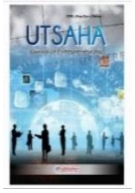

ISSN 2809-8501 (Online)
UTSAHA: Journal of Entrepreneurship
https://journal.jfpublisher.com/index.php/joe
Vol. 1, Issue 2, April 2022
doi.org/10.56943/joe.v1i2.51

Employee Performance Affected by Work from Home (WFH) and Creativity During the Pandemic in YPKPM Ambon Foundation

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ABSTRACT

This research aims to analyze the effect of Work from Home (WFH) and creativity on teacher performance during the Covid pandemic in YPKPM Ambon Foundation. The population of this research is 130 people and the sample is 57 people. The test conducted through multiple linear analysis techniques. The hypothesis testing results obtained that WFH has a value of $t_{count} > t_{table}$ that is 3.238 > 1.671 with a significant level of 0.002 <0.05, creativity has a value of $t_{count} > t_{table}$ that is 2.485 > 1.671 with a significant level of 0.016 < 0.05. It means WFH and creativity have a positive and significant effect on the teacher performance in YPKPM Ambon Foundation. The results of the simultaneous test showed that the value of $F_{count} > F_{table}$ was 39.139 > 3.15 with a significant level of 0.000 < 0.05, then it concluded that WFH and creativity had a significant and effect on the teacher's performance at Ambon YPKPM Foundation. The coefficient of determination test obtained an adjusted r square value of 0.592 or 59.2%, which means that WFH and creativity only explain variations in teachers' performance variables by 59.2% and the remaining 40.8% is influenced by other variables outside of this research variable.

Keywords: *Commitment, Creativity and WFH, Teacher Performance*

INTRODUCTION

The teacher plays an important role in education world since the teacher has a heavy duty and responsibility to educate, teach, train and guide the students in achieving better results, brilliant achievements and good grades. Teacher performance is closely related to the teachersquality in implementing their duties such as working with students individually, preparing and planning lessons, utilizing the learning media, involving students in various learning experiences and active leadership from teachers. Teacher performance can be achieved well with various supporting factors, such as organizational commitment, called school where the teacher works.

The lacking in teacher performance is a lack of technological understanding, especially in information technology. There are also teachers who conducted the learning with only focus to textbooks and do not consider other sources. On the other hand, there are teachers who do not make lesson plans, there the lack of interest in a teacher in developing their profession, there are teachers who are not good at creating a conducive classroom atmosphere since there are still noisy classes during lessons, and there are many teachers who unable in controlling the class. This can be seen from the fact that there are still some students in outside the classroom or even in the canteen during the class hours.

Teacher motivation is receiving the widespread attention of educational researchers and practitioners since its pronounced effects on teaching behaviors, academic achievements, students' motivation, and stress. Teacher motivation acts as a crucial element necessary for optimal human performance in the workplace, because highly motivated teachers appear to be more engaged in and satisfied with their work than those with lower levels of motivation (Kalyar et al., 2018). According to research conducted by Darmawan & Mansur (2019) that the presence of significant influence of both the Teacher Performance and the Teacher Motivation on the Learning Sets Management has positive impacts on the teachers. The teachers who have high level of both performance and motivation will prepare or design the learning sets management well before conducting the teaching activities. Then, the learning sets that should be prepared consist of lesson plan, syllabus, effective week, semester program, annual program, assessment book and alike.

From previous research above, it showed that teacher motivation has such a big impact on teacher performance in teaching and learning process. Meanwhile, the other factors that also has an important part on teaching performance is teachers' creativity. This research will analyze whether teachers' creativity has an impact in increasing teachers' performance during WFH activities. The experience of teacher creativity this covid pandemic period is teacher who cannot make good innovations, such as learning videos, providing online learning materials, and finding interesting online learning resources.

The existence of this COVID-19 case has become an important phenomenon in the world of education, where this virus has claimed many lives.then, it requires all students to learn from home and teachers to teach from home or what is called as WFH in order to reduce the death rate of Covid-19 case. However, there are many obstacles faced by students and a teacher, especially in the use of technological tools such as cellphones, due to lack technology understanding and unstable networks owned by students.it causes the slow teaching and learning process system, then the teacher's performance is ineffective in training and educating these students. This research aims to know the effect of WFH condition in teaching and learning process has an impact on teachers' creativity and performance during teaching and learning process. Also, teachers are able to provide good source and creative activities for students for more interesting teaching material.

LITERATURE REVIEW

Teacher Performance

Performance is the result of work that has been achieved by someone from his work in conducting his work. Performance itself refers to the level of achievement of the tasks that make up a job with the following indicators (Edy, 2016):

1. Lesson Planning;
2. Learning Process;
3. Learning Assessment.

WFH

The work and tasks that doing remotely from home need to be understand that not only in the definition, but especially in practical category: working at home means experiencing two worlds (private and public, family and work) simultaneously with limited space. (Gądecki, J., Jewdokimow, M., & Żadkowska, 2018). According to Ratna Setyowati Putri (2020) the obstacles in online teaching and learning process at home as a result of an unprecedented situation during the Covid 19 pandemic and it caused the teacher performance is less than optimal. According to Arwen (2020), that the impact of studying at home is also felt by parents which have more burdens since they have to be a teacher at home, teach in making assignments and monitoring with the following indicators:

1. Space;
2. Time;
3. Social Roles.

Creativity

Creativity is a person's ability to create and combining the thoughts and imagination in producing something original in the form of ideas, activities and unique performances that can attract the interest of many people. According to Lasalu, N., F. M. Sahami., dan F (2015) stated that teacher creativity plays a role in improving student learning outcomes. This is because teachers use methods that vary according to the material being taught and creating an active and fun learning atmosphere. The indicators of creativity are as follows:

1. Skilled in managing the class;
2. Having an empathy for students;
3. Experienced in making good assessment instrument.

Theoretical Framework

The framework the preparation of this research can be described as follow:

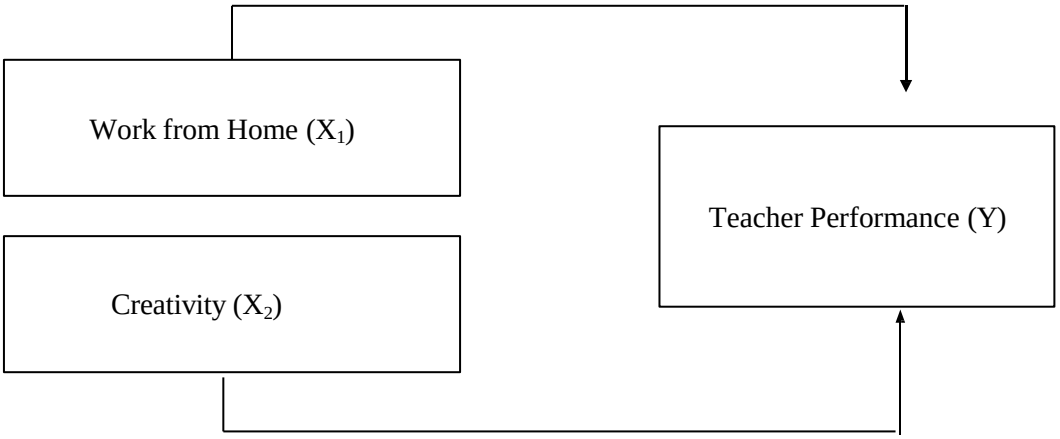

Figure 1. Framework in This Research
Source: Processed Data by Researchers (2022)

Hypotheses

The hypothesis in this study suggests that Work from Home (WFH) and creativity are suspected to have both a simultaneous and partial effect on teacher performance at the Ambon YPKPM Foundation.

RESEARCH METHODOLOGY

Research Approach

This research approach is based on a quantitative approach. According to (Sugiyono, 2012) quantitative research is a research model using numbers as statistical tested results.

Population and Research Sample

According to Sugiyono (2013a) the population is the whole of the object to be studied. The populations of this study were all teachers at the YPKPM Ambon

Foundation, amounting to 130 people.

According to Sugiyono (2013b) the sample is part of the number and characteristics owned by the population. Based on the large number of samples in this study, the researchers used the Slovin formula to reduce the populationdue to the limitations of time, cost and research staff. The used formula as follows:

$$n = \frac{N}{1 + N(d)^2}$$

Description:

n= Number of Samples

N= Total Population

D= Constant (% standard error rate that can be tolerated for each sample, in this case 10% error rate is used).

$$n = \frac{130}{1 + 130(0.1)^2}$$

$$n = \frac{130}{2.3} = 56.52 \text{ rounded up to 57 people}$$

Data Collection Technique

In choosing data collection technique in this research need to be careful. The data collection technique used in this research as follows:

1. Questionnaire;
2. Interview;
3. Documentation Study.

Data Types and Sources

The type of data in this research is quantitative data. Meanwhile, the data sources in this research consist of:

1. Primary Data;
2. Secondary Data.

Validity and Realiability Test

Instrument of Validity Test Variables

According to Sujarweni (2014) the validity test is used to determine the feasibility of the list items of questions in defining a variable.

1. If $r_{count} > r_{table}$ (0.361) and a significant value < 0.05, then the question is valid.
2. If $r_{count} < r_{table}$ (0.361) and significant value < 0.05, the question is invalid.

Reliability Test

In this study, the researcher used the Cronbach's Alpha method. The limit used 0.60 in testing. This means that the reliable of instrumentcriteria as follows:

1. Cronbach's alpha < 0.6 = poor reliability.
2. Cronbach's alpha 0.6-0.79 = reliability is accepted.
3. Cronbach's alpha 0.8 = good reliability.

Classic Assumption Test

The classical assumption test that conducted is including the normality test, multicollinearity test, and heteroscedasticity test. The classical assumption test is implemented through SPSS 20 software.

Research Model and Data Analysis

Research Model

This research uses multiple linear regression analysis. Multiple linear regression models used are:

$$\mathbf{Y=a+b_1X_1+b_2X_2+e}$$

Description:

Y	= Teacher Performance
a	= Constant
$b_{1, 2, 3, 4}$	= Regression Coefficient Magnitude X
X_1	= WFH
X_2	= Creativity
e	= Standard Error (a=5%)

Coefficient of Determination

Irham Ghozali (2016) said the coefficient of determination of Adjusted R Square aims to calculate the extent of model's ability to explain the independent variables.

Simultaneous Hypothesis Test (F-Test)

Imam Ghozali (2016) stated that F statistical test generally shows whether all independent variables included in the model have a simultaneous effect on the dependent variable. The decision-making criteria are:

If $F_{count} < F_{table}$, then H_0 is accepted and Ha is rejected,
at $\alpha = 0.05$ $F_{count} > F_{table}$, then H_0 is rejected and Ha is accepted, at =0.05.

Partial Hypothesis Test (T-Test)

Irham Ghozali (2016) stated that the t statistic test generally proves to what extent the influence of an explanatory variable or is tied to an individual in

explaining the variation of independent variable. The decision-making criteria are: When $-t_{table} < t_{count} < t_{table}$; then H_0 is accepted and Ha is rejected, at $\alpha = 0.05$.
tcount $< -t_{table}$ or $t_{count} > t_{table}$; then H_0 is rejected and Ha is accepted, at $\alpha = 0.05$.

RESULT AND DISCUSSION

Research Result

Validity Test

It is necessary to do the validity test to find out the feasibility of listed number of questions (questionnaire) that has been presented to the respondents. It can be valid if r_{count} > from r_{table} or the validity of each question is bigger than 0.25.

Table 1. WFH Validity Test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
$X_{1.1}$	35.1930	37.051	.421	.818
$X_{1.2}$	35.4035	36.638	.438	.817
$X_{1.3}$	35.1930	36.623	.449	.816
$X_{1.4}$	35.6140	33.598	.662	.794
$X_{1.5}$	35.4035	34.995	.607	.801
$X_{1.6}$	35.5263	32.289	.640	.795
$X_{1.7}$	35.4912	32.897	.640	.795
$X_{1.8}$	36.0877	34.867	.354	.834
$X_{1.9}$	35.3333	35.762	.471	.814
$X_{1.10}$	35.0702	37.566	.556	.811

Source: Processed Data by Researchers (2022)

Based on Table 1 above, it shows that the value of rcount is bigger than 0.25, then the data on WFH variable is valid, and the validity value is in the corrected item-Total column, which means the correlation value between the scores of each item and the total score in the tabulation of the respondents' answers. There are 10 questions from each question regarding to YPKPM Ambon Foundation School. The data obtained is also feasible to be used for further testing, is reliability test.

Table 2. Creativity Validity Test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
$X_{2.1}$	19.7193	8.420	.533	.654
$X_{2.2}$	19.7368	10.305	.306	.721
$X_{2.3}$	19.7193	7.598	.704	.589
$X_{2.4}$	19.4035	10.316	.313	.718
$X_{2.5}$	19.3158	10.398	.271	.731
$X_{2.6}$	19.4737	8.932	.608	.637

Source: Processed Data by Researchers (2022)

Based on Table 2 above, it shows that the value of rcount is bigger than 0.25, then the data on the creativity variable is validand the validity value is in the corrected item-Total column, which means the correlation value between the scores of each item and the total score in the tabulation of respondents' answers from each question as many as 6 questions within the scope of the Ambon YPKPM Foundation School. The data obtained is also feasible to be used for further testing, called reliability test.

Table 3. Performance Validity Test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
$Y_{1.1}$	19.2456	12.117	.373	.666
$Y_{1.2}$	19.4737	12.075	.338	.674
$Y_{1.3}$	19.2456	9.903	.551	.603
$Y_{1.4}$	19.5965	11.066	.348	.676
$Y_{1.5}$	19.8070	10.123	.507	.619
$Y_{1.6}$	19.5614	10.572	.420	.651

Source: Processed Data by Researhers (2022)

Based on Table 3 above, it shows that the value of rcount is bigger than 0.25, then the data on the creativity variable is valid and the validity value is in the corrected item-Total column, which means the correlation value between the scores of each item and the total score in the tabulation of respondents' answersfrom each question as many as 6 questions within the scope of Ambon YPKPM Foundation School. The data obtained is also feasible to be used for

further testing, or reliability test.

Reliability Test

Reliability tests can be conducted simultaneously on all questions, or individually for each question item. If the value of Cronbach's alpha > 0.6- 0.79, it is proved that the question item is reliable.

Table 4. WFH Reliability Test

Cronbach's Alpha	N of Items
,826	10

Source: Processed Data by Researchers (2022)

Based on table 4 above, the SPSS output results shows that Cronbach's alpha value of 0.826 > 0.60, then it can be concluded that the questions that have been given to respondents consisting of 10 questions on WFH variable (X_1) are reliable.

Table 5. Creativity Reliability Test

Cronbach's Alpha	N of Items
,719	6

Source: Processed Data by Researchers (2022)

Based on table 5 above, it is known that SPSS output value is known to have Cronbach's alpha value of 0.719 > 0.60. Then, it can be concluded that the questions that have been given to respondents consisting of 6 questions on the creativity variable (X_2) are reliable.

Table 6. Teacher Performance Reliability Test

Cronbach's Alpha	N of Items
,690	6

Source: Processed Data by Researchers (2022)

Based on table 6 above, the results of the SPSS output proved that Cronbach's alpha value is 0.690 > 0.60 and concluded that the questions that have been given to respondents consisting of 6 questions on the teacher performance variable (Y) are reliable.

Classic Assumption Test

Normality Test

The normality test intends to obtain the data distribution in the variables that will be used in the research. The following statistics are the results of the normality test using histogram graph analysis, Probability-Plot.

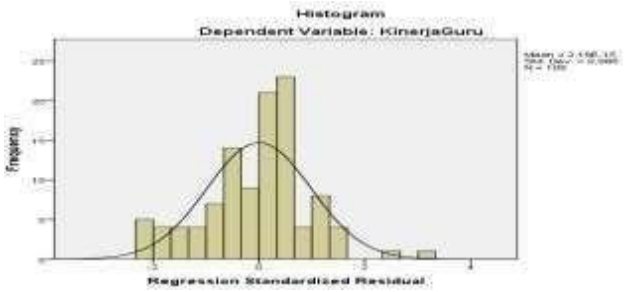

Figure 2. Histogram Normality Test
Source: Processed Data by Researchers (2022)

The histogram graph in Figure 2 shows that the graph of the curve is skewed symmetrically (U) and neither deviated to neither the left nor the right, and it can be concluded that the data is normally distributed.

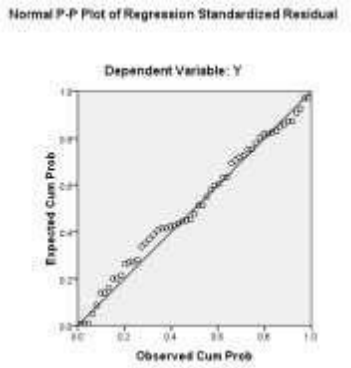

Figure 3. P-Plot Normality Test
Source: Processed Data by Researchers (2022)

It can be seen in P-Plot normality graph abovethat the data has spread following the diagonal line. The spread is almost completely close to the diagonal line. This shows that the P-Plot graph is normally distributed.

Multicollinearity Test

This multicollinearity test has a purpose in measuring whether the regression model found a correlation between the independent variables or not.

Table 8. Multicollinearity Test

Coefficient[a]

Model		Collinearity Statistics	
		Tolerance	**VIF**
1	WFH	,375	2.665
	Creativity	,375	2.665

a. Dependent Variable: Teachers' Performance

Source: Processed Data by Researchers (2022)

The VIF value of the WFH independent variable is 2.665, creativity is 2.665, both of these variables have a value below 10 and the tolerance value is above 0.1, called WFH independent variable is 0.375, creativity is 0.375. Therefore, there are no symptoms of multicollinearity.

Heteroscedasticity Test

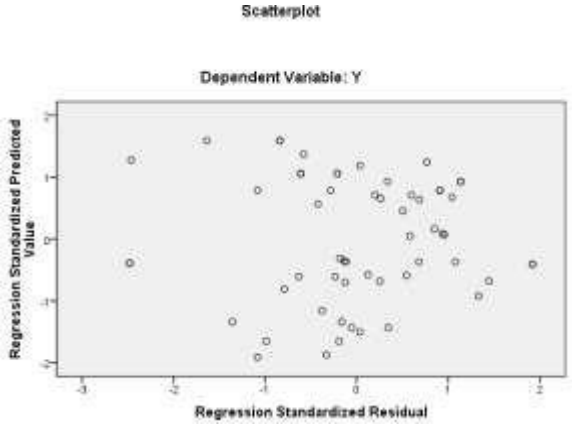

Figure 4. Heteroscedascity Test
Source: Processed Data by Researchers (2022)

Based on the scatterplot graph, it appears that thescattered spots with a regular pattern both above and below the number (0) on the Y axis and are not clustered in one place, then from the graph above it can be concluded that there is no heteroscedasticity.

Data Analysis Results

Research Model

The hypothesis testing using multiple linear analysis. The regression model is as follows:

Table 9. Result of Multiple Linear Analysis

Coefficient[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constan t)	3.745	2.278		1.644	.106
X_1	.271	.084	.460	3.238	.002
X_2	.381	.154	.353	2.485	.016

a. Dependent Variable: Teachers' Performance

Source: Processed Data by Researchers (2022)

Teacher performance = 3.745+0,271 WFH+0,381 Creativity

The meaning of the multiple linear regression equation above is:

1. The constant value is 3,745 which indicate the WFH and creativityvariable is considered zero (0) and the teacher's performance is 3,745.
2. The value of WFH regression unit is 0.271 which means that for every 1% increase in WFH, the teacher's performance (Y) will increase by 0.271 units.
3. The creativity regression unit value is 0.381 which means that for every 1% increase in creativity, the teacher's performance (Y) will increase by 0.381 units.

Coefficient of Determination (R^2)

The coefficient of determination of Adjusted R Square aims to calculate the extent to which the model's ability to explain the independent variables.

Table 10. Coefficient of Determination Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,769[a]	,592	,577	2.51023

a. Predictors: (Constant), WFH, Creativity
b. Dependent Variable: Teacher Performance

Source: Processed Data by Researchers (2022)

The adjusted r square value is 0.592 or 59.2%, which means that WFH and creativity variables only explain the variations in teacher performance variables by 59.2% and the remaining 40.8% is influenced by other variables outside of this research variable.

Simultaneous Hypothesis Test (F-Test)

The F statistical test generally shows whether all the independent variables included in the model have a simultaneous effect on the dependent variable.

Table 11. Simultaneous Test (F-Test)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	493.242	2	246.621	39.138	.000[a]
	Residual	340.267	54	6.301		
	Total	833.509	56			

a. Predictors: (Constant), X_2, X_1
b. Dependent Variable: Y

Source: Processed Data by Researchers (2022)

In this test, the result of F_{count} is 39.138 and F_{table} is 3.15, which means that $F_{count} > F_{table}$ is 39.138 > 3.15 with a significant level of 0.000 < 0.05, then H_0 is rejected and Ha is accepted, it can be concluded that WFH and creativity have an effect and significant on the teachers performance at the Ambon YPKPM

Foundation.

Partial Hypothesis Test (T-Test)

The t-statistical test generally proves the extent to which an explanatory or dependent variable influences the individual to explain the variation of the independent variable.

Table 12. Partial Test (T-Test)

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.745	2.278		1.644	.106
X_1	.271	.084	.460	3.238	.002
X_2	.381	.154	.353	2.485	.016

a. Dependent Variable: Y

Source: Processed Data by Researchers (2022)

From the results of the t-test table above, it states that:

1. The WFH variable has a t_{count} value of 3.238 and a t_{table} of 1.671 which means that $t_{count} > t_{table}$ is 3.238 > 1.671 with a significant level of 0.002 < 0.05, it means that H_0 is rejected and Ha is accepted, it conclude that WFH has a partial effect on teacher performance at YPKPM Ambon Foundation.
2. The creativity variable has a t_{count} of 2.485 and a t_{table} of 1.671 which means that $t_{count} > t_{table}$ is 2.485 > 1.671 with a significant level of 0.016 < 0.05. It means that H_0 is rejected and Ha is accepted. it concludes that the creativity variable has a partial effect on the teacher's performance at Ambon YPKPM Foundation.

Research Discussion

The Impact of WFH on Teacher Performance

The results of partial hypothesis testing show that the t_{count} value is 3.238 with a significant level of 0.002 < 0.05. T_{count} value> t_{table} value or 3.238 >1,671, then the first hypothesis can be accepted, concluded the WFH variable has a positive and partially significant effect on the teacher performance at Ambon YPKPM Foundation.

The results of this study are in line with research conducted by Arwen, et al (2020), that the impact of studying at home is also felt by parents who also have

more burdens since they have to be teachers at home, making assignments and monitoring.

The implementation of WFH can save expenses, or reducing the teachers' transportation cost from home to school. During WFH teachers will also have less free time to do another work at home; they can do their family activities and other side jobs. While the negative impact of WFH is makes teachers tired of working at home with a monotonous work atmosphere, WFH has also reduced the teacher interactions with another teacher, students and the school environment, WFH is also possible to reduce the quality of the teaching and learning process since there is no direct interaction between teachers and students during the learning process. WFH makes teachers were not focus in teaching because of the family members' activity while working. The researchers provide the suggestion by providing infrastructure such as internet quotas and online learning materials.

The Effect of Creativity on Teacher Performance

The results of partial hypothesis testing show that the t_{count} is 2.485 with a significant level of 0.016 < 0.05. T_{count} value > t_{table} value or 2.485 >1.671, then the second hypothesis can be accepted and creativity has a positive and partially significant effect on teacher performance at the YPKPM Ambon Foundation

The results of this study are in line with research conducted by Sabrin (2011: 62), the higher the creativity of students, the greater the opportunity to achieve the education goals. The learning outcomes obtained by students are closely related to their creativity.

Teacher creativity needs to be developed in order to obtain more optimal performance, because creativity is a dimension of human ability in developing science and technology, as well as the advantages for healthy, productive, and innovative individual self-growth. Thus, these findings provide empirical evidence that the higher the creativity, the higher the performance of Ambon YPKPM Foundation teachers.

CONCLUSION AND SUGGESTION

Conclusion

The results of partial hypothesis testing show that the t_{count} value is 3.238 with a significant level of 0.002 < 0.05. When t_{count} > t_{table} value or 3.238 > 1,671, the first hypothesis can be accepted which indicates WFH variable has a positive and partially significant effect on teacher performance at YPKPM Ambon Foundation. The results of partial hypothesis testing show that the t_{count} value is 2.485 with a significant level of 0.016 < 0.05. The value of t_{count} > t_{table} value or 2.485 > 1.671, then the second hypothesis can be accepted and indicates the creativity variable has a positive and partially significant effect on teachers performance at Ambon YPKPM Foundation. The results of simultaneous hypothesis testing show that the F_{count} value is 39.139 with a significant level of

0.000 < 0.05. Nilia $F_{count} > F_{table}$ value or 39.139 > 3.15, then the hypothesis can be accepted and indicates that WFH and creativity have a positive and significant effect simultaneously on teacher performance at AmbonYPKPM Foundation.

It can be concluded that WFH condition are able to influence teachers' creativity and develop the teachers' performance during teaching and learning process. By that, both of teachers and students are able to have good quality education through several sources and activities.

Suggestion

For future researchers, it is recommended to explore additional variables beyond those studied in this research, such as motivation, innovation, and competence. Meanwhile, for the YPKPM Ambon Foundation, enhancing teacher creativity and improving the learning process during the Covid-19 pandemic are essential steps to ensure that the teaching and learning process continues effectively, which will also contribute to the improvement of teacher performance.

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