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File name: ring_the_COVID-19_Pandemic_An_Empirical_Study_from_Indo...
File size: 322.54K
Page count: 8
Word count: 6,441
Character count: 36,597
Submission date: 27-Mar-2023 09:35AM (UTC+0700)
Submission ID: 2047459292

Fajar SUPANTO, Ignatius Bendu Risa Putra LEGOWO, Muhammad Rizki FIRDAUS /
Journal of Asian Finance, Economics and Business Vol 9 No 7 (2023) 9145-9152

145

Print ISSN: 2288-4637 / Online ISSN 2288-4645
doi:10.13109/jafeb.2022.vol9.no7.0145

**Factors Affecting Work Performance During the COVID-19 Pandemic:
An Empirical Study from Indonesia***

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Received: April 10, 2022 Revised: June 25, 2022 Accepted: July 05, 2022

Abstract

The purpose of this study is to assess the impact of the principal's democratic leadership style, teacher competency, work discipline, and work environment on teacher performance during the pandemic. Using the proportional random sampling strategy, a sample of 468 respondents consisted of kindergarten teachers, elementary school teachers, junior high school teachers, junior high school teachers, and high school/vocational school teachers. The study revealed that the principal's democratic leadership style, teacher competence, work discipline, and work environment substantially impact teacher performance. However, the principal's democratic leadership style does not affect teacher performance, whereas teacher competence, work discipline, and work environment have a minor impact on teacher performance. Furthermore, during the COVID-19 pandemic, work discipline is the most critical variable influencing teacher performance. The findings of this study suggest that the principal's democratic leadership style, teacher competence, work discipline, and work environment have a positive impact on teacher performance during the pandemic. During the COVID-19 pandemic, work discipline is the most important variable influencing teacher performance. Considering that democratic leadership has no effect on teacher performance and that this leadership style is widely used by school principals in the world of education, it is assumed that there is no effect on teacher performance.

Keywords: Work Performance, Leadership Style, Work Competence, Work Discipline, Work Environment

JEL Classification Code: M15, L26

Acknowledgments:
This paper and its research would not have been possible without the exceptional support of school principals who facilitated permission to conduct research at the location. Besides that, respondents in this article are kindergarten teachers, elementary school teachers, junior high school teachers, junior high school teachers, and high school/vocational school teachers regarding factors influencing teacher performance during pandemic Covid-19. Furthermore, our colleague Rizki Firdaus has looked over my manuscript and shared his opinion regarding English structure to improve the quality of our article and make it comprehensively professional.

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1. Introduction and Research Background

In December 2020, the COVID-19 pandemic made its way to Indonesia and caused significant disruptions to all aspects of life, including the economic, business, government, and education sectors. It quickly became apparent that this pandemic would alter lives and cause devastation as the death toll continued to rise. Globally, 1.6 billion students experienced significant disruption to their education through temporary school closures and an eventual shift to an online learning platform, generally referred to as remote or hybrid learning (Lake, 2020). COVID-19 has forced all sectors, including education, to reevaluate whom and what they value and how they operate. COVID-19 presents a crisis characterized by the abrupt closure of schools and transition to online learning, frequently referred to as remote or, when combined with some face-to-face learning, hybrid learning. What is unprecedented about this crisis is that it is not an isolated or static event experienced by one community at a time but rather a shared event that all are experiencing simultaneously in an ongoing manner. The traditional setting for schools has been abruptly changed and has forced leaders

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