
ANALYSIS ON THE IMPACT WORK FROM HOME (WFH) ON THE TEACHING ENGLISH DURING THE COVID-19 PANDEMIC IN MADRASAH ALIYAH NEGERI TOLITOLI**Oleh****Inda Indrawati¹, Siti Rahma Khaisya²**^{1,2}**Universitas Madako Tolitoli****Email: ¹Indrawatiindah59@gmail.com, ²rahmakhaisya@gmail.com****Abstract**

The purpose of this research was to determine the positive and negative impacts of working from home (WFH) in teaching English during the COVID-19 pandemic at Madrasah Aliyah Negeri Tolitoli. This type of research is a qualitative research whose data sources consist of three English teachers, namely SLM, IDR and WHB. Methods of data collection using interviews. The results of this study indicate that working from home has positive and negative impacts. (1) Positive Impact. (a) Teachers can learn some new applications. (b) Students are easier to learn again by using Handphones. (2) Negative impact. (a) Teachers find it more difficult to transfer their knowledge to students while working from home. (b) Students cannot participate in learning activities because some students do not have pulse data and are in places that do not have a network, while learning is done online. (c) Teachers cannot conduct moral assessments to students because they do not meet face to face.

Keywords: Work From Home, Impact, Covid-19.**PENDAHULUAN**

All countries in the world are shocked by a global pandemic called Corona Virus Disease (COVID-19). This virus attack has had a huge impact on human life in the world and has changed many important aspects in life such as health, economy, politics and also security. Indonesian government has taken steps to reduce the chance of spreading the virus by practicing physical distancing.

Work From Home (WFH) is now a dream of many people, especially for the current millennial generation does not need to wake up in the morning then take a shower and get ready to go to the office by crashing the road jams that take up a lot of time. Enough to use makeshift clothes then open the laptop from home and work. The current world situation WHO has announced about the Covid-19 virus pandemic worldwide. This policy reaps a lot of pros and cons, especially for workers.

The concept of Work From Home (WFH) has been the subject of discussion and global study theme by researchers in the past 10

years, but this global phenomenon begins to emerge at the coming of the COVID-19 attack and becomes an alternative strategy for many organizations. However, the WFH they do is not because the office as a facility provided by the employer is not adequate but carried out to prevent the spread of COVID-19 which is currently growing. In reality, WFH is not fully understood by the employees, they feel a lot of dilemma conditions such as the mindset that the home is where they rest while work is generally done in the office.

Madrasah Aliyah Negeri Tolitoli is one of the public high school education units characterized by Islam in Tolitoli district. During the Covid-19 emergency, madrasah had carried out learning activities in the midst of an emergency according to the conditions and creativity of each madrasa. Students learn from home with guidance from teachers and parents. In order for learning activities during the emergency in Man Tolitoli period to run well and optimally. In this case, not only teachers in Man Tolitoli are required to carry out distance

learning, but all employees in the Madrasah are also required to do work from home.

Based on the observation above the researcher interested in conducting analysis on the impact work from home (WFH) on the teaching English during the covid-19 pandemic in Madrasah Aliyah Negeri Tolitoli.

METHOD OF THE RESEARCH

The research use case study as a method of analysis and research approaches using qualitative case study methods used to obtain information positive and negative impact of working at home (WFH) during pandemic Covid-19. In this study, respondents were 3 english teachers in Madrasah Aliyah Negeri Tolitoli.

RESEARCH FINDINGS

a. The Impact of Working From Home On The Teaching English During The Covid-19 Pandemic

Based on the results of research conducted by researchers as for some of the negative and positive impacts felt by English teachers in Man Tolitoli.

| Participant | The Impact | |
|-------------|---|--|
| | Positive | Negative |
| Slmn | Can find out some applications such as whatsapp, how to make videos and how to Come to google classroom | The material is not conveyed well Students do not understand the material Network disruption and some students do not have data pulses a lot of time to spend at home |

| | | |
|-----|---|---|
| Irs | Avoid the spread of the covid-19. | Working from home is very boring Makes time slower Some students do not have Telephone there is a network outage students pay less attention to the material provided |
| Whb | Can learn some applications Make it easy for students to view the material at any time | do not meet directly with stuzdents can not achieve maximum results teacherscan not judge students' morals Network disruption and some students do not have data pulses |

b. Discussion

Based on the results of the discussion above, during the Covid-19 pandemic, English teachers in Man Tolitoli carried out activities by working from home to avoid the spread of COVID-19. During the Covid-19 pandemic, the English teacher in Man Tolitoli carrying out activities from home felt some impacts, but these impacts did not make the English teacher postpone all activities and the learning process as usual.

The current situation and conditions make the teacher's view of the teaching process slightly changed and becomes a challenge for the teacher himself. In the absence of an automatic face-to-face learning process, the teacher feels impact, while the impact of working from home is divided into positive and

negative impacts that English teachers feel, one of which is having to require technological assistance in the form of the internet which is supported with the help of applications.

In this kind of teaching process, English teachers find it more difficult because some of the knowledge they transfer to students is not channeled properly so that students also cannot understand the material given. on the other hand the learning process through the internet also has an impact on students because students less pay attention to take part in online learning and do assignments through certain applications used by teachers.

the practice of working from home English teachers in Man Tolitoli felt positive impacts such as the use of teacher applications, as well as mastering several applications so that the learning process continued to run well even though the process was carried out from home with the aim of avoiding the spread of Covid - 19 as it is today, students also feel easier if you want to learn again.

Not only has a positive impact, but also a negative impact. Disruption of the learning process also has an impact on some students who live in remote areas who do not have a network at all because not all Man Tolitoli students are in the school environment so that these students cannot follow the learning process as usual, this is make the learning process take place. ineffective and teachers also begin to feel bored and difficult to carry out their duties by working from home, the task of the teacher is not only to transfer knowledge to students but the task of the teacher must also see and assess the morals of students for the better and is one of the affective assessments in schools.

As a result of a comparison between the theory of the experts and the results obtained by the researcher, which is based on the theory of the positive impact that is felt, namely:

1. students and teachers can master technology for support this online learning.
2. Mastery of students and teachers of learning technology is very varied, a challenge for them.

3. With the Work From Home (WFH) policy, then able to force and accelerate them to master learning technology digitally as a necessity for them.
4. The means that can be used as online learning media include, e-learning, zoom application, google classroom, youtube, and whatsapp social media.
5. These facilities can be used optimally, as a medium in carrying out learning like in class.
6. By using the online media, it is not directly the ability to use and access technology is increasingly mastered by students and teachers.

While the positive impacts obtained by researchers are:

1. Can find out some applications such as whatsapp, how to make videos and how to Come to google classroom.
2. Avoid the spread of the covid-19.
3. Can learn some applications.
4. Easy students to view the materials anytime.

Not only positive impacts but also can provide a comparison of negative impacts between theories or experts and the results obtained by researchers According to experts, the negative impacts are:

1. Lose motivation
2. Lose focus on work
3. Signal contraining

While the positive impacts obtained by researchers are:

1. The material is not conveyed well, Students do not understand the material, Network disruption and some students do not have data pulses, Too much time to spend at home
2. Working from home is very boring, Makes time slower, Some students do not have Telephone, there is a network outage, students pay less attention to the material provided.
3. do not meet directly with students, can not achieve maximum results, teachers can't judge students' morals

As explained above, there are some differences in the impact between the theories from experts and the results of the research, it can be concluded that these differences are the results of the findings of the researchers based on the data obtained through interviews with English teachers at MAN Tolitoli.

CONCLUSION

Based on the results of research on the impact of working from home on the teaching English during the COVID-19 pandemic at Madrasah Aliyah Negerih Tolitoli, it was concluded that:

1. Positive Impact while working from home. (a) Can find out some applications such as whatsapp, how to make videos and how to Come to google classroom. (b) Avoid the spread of the covid-19. (c) Can learn some applications. (d) Make it easy for students to view the material at any time
2. Negative impact while working from home. (a) Teachers find it more difficult to transfer their knowledge to students while working from home. (b) Students cannot participate in learning activities because some students do not have pulse data and are in places that do not have a network, while learning is done online. (c) Teachers cannot conduct moral assessments to students because they do not meet face to face.

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