

THE EFFECT OF WORK FROM HOME, WORK ENVIRONMENT AND QUALITY OF WORK LIFE ON THE WORK PRODUCTIVITY OF LECTURERS DURING THE POST-COVID-19 RECOVERY PERIOD

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Abstract

This study aims to examine the effect of work from home, work environment and quality of work life on the work productivity of lecturers during the post-covid-19 recovery period. This is a field research by using quantitative approach. The population in this study were the lecturers of FEBI UIN Imam Bonjol Padang using a total sampling technique. Data processing in this study was through SPSS using primary data. The data was analyzed by using multiple linear regression model. The results of this study indicated that work from home had a positive and significant effect on the work productivity of lecturers. The work environment had a negative and insignificant effect on the work productivity of lecturers. Quality of work life had a negative and insignificant effect on the work productivity of lecturers. Work from home, work environment, and quality of work life simultaneously have a significant effect on the work productivity of lecturers during the post-covid 19 recovery period. By implementing hybrid strategies and methods, the productivity level of lecturers can continue to be increased. Then, the provision of adequate infrastructure as well as effective and efficient time management needs to be done in order to avoid technostress.

Keywords: Work from Home, Work Environment, Quality of Work Life and Work Productivity

INTRODUCTION

To break the chain of transmission of the Corona Virus in Indonesia, the government issued a policy of limiting activities, such as the policy of worshipping, studying, and working from home. This policy follows the determination of the World Health Organization (WHO) that Covid-19 is a global pandemic (Widyaningrum, 2020). The government enforces Community Activity Restrictions (PPKM). People are required to stay and work at home, so some businesses apply the concept of Work From Home (WFH) (Rahadi & Nanto, 2021). WFH or *work from home* is a term that is widely used during the covid 19 pandemic. WFH is a job or workload that was originally done in the office, then done at home by employees (Nasution et al., 2020) by "forbidding" employees to work in the office and gather in a

room that has been determined by the company at a certain time (Mustajab et al., 2020).

WFH can be interpreted by the way employees work outside the office, either from home, cafe or restaurant in accordance with the wishes of the employee. Working from home is done through telecommunication media and online media such as conducting meetings via zoom, google meet, and other supporting applications (Savigny, 2019). During WFH, workers are not required to come to the office and meet other workers (Reni Zulia Yahya, 2021). WFH is understood as an activity to carry out official duties and complete outputs, coordination, meetings, and other tasks from the employee's residence. This was emphasized by Mungkasa that the WFH scheme is part of the concept of working remotely (telecommuting) (Mungkasa, 2020). Telecommuting, remote working; is a model or work agreement in which employees get the flexibility to work in terms of place and time of work with the help of telecommunications technology (Marina, 2020). The online technologies used in working from home during the pandemic are the Zoom application, Google Meet, Google Classroom, Umeetme, Whatsapp, and other (Suryaningtyas, 2020).

(Krisnanto Hartono & Rianto Rahadi, 2021) in his research stated that the pandemic caused very significant changes in various fields. The performance of employees who are employed at home during this pandemic has decreased significantly. WFH causes various problems, including the level of work productivity which cannot be directly monitored by the institution. Productivity itself in general is a comparison between the results obtained with the expected target (Erviyanto, 2004) (Wahyuni et al., 2021). The problems arise from the ability of lecturers to complete their work because they have to work at home. Communication between lecturers and students is constrained because the internet connection and the electronic devices used are problematic. The same situation was also emphasized (Ariyani, 2021) working from home faces a number of specific problems and disturbances that must be faced, namely having to work and live in the same room. These findings are different from the conditions at the Faculty of Economics and Islamic Business UIN Imam Bonjol Padang. The level of productivity of lecturers is high but is constrained by the economic ability of students who mostly come from the middle to lower economic class. The limitations of data packets and internet network access for lectures by WFH have become a polemic that is quite worrying, which results in a decrease in the performance of lecturers in generating value for students.

Research on WFH is a trend being carried out by many researchers. (Simarmata, 2020) stated that companies that support the WFH system claim that this system results in greater productivity. (Schifano et al., 2021) tracked individual well-being in five European countries during the Covid 19 pandemic and linked worker well-being to working from home. His findings suggest that worker welfare is lower for those who work from home. (Afrianty et al., 2022) examines the determinant factors that affect lecturer productivity while working from home during the covid-19 pandemic. His findings show that digital capabilities have an impact on lecturer productivity while carrying out work from home during the COVID-19 pandemic. In contrast to (Alfanza, 2021) he found that telecommuting intensification has a negative relationship with employee work-life balance. Longer time spent on telecommuting lowers employees' work-life balance. Similar to

(Palumbo, 2020), in his research he found that home-based telecommuting negatively affects the work-life balance of civil servants. Telecommuting from home triggers greater burnout and worsens work-life balance. However, the research above does not examine the effect of work from home, work environment, and quality of work of life on lecturers' work productivity.

This study aims to examine how the effect of work from home on lecturers' work productivity and to reveal how the influence of the work environment on lecturers' work productivity. Then, this study aims to explore how the influence of quality of work life on lecturers' work productivity. Finally, this study aims to analyze how the influence of work from home, work environment and quality of work life on lecturers' work productivity.

RESEARCH METHODS

This study used a quantitative approach which was analyzed based on statistical analysis. This data source was primary data obtained directly from a lecturer at the Islamic Economics and Business Faculty of UIN Imam Bonjol Padang. The population in this study were all lecturers at the Faculty of Islamic Economics and Business, UIN Imam Bonjol Padang, totaling 43 people. The technique used in sampling in this study was the total sampling technique. The data collection instrument in this study used a questionnaire asking a set of questions about the effect of WFH, work environment and QWL on lecturers' work productivity. Based on this literature review, the indicators for each variable can be seen in the table below:

Table 1. Research Variables

Variables	Description	Indicators	Unit
Y	Variables of work productivity	<ol style="list-style-type: none"> 1. Ability 2. Improving the results achieved 3. Work spirit 4. Self development 5. Quality 6. Efficiency 	Likert scale
X1	Variables of work form home	<ol style="list-style-type: none"> 1. Flexible Work Environment 2. Closeness to Family 3. Travel Time 4. Health and work balance 5. High Creativity and Productivity 6. Separating home and office work and self-pressure 	Likert scale

X2	Variables of Work Environment	<ol style="list-style-type: none"> 1. The presence of lighting 2. Room temperature 3. Air humidity in the workplace 4. Good work circulation in the workplace 5. The presence of mechanical vibration of the machine in the workplace 6. The presence of an unpleasant odor in the workplace 7. Patterns or colors in the workplace 8. Room decoration in the workplace 9. The presence of music in the workplace 10. Having safety in the workplace 	Likert scale
X3	Variables of quality work of life	<ol style="list-style-type: none"> 1. Participation 2. Physical environment 3. Development 4. Work integration 5. Innovative rewards 	Likert scale

Source: data processed from various sources

The method of data analysis in this study was carried out by multiple linear regression analysis. The multiple linear regression equation in this study can be formulated as follows: $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_3 X_3 + e$

Multiple linear regression analysis testing used in this study are as follows.

1. **Coefficient of Determination Test (R^2)** This test was used to measure the percentage/proportion of the effect of all independent variables on the value of the dependent variable.
2. **Partial test (T test)** This test was conducted to see the significance of the influence of the independent variables individually on the dependent variable by assuming the other dependent variables to be constant.
3. **Simultaneous Test (F test)** The F test showed whether the independent variable simultaneously / together had an effect on the dependent variable. F test was done by comparing the value of sig. F table (F_α) with the value of sig. F count (F_t). The significance value (α) used is 0,05. The decision-making criteria for the F test are as follows:
 - 1) If $F \text{ count} < F \text{ table}$ with $\alpha = 0,05$ then H_0 is accepted, which means that all independent variables do not have a simultaneous effect on the dependent variable.
 - 2) If $F \text{ count} > F \text{ table}$ with $\alpha = 0,05$ then H_a is accepted, which means that all independent variables have a joint influence on the dependent variable.

FINDINGS AND DISCUSSION

Findings

1. Validity and Reliability Test

Based on the validity test, it was known that all statement items from the variables work from home (X1), work environment (X2), quality of work life (X3) and work productivity (Y) are valid. This was known because the calculated r in the Corrected Item-Total Correlation was greater than the r table, which was 0.2079. It means that all statement items are valid and can be used as a reference for further research. Reliability test is used to obtain data in accordance with the measurement objectives. To achieve this, a reliability test was conducted using a Likert Scale (Arikunto, 2010). The results of the reliability test can be seen that the X1 variable was $0.905 > 0.60$, the X2 variable was $0.630 > 0.60$, the X3 variable was $0.760 > 0.60$ and the dependent variable (Y) was $0.905 > 0.60$. It can be concluded that these 4 variables can be used for all respondents because each variable was reliable.

2. Classical Assumption Test.

This test was conducted to find out how much influence work from home, the environment, and quality of work life had on the productivity of lecturers during the post-Covid-19 recovery period. Then the partial hypothesis testing was carried out on the regression equation.

3. Normality Test

Normality testing in this study was through the Normal Probability Plot and One Kolmogorov Smirnov in the SPSS application program. From the test results, the dots spread around the line and followed the diagonal line. It can be concluded that the normality test data had a normal residual value. In other words, the requirements for using regression data distribution must be normal. With the criteria, if $\text{sig} > 0.05$ then the data was normal and vice versa if $\text{sig} < 0.05$ then the data was not spread normally. Meanwhile, table 2 showed that the significance value was 0.795. Because $0.795 > 0.05$, the data had a normal residual value.

4. Multicollinearity Test

The multicollinearity test was carried out by using a regression test based on the benchmark value of VIF (variance inflation factor) and the correlation coefficient between the independent variables. The results of this research data showed that the tolerance value of the X1 (work from home) variable was $0.425 > 0.1$ and the VIF value was $2.354 < 10$, X2 (work environment) was $0.968 > 0.1$ and the VIF value was $1.033 < 10$, X3 (quality of work life) was $0.422 > 0.1$ and the VIF value was $2.371 < 10$. It can be concluded that there was no multicollinearity in the regression model in this study.

5. Heteroscedasticity Test

The heteroscedasticity test was carried out by using a regression test with a benchmark value of the significance of the independent variable. The test was the Glejser Test by looking at the pattern of dots on the scatterplots. The test results showed that the dots did not form a clear pattern. The points above and below spread the number 0 on the Y axis. It can be concluded that there was no heteroscedasticity in the regression model.

6. Multiple Linear Regression

The analysis of multiple linear regression was to examine the effect of work from home, work environment and quality of work life on lecturers' work productivity. From the data processing, the regression results were obtained as follows.

Table 2. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	6.069	8.263		.735	.469
	workfromhome_x1	.815	.242	.735	3.363	.002
	workenvironment_x2	-.018	.120	-.022	-.152	.880
	qualityofworklife_x3	-.269	.467	-.126	-.576	.569

a. Dependent Variable: workproductivity_y

Source: Primary Data, Processed

From the table above explains the regression equation as follows :

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + e$$

$$Y = 6,069 + 0,815X_1 + (-0,018X_2) + (-0,269) + e$$

From the equation above, it can be explained that the value of the constant Y (work productivity) without the influence of X1 (work from home), X2 (work environment) and X3 (quality of work life) was 6.069. From the regression equation, it can be explained that:

- The constant value was 6.069 which meant that if the work from home, work environment and quality of work life variables were considered constant at zero, the Work Productivity variable was 6.069.
- The regression coefficient value of X1 (work from home) was 0.815, which can be concluded that the work productivity of lecturers was influenced by work from home. With a significance value of 0.002, it was smaller than 0.05 and it can be interpreted that work from home had a positive and significant positive effect on lecturers' work productivity.
- The value of the regression coefficient of X2 (work environment) was -0.018, which can be concluded that the work productivity of lecturers was influenced by the work environment. With a significance value of 0.880, it was greater than 0.05 and it can be interpreted that the work environment had a negative and insignificant effect on the work productivity of lecturers.
- The regression coefficient value of X3 (quality of work life) was -0.269 which can be concluded that the productivity of lecturers was influenced by the quality of work life with a significance value of 0.569 greater than 0.05 and it can be interpreted that the quality of work life had a negative effect on lecturer's work productivity and the effect was not significant.

7. Hypothesis Test

a. Partial t test

The t-test aimed to determine whether the regression coefficient had a significant effect or not on the dependent variable partially.

Table 3. Coefficients^a

Model		Unstandardized		Standardize	T	Sig.
		Coefficients	Std. Error	d		
		B		Beta		
1	(Constant)	6.069	8.263		.735	.469
	workfromhome_x1	.815	.242	.735	3.363	.002
	workenvironme nt_x2	-.018	.120	-.022	-.152	.880
	qualityofworklif e_x3	-.269	.467	-.126	-.576	.569

a. Dependent Variable: workproductivity_y

The steps of the t-test test are as follows:

1) Variable X1 (work from home)

Based on the results of the t-test above, the variable t-value was 3.363 (obtained by finding the value of $df = \alpha/3 ; n-3-1 = 0,05 \ 2 ; 34-3-1=30 = 0,025 ; 30$) and the value t table was 1.69726 because the value of t arithmetic $> t$ table was $3.246 > 1.69726$. Based on the significance of $t = 0.000$ which was smaller than the value of $\alpha = 0,05$ then $0.002 < 0,05$, thus H_0 was rejected. It can be concluded that H_0 was rejected, which meant that work from home partially affected the work productivity of lecturers.

2) Variable X2 (work environment)

Based on the results of the t test above, the variable t value was -0.152 (obtained by finding the value of $df = \alpha/3 ; n-3-1 = 0,05 \ 2 ; 34-3-1=30 = 0,025 ; 30$) and t-table value was 1.69726 because the value of t arithmetic $> t$ table was $-0,152 < 1.69726$. Based on the significance of $t = 0.880$ which was greater than the value of $\alpha = 0,05$ then $0.0880 > 0,05$, thus H_a is rejected. It can be concluded that H_a was rejected, which meant that the work environment partially had no effect on lecturers' work productivity.

3) Variable X3 (quality of work life)

Based on the results of the t test above, the t value for the quality of work variable was -0.269 (obtained by finding the value of $df = \alpha/3 ; n-3-1 = 0,05 \ 2 ; 34-3-1=30 = 0,025 ; 30$) and the value of t table was 1.69726. Because the value of t count $> t$ table was $-0,269 < 1.69726$. Based on the significance of $t = 0.569$ which is greater than the value $\alpha = 0,05$, then $0.0880 > 0,05$ thus H_a was rejected. It can be concluded that H_a was rejected, which meant that the quality of work life partially did not affect the work productivity of lecturers.

b. F test

The F test was used to determine the effect of the independent variables simultaneously on the dependent variable. The following are the results of the F test:

Tabel 4. ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	281.332	3	93.777	6.765	.001 ^a
	Residual	402.001	29	13.862		
	Total	683.333	32			

a. Predictors: (Constant), qualityofworklife_x3, workenvironment_x2, workfromhome_x1

b. Dependent Variable: workproductivity_y

Based on the table above, the calculated F value was 6.765 and F table was 2.92 ($k ; n-k-1 = 3 ; 34-3-1 = 30 = 2.92$), then $F_{\text{arithmic}} > F_{\text{table}}$ was $6.765 > 2, 92$. This showed that all independent variables, namely work from home, work environment and quality of work life had a significant effect simultaneously on the productivity of lecturers' work. Based on the significance of 0.001 which was smaller than the value of $\alpha = 0,05$ then $0,000 < 0,05$ which meant that work from home, work environment and quality of work life had a significant effect simultaneously on lecturers' work productivity.

c. Coefficient of Determination

Simultaneous determination coefficient analysis (R Square) was used to explain how much influence the variables of work from home, work environment and quality of work life have on lecturers' work productivity. This test was useful for knowing the significance of the independent variables together on the dependent variable. The results can be seen in the table below:

Table 5. Results of the Coefficient of Determination Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.642 ^a	.412	.351	3.72318

a. Predictors: (Constant), qualityofworklife_x3, workenvironment_x2, workfromhome_x1

b. Dependent Variable: workproductivity_y

The result of the R Square value was 0.412, which meant that the contribution of the work from home (X1), work environment (X2) and quality of work life variables was 41.2% of the lecturers' work productivity. The remaining 48.8% was influenced by other variables not included in this study.

Discussion

Based on the results of statistical tests, it was found that work productivity was influenced by work from home (X1), work environment (X2) and quality of work life (X3).

1. The Effect of Work from Home on Work Productivity of Lecturers

The regression results showed that the regression coefficient value of X1 (work from home) was 0.815, affecting the productivity of lecturers by 0.815, with a significance value of 0.002 which was smaller than 0.05. This meant that WFH had a positive and significant effect on the work productivity of the FEBI UIN Imam Bonjol Padang lecturers. This indicated that WFH had increased the productivity of lecturers by 8.15% during the post-covid-19 recovery period and the effect was significant. The results of this study supported the research of Ricardo Manarintar Simarmata who found that WFH or working at home had a positive and significant effect on the work productivity of lecturers in Ambon (Simarmata, 2020). The same thing was also emphasized by (Ma'rifah, 2020) that the new work culture with WFH was certain to have an impact on employee productivity. The same thing was also emphasized by Irmayani Nasution that WFH had a positive relationship with employee performance (Nasution et al., 2020). However, the results of this study differed from the results of a study of (Leitão et al., 2021a) which found that productivity decreased when people worked from home.

Productivity is the level of efficiency of an economy in using its capital, people and technology to produce output (Cusolito & Maloney, 2018). The biggest contribution to increasing company productivity is the ability of professional human resources (Aspiyah, S dan Martono, 2016). Productivity is a very important factor in maintaining and developing the success of a company. One of the measuring tools for companies in assessing the work performance achieved by employees is by looking at the productivity of their employees (Aprilyanti, 2017). Therefore, good management was needed in managing WFH. Things that were very important to encourage the achievement of WFH required methods such as effective communication which was very important for those who implemented WFH. (Delanoetje & Verbruggen, 2019) and (Savić, 2020) explained that flexible working time is a characteristic of working at home. In line with this, (Chu et al., 2022) emphasizes that flexible office means flexible working hours where work can be done at home in accordance with company regulations and superior policies.

2. The Effect of Work Environment on Work Productivity of Lecturers

The results of the regression coefficient of X1 (work environment) = -0.18 affected the work productivity of lecturers by -0.18. With a significance value of 0.880, it was greater than 0.05 and it can be interpreted that the work environment had a negative and insignificant effect on the work productivity of the FEBI UIN Imam Bonjol Padang lecturer. This indicated that the work environment reduced the productivity of lecturers by 1.8% during the recovery period after the COVID-19 pandemic but had no significant effect. The work environment that had been implemented by the lecturers had generally been going well. However, there were some components of the work environment that were not working well. Among

them were having difficulty adequately adjusting personal commitments to work, decreasing or lacking the social context that lecturers usually experience in their workplace, and related to perceptions of being more socially isolated and having difficulty arranging a suitable place at home to carry out their work activities.

The results of this study were in accordance with research conducted by Teresa Galanti which stated that the work environment, family conflict, and work were proven to significantly reduce work productivity and work involvement on the one hand increased stress on the other (Galanti et al., 2021). Not unlike the research of (Chu et al., 2022), he examined the teaching and learning process carried out from home during the covid 19 pandemic. The research findings stated that maintaining a healthy work-life balance for coworkers when they work from home was important for support their psychosocial well-being and their work productivity. For the smooth running of the duties of employees, it is necessary to prepare a good and conducive work environment such as an adequate office layout. The work environment is a factor that indirectly affects employee performance. A conducive work environment provides a sense of security for employees to be able to work optimally (Nabawi, 2019). The work environment can provide benefits to employees such as enthusiasm for work and work can be completed in a timely manner and according to standard operating procedures (SOP). A good work environment will have a performance impact that can be monitored by the employees themselves and not too much supervision is carried out by officers or company leaders (Narpati et al., 2021).

3. Effect of Quality of Work Life on Work Productivity of Lecturers

The regression results of the regression coefficient value of X3 (quality of work life) = -0.269 affected the work productivity of lecturers by -0.269. With a significance value of 0.569, it was greater than 0.05 and it can be interpreted that QWL had a negative and insignificant effect on the work productivity of FEBI UIN Imam Bonjol Padang lecturers. This indicated that QWL reduced the productivity of lecturers by 2.69%. This can be caused by various factors, be it the work factor or the employee's factor. QWL must have a balance between personal life and work life. This was due to the quality of work during WFH, many employees or lecturers worked online to conduct meetings, causing stress (Techno Stress). The impact of stress experienced by users was as a result of multi-tasking applications, continuous connectivity, information overload, repeated system upgrades and the resulting uncertainty, re-learning and the impact of insecurity due to ongoing work and technical problems related to the use of IT in the organization (Penado Abilleira et al., 2021).

On the other hand, when the pandemic situation and the change in the work environment into WFH made the lecturers feel burdened and stressed. This affected work productivity even though lecturers were required to work online using technology. This can also be seen when lecturers were required to work online, it did not affect the productivity of lecturers and even lecturers felt able to complete their work wherever they were with the help of connectivity and technology at this time (Saputra & Natalia, 2021). The dimensions of work quality that were considered important for the development of the quality of life for workers were work atmosphere, career development, support from management and awards from the company (Pradnyanata et al., 2020). Mayang Kirana Jannatin found that Quality of

Work Life had no effect on the work productivity of production employees in a company. This meant that there was no influence on the quality of work life on the productivity of production employees. According to Mayang, it was possible to see the quality of a person's work life on the level of productivity, which may take a long time (Jannatin, 2021).

QWL becomes an important variable to help achieve institutional goals. HR with good QWL can contribute to competition. The more QWL increases, the more the participation of its members increases (Leitão et al., 2021b). The better the work quality of employees, the better the performance produced by employees so that organizational goals are increasingly achieved (Pradnyanata et al., 2020). By giving employees a higher quality of work life, the employee's performance will increase (Setiyadi et al., 2016).

4. The Influence of Work from Home, Work Environment and Quality Of Work Life on Work Productivity of Lecturers

From the regression results, it was known that the variables of work from home, work environment and quality of work life together or simultaneously had a significant effect on the work productivity of FEBI UIN Imam Bonjol Padang lecturers. This can be seen from the significant value of $0.001 > 0.05$. It can be explained that by working from home, the work environment and quality of work life increased the productivity of lecturers' work with the help of current connectivity and technological facilities. Therefore, it can be concluded that work from home, work environment and quality of work life affected lecturers' work productivity. This can be seen from the results of the R Square value of 0.412, meaning that the contribution of the work from home, work environment and quality of work life variables was 41.2% of the lecturers' work productivity. The remaining 48.8% was influenced by other variables not included in this study. The results of this study supported the research of (Afrianty et al., 2022) which examined the factors that affected lecturer productivity during work from home arrangements during the covid-19 pandemic. The results of the study found that digital skills affected lecturer productivity while implementing work from home during the covid-19 pandemic. Not unlike (Bellmann & Hübler, 2020), they found employees who worked from home were happier, their job satisfaction was higher and their work-life balance was no worse. (Schermerhorn et al., 2020) defines that QWL refers to the identification of two general factors, namely work or work environment and employee safety and welfare. Companies can emphasize the best performance produced by employees by improving the quality of work life of their employees.

CONCLUSIONS

Based on the results of the study, conclusions can be drawn, including:

1. Work from home has a positive and significant impact on the work productivity of FEBI UIN Imam Bonjol Padang lecturers during the post-covid-19 recovery period. This means that even though they work at home, lecturers' work productivity in the post-pandemic recovery period increases.

2. The work environment has a negative and insignificant effect on work productivity. This means that the work environment reduces the work productivity of the FEBI UIN Imam Bonjol Padang lecturer during the post-covid-19 recovery period.
3. Quality of work life has a negative and non-significant effect on the work productivity of the FEBI UIN Imam Bonjol Padang lecturer. This means that the quality of work life for lecturers decreases during the post-covid-19 recovery.
4. Simultaneously, the variables of work from home, work environment and quality of work life have a significant effect on the work productivity of the FEBI UIN Imam Bonjol Padang lecturer. This means that work from home, work environment and quality of work life have a positive and significant effect together on work productivity.

Limited facilities and infrastructure do not reduce the productivity level of the FEBI UIN Imam Bonjol Padang lecturer. Various methods and learning strategies can be carried out by lecturers in order to continue to improve their performance productivity, for example by applying hybrid methods; combining offline and online lectures. To maintain comfort at work and to create a conducive work environment for lecturers in carrying out their duties is a must. A conducive work environment can provide comfort for lecturers in carrying out their duties. A good work environment will have an impact on the performance of lecturers. This research is limited to testing the work productivity of lecturers on the variables of work from home, work environment, quality of work life. This research can still be continued by testing other variables such as the ability to master information technology, and so on.

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