Alpha
Teacher Performance	17	0	.850
Competence	10	0	.795
Workload	5	0	.631

Source: Data Proceed

Descriptive Statistics

Mean, Standard Deviations, and Correlation

Table 4 presents the mean, standard deviations, and correlation for each variable: teacher performance, workload, and competence. Based on the calculations in table 4 there is a significant relationship between competence and teacher performance ($r = .698$, $p < 0.05$) while the teacher's workload on performance is insignificant ($r = .250$, $p > 0.05$).

Table 4. Descriptive Statistics

	Mean	Std. Deviation	1	2	3
Teacher performance	4.256	.5172	1		
Workload	3.549	.9250	.250	1	
Competence	4.173	.5969	.698*	.252**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Data Proceed

Researchers used average values for each variable and each item to determine the high/low perception of each item of each variable and for each variable. After obtaining the mean value, the next step is to classify it into the criteria in Table 5. Classification of average scores compared to the average score for each item is contained in Tables 6, 7, and 8.

Table 5 Score and Criteria

No.	Score	Criteria
1.	1.00 – 1.80	Very Low
2.	1.81 – 2.60	Low
3.	2.61 – 3.40	Moderate
4.	3.41 – 4.20	High
5.	4.21 – 5.00	Very High

Table 6. Survey Results on Teacher Performance

No.	Statements Item	Frequency					Total Score	Mean	Criteria
		SA	A	F	DS	SDS			
1.	I can prepare a learning instrument.	47	84	2	-	-	577	3.61	High
2.	I can identify different components for planning learning	41	83	9	-	-	543	3.40	Moderate
3.	I motivate students to have passion during the online learning process.	82	49	2	-	-	612	3.82	High
4.	I do aperception by using various digital devices or applications in online learning	46	77	10	-	-	568	3.55	High
5.	I convey learning competencies and activity plans to students	58	67	8	-	-	582	3.64	High

6.	I mastered the subject matter during the online learning process.	67	62	4	-	-	595	3.72	High
7.	I can implement various learning strategies in the online learning process	45	72	16	-	-	561	3.51	High
8.	I can apply thematic learning during online learning	34	74	25	-	-	541	3.38	Moderate
9.	I can use learning resources /media in online learning	54	75	4	-	-	582	3.64	High
10.	I engage students in discussions during the learning process	49	67	17	-	-	564	3.52	High
11.	I can use the right and proper language in the learning process.	64	66	3	-	-	593	3.71	High
12.	I do reflection, assessment and evaluation during online learning	54	77	2	-	-	584	3.65	High
13.	I evaluate learning outcomes online.	49	33	21	18	12	488	3.05	Moderate
14.	I have the ability to draw up learning plans that are done online	45	79	9	-	-	568	3.55	High
15.	I have the ability to implement learning plans that are done online	40	82	11	-	-	561	3.51	High
16.	I have the ability to do learning evaluations done online	39	83	11	-	-	560	3.5	High
17.	I have the ability to follow up on the results of learning evaluations conducted online	39	82	12	-	-	559	3.5	High
Average Score								**3.54**	**High**

Source: Processed data

SS: Strongly Agree, S: Agree, F: Fair, DS: Disagree, SDS: Strongly Disagree

Based on the calculation results of the average value in Table 6, the average value for the variable performance of teachers who conduct online learning is 3.54. This value is included in the high category, which means that respondents rated their performance when conducting online learning as "high." It can be seen that the teachers give very high ratings that they motivate students to have enthusiasm during the online learning process. These results align with the alleged phenomenon of decreasing student motivation to learn due to the long online teaching and learning process. The need for interaction is not met; boredom and saturation are high to accumulate and reduce student motivation.

Table 7 Survey Results on Teacher Workload

No.	Statements Item	Frequency					Total Score	Mean	Criteria
		SA	A	F	DS	SDS			
1	I need a longer time to prepare for online learning.	27	50	36	14	6	477	2.98	Moderate
2	I have many subjects that students should teach when learning online.	22	50	28	21	12	448	2.8	Moderate
3	I have a lot of classes to take when learning online.	32	58	23	16	4	497	3.11	Moderate
4	I have too much administrative work to do when learning online	27	47	39	13	7	473	2.96	Moderate
5	I have additional assignments because of teachers who are not present during online learning	19	45	34	26	9	438	2.73	Moderate
Average Score								**2.92**	**Moderate**

Source: Processed data

SS: Strongly Agree, S: Agree, F: Fair, DS: Disagree, SDS: Strongly Disagree

Table 7 obtained the average value of teacher workload when doing online learning. The average score is 2.92. The score showed that the respondents' teachers assessed the workload they had when the pandemic was in the moderate category. Respondents rated it "highly" that they needed more time to prepare for online learning, including the number of classes that had to be heard with jobs that fall into the administrative category.

Table 8 Survey Results on Teacher Competency

No.	Statements Item	Frequency					Total Score	Mean	Criteria
		SA	A	F	DS	SDS			
1	I was able to master the learning materials provided to students.	65	64	4	-	-	593	3.71	High
2	I was able to manage the teaching and learning process that was done online.	48	70	15	-	-	565	3.53	High
3	I can manage classroom situations during the online learning process	31	25	38	26	13	434	2.71	Moderate
4	I can use technology-based media in the learning process	52	70	11	-	-	573	3.58	High
5	I mastered the science of educating students as a basis for carrying out the teaching and learning process.	53	76	4	-	-	581	3.63	High
6	I can manage interactions with students during the online learning process	44	68	21	-	-	555	3.47	High
7	I was able to evaluate students' learning outcomes while learning online	45	81	7	-	-	570	3.56	High
8	I am able to recognize and provide direction to students who have obstacles in online learning	37	79	16	1	-	551	3.44	High
9	I am able to recognize and manage various administrative matters in the online learning process	33	75	24	1	-	539	3.37	Moderate
10	I can understand and use research results for learning uses	39	76	18	-	-	553	3.46	High
Average Score								**3.45**	**High**

Source: Processed data

SS: Strongly Agree, S: Agree, F: Fair, DS: Disagree, SDS: Strongly Disagree

Based on Table 8, the average score of teacher competence shows the number 3.45, which means that the respondent assesses the competence possessed by himself as a teacher at the "high" level. Moreover, respondents assessed that they have "very high" abilities related to (a) mastering learning materials for students, (b) the ability to use technology-based media in the learning process, (c) mastering knowledge to educate students, and (d) including understanding and being able to use research results for learning purposes. An interesting thing was found in the statement item the teachers assessed that they could not manage the classroom situation during the online learning process, which was in the "moderate" category. As presented in the background, one of the problems encountered is how the class can be interactive, not dull. Students' enthusiasm to participate in learning is one of the challenges teachers face. Teachers can monitor students in the classroom and school, but this is not easy to do when school is done from home.

HYPOTHESIS TEST

The classical assumption testing, which comprises normality, heteroscedasticity, and multicollinearity, as well as the goodness of fit model, were all passed by this research model. Multiple regression models used to test the hypotheses through the estimation parameters (t values) and coefficient of determination (R^2). The independent variable has a significant effect on the dependent variable if the coefficient is significant at $p < .05$. The greater the R^2 number, the better the model's ability to explain variation in the dependent variable. The results of hypothesis testing indicate that the hypothesis that competence improves teacher performance is supported ($\beta = .706$, $p < .05$), but not with the workload variable ($\beta = -.0.068$, $p > .05$).

Table 10. Hypothesis Testing

Variable	Standardized β	Std. Error	t - Value	t sign	F- Value	F Sign	R^2
Constant	-	.242	7.585	.000			
Workload	-.068	.036	-1.046	.298	60.154	.000	.473
Competence	.706	.056	10.853	.000			

Source: Data Proceed

RESPONSE TOWARD AN OPEN QUESTION

There are three open questions given to respondents to explore further the perception of elementary teachers to learning conducted online during Covid-19.

What is fun about learning online?

As many as 90% of teachers can take advantage of technological media as a means and infrastructure in teaching. Online learning provides flexible time so that it is more effective and efficient.

What is not fun about online learning?

75% of elementary school teachers stated that there are limitations in terms of technology, especially elderly teachers, limited competence possessed by teachers in terms of IT. In addition, 25% of internet access limitations and networks are less stable, causing inhibition of the learning and teaching process. Therefore, these limitations cause teachers to know less about the character of each taught student. Online learning also results in a lack of interaction from students because students become more passive in the online learning process so that teachers cannot control it.

Which is preferred for long-term, offline or online learning?

Of most teachers in elementary schools in Bandung, 98% choose to do offline learning where teachers can directly interact with students. Online learning is considered less effective for students in capturing the material delivered. Teachers must provide explanations in more detail and exciting things so that students can better understand what is conveyed by the teacher.

CONCLUSIONS

The study concluded that the competence and performance generated were in the "High" category according to respondents' perceptions, while the workload was perceived as "Moderate." In addition, the study found that only teachers had a significant influence on their performance when learning was conducted online. The workload hypothesis is not supported and is possible because this research was carried out almost two years after the pandemic. Perhaps many teachers have already completed the learning process and adapted to new learning patterns. This study also found several things related to the teachers' perception of pleasant and unpleasant things when the teaching and learning process was carried out from home. In the long term, the majority prefer to carry out the process offline. The study also found several things related to the perception of fun and unpleasant things that teachers feel when the teaching and learning process is done from home. In the long run, the majority prefer to do the process offline.

Some limitations are owned in this study to affect the generalization of the results obtained: (a) elementary school teacher respondents dominated the participants in this study in Bandung due to mobility limitations experienced by researchers due to the Covid-19 pandemic conditions; (b) respondents did not distinguish between elementary teachers in different grades; (c) the use of cross-section design causes the inability to conclude causality sequences, and (d) research has the potential for common method biases because the data results from the respondent's assessment. Future research can test causal effects using longitudinal research designs or experiments for specific issues such as knowing the effect of time on teacher perception of research variables.

This study provides some of the following suggestions. First, teachers must conduct a learning evaluation either in the middle of the semester or the end, even when learning online, to measure the extent of students' ability to understand the learning taught. Second, teachers not only pursue the quantity of teaching hours but also attach importance to the quality of learning during online learning. Third, teachers must be able to manage classroom situations during the online learning process and get students' attention by providing understanding with several media such as animated videos and providing online education. Researchers can further use workload data and performance assessment results, including combining with assessments from direct superiors or the user side of teacher performance, in this case, the students and direct superiors of the Teachers.

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