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krismiyati Tasrin

Agus Wahyuadianto

Pratiwi Pratiwi

Masrully Masrully

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Evaluation Study of the Implementation of Flexible Working Arrangement in Public Sector Organization during Covid-19 Pandemic

Cover Page Footnote

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Evaluation Study of the Implementation of Flexible Working Arrangement in Public Sector Organization during Covid-19 Pandemic

Krismiati¹, Agus Wahyuadianto², Pratiwi³, Masrully⁴

Center for State Civil Apparatus Training and Development and Competency Mapping

National Institute of Public Administration^{1,2,3,4}

krismiati.tasrin@gmail.com¹, agus.indonesia@gmail.com², pratiwisaja@gmail.com³, masrully198@gmail.com⁴

Abstract. The studies of Flexible Working Arrangement (FWA) have increased significantly in 2020. However, most studies are focused on the benefits and risks of FWA in general or particular jobs. The model of FWA implementation in different characteristics of jobs are still insufficiently researched. Using a case study with qualitative and quasi-statistic data, this study investigates the Indonesian public sector in implementing FWA policy. Investigating Indonesia allows the researchers to describe how FWA in a public sector organization promotes performances in different types of jobs. This study finds that each department endured unique circumstances. The Research Department could apply for full FWA due to employees' high work autonomy, sufficient work equipment, adequate individual competency, compatibility for virtual communication, and high satisfaction while working at home. The Training Department had a similar level of readiness even though many of its staffs preferred work at the office. Meanwhile, the Competency Assessment Department was bound to categorize tasks based on their possibility to be accomplished at home or office before applying FWA, due to its transition toward e-assessment system. Finally, the Administration Department needed extra effort before applying FWA, which included out-of-office work-objects accessibility for its employees, paid special attention toward competency gap among employees particularly IT skills, and overcame limited work equipment at home. Above all, organizations are required to focus on performance management notably in tasks distribution, work supervision, feedback, and maintenance of trust between employees and the management team

Keywords: Flexible Working Arrangement, Public Sector, Performance, Civil Servant

INTRODUCTION

In 1974, the initial studies on Flexible Working Arrangement (FWA) were identified on the Scopus database. Elbing & Gordon (1974) argued that FWA promotes self-management and employee satisfaction. FWA is a working concept that allows employees to choose the time to start working, place to work, and time to stop working using online platforms (Hopkins & Pedwell, 2021). Hill et al. (2008) mentioned that FWA has been characterized as the capacity of laborers to settle on decisions impacting when, where, and for how long they participate in business-related assignments. Besides FWA, the concept of flexibility in work in the literature is mentioned by various terms such as Telecommuting, Work-at-Home, Work from Home (WFH), Remote Working, and Flexitime.

Based on Scopus database, the studies on FWA have emerged since 1999 after some software of distance working was introduced. Broadbridge (1999) investigated FWA in the business, banking, and retail sector and focused on managerial capabilities required. The format of FWA at that time was limited to flexibility of time-scheduling for better work-life balance. Broadbridge (1999) suggested some prerequisites of FWA for managers in the retail industry such as realistic job assessment. However, the study was researched by employing interviews with a few managers and employees of business sectors, therefore the

results were limited to particular jobs with particular context (Broadbridge, 1999). In the following years, studies showed FWA has delivered benefits in the banking sector. Mungania et al., (2016) found that the FWA delivered a positive effect on employee performance. This is due to the flexibility that can be utilized to meet business objectives and facilitate employee effectiveness at work.

Performance is an achievement of work both in quality and quantity that has been carried out based on the work objectives that have been determined by the company (Rahman, Kistyanto, and Surjanti, 2020). Govender et al., (2018) also described in line finding that performance and flexible work arrangements have a solid positive relationship. This finding can be justified that FWA improved worker performance and employment fulfilment. However, Rahman, Kistyanto and Surjanti (2020) with the locus study of banking sector in the East Java region, Indonesia found out that employee perceptions about their flexible work arrangements do not significantly influence employee performance, flexible work arrangements are positively related to innovative work behaviour, innovative work behaviour is positively related to employee performance and this relationship is mediated by innovative work behaviour. Another study distincts performances during FWA based on different types of jobs in the banking sector and suggests FWA reduces employment costs and different types of jobs

have different control over their works (Kalleberg, 2003). The study suggests full-time employees in the banking sector who have more control of their job are more likely to perform well during FWA (Kalleberg, 2003).

The benefits of FWA are not only associated with working sectors, but also gender. Most-cited FWA studies have focused on gender and types of jobs using quantitative approaches. Those studies suggested that performance and promotion during FWA among genders are stigmatized (Chung, 2018; Hegewisch & Gornick, 2011; Lott, 2018). However, Felstead, A., Jewson, N., Phizacklea, A., & Walters, S. (2002a) suggests that being male, highly educated, higher occupations, higher job satisfactions, higher commitments, and higher paid than average are associated with the opportunity of FWA.

Another work characteristic that is related to the possibility of FWA is described by Bloom (2014). Bloom (2014) showed one-third increase in performance output because the employees who work from home were in a quieter work environment and that work in the office has more distractions. (Bloom, 2014) also reports that employees who start working earlier and work longer, contribute to two-third increase in productivity. However, Bloom (2014) emphasizes that the FWA system is not for everyone. To be productive while working from home, it is necessary for employees to have self-management skills. Bloom, (2014) also argues that FWA is good for people who are old, married, and parents, while young employees whose social lives are more connected to the office tend not to really want to work from home. (Bloom, 2014) states that the types of work suitable for this flexible work-system are self-employed workers who are paid per hour such as call center officers, proofreaders, developers, as well as workers whose work-output is easily visible or professionals and senior managers who are self-motivated.

Another benefit of FWA is suggested by Golden (2011). FWA contributes positively to employee-performance (Golden, 2011). The bigger control of working-time helps employees to reduce risks such as accidents, stress, and work-related illness. FWA also contributes to an organizational climate that supports performances (Golden, 2011). Meanwhile, from the employers or organizational-context, FWA benefits them in: attracting the best talents to their talent pool (Newman, 1989); increasing organizational commitment because FWA policy minimizes stress and interruption in working-places and also enable employees to take care of their kids (Olson and Primps, 1984); fixing problems in manpower, spaces, and other organizational-problems including retention for the best employees (McKee, 1988); and saving more money from the budget due to the minimal spaces and furniture needed (Bloom, 2014). For employees, FWA decreases staff turnover and increases job satisfactions, engagement, and performances even though FWA does not associate with less working hours (Conradie & De Klerk, 2019;

Kotey & Sharma, 2019). FWA enables employees to do domestic responsibilities such as child-caring, thus decreasing work-family conflict and increasing job satisfaction (Sari, 2019; Xiang N., et al. 2021; De Menezes & Kelliher C, 2017).

The previous studies that are explored above are mostly in the private sector. It is crucial to explore the public sector as government effectiveness and public sector capability determines economic competitiveness (Tan & Amri, 2013). In the public sector, Sari (2019) examines the effect of implementing flexible work hours (FWH) on lecturers in higher education contexts. By using a path analysis method, the study suggests that FWH has a significant effect on psychological well-being and Work-Life Balance. FWA is more likely to be available in the public sector in some jobs that require high independence, large establishments and work environments in which individuals are responsible for the quality of their own output (Felstead, Phizacklea, and Walters, 2002b). Further, Felstead, Phizacklea, and Walters (2002b) suggested a performance appraisal system that is suitable for FWA should be formal, prioritizing individual work-targets, having a choice of quality standards for various types of output, customer-oriented, and emphasizing the self-control aspects. FWA also requires prerequisites. (Felstead, Phizacklea, and Walters, 2002) describes several organizational characteristics for FWA, namely: 1) Organizations with a high proportion of employees with managerial, professional and skilled job characteristics; 2) Organizations that provide more opportunities for job-autonomy; 3) Organizations that have quite a lot of female employees; 4) Managerial support that is aware of the importance of work-life balance and higher empathy for family responsibilities; 5) Organizations with great attention to continuous competency development; 6) Managers who understand deeply the conditions and thoughts of its employees; 7) Managers who do not hesitate to share managerial information with employees; 8) Employees are entrusted with evaluating their own performance; 9) Opinion channeling from employee unions; 10) Participative decision-making; 11) Deliberative mechanism; 12) Managers who agree to the statement that changes will not be made without discussion with employees; and 13) Strong trust between employees and managers.

Other supporting factors for FWA in the public sector are: organizational-factor, self-determination, Information Technology (IT) support, and household demographics (Venkatesh and Vitalari, 1992). More details regarding these four factors are explained as follows: a) Organizational factors include the types of jobs, distractions, hours of work-at-home, frequency of home-office trips, and time for home-office trips. b) Self-Determination factors, which include things related to the speed of work of each individual, individual control over their work, ability to contact with supervisors, satisfaction with working at home. c) IT factors, including the availability of computers and internet networks. d) Household Demographic

Factors: Household income, house ownership, number of children, marital-status, age, gender, education, amount-of-time with family.

Further, Baker, Avery, and Crawford, (2007) indicates that organizational factors and job-characteristics are more likely to influence job satisfaction and performance than work styles and household characteristics. For factors related to job-characteristics, giving feedback to employees has the most consistent impact. For companies or organizations that want to implement FWA policies, organizational-factors and job-characteristics are factors that are more easily influenced by policies from the HR Department than individual work style factors and household factors. The efficiency of an organization that implements the FWA might increase if the employees working in the organization are people who do not need continuous supervision. Employees who voluntarily choose the FWA are usually self-motivated people who perceive that distractions in the office interfere with their work (McKee, 1998). Time autonomy is crucial to avoid exhaustion and the work-nonwork conflict (Kattenbach, Demerouti, and Nachreiner, 2010).

Due to the Covid-19 pandemic and massive development of work digitalization, research on FWA reached its peak significantly in 2020. Those studies have also employed more statistically robust methods that showed the benefits and drawbacks of FWA in different sectors. Steidelmüller, Meyer, & Müller, G. (2020) has analyzed 25,465 employees across different sectors and different jobs in Europe. The studies suggest FWA is prone to sickness presenteeism or the possibility of employees missing work for days. Despite different jobs and sectors being investigated, the studies only generalized the risk of FWA without investigating the different phenomenon across different jobs. In a survey of 176 employees in the IT sector, Lazauskaite & Urbanaviciute (2020) suggested that FWA can be a key strategy to manage engagement and performance. Another study categorized the pattern of FWA based on different jobs across 20,000 samples in Europe from public and private sectors, managerial jobs, clerical jobs, and technicians did not provide significant contribution but investigating the correlation between FWA arrangement and the type of works such as part-time and full-time (Lopez-Igual & Rodriguez-Modrono, 2020). According to the study, FWA is implemented more in highly mobile teleworkers (Lopez-Igual & Rodriguez-Modrono, 2020).

In the context of the Indonesian public sector, empirical studies on civil servant performance during FWA in Indonesia have not been widely carried out. (Pramusinto, 2011; Irawati, 2019), have explained the urgency of implementing FWA, but these two studies have not been accompanied by adequate empirical evidence. (Pramusinto, 2011) mentions several reasons related to the importance of FWA in public sector context: 1) A shift in values from the extended family model to the nuclear family which results in a loss of dependence on one's extended family in terms of sharing the workload; 2) The wider participation of

women in professional fields, and the stronger pressure in life that requires women to be breadwinners; 3) Demands democratization and a strong gender movement that encourages equal opportunity for men and women. Irawati (2019) argues FWA is necessary to be implemented in the public-sector due to some phenomena, include: 1) Government-performance is not optimally effective; 2) Lack of qualified and productive human-resources; 3) Competition with the private-sector for the best human-resources; 4) Demands for Work-Life Balance; 5) Industrial Revolution 4.0 and the potential of the millennial generation with unique characters. This is supported by the perception of millennial employees regarding the demands for the involvement of fathers and mothers equally in childcare; technological advances, congestion, causing waste of time, energy, thoughts and resulting in stress and burnout and reduced social interactions.

In a public sector that provide information and technology services in Indonesia, a survey to 745 public servants found that technologies are intensively and extensively used during FWA, however, the instant-messaging and meeting applications cannot replace the effectiveness of face-to-face interactions (Sirait & Zellatifanny, 2020). Using a sample of 153 employees in a research and development consultancy, Hazak, A., Söörü, E., Hein, H., & Männasoo, K. (2020) suggests that FWA promotes a better sleep and performance for employees who do highly more creative jobs, while in contrast, lower creative intensity workers sleep less during FWA. Mas & Pallais (2020) conducted a systematic literature review and highlighted a different finding. Most workers who are involved in FWA do tasks that are unable to be done at home, however the conditions are different based on education, locations, and family situations (Mas & Pallais, 2020).

The previous studies above mostly have suggested the benefits and risks of FWA in different sectors and types of jobs without providing practical contributions on increasing performance during FWA in different types of jobs. Based on the previous studies explored above, there are some job characteristics that are suitable for FWA such as banking, IT, research and consultancy, and public sector, IT infrastructure supported workers, full-time workers, highly-educated workers, high self-control and autonomy of work, and clear performance measurements. Past research has suggested future studies to conduct comparative studies to understand deeper the effect of different job arrangement to different types of jobs and situations (Kalleberg, 2003; Mas & Pallais, 2020).

By investigating a public sector organization that provides training in Indonesia, this study investigates the categorization of benefits, performance, risks, and gives recommendations in each type of job. Investigating Indonesia allows the researchers to describe how FWA in a mandated leading training institute promotes performances where there are limited resources. According to a diagnostic report

conducted by Asian Development Bank (ADB), 2021, the infrastructure and education attainment of Indonesian civil servants are still low. OECD/ ADB (2019) suggested that digital technical competency is yet prioritized in Indonesian civil service when it is necessary for FWA. Therefore, this study fills the gap by empirically investigating Indonesia of the implementation of FWA based on different types of jobs where there are limited resources.

RESEARCH METHOD

This study was conducted using qualitative methods with a case study approach. Qualitative research is a method for exploring data and information that means people or agencies describe a social or human problem (Creswell, 2014), so this method is appropriate for exploring and understanding the implementation of the FWA policy at a public sector organization. While case study was taken since it could scrutinize context detail behind certain cases, explore various data resources, i.e., observation, interview, literature, and artefact (Cresswell, 2014). Moreover, several studies use this approach to investigate decision factors, program achievement-level, long-term phenomena with multi longitudinal data (Ayhan, Öztemel, Aydin and Yue, 2013; Lewis, Ricard and Klijn, 2018).

The study was conducted in 2020 at one of the public sector organizations with core business in research, training, and development as well as competency mapping, located in West Java which is part of an agency (Lembaga Administrasi Negara/ National Institute of Public Administration). We chose this organization as the unit of analysis because this study focuses on analyzing how the implementation of FWA policies in training public sector institutions. The National Institute of Public Administration (LAN) is an institution that organizes and fosters the implementation of government affairs in the field of State Civil Apparatus Training (Law Number 5 Year 2014 about State Civil Apparatus), so that its position is very strategic and is expected to become a role model for training institutions under its guidance. Then, all organization members bore similar FWA policy, working under a similar sub system (i.e., task and performance management).

This study was conducted from June to September 2020. Data were collected using questionnaire, interview, and observation. Journal articles, regulation documents, and other literature related to FWA were reviewed to build arguments and theoretical understanding. Population was 110 employees, of which 10 were management-team. The questionnaire consists of closed and open questions based on four Likert scales with a certain time limit to be filled out. Questionnaire was distributed through Google-form toward the population, then 95 responses were returned as employees' data and 10 responses from management-team. Interview was administered toward 11 informants who were randomly chosen

from four job positions (Management Team, Common Staff, Skilled-Based Functional Position, and Expert-Based Functional Position) in each department. Both questionnaire and interview guidance were designed according to previous literature review and validated by HR experts, and the responses were incorporated with informed consent statements. Observation was practiced in-structurally as a participant in the organization during FWA policy-implementation.

Quantitative data from the questionnaire was analyzed using Microsoft Excel 2016, to identify phenomena differences on several variables. Qualitative data were categorized and analyzed from questionnaire's open questions and interview responses by implementing codes and themes using Atlas.ti 10 and Microsoft Excel 2016. Both quantitative and qualitative analysis results were compared and related to build meaningful interpretation.

RESULT AND DISCUSSION

Venkatesh and Vitalary (1992) mentioned several supporting factors for the successful implementation of FWA in the public sector including organizational, IT, self-determination, and household demographic. Although Baker, Avery and Crawford (2007) indicated that organizational factors particularly job characteristics are more likely to influence job satisfaction and performance than individual working style and characteristics of a household, however, this study took household characteristics into account to understand research context. The personal characteristics of respondents could be seen in Table 1.

According to Table 1, respondents' demographic characteristics based on gender were quite balanced, while in education background were dominated by graduate degree (cumulatively 75.8%), and generation type were dominated by Gen-Y, Gen-X, Baby Boomers, and Gen-Z consecutively. Household characteristics consist of 85.3% married employees, while single and double income-sources households were quite balanced, and lastly 89.5% were living with either pre-school children, elementary-school age children, and elderly. Furthermore, from job-related characteristics, most of respondents were travelling to office by private motor-vehicle (65.3%) and based on job-characteristic respondents were dominated by Common Staff (64.2%), Expert-Based Functional Position (33.7%), and Skill-Based Functional Position (2.1%).

As mentioned previously, the differences in terms of job characteristics in each department became interesting to review in relation to the working-style preferences, work-performance, benefits as well as challenges felt in implementing FWA policy. All those four dimensions will be explained based on job positions in four departments, i.e., Administration, Training, Competency Assessment and Research Department. Each department has certain characteristics as can be seen from Table 2. Furthermore, the analysis would be described per department as

follows.

Administration Department

Basically, the core business of the Administration Department is mainly to serve internal and headquarter office affairs which cover general administrative, planning and budgeting, Human Resources Management (HRM), general affairs, assets, procurement, public relation, and library. Thus, the jobs are mostly characterized with administrative and technical aspects and only a small part in substantial aspects. For those reasons, in terms of work-objects, employees in this department deal with various work materials ranging from printed documents, digital data, assets, money, library book, HR archives, employee as individual, outsourcing employee, guest, computer application for budgeting, planning, HRM, etc.

There were three phenomena that occurred in the Administration Department that will be explained. Firstly, Common Staffs (CS) which accounted for 67.3% of total employees in this department. Generally, employees in this position tend to be likely to work at the office while the perception of performance between working from home and working from office is relatively the same. The preference for working at office was confirmed from the questionnaire of the Treasurer and Asset Assessor (AA) who both are female, married and having a pre-school child and elementary school child. Both prefer working from the office rather than at home because when working at home, they are less disciplined and less productive. Besides, they also favored direct communication rather than virtual meetings and preferred wearing formal clothes to work. Although AA experienced several benefits during working from home, for example ability to handle household tasks, reduce expenses, avoid traffic jam, and maintain health; however, she felt to have additional pressure from household duties, boredom, insufficient work equipment, noisy house, and communication problems with colleagues. The same experience also occurred to Treasure as she had an issue on time management problems when working from home. Furthermore, based on an interview with AA, she mentioned that her preference toward working at office was also due to her main work-objects only available at office. It is because asset management for both practical and audit purposes still requires physical condition assessment, thus working at office is considered more effective than from home. In fact, asset data collection and inspection can be done in turn by implementing Shift-work System, but the competency inequality among team members becomes challenge, so it often leads to distrust over the performance of colleagues who are considered incompetent.

Secondly, Employees with Skilled-Based Functional Position (SBFP) constituted 4.1% of total employees in this department. Generally, employees in this position, which include Nurse and Archivist, tend to have very high preferences for working from office (WFO) and their performance are also perceived

to be poor when working from home (WFH). Those two respondents had similar reasons for their preferences. Nurse, who is female, married and having pre-school and elementary school children, faced challenges when working from home such as having additional pressure from household chores as well as difficulties in observing an employee's health condition. Similarly, Archivist, who is also female, married, and having a pre-school child, favored having direct communication rather than virtual meeting and preferred wearing formal clothes, although she did not like office space. Archivists could not be able to optimize her working time and tended to less discipline when working at home as well. Even though during WFH she received some benefits such as the ability to handle domestic chores, reduce work stress, avoid congestion, and have more quality time with family, she experienced additional pressure from household duties and got bored. In addition, her lack of performance when working from home was also influenced by several reasons which included: lack of tasks distribution and limited in-office data access.

Thirdly, Employees with Expert-Based Functional Position (EBFP) in the Administration Department, made up for 20.4% of total employees in this department. Generally, employees in this position such as Human Resources Analysts (HRAs), Librarian, Public Relation Officer, Doctor, and Planner, in term of collective, they tend to have neutral feeling regarding working style preferences at home and office, as well as work performances are perceived equally between WFH and WFO. Based on data, a HRA had equal preference in direct and virtual communication but favored office attributes, such as office space and formal clothes. Thus, they tended to have equal perception between WFO and WFH as well as their perceived performance. In terms of benefits when working from home, HRA could maintain their health, develop competencies individually, avoid traffic jams and could do hobbies. However, there were some challenges faced by HRA such as boredom, insufficient work equipment, poor internet access, limited access to working data which was located in the office. A HRA informant, who is male and lives alone, argued that he was more productive to work from the office than at home because his work deals mostly with hard files documents. In addition, when working from home, he found it was difficult to communicate with colleagues especially for tasks completion which involved many people. The informant also mentioned that his preference for working in the office was also influenced by work-at-home equipment constraints, i.e., internet access.

Meanwhile, although a Planner, who is female, married, and having pre-school and elementary school children, favored direct communication rather than virtual meeting, but did not like working attributes such as office space and formal clothes. She felt less discipline and less productive during WFH. Although working from home could reduce work stress, avoid traffic congestion, maintain health, and make her have

more quality time with family, she mentioned that she suffered from additional pressure from domestic responsibilities as well as a noisy environment when working from home. Like Planner, a Librarian who is female and single, tended to prefer direct communication to virtual meetings and loved office space but did not like wearing formal clothes. She stated that she felt equally productive to work both in home and office settings. There were some benefits felt by Librarians when working from home including: ability to handle household tasks, reduce work stress, avoid time spent commuting from home to office and vice versa, develop competency, reduce expenses, and do hobbies. However, working from home also provides challenges for Librarians, particularly in terms of poor internet access, noisy environment, lack of tasks distribution, and insufficient work-feedback.

Based on the phenomenon above, there were three variables justified to be determinant for such working style as well as work performance: work objects, work-autonomy, and dependency toward office-equipment. To more detailed description would be explained as follows:

Work-Objects. Some employees who cannot perform well when working at home due to their work-objects were only available at the office. For example, employees' health condition to the doctor and nurse, huge amounts of physical documents and large filing-cabinets to Archivist, asset to Asset Assessor, HR physical documents to the HR Analyst. This finding might serve as a new aspect in FWA study.

Work-Autonomy: Another determinant factor to the working preferences as well as work performance is the degree of employees to work independently. Bloom (2014) stated that the FWA system is not for everyone. Kalleberg (2003) stated that those who have more control of their job are more likely to perform well during FWA. The Administration Department was characterized by routine administrative tasks and responding to other departments and Headquarter Office's requests. It meant that most jobs in the Administration Department lack of work-autonomy. It was true that according to their Technical Guide (Juknis), EBFP and SBFP Employees had control over their own performance targets, however in general the outputs were mostly based on the instructions and targets set by the Headquarter Office. Furthermore, in regards to work time frame, the administration department deals with a variative time schedule ranging from daily, weekly, monthly, trimester, semester and yearly. Sometimes, they also receive sudden requests from other departments or headquarter offices. To complete such job characteristics required a specific, technical, and detailed supervision so that face-to-face communication was considered more convenient for both the supervisor and subordinate.

Moreover, competency and work commitment have contributed to the work-autonomy given to the employees. The Human Resources Figure in the Administration department comprised 67.3%

CSs, SBFP 4.1%, EBFP 20.4%, Managerial 8.2%. Meanwhile, based on educational background, employees with tertiary education background made up for 28.6%, Diploma 12.2% and Higher Education 59.2%. Thus, detailed work instructions and supervision were given to those with tertiary and diploma educational background, and for those who have higher education were given more work-autonomy. In addition, based on interviews with the Mid Manager of the Administration Department, there are some issues of lack of competency and work commitment of some staff in this department, hence the supervisor had to give direct and detailed work instructions and close supervision. This findings in line with the statement of Felstead, Phizacklea, and Walters (2002b) who mentioned that FWA is more likely to be available in the public sector in some jobs that require high independency, large establishments and work environments in which individuals are responsible for the quality of their own output.

Dependency Toward Office-Equipment. Lack of work equipment at home has been reasons mentioned by majority employees in this department so that they prefer to work at the office and feel more productive when working from office. Work equipment like Personal Computer (PC), printer, scanner, computer software and digital data, were highly needed and only available at the office. Moreover, office internet was considered more economical. This finding is in line with the finding of Venkatesh and Vitalari (1992) regarding the availability of computers and internet networks as prerequisites for the FWA implementation.

Training Department

The core business of the Training Department is mainly to conduct training and competency development for civil servants. This means that the stakeholders served are government training institutes as well as civil servants throughout Indonesia. As the main purpose is conducting training, thus the work-objects mainly deal with various learning materials, teaching tools, Learning Management System (LMS), trainee, other training center, etc. In general, the Training Department was characterized by a combination of administrative, technical, and conceptual tasks based on certain training themes or subjects.

Basically, there are two types of employment work in the Training Department: Common Staffs (CSs) which made up 39.4% and Trainer which accounted for 48.5% of total employees. CSs were responsible for administrative and technical aspect of training programs, while Trainers were responsible for conceptual aspect ranging from designing the curriculum, conducting teaching process, evaluating, and monitoring, etc. It meant that some jobs in this department required specific, technical, and detailed supervision, while some others had autonomy to control over their target performance. In this section, we will utilize these employment categories in analyzing the working style, work performance, as well as benefits and

challenges in conducting FWA.

In general, CSs in the Training Department feel more comfortable working at the office while work performance when WFH and WFO was perceived equal. Meanwhile, benefits received by CSs during working from home were ability to handle household tasks, avoid traffic, reduce expenses and maintain health. On the other hand, they felt some challenges when working from home such as additional pressure from household chores, boredom, insufficient work equipment and exorbitant internet access. An interview with a Data Analyst staff member, who is female and lives alone, stated that she could accomplish the tasks, either at the office or home. However, she preferred working from the office due to more convenient work-equipment.

Furthermore, EBF employees in this department, who are Trainers, tended to be neutral regarding office working style but felt more productive when working at home. Although they felt similar benefits as experienced by CSs, Trainer also felt boredom and additional pressure from domestic chores when working from home. Problems in terms of insufficient work equipment, lack of task distribution, difficulties in using virtual meetings and building emotional bonds with training participants were also stated by trainers. An interview with a female, married with no pre-school and elementary school child informant who work as Trainer, stated that when working from home, trainers have the opportunity to join trainer virtual meetings so that it can strengthen social capital amongst trainers from various institutions. This might have an impact on improving performance by completing more tasks. However, she thought that FWA, which allows employees to have occasional work from the office, is still needed to strengthen the bonds of trust between employees and organizations. Nevertheless, not all Trainers felt more productive when working from home. This can be seen from the data which shows a small difference in the percentage of those who prefer WFH and WFO. Basically, Trainer has clear job description and performance targets as it has already been regulated through Trainer Practical Guidance. This allows those who work in this position to take control over their work.

Furthermore, based on the phenomenon above, there were three variables to be determinant for such working style as well as work performance: work objects, work-autonomy, and dependency toward office-equipment. To more detailed description would be explained as follows:

Work-Objects. In the beginning, it was not easy to complete tasks when the FWA policy was initially implemented. A process of adaptability was needed as well explained by the Mid-Manager of Training Department. It was because the majority of training activities previously conducted through face-to-face or class meeting. However, along with the adjustment in conducting training from classical to e-learning based systems, people got adapted to the new situation and kept being productive while WFH. Thus, from

the perspective of work-object, working from home was not a problem as the trainings were conducted through virtual applications such as Zoom Meeting, as well as through Learning Management System "ASN Unggul". In conclusion, tasks that are supported by information and communication technology (such as online application, internet, and computer), are easier to adjust toward FWA conditions. Such preferences of some CSs and Trainers to work from office was due to other variables explained below.

Work-Autonomy: Besides the switching concept in conducting training from classical training which required face-to-face meeting, to electronic based learning which conducted online, the possibility to conduct training from remotes is also supported by proper tasks distribution amongst Common Staffs in the Training Department. Meanwhile, in regards to work autonomy for Trainer, the Technical Guidance to regulate the job description and target performance for trainer is already available. Thus, basically both CSs and Trainers could manage their targets and pace to complete their works independently.

In addition, this department was also supported by tech savvy staff, who were familiar with online or virtual channels to communicate among colleagues. This can be seen from the Human Resources Profile in this department. In regards to job characteristics, the percentage of employees who worked as CSs 39.4%, Trainer 48.5%, Managerial 12.1%. Meanwhile the percentage of employees with tertiary education 9.1%, Diploma 3%, and Higher Education 87.9%. Consequently, employees in the Training Department tended to be given more work-autonomy to complete the tasks. This finding complies with (Felstead, Phizaclea and Walters, 2002) findings which argue that several organizational characteristics for FWA namely: organizations with a high proportion of employees with managerial, professional, and skilled job characteristics and organizations that provide more opportunities for job-autonomy, just as the locus study.

Dependency Toward Office-Equipment. Compared to the phenomena which occurred in the Administration Department, those in the Training Department show similar preference to Work from Office (WFO). However, the difference was their reasons to choose working at the office was because of the adequacy and comfortability of work-equipment provided by the organization. Conducting online training and employing a Learning Management System requires a high-bandwidth internet, thus many employees tend to enjoy the internet facilities provided by the office. In addition, to produce video and audio digital learning material, such as video camera, filming studio, and video-editing computer, trainers need equipment provided by the office, as well as the support from the other employees in the learning material making process. This constraint confirmed (Venkatesh and Vitalari, 1992; and Baker, Avery and Crawford, 2007) findings regarding work-equipment and internet accessibility. For future FWA

implementation, this variable should be taken into consideration to improve.

Competency Assessment Department

The core business of Competency Assessment Department (CAD) is to conduct competency assessment mainly toward civil servants for both talent pool and selection purposes. In this case, this department serves internal NIPA and external stakeholders from both central and local government bodies. Because the main responsibility is to conduct competency assessment, the main work-objects include assessment instruments/tools/simulations, data to design instruments/simulations, competency standards, profiling reports, e-assessment application, etc. Generally, the job characteristics of the Competency Assessment Department were a combination of administrative, technical, and conceptual tasks based on certain assessment purposes.

In term of employment, there are two job categories available in this department, namely: Common Staffs (CSs) who responsible for administrative and technical aspect of conducting competency assessment programs, and Competency Assessors who responsible for conceptual aspect which include competency profiling, designing the assessment simulation/instruments, doing competency assessment, conducting assessor meetings, and writing competency profiles, reporting, etc. Each of those job categories have different preferences, as explained follows:

CSs in this department tended to have neutral feelings regarding work style at the office or home, as well as perceived productivity between these two places were the same. When working from home, CSs felt benefits such as reduced work stress, avoided traffic jams, could handle household chores, and reduce expenses. However, there were some challenges faced by CSs, including: lack of tasks distribution, insufficient work feedback, limited in-office data access, difficulties in changing face-to-face meeting habits, and exorbitant internet access. Based on an interview, a staff member who is female, single and responsible for data administrator, tended to prefer working at the office rather at home. She stated that she found it difficult to work properly at home, because of unadjusted Standard Operational Procedures (SOP) and most of her work-materials were in office, for instance: work-data, physical stamp for formal letter, and optical-cable measurement for budgeting. Furthermore, she also preferred direct communication with teamwork and supervisor since virtual meetings needed time synchronization. In addition, her WFH was interrupted with domestic chores like vegetable shopping and cooking.

Meanwhile, employees with EBFP in this department, which are Competency Assessors, tended to have neutral feelings regarding working style preferences at home and office, as well as job-performances were perceived equally between WFH and WFO. When working from home, Competency Assessor felt benefits such as reducing work stress, avoiding

traffic jams, could handle household chores, and could develop competency individually. However, there were some challenges faced by Competency Assessor, including: insufficient work feedback as well as children nursing problems. Through an interview, a Competency-Assessor informant, who was female and single, argued that not all tasks in the CAD can be done from home. Some works can be carried out independently from home such as simulation development and writing assessment reports. Behavioral event interviews can also be conducted remotely from home, but sometimes there is constraint regarding internet access. Meanwhile, certain types of work should be done at the office including technical preparation, equipment setting up, and report printing. In addition, she found difficulty in coordination and communication with colleagues when working from home. According to her, face-to-face communication is more effective.

According to the phenomenon above, analysis will be based three variables, namely: work objects, work-autonomy, and dependency toward office-equipment, as following explained:

Work-Objects. Generally, tasks in CAD can be categorized into those which can be done at home and others that are conducted effectively at Office. For CS, there are some tasks that should be conducted at the office, particularly technical preparation like equipment setting-up before and during conducting classical assessment and e-assessment as well as administrative preparation. This was because the work-objects like assessment instruments, assessee (a person or group of people whose competency will be assessed), psycho-test equipment, are available in the office. Meanwhile, given the job characteristic of a competency-assessor, there are some conceptual tasks which are possibly conducted remotely like designing simulation and writing reports, while some others should be done at the office like data collection, interview, assessor meeting, etc. This is because, by this far, this department mostly focused on conducting competency assessment through classical approach which required face-to-face procedure. E-assessment has not been massively employed during the study. This phenomenon was complying with Venkatesh, A., & Vitalari, NP (1992) findings which described how the type of jobs affects the performance in the public sector.

Work-Autonomy: In regards to work autonomy for Competency Assessor, the Technical Guidance to regulate the job description and target performance for assessor is already available. Thus, basically Competency Assessor could manage their targets and pace to complete their works independently. Meanwhile, in terms of CSs, even though they are not as independent as Competency Assessor and still required certain instruction and supervision from supervisors, fortunately, this department was supported by tech savvy CSs, who are familiar with online or virtual channels to communicate among colleagues. This can be seen from the Human Resources

Profile in this department in which the percentage of employees who worked as CSs accounted for 85.2%, Competency Assessor 7.4%, Managerial 7.4%, while HR by educational background made up for 3.7% tertiary education, 96.3% Higher Education. Therefore, employees in the Competency Assessment Department tended to be given more work-autonomy to complete the tasks. This finding complies with (Felstead, Phizaclea and Walters (2002) findings.

Dependency Toward Office-Equipment. Similar to the Administration Department, those in the CAD showed similar preference for WFO because resources for conducting classical assessment (rooms, assessor, massive printing material, physical appearance, etc.) as well as confidential data access were only available in the office. In addition, to conduct piloting electronic assessment which required high-bandwidth internet, many employees tend to enjoy the internet facilities provided by the office. This constraint confirmed (Venkatesh and Vitalari, 1992; Baker, Avery and Crawford, 2007) findings regarding work-equipment and internet accessibility.

Research Department

The Research Department has core business in conducting research on the area of public administration as well as providing substantial thematic assistance toward central and local government. As a research department, the main work-objects include printed and digital data, government regulations, reports, scientific journals, other documents, data processing software, etc.

Furthermore, there are two types of jobs available in Research Department, namely: Common Staffs (CSs), accounted for 22.2% of the total employees in this department, responsible for conducting administrative support for research activities as well as for thematic assistance, and Researchers, made of 77.8% of employees, responsible for conceptual aspect which include designing research, reviewing literature, collecting data, analyzing data, writing reports and publications, presenting research results, giving thematic assistance to central and local governments, etc. Generally, the jobs at the Research Department are characterized by a combination of administrative and conceptual tasks with output targets mostly in trimester, semester, and annual time frame, hence the deadlines are more flexible.

CSs in the Research Department preferred WFO working style, but their perceived performance was higher when WFH. An interview with a Research Administrator staff, who is female, divorced, no pre-school and elementary school child, mentioned that she tended to perform better when work-at-home rather than at office. Furthermore, she stated that she quite enjoyed the time flexibility when the FWA policy was implemented because she could manage other affairs while still completing work tasks. Also, she felt comfortable at WFH because she did not need to waste time commuting from home to office every day. In addition, she claimed that the distraction while

WFH was less than WFO so that she can be more productive. The informant mentioned benefits she got while WFH include control over her work which comply with Shamir and Salomon (1985) findings. She added that she was happier because she managed personal responsibilities and had less commuting journey to office which in accordance with previous research findings from (Giannikis and Dimitrios, 2011; McKee, 1988; Zedeck and Mosier, 1990).

Meanwhile researchers tended to dislike office working style and in accordance with perceived job-performance when WFH was quite high. The preference to work from home was confirmed from the interview with a Researcher who is female, married, and having a pre-school and an elementary school child. She argued that by working from home, she could manage her work rhythm while being able to accompany her children to do School from Home. Another researcher informant claimed that during WFH, her performance was higher due to less distraction compared to working at the office. This phenomenon is in accordance with (Bloom, 2014) findings. Having no obstacles in employing online or virtual channels to communicate, EBFP in the Research Department prefer to work from home. This phenomenon complies with (Venkatesh and Vitalari, 1992) findings regarding Information Technology factors which influenced the work performance during working from home.

According to the phenomenon above, analysis will be based on three variables, namely: work objects, work-autonomy, and dependency toward office-equipment, as follows.

Work-Objects. Generally, this department is characterized with jobs which mostly deal with conceptual tasks and a little portion of administrative and technical support. The work objects include Expert as informant, data (printed and digital files, government regulation, report, scientific journal, and book), data processing software, etc. could be accessed through online or virtual channels and apps as well as stored to cloud data-storage. Thus, most of the tasks in the Research Department can be done remotely. Besides, the printed documents could also be carried to home. Moreover, due to the massive use of virtual meeting apps during the Pandemic Covid 19, the communication process amongst the research team as well as the focus group discussion and interviews to collect the data are highly possible to be conducted. Although internet connection was needed, it did not have to be very high quality. In addition, during virtual research discussion, meeting minutes and recorded video are always made to complement participant understanding, especially when internet or household disturbance exists. Thus, in terms of work-objects, there are no particular problems faced by those who work at the Research Department. This phenomenon was complying with Venkatesh, A., & Vitalari, NP (1992) findings which described how the type of jobs affects the performance in the public sector.

Work-Autonomy: In regards to work autonomy for

researchers, the Technical Guidance to regulate the job description and target performance for researchers is already available. Thus, basically researchers could manage their targets and pace to complete their works independently. Meanwhile, in terms of CSs, even though they are not as independent as Researcher and still required certain instruction and supervision, fortunately, this department was supported by tech savvy Common Staffs, who are familiar with meeting applications to communicate among colleagues. This can be seen from the Human Resources Profile in this department which all graduated from Higher Education. As a consequence, employees in the Research Department tended to be given more work-autonomy to complete the tasks. This finding complies with (Felstead, Phizaclea and Walters, 2002) findings.

Dependency Toward Office-Equipment. Even though there were some challenges in conducting WFH, the majority of employees who work at the Research Department preferred WFH because of the huge benefits they received. This preference was also supported by the availability of work-equipment and internet access at home. Besides, FWA made them able to take care of domestic responsibilities, particularly child-caring, thus increasing happiness and work satisfaction. It is parallel with previous research findings (Sari, 2019; Xiang N., et al, 2021; De Menezes & Kelliher C, 2017) findings.

In conclusion, combination of access to work-objects, work autonomy, as well as the degree of dependency toward office-equipment are determinant factors that lead to the preference for employees to working style as well work performances. To be detailed can be seen from Table 3.

CONCLUSION

Based on previous analysis, it can be concluded that each job position in each department endured unique characteristics which affect working-style, perceived work-performance, benefits and challenges felt during the implementation of FWA policy. These findings should be taken into consideration for further recommendation on the implementation of FWA policy in each of the department:

a)Administration Department: Facing problems regarding the accessibility toward work-objects, lack work-autonomy, and high dependency to office-equipment, thus for future FWA implementation should arrange out-of-office work-objects accessibility for its employees, overcame limited work-equipment at home, designed WFH-fit communication-mechanism since most of employees preferred direct-conversation, and paid special attention toward competency-gap among employees. b)Training Department: Because of the shifting from classical to online training and supported by savvy staff who are familiar with online and virtual channels and applications for work, thus there is no problem found regarding work-object and work autonomy aspect. However, this department

still experiences challenges in terms of high dependency toward office-equipment. c)Competency Assessment Department: since it had two groups of tasks for home and office, high competency staff, proper job-distribution, and good work-autonomy. Thus, it could combine WFH and WFO. Moreover, employees favored WFO since they were accustomed to direct communication. d)Research Department: due to employees' high work-autonomy, good accessibility to work-objects, proper work-distribution, adequate individual competency, compatibility for virtual-communication, suffice work-equipment, and sufficient self-management in work setting, thus, this department could apply full FWA.

According to findings above, organizations could design implementing policy to make effective WFH arrangements. Moreover, this policy could be replicated in similar organizations and become a data basis for further research.

CONTRIBUTORSHIP

Krismiayati, Agus Wahyuadianto, and Pratiwi were the lead contributors who worked on design, literature review, data analysis, full-report composition, and translation. Masrully was a member contributor who carried out a literature review, instrument design, data collection, and a small part of the full-report composition.

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APPENDICES

Table 1. Respondent Demographics (n = 95)

Respondent Characteristics	Percentage
Gender	
Male	53.7%
Female	46.3%
Education	
Senior High School	18.9%
Diploma	5.3%
Undergraduate	33.7%
Post Graduate Master-Degree	37.9%
Post Graduate Doctoral Degree	4.2%
Generation Type	
Baby Boomers (1946-1964)	21.1%
Gen - X (1965-1980)	23.2%
Gen - Y (1981-1994)	53.7%
Gen - Z (1995-2010)	2.1%
Marital Status	
Married	85.3%
Single	14.7%
Income Status	
Single Income	48.4%
Double Income	51.6%
Living with	
Pre-School Child Amount	40,1%
Elementary School Child Amount	30.5%
Elderly People	18.9%
Home – Office Average Distance	26.5 km
Home – Office Average Travel Time	57 minutes 21 seconds
Transportation Mode Frequently Used to Office	
Private Car	23.2%
Private Motorcycle	42.1%
Shuttle-bus	29.5%
Job Characteristics	
Common Staff (CS)	64.2%
Skilled-Based Functional Position (SBFP)	2.1%
Expert-Based Functional Position (EBFP)	33.7%

Table 2. Job Characteristics Based on Departments

Items	Departments		
	Administration	Training	Competency Assessment
Core business	Mostly serving internal and headquarters office affairs in term of general administration, planning and budgeting, Human Resources Management (HRM), general affairs, assets, procurement, public relation, and library.	Conducting training and competency development for Civil Servants	Conducting competency assessment for talent pool and selection purposes
Stakeholders Served	Other Departments and Headquarter Office	Civil Servants from central and local government level.	Internal organization and External government bodies both central and local government
Work Objects	Printed document, digital data, assets, money, library book, HR archive, employee as individual, outsourcing employee, guest, computer application for budgeting, planning, HRM, etc.	Learning material, teaching tools, Learning Management System (LMS), trainee, other training center, etc.	Assessment instrument, assesses, e-assessment application, psycho-test equipment, assessment digital data, etc.
Work Autonomy:	Based on job characteristics, Human Resources in this department comprised 67.3% CSs, SBFP 4.1%, 20.4% EBF, and 8.2% Managerial. Meanwhile, based on educational background, employees with tertiary education background made up for 28.6%, Diploma 12.2% and Higher Education 59.2%. Specific and detailed instruction and supervision were mostly given to those with tertiary and diploma educational background, and for those who have higher education were given more work-autonomy.	In regards of job characteristics, the percentage of employees who worked as CSs 39.4%, Trainer 48.59%, Managerial 12.1%. Meanwhile the percentage of employees with tertiary education 9.1%, Diploma 3%, and Higher Education 87.9%. Specific and detailed instruction and supervision were given to those with tertiary and diploma educational background, and for those who have higher education were given more work-autonomy.	Human Resources by Common Staffs accounted for 85.2%, Competency Assessor 7.4%, Managerial 7.4%, while HR by educational background made up for 3.7% tertiary education, 96.3% Higher Education. Specific and detailed instruction and supervision were given to those with tertiary and diploma educational background, and for those who have higher education were given more work-autonomy.
Dependency toward Office-Equipment	PC, physical assets, and computer data were highly need and only available in office; office internet access was more economical.	Need high-bandwidth internet for e-training which is provided by office; need equipment to produce teaching material (audio and video) provided by office.	Need high-bandwidth internet for e-assessment which is provided by office; resources for conducting classical assessment (rooms, assessor, massive printing material, physical appearance, etc.), confidential data access
			Rarely access to printing and archiving equipment

Table 3. Perspectives of Working Style, Work Performance, Benefits and Challenges

Department/Job Position	Working Style	Work Performance	Perspectives Informants	Benefits of FWA	Challenges of FWA
Common Staff (In General) <i>Administration Department</i>	CSs were very fond of office style working.	CS's perceived work performance between WFH and WFO were relatively the same.	CSs could handle household tasks, avoid traffic jam, show obedience toward government policy.	CSs had insufficient work equipment, noisy house, cope with boredom, lack of time management, poor working skill, poor internet access.	
Asset Assessor	Asset Assessor had equal preference in direct and virtual communication and favored office attributes, such as office space and formal clothes	Asset Assessor could not optimize working time, less discipline, and less productive during WFH	Asset Assessors could handle household tasks, reduce expenses, avoid traffic jam, and maintain health	Asset Assessors had additional pressure from household duties, had to cope with boredom, insufficient work equipment, noisy house, communication problems	
Treasurer	Treasurer favored direct communication rather than virtual meeting and preferred wearing formal clothes, although did not like office space	Treasurer could not optimize working time, less discipline, and less productive during WFH	Treasurers could handle household tasks, reduce work stress, avoid traffic jam, have more quality time with family	Treasurers had additional pressure from household duties, noisy house, time management problem	
Nurse	Nurse tended to like working in the office than at home	Nurse's perceived work performance at office was higher than working at home	Doctor could maintain her health, obey government policy, and do hobbies	Nurse had additional pressure from household duties, difficulties in observing employee's health condition	
Archivist	Archivist favored direct communication rather than virtual meeting and preferred wearing formal clothes, although did not like office space	Archivist could not optimize working time, less discipline, and less productive during WFH	Archivist could handle household tasks, reduce work stress, avoid traffic jam, have more quality time with family	Archivist had additional pressure from household duties, to cope with boredom, lack of tasks distribution, limited in-office data access,	
Doctor	Doctor preferred virtual communication, but favored office attributes, such as office space and formal clothes	Doctor's perceived better performance during WFO	Doctor could maintain her health and fitness, obey government policy, and avoid infection	Doctor had delayed response during work communication and difficulties in observing employee's health condition	
Human Resources Analyst	HR Analyst had equal preference in direct and virtual communication and favored office attributes, such as office space and formal clothes	HR Analyst had equal perception between WFO and WFH work performance	HR Analysts could maintain their health, develop competencies individually, avoid traffic jam, and do hobbies	HR Analysts felt boredom, insufficient work equipment, poor internet access, limited access to working data which located in office	
Public Relation Officer	PR staff tended to prefer working at office than at home.	PR staff's work performance at office is higher than at home.	PR staffs could reduce work stress	PR staffs had poor internet access, insufficient work equipment, noisy house, lack of tasks distribution	
Planner	Planner favored direct communication rather than virtual meeting, on the other hand did not like working attributes, such as office space and formal clothes	Planner felt less discipline and less productive during WFH	Planner could reduce work stress, avoid traffic jam, maintain health, have more quality time with family	Planner had additional pressure from household duties, noisy house	
Librarian	Librarian favored direct communication rather than virtual meeting and preferred office space, but did not like wearing formal clothes	Librarian felt productive both in home and office setting	Librarians could handle household tasks, reduce work stress, avoid traffic jam, develop competency, reduce expenses, do hobbies, and obey government rules	Librarians had poor internet access, noisy house, lack of tasks distribution, insufficient work feedback	

<i>Training Department</i>			
Common Staff	CS felt more comfortable working in the office.	CS's performance of work when WFH and WFO are perceived equal	CSs could handle household tasks, obey government policy, avoid traffic jam, reduce expenses, and maintain health
Trainer	Trainer tended to be neutral regarding office working style	Trainer felt more productive when working at home.	Trainers could avoid traffic jam, develop competency, maintain health, reduce expenses, and obey government rule
<i>Competency Assessment Department</i>			
Common Staff	CS tended to have neutral feeling regarding work style at the office or home.	CS's perceived work performance between office and home was same.	CSs could reduce work stress, avoid traffic jam, handle household tasks, obey government, and reduce expenses
Competency Assessor	Assessor tended to have neutral feeling regarding working-style at office or home.	Assessor's perceived performance between WFH and WFO was similar	Assessors could handle household tasks, reduce work stress, avoid traffic jam, develop competency individually, obey government
<i>Research Department</i>			
Common Staff	CS liked the style of working in the office.	CS's tended to be more productive when WFH	CSs could handle household tasks and reduce expenses
Researcher	Researcher tended to dis liked working style in the office	Researcher's perceived performance when WFH was quite high.	Researchers could handle household tasks, develop competency individually, avoid traffic jam, reduce expenses, work-life balance, higher work performance, and obey government policy
			CSs had additional pressure from household duties, had to cope with boredom, insufficient work equipment, poor and exorbitant internet access
			Trainers had to cope with boredom, had additional pressure from household duties, insufficient work equipment, lack of tasks distribution, difficulties in using virtual meeting as a mean to observe trainees, could not build emotional bond through virtual meeting
			CSs had lack of tasks distribution, insufficient work feedback, limited in-office data access, difficulties in changing face-to-face meeting habit, exorbitant internet access
			Assessors had insufficient work feedback, insufficient work feedback, children nursing problem
			CSs had additional pressure from household duties, insufficient work equipment, noisy house, lack of tasks distribution, Researchers had insufficient work feedback, additional pressure from household duties, lack of tasks distribution, poor internet access, difficulties in changing face-to-face meeting habit