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Work-Life Balance Before and During Work from Home in a Covid-19 Pandemic Situation

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Abstract

Corona Virus Disease (Covid-19) is a global pandemic that affects the work systems of employees and influences the work-life balance employees. This empirical study was conducted on teachers and lecturers in Indonesia who had to implement a remote work system or work from home to prevent the spread of Covid-19. The objectives of this study were: 1) to analyze the advantages and disadvantages of working from home; 2) to analyze the differences in work-life balance between teachers and lecturers in Indonesia, before and during the Covid-19 pandemic. The questionnaire distribution survey was done through the Google form application, which was distributed through social media such as Facebook, Messenger, WhatsApp Group, and e-mail to the teacher and lecturer communities. Respondents willing to participate in filling out the questionnaire were 108 participants, consisting of 52 lecturers and 56 teachers from various educational organizations in several Indonesian provinces. The analysis showed that there were several advantages and disadvantages to working from home. Advantages that were generally felt by educators included flexible working time, closeness to family, increased technological mastery, and maintained health. Disadvantages that were generally felt were irregular rhythms/patterns of work, which cause unclear work and non-work boundaries, and an increase in operational costs such as the internet and electricity. The results of the statistical analysis of the Paired Sample t-Test revealed that: 1) there was a significant difference in the work-life balance of educators before and during work from home; 2) from the teacher group, there was an increase in the aspect of work-life balance during work from home. However, statistically, the difference was not significant. While from the lecturer group, statistically, the increase in work-life balance was significant.

Keywords - Covid-19, Work from home, Work-life balance.

Abstrak

Corona Virus Disease (Covid-19) adalah pandemi global yang mempengaruhi sistem kerja karyawan dan mempengaruhi *work-life balance* para karyawan. Kajian empiris ini dilakukan terhadap guru dan dosen di Indonesia yang harus menerapkan sistem kerja jarak jauh atau *work from home* untuk mencegah penyebaran Covid-19. Tujuan dari penelitian ini adalah: 1) untuk menganalisis kelebihan dan kekurangan *work from home*; 2) menganalisis perbedaan *work-life balance* antara guru dan dosen di Indonesia, sebelum dan selama pandemi Covid-19. Survei dilakukan dengan mendistribusikan melalui aplikasi Google form, yang disebarluaskan melalui media sosial seperti Facebook, Messenger, WhatsApp Group, dan e-mail ke komunitas guru dan dosen. Responden yang bersedia berpartisipasi dalam pengisian kuesioner adalah 108 peserta, yang terdiri dari 52 dosen dan 56 guru dari berbagai organisasi pendidikan di beberapa provinsi Indonesia. Analisis menunjukkan bahwa ada beberapa kelebihan dan kekurangan bekerja dari rumah. Kelebihan yang umumnya dirasakan oleh pendidik antara lain waktu kerja yang fleksibel, kedekatan dengan keluarga, peningkatan penguasaan teknologi, dan kesehatan yang terjaga. Kerugian yang umumnya dirasakan adalah ritme/pola kerja yang tidak teratur, yang menyebabkan batas-batas antara urusan pekerjaan dan bukan pekerjaan menjadi tidak jelas, dan peningkatan biaya operasional seperti internet dan listrik. Hasil analisis statistik uji t dari *Paired Sample t-Test* menunjukkan: 1) ada perbedaan yang signifikan dalam *work-life balance* pendidik sebelum dan selama *work from home*; 2) dari kelompok guru, terjadi peningkatan aspek *work-life balance* selama *work from home*. Namun, secara statistik,

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perbedaannya tidak signifikan. Sementara dari kelompok dosen, secara statistik, peningkatan work-life balance sangat signifikan.

Kata kunci - Covid-19, *Work from home*, *Work-life balance*.

1 I. INTRODUCTION

Corona Virus Disease or Covid-19 is a global pandemic. Experts and epidemiologists agree that physical distancing is one way to reduce the spread of this virus. Covid-19 has triggered changes in almost all aspects of human life in just a matter of months. One example is the way of work, where office employees (white-collar) have to adopt a new work pattern, which is a remote working system done from home (work from home). In a short time, global companies such as Microsoft, Twitter, Google, Hitachi, Apple, Amazon, Chevron, and Spotify are also implementing work from home (WFH) policies. WFH is a realistic and rational solution for most workers for the time being because the World Health Organization (WHO) has officially declared the coronavirus outbreak (Covid-19) a pandemic. Likewise, in Indonesia, the government has implemented the WFH policy to prevent the spread of Covid-19.

WFH was carried out by various organizations in Indonesia to comply with the mandate of the President. The President implored the community to work, study, and worship from home. Besides, the community is also ordered to delay or cancel face-to-face activities that involve many people to prevent the spread of Covid-19. The government reminded and asked the public to lessen mobility, conduct social distancing, and reduce the crowd that could potentially transmit the Covid-19 virus. Several large private companies in Jakarta, such as Unilever, Nestle, Prudential, Coca Cola, HSBC, Indofood, and Frisian Flag, have also implemented WFH policies. Some examples of policies issued include dividing employees to take turns working at home and in the office, or implementing WFH for sick employees or for employees who have recently traveled abroad, out of town, and between cities that have a high positive Covid-19 rate.

Likewise, schools and colleges are conducting online learning processes with various online media owned by schools and colleges. Local governments temporarily cease learning activities in the school or campus environment at the level of early childhood education, kindergarten, elementary school, junior high school, high school/vocational school, to higher education. The Minister of Education and Culture of the Republic of Indonesia obliges teachers and lecturers to conduct WFH where teaching activities can be carried out from home using available technology. Thus, educators, especially in the Covid-19 affected areas, do not need to go to school or campus.

WFH is currently the best solution to reduce the risk of Covid-19 transmission to maintain the safety of employees and clients of service organizations such as students and consumers in general. WFH is a concept where employees can do work from home. According to Crosbie & Moore (2004), WFH means paid work done mainly from home (at least 20 hours per week). The WFH policy allows organizations to provide flexible working hours for employees in the hope that work can be completed on time. In WFH policy, employees still have the same duties and responsibilities as when working in an office. Although, in practice, the application of WFH has various limitations, such as inadequate working and communication tools, ineffective coordination, and so forth. On the other hand, WFH has a positive impact, including helping organizations to run more effectively and efficiently and helping employees achieve a better balance between the world of work and personal life.

The concept of balance between work and personal is known as work-life balance (WLB). WLB emerged as the replacement for the concept of family-friendly policies (Duncan, 2002; Dean, 2002; Hogarth et al., 2001; Williams, 2000). Family-friendly policies are organizational policies that aim to improve the quality of work-life in the form of work-life balance, namely how employees can still pay attention to their family while getting the pleasure of life and career advancement (Mulling, 1999). According to Clark (2000), WLB is a balanced employee life and occurs when individuals can carry out their responsibilities at work, at home, and in society with minimal role conflict.

Empirical studies in the UK about WLB and WFH (Crosbie & Moore, 2004) found that WFH can increase WLB. Survey results by Pradhan et al. (2016) on manufacturing industry executives in East India proved that WLB positively influences organizational citizenship behavior (OCB) and indirectly influences organizational commitment through OCB as mediating. Another positive impact of WFH is revealed by the results of research in Germany, which showed that WFH has a positive and significant impact on employee work effort because

WFH allows employees to have high autonomy in scheduling work. Thus, employees have a higher intrinsic motivation to work (Rupietta & Beckmann, 2016).

A survey conducted by Johnson (2020) on 887 marketers in various marketing organizations in the UK in mid-March found that 73% of marketers believe they are more efficient when working remotely. Then, 68% of other marketers believe that they work longer hours at home. However, only a quarter of respondents believe that working from home will disrupt personal life. Purwanto (2020) conducted a case study during the Covid-19 pandemic period with respondents in one elementary school in Tangerang, West Java, which found various advantages and disadvantages of the WFH system. The positive impact of WFH includes respondents feeling there was flexibility in completing work, did not need to attend office hours, did not incur transportation costs, could reduce work stress levels and stress due to traffic congestion, and increased free time. Meanwhile, the negative impacts are loss of work motivation, electricity and internet costs, and data security issues. From the results of the exploratory study conducted by Purwanto, it would be interesting to conduct further studies to find out whether WFH has a positive impact on teachers, which may include minimizing work stress and providing plenty of free time.

Family-friendly policies and work-life balance have also been recommended by psychologists and human resources management as a solution to reduce work stress and the employees' desire to resign. The positive impact is an indication that there is a possibility that educators who do WFH also experience an increase in the quality of work-life and personal life. Based on these considerations, the current empirical study aimed to 1) analyze the advantages and disadvantages of WFH; 2) analyze the WLB differences between teachers and lecturers in Indonesia before and during the Covid-19 pandemic. The questionnaire distribution survey was carried out through the Google form application, which was distributed on social media such as Facebook, Messenger, WhatsApp Group, and e-mails to the teacher and lecturer communities.

II. LITERATURE REVIEW AND DEVELOPMENT OF HYPOTHESES

A. Work from Home (WFH)

Work from Home (WFH) is a form of remote working is a working concept where work can be done by employees from home (U11, 2020). Baruch (2000) stated that corporate arrangements for employees to work from home have increased over the past few decades due to advances in information and communication technology. During WFH, employees do not need to go to the office to interact with other employees. The term remote working like WFH is not new for freelancers. Remote working is no different from WFH. The difference is the regulation of employee organizations. For example, the company adopts regular working hours, from 8 am to 4 pm, or free work hours, but work must be finished, and employees always respond to communication quickly.

WFH is doing online office work, meetings, discussions, and coordination with superiors, coworkers, work partners, and customers from employees' homes, with various media options such as voice calls, chat/text messengers, and audio/video conference calls. Currently, there are several video conference applications such as Google Meet, Microsoft Team, Zoom, Skype, and others. An online survey of the impact of the coronavirus pandemic on employees revealed that as many as 51% of employees continue to work but only from home or not from the office or workplace (P2 Kependudukan dan LD-UI, 2020).

According to Hadiyanto (2020), based on several sources (Stanford University Research, Fundera Research, and Business Insider Research), there are several benefits of WFH: 1) reducing costs of electricity (lighting, elevators/elevators), water, building maintenance, and office operations (office stationery, photocopying, printers, etc.); 2) improving the employees' quality of life the availability of more time for sports, fewer traffic jams, working hours flexibility, and increasing employees' productivity; 3) employees can avoid transmission of diseases originating from free radicals (influenza virus, typhus, tuberculosis, etc.), as well as transmission from pandemic outbreaks such as Covid-19 because they do not need to be physically present at work or travel to the workplace; 4) increasing cost efficiencies such as official travel, official car operations, office buildings, parking lots, and maintenance; 5) savings for employees in transportation costs, consumption costs, child care costs, children's education costs (homeschooling), and an increase in the emotional bonding of parents with children; 6) reducing air pollution due to reduced need for transportation during WFH, fuel savings, and reduction of the greenhouse effect.

When compared to working normally in an office, WFH has several advantages, both for employers and employees, namely: 1) reduction in operational costs: one of the benefits of implementing WFH is the reduction in office operating costs, such as costs for providing or using computers, workplaces, the internet, electricity, and lunch for employees; 2) the flexibility of time and workplace: the time and place of work in WFH are more flexible. This can make the employee comfortable when working because the most important thing is that employees are responsible for their work; 3) increased employee performance: WFH can improve employees' performance (Bloom et al., 2015; Duthier, 2012); 4) increased job satisfaction: decreasing stress levels during WFH can increase employee job satisfaction. Employee job satisfaction can increase when employees can complete work better and faster during WFH and Lisanti (2014); Bloom et al. (2014) and Schall (2019) proved that home working or remote work policies can increase employee job satisfaction; 5) increased work-life balance: WFH can make employees closer to the family so that work-life balance is fulfilled. The results of empirical studies proved that WFH policies could help increase an employee's WLB (Golden et al., 2006; Dockery & Bawa, 2014); 6) reduction of disruption to the work environment: disturbances in the work environment can come from coworkers, for example, annoying or often create problems that affect work mood and by working from home, these disturbances can be reduced and supported by a more comfortable work atmosphere, making it conducive to work; 7) proximity to the family: WFH can directly bring employees closer to the family, especially for employees who have children who need attention from their parents.

Besides the advantages that have been described previously, WFH also has several disadvantages because the work is not done in the office, both for employers and employees, namely: 1) difficulties in monitoring employees: monitoring workers during WFH is more complicated than when working in the office. Therefore, a sound monitoring system is needed for each employee. However, the system should not be too rigid in terms of regulations so as not to cause other problems, such as work conflicts; 2) decreased work motivation decrease or even loss of employee motivation can occur if there is a different atmosphere from working in the office, especially if there is no supervision from the direct supervisor, one example of a form of decreased work motivation is the completion of work late from a predetermined deadline; 3) increased work disruption in the home environment, not every work that is done from home can run smoothly due to interference, especially from children and families; 4) increased miscommunication: the effectiveness of communication becomes the most significant challenge during WFH, so miscommunication often occurs and this requires employees to be always online and easy to contact so as not to miss information when there is discussion or coordination, and the frequency of employee communication is also demanded more often so that communication between teams can work well; 5) data security issues: data security is one of the issues that need to be considered during WFH. Important work data must be protected by using security services with a Virtual Private Network (VPN); 6) increased house operating costs; 7) all operational costs at work that are usually borne by the company are borne by employees when working from homes, such as electricity, internet, and food; 8) not all work can be done from home: the disadvantage of WFH is that not all work can be done from home because much documentation is stored in the office.

B. Work-Life Balance

One of the challenges of human resource management in the 21st century is the issue of work-life balance. This is due to the increasing diversity of the workforce, such as an increase in women working in various sectors. The increase in the number of women employees causes a variety of problems, both in terms of organization and family resilience. For example, not achieving a balance between the world of work and personal life. Innovative work time and WLB-oriented human resource (HR) policies can have a positive impact on organizational levels, such as improving employee performance, reducing absenteeism, better employee recruitment and retention potential, and increasing overall time efficiency (Pradhan et al., 2016).

Greenhaus et al. (2003) stated that WLB is a situation where individuals feel bound and satisfied with their role in the family and work. According to Hudson (2005), WLB provides opportunities for employees to develop their potential outside of contributing to the company, such as studying, sports, volunteerism, hobbies, or taking care of parents. WLB is also often interpreted as similar to work-family balance, which emphasizes the balance between work and family or activities outside of work. WLB is an individual subjective assessment of the harmony of work and non-work activities and life in general (Brough et al. 2014). Weckstein (2008) states that WLB is a balance concept that involves ambition of career with happiness, leisure, family, and spiritual development. From some of these expert opinions, it is concluded that work-life balance is a form of balance that occurs in a person's life where a person does not forget his duties and obligations at work without having to ignore all aspects of his personal life.

Fisher *et al.* (2009) synthesized four dimensions of WLB as follows: 1) *Personal Life Interference Work* (PLIW): PLW dimension is interpreted as how far employees' personal life interfere with their professional work. For example, if one encounters a personal issue, it would be more likely to cause a disturbance in their work; 2) *Work Interference Personal Life* (WIPL): The WIPL dimension is interpreted as how far can work interfere with the employees' personal lives. For example, work could make it more difficult for one to allocate time for personal life; 3) *Personal Life Enhancement of Work* (PLEW): PLEW dimension is interpreted as how far can employees' personal life increase work performance. For example, happy personal life would affect the employees' mood at work; 4) *Work Enhancement of Personal Life* (WEPL): WEPL dimension is interpreted as how far can work increase the employees' personal lives quality. For example, the skills gained at work can be used in the employees' daily lives.

WLB is an ideal condition where there is a balance between work with other things outside of work, including family, community organizations, and religious affairs. In this condition, all the factors work together simultaneously and have a positive impact on the employees. Organizations should support WLB by giving a proportional working load and hours, not forcing employees to work, and ignoring their leisure time and holidays to avoid conflict. Huybers (2011) believed that organizations that are more oriented on employee development and loyalties would consider WLB, increase employees' involvement in corporate social responsibilities activities, and give direct feedback.

Several strategies must be developed by organizations to enable WLB for the employees, according to Singh and Khanna (2011) as follows: 1) flexi-time (flexible working time): The organization can provide flexible and consultable work time arrangements for all employees; 2) part-time work: organizations can provide more part-time work with fewer hours or shifts or arrange a division of labor for all employees; 3) reasonable working hours: Organizations can reduce excessive work time; 4) access to child care: organizations can increase employee access to care for children with child care facilities in the office for those who need these facilities; 5) flexible work arrangements: organizations can provide better flexibility in the preparation of work to suit the personal conditions of employees, including providing full time for family members; 6) daily leave: the organization can allow employees to request and take leave daily; 7) job mobility: organizations can provide better mobility for employees to move from hospitals, workplaces, and health services to find more suitable job arrangements; 8) safety and well-being: the organization strives to improve security, welfare, and respect for all employees in the workplace; 9) phone access: the organization can ensure that all employees can receive phone calls or urgent messages from families at work and get telephone access to keep in contact with families during working hours.

C. Relationship between Work from Home with Work-Life Balance

Lisanti (2014) stated that the development of information technology and telecommunications at this time is possible for employees to work from home. This can provide many benefits, such as giving more flexible time for an employee to carry out activities with the family. Palki Setia and Shah (2015) stated that "flexible working practices are beneficial for both employee and employer." Working remotely or working from home can bring improvements to welfare, productivity, and the environment. Employees receive benefits, such as better work-life balance when working remotely, can spend more time with family, exercise more regularly, and enjoy hobbies. These benefits can increase the happiness of workers (Setiawan, 2020). The working atmosphere during WFH can be calmer so that it helps employees concentrate on work and can finish assigned work on time. Thus, employees have enough time to carry out roles outside of work. This is in line with the opinion of Sullivan and Lewis (2001); Hill, Ferris, and Martinson (2003); Golden *et al.* (2006), which stated that WFH could help increase an employee's WLB. Furthermore, Dockery & Bawa (2014) stated that WFH could have a positive impact, namely providing flexibility to balance work and non-work commitments. However, working from home also has the potential to cause negative impacts, such as making more long working hours so that there are fears that WFH is disrupting family life, causing work-life conflict. Based on the previous description, the hypotheses were formulated as follows:

- H1 : There is a significant difference between the work-life balance of educators before and during work from home.
- H2a : There is a significant difference between work-life balance before and during work from home.
- H2b : There is a significant difference between the work-life balance of lecturers before and during work from home.

III. RESEARCH METHODOLOGY

This research was a comparative descriptive study that analyzed work-life balance (WLB) indicators adopted from Sandjaja (2018) for educators, both teachers, and lecturers while working from home. This study compared the perceived conditions surrounding work-life balance before the Covid-19 pandemic period when teachers and lecturers work in the general situation of working in an office. The research sample is teachers and lecturers in Indonesia, who are willing to be respondents. The sampling technique used is purposive sampling. Questionnaires were distributed by snowball sampling through the Google form application for teachers and lecturers. The questionnaire was distributed through social media such as Facebook, messenger, e-mail, and WhatsApp Group (WAG). The link address for the lecturer questionnaire was <http://forms.gle/2YznWZ3&rvatwowUA>, where 52 lecturers from several universities in Indonesia (from East Java, Central Java, Yogyakarta, and West Kalimantan provinces) responded. Meanwhile, the address of the teacher questionnaire link was <http://forms.gle/yunmuQzXXzQ4e1Xe7>, whereas many as 56 teachers from various schools in Indonesia (from the province of East Java, Central Java, West Java, East Jakarta, West Kalimantan, and Bangka Belitung) responded. Thus, the total sample in this study was 108 educators.

The operational definition of WLB is a form of balance between the demands of work and personal life; WLB measurement indicators consist of two dimensions, namely related to aspects of work and time requirements for family and personal (State Services Commission, 2005 in Pandiangan, 2018). WLB is considered good if the employees can divide their time well between work and personal life. Thus, aspects that were confirmed through the questionnaire were how much time was spent working, time spent with friends and family; feeling tired or depressed because of work, and the availability of time for exercise. Variable measurement using the Likert Scale (1-5 scale), ranging from strongly disagreed, disagreed, neutral, agreeable, and strongly agreed statements. Analysis of the data used: 1) descriptive statistics, which are used to describe the advantages & disadvantages of statistical work from home and the average value of respondents' responses to work-life balance conditions before and during work from home; 2) Parametric statistics in the form of paired sample t-tests used to test the significance of differences in the average value of respondents' responses to work-life balance, before and during work from home. Paired Sample t-Test technique is a statistical method used to find out whether there are significant differences in the work-life balance of educators before and after working from home.

IV. RESULT AND DISCUSSION

A. Descriptive Analysis Assessment Result

This study provided an overview of the advantages and disadvantages of working from home during the Covid-19 pandemic felt by educators as well as educators' responses to the implementation of the work-life balance conditions educators both before and after the Covid-19 pandemic. During the pandemic, educators were required to work from home. The following table summarizes the advantages and disadvantages of working from home during the Covid-19 pandemic based on the questionnaire distributed.

Table 1. Summary of Advantages of Work from Home according to educators

No	Advantages of Work from Home
1	Flexibility in time and place of work enabled educators to manage their time better. Thus, they could use their free time for other productive activities
2	Educators were not limited by time. They could work 24 hours; thus, they could do various other activities. It helped them to increase their family interaction
3	Educators could maintain their health and avoid Covid-19
4	Environmental pollution and physical distancing could be minimized to break the spreading of Covid-19
5	Educators did not need to leave the house for work. It saved their energy and transportation
6	Educators could conduct a more variative learning according to the syllabus through videos, e-books, and quiz
7	Educators became more creative and familiar with IT advances
8	Educators and students gained extra experience in the online learning process
9	It was more comfortable and relaxing. Students had a more enjoyable and relaxing learning process

Table 1 shows that the advantages felt by educators due to the implementation of WFH are by the opinions of several experts and the results of previous studies: WFH is beneficial to increasing WLB (Golden et al., 2006; Dockery & Bawa, 2014; PalkiSetia and Shah, 2015; Hadiyanto, 2020). This fact can be seen from the opinions of

educators who became respondents who stated that during WFH, many felt that work time was more flexible; interactions with families were better, comfortable, and relaxed; and their health could be maintained well. In addition to having a positive impact on WLB, WFH could also improve the competencies of educators and students in mastering online learning technology and also saved transportation costs.

Table 2. Summary of disadvantages of Work from Home according to educators

No	Disadvantages of Work from Home
1	Decreased social activity and interaction, decreased interaction or socialization with students and coworkers, and decreased emotional bond between students and educators
2	In some instances, it was hard to coordinate, primarily related to issues that need leadership policy
3	Increased operation costs, including electricity and internet services for educators and low internet quality for students
4	Boredom and boredom both for educators and students
5	Students were not on time
6	Difficulties in motivating students to respond and discuss. Educators were not sure if students fully understand the materials given, especially those related to math
7	Less productive work, failure to achieve many learning targets, and unable to monitor the students' willingness to learn
8	Ineffective, not maximal, unable to see students face-to-face, not all 100% of the students had smartphone
9	Inadequate learning support tools. At work, there are complete facilities
10	Psychologically, the situation decreased empathy in communicating with the students
11	Less control to monitor the students' work directly compared to face-to-face learning, especially related to the originality of students' works
12	Relatively more energy and time-consuming
13	Divided concentration, lack of focus, much interference from the family, and decreased morale
14	Not all work could be done from home

Table 2 shows that the disadvantages felt by educators during WFH are in line with the opinions of several experts and the results of previous studies (Dockery & Bawa, 2014; Hadiyanto, 2020), such as reduced interaction with colleagues and customers; increase operational costs; potential to cause work-family conflict; extra work demands; cause boredom and decrease morale; limited work equipment or work support facilities; and less effective because not all work can be done from home.

Table 3. WLB comparison before and during Work from Home

No	Indicator	Before WFH	During WFH	Explanation
1	Usually works not more than six days in 1 week	3.37	3.61	Increase
2	Usually works not more than 12 hours in 1 day	3.51	3.56	Increase
3	Felt to be able to balance the time between work and life personal and family	3.72	3.68	Decrease
4	Did not feel any worries about work (even when not working)	3.38	3.46	Increase
5	Worked certain hours (shifts)	2.99	2.98	Decrease
6	Could spend enough time with family	3.68	3.92	Increase
7	Had quality time with family or friends	3.63	3.68	Increase
8	Did not feel tired or depressed because of work	3.50	3.61	Increase
9	Had time to exercise	3.45	3.69	Increase
10	Had the initiative to maintain the diet	3.58	3.72	Increase
	WLB averages	3.48	3.57	Increase

From table 3, it can be seen that the overall work-life balance felt by educators before the work from home is high with a score of 3.48. However, when viewed from each of the measurement indicators, three work-life balance indicators got a moderate response, namely: 1) Worked certain hours (shifts) with an average value of 2.99; 2) Usually works not more than six days in 1 week with an average value of 3.37; 3) did not feel any worries about work (even when not working) with an average rating of 3.38. This finding indicates that the time spent by educators (lecturers and teachers) includes relatively long office hours. Longer than what the government sets as 7-8 hours per week. Some educators also worked more than six days a week. Educators also felt concerned about their work, even when they were not working. This indicates that some educators felt depressed or pressured because of work demands. Table 3 shows the overall work-life balance felt by educators during the implementation of work from home because the Covid-19 pandemic was high with a score of 3.57. One work-life balance indicator got a moderate response, namely: 1) did not feel any worries about work (even when not working) with an average score of 2.98.

Table 3 shows a comparison of WLB before and after educators did work from home because of the Covid-19 pandemic. It can be seen that overall, WLB had increased from an average value of 3.48 to 3.57. When viewed per indicator, there were two (2) WLB indicators (10) had decreased, namely: 1) worked certain hours (shifts) decreases from an average of 2.99 to 2.98; 2) felt to be able to balance the time work and life personal and family 3.72 to 3.68. The decrease in the two indicators indicates that work from home for educators was indeed carried out in emergencies to minimize the transmission of the Covid-19 pandemic. Thus, the learning facilities and aspects of the mastery of online learning technology both for educators and students were relatively limited. Besides, the learning process and specific works cannot be effectively carried out online. It is evident from the fact that some respondents complained about working hours being more prolonged than usual, for example, in terms of correcting students' assignments, guiding the final project, learning mathematics, and practicing. However, based on descriptive statistics (table 3), it can be seen that overall, WLB before a 8 during WFH had increased, although there were two (2) indicators that decreased. This finding also means that working from home can improve the work-life balance of educators.

Table 4. WLB comparison in teachers before and after Work from Home

No	Indicator	Before WFH	During WFH	Explanation
1	Usually works not more than six days in 1 week	3.34	3.62	Increase
2	Usually works not more than 12 hours in 1 day	3.68	3.61	Decrease
3	Felt to be able to balance the time between work and life personal and family	3.75	3.52	Decrease
4	Did not feel any worries about work (even when not working)	3.20	2.77	Decrease
5	Worked certain hours (shifts)	3.11	3.14	Increase
6	Could spend enough time with family	3.70	3.89	Increase
7	Had quality time with family or friends	3.66	3.57	Decrease
8	Did not feel tired or depressed because of work	3.55	3.59	Increase
9	Had time to exercise	3.45	3.57	Increase
10	Had the initiative to maintain the diet	3.57	3.68	Increase
WLB averages		3.50	3.50	Unchanged

Table 4 illustrates the work-life balance of teachers before and during work-from-home. On average, there was no increase (3.50). If viewed per indicator, it can be seen that there are four (4) indicators of work-life balance measurements that have decreased, namely: 1) Did not feel any worries about work, 2) Felt to be able to balance work and life, 3) Had quality time with family or friends, and 4) Usually works not more than 12 hours in 1 day. Meanwhile, WLB indicators that have increased are the number of working days in 1 week that become more flexible, working hours, more time with family, fatigue, and depression due to reduced work, more exercise time, and an initiative for a better diet.

This finding indicates that some respondents were concerned about their work, and the working hours during work from home periods were longer than office hours, even though it was flexible. Crossbie and Moore (2004), in their article entitled "work-life balance and working from home," stated that working from home is one embodiment of a flexible work-time initiative that gives employees many choices. However, there must be processes, guidelines, and policies that govern these activities, so that working from home can provide more benefits for employees and organizations.

Table 5. WLB comparison in lecturers before and after Work from Home

No	Indicator	Before WFH	During WFH	Explanation
1	Usually works not more than six days in 1 week	3.48	3.67	Increase
2	Usually works not more than 12 hours in 1 day	3.40	3.58	Increase
3	Felt to be able to balance the time between work and life personal and family	3.77	3.92	Increase
4	Did not feel any worries about work (even when not working)	3.65	3.27	Decrease
5	Worked certain hours (shifts)	2.92	3.38	Increase
6	Could spend enough time with family	3.73	4.02	Increase
7	Had quality time with family or friends	3.67	3.86	Increase
8	Did not feel tired or depressed because of work	3.67	3.69	Increase
9	Had time to exercise	3.52	3.88	Increase
10	Had the initiative to maintain the diet	3.65	3.82	Increase
WLB averages		3.53	3.71	Increase

Table 5 illustrates the work-life balance of lecturers before and during work-from-home, where the average increased from 3.53 to 3.71. If viewed per indicator, there is one (1) indicator of work-life balance measurement that has decreased, namely in the statement "Did not feel any worries about work (even when not working)," which decreased from an average of 3.65 to 3.27. Meanwhile, for nine other indicators, the work-life balance for lecturers increased.

B. Hypothesis Test

In this study, the hypothesis was tested with ⁸paired Sample t-Test to test the significance of differences in the work-life balance of educators before and after working from home during the Covid-19 pandemic. Tests include data normality, homogeneity, and paired sample t-test. The data normality test was done by examining the normal Q-Q plot for WLB data before and after WFH (figure 1 and figure 2).

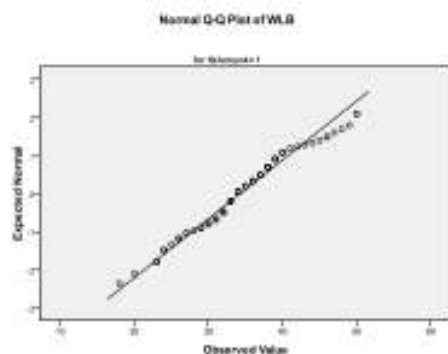


Figure 1. WLB Normality Test Before Covid-19

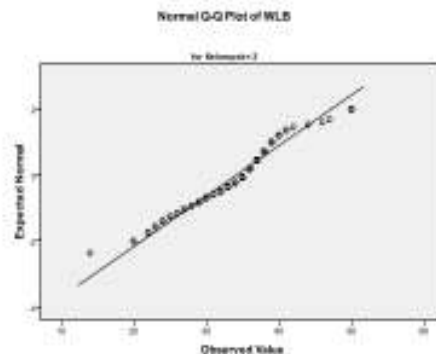


Figure 2. WLB Normality Test Before Covid-19

It can be seen from figure 1 and figure 2 that the plot follows the fit line. Therefore, variables were proven to be normally distributed and can be used for further analysis. The results of the homogeneity test are shown in table 6 below.

Table 6. Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	0.011	1	216	0.917
Based on Median	0.001	1	216	0.975
Based on Median and with adjusted df	0.001	1	215.654	0.975
Based on trimmed mean	0.019	1	216	0.890

⁹Table 6 shows the results of the homogeneity test using Levene's test method. The Levene value is shown in the line "Value-based on Mean," which is 0.001 with a p-value (sig) of 0.917 where > 0.05 , which means there is a similarity of variance between groups or homogeneous.

⁹Paired Sample T-Test is done to compare the gap of the mean in two paired samples with the assumption that the data were normally distributed.

Table 7. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 WLB before WFH and WLB After WFH	108	0.584	0.000

The correlation value of WLB in indicators before and after WFH was 0.584, which means there is a significant and positive relationship between the two indicators. Meanwhile, the significance level was 0.000, which means significant in level 0.01 (1%).

Table 8. Paired Samples Test

		Paired Differences								
		95% Confidence Interval of the Difference							Sig. (2-tailed)	
							Lower	Upper	T	df
Pair 1	WLB before WFH – WLB after WFH	-1.31193	5.08210	0.48678	-2.27680	3.47055	-2.695	107	0.008	

Sig value (2-tailed) of 0.008 < 0.05 (95% confidence) in table 10 is the probability value or p-value in the Paired T-test. This means H1, which states that "There is a significant difference between the work-life balance of educators before and during work from home" is accepted. These findings indicate that the work-life balance before work from home and during work from home experience significant changes. Based on descriptive statistics (table 3), it can be seen that overall, WLB before and after WFH has increased, although there are two (2) indicators that have decreased. This also means that working from home can improve the work-life balance of educators.

Meanwhile, for the WLB difference test for teachers and lecturers, the following table presents the correlation value and the Paired T-test from the teacher and lecturer group.

Table 9. Paired Samples Correlations

Variable	N	Correlation	Sig.
Teachers' WLB before & WLB during WFH	56	0.522	0.000
Lecturers' WLB before & WLB during WFH	52	0.650	0.000

The correlation values shown in Table 9 consist of 1) teacher WLB correlation values before and during WFH of 0.522, and 2) the correlation value of WLB lecturers before and after WFH is 0.650. This means that the relationship between the two WLB variables of the lecturer and teacher group is significant and positive, with a significance level of 0.000, meaning that the relationship is significant at the 0.01 level. The correlation value of the lecturer group is higher than the correlation value in the teacher group.

Table 10. Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference							
					Lower	Upper			
Teacher	Teachers' WLB Before and during WFH	-0.43860	4.71327	0.62429	-1.68920	0.81200	-0.703	55	0.485
Lecturer	Lecturers' WLB Before and during WFH	-1.78846	5.33335	0.73960	-3.27327	-0.30365	-2.418	51	0.019

Sig value (2-tailed) on the Paired T-test for the teacher group was 0.485 > 0.05. This means H2a, which states that "There is a significant difference between the work-life balance of lecturers before and during work from home" is rejected. Meanwhile, the value of sig. (2-tailed) in the lecturer group was 0.019 < 0.05. This means H2b, which states that "There is a significant difference between the work-life balance of lecturers before and after work from home" is accepted. In the overall test, it was found that work-life balance before work from home and work-life balance during work from home experienced a significant change. However, when viewed according to the group of educators, namely 56 teachers and 52 lecturers, it turns out that the work-life balance significantly

increased before and during work from home was a lecturer group. Meanwhile, the group of teachers has increased, but it is small (not significant). This finding can also be seen from the mean WLB values of the two groups in table 11.

Table 11. Mean of WLB in Teachers and Lecturers Group

Variable	N	Mean	Mean	Mean	Gap
WLB before WFH	56	34.3860	34.3860	3.43860	
WLB during WFH	56	34.8246	34.8246	3.48246	0.04386
WLB before WFH	52	35.3269	35.3269	3.53269	
WLB during WFH	52	37.1154	37.1154	3.71154	0.17885

C. Discussion

Before the Covid-19 pandemic, the concept of working from home had already been offered by most employers to employees due to the benefits incurred for both employers and employees. Remote working has already been considered an essential means of reconciling work and family (Johan Cruyff Institute, 2020). Most companies in Europe and America have long implemented remote working systems and work from home. The results of Sullivan's (2012) empirical study showed that remote working could improve work-life balance without reducing productivity in certain circumstances.

The decline in the two WLB indicators during WFH was due to work from home for educators being carried out in an emergency to minimize the transmission of the Covid-19 pandemic, so that the learning facilities and aspects of mastery of online learning technology for both educators and students were still relatively limited, and had not yet Educators are usually used to working with a work from the home pattern so that some educators find it a little difficult to manage between work time and personal or family time. In addition, not all of the learning processes and implementation of certain jobs can be effectively carried out online, so some respondents complained about working hours that are longer than working as usual. For example, in terms of student assignment corrections, final assignment guidance, count learning, and practice. The problem of grading is actual when the students stay outside of the school and new technologies have to be considered for anti-plagiarism and avoiding cheating.

WFH is a form of remote working, implemented by the government as an effort applied to the community so they can complete all work at home. Education in Indonesia has also become one of the areas affected by the covid-19 pandemic. With the existence of restrictions on interaction, the Ministry of Education in Indonesia also issued a policy, namely dismissing schools and replacing the Teaching and Learning Activities process and lectures by using an online system. By using this online or online learning system, sometimes various problems faced by students and teachers arise, such as subject matter that has not been completed by the teacher then the teacher or lecturer replaces it with other assignments, and this becomes a complaint about students and students because of the assignment more given by teachers and lecturers. Some of the weaknesses of online learning that are found in Indonesia today, such as a lack of student discipline, limited internet access, lack of social interaction, are challenges to educational organizations and stakeholders, because the technology was created to complement and assist humans in carrying out their duties and responsibilities, but not to replace his role as a whole (Hermanto and Srimulyani, 2020).

Even though there are problems in implementing online learning, there are various lessons for education in Indonesia, including, students and educators can master technology to support this online learning. In this era of increasingly sophisticated technological disruption, educators, students, and students are required to have the ability in the field of learning technology, although there are challenges in master students' and educators' very varied learning technologies, it is a challenge for them. The WFH policy can force and accelerate them to master digital learning technology as a necessity for them. The demands of these needs make them try to know and master online media that can support as a substitute for direct learning in class, without reducing the quality of learning material and target achievement in learning, by making creative video content as teaching material, educators try to be more persuasive so that students are increasingly interested in the material provided. The use of technology in completing assignments for students during WFH can improve student soft skills such as increasing creativity in doing assignments, training independence, and discipline, and familiarizing students with

using gadgets to access various learning resources, thus making students avoid using gadgets on things that are less useful or negative.

The results of testing the first hypothesis (H1) showed that the work-life balance of 108 lecturers and teachers who became respondents experienced a significant increase. This finding was evidenced by the results of the Paired Samples Test, which shows that there were significant differences in work-life balance before and after work from home. This finding supports previous studies such as Golden et al. (2006); Dockery & Bring (2014); PalkiSetia and Shah (2015); Hadiyanto (2020), which stated that the benefits of WFH are the increase in work-life balance. Working from home increases employee work-life balance due to flexible schedules. This condition means that employees can start and end the day according to the employee's choice, as long as the work is completed and lead to increased work results (<https://www.flexjobs.com/blog/post/benefits-of-remote-work/>). With flexible time during work from home, employees can adjust the balance of time in working with other activities, such as accompanying family, exercising, and doing hobbies. Thus, employee work-life balance increases. The same thing happened to educators. During work from home, educators can spend more time with family, increase quality time with family, have more time to exercise, and have more initiative to regulate diet.

The condition of the work-life balance of teachers during work from home increased, but the difference was not significant, while the work-life balance of lecturers during work from home increased significantly. Working at home is comfortable, but many things can become distracting to your concentration, such as cellphone notifications, noise around the house, or calls from family members, which can cause some aspects of our work-life balance to decrease. In the teacher's case, with the WFH policy, extra efforts are needed to adapt from face-to-face (offline) learning modes to online (online) learning modes, while in the case of lecturers, online learning modes have generally been applied as a variation of face-to-face learning modes. This is what causes differences in WLB between teachers and lecturers, where lecturers feel that during WFH they significantly increase WLB. Another reason is that the flexible working hour system has also been widely applied in various universities, this is applied to provide flexibility for lecturers to carry out tri dharma tertiary duties (education and teaching, research and community service), while teacher working hours in schools are generally fixed according to government regulations, and during WFH, more time is used to work than before.

The survey results about work from home showed that in addition to having a positive impact on employees, WFH also has the potential for a negative impact on employees (table 1 and table 2). Employees appreciated the flexibility of work time given to the work from home system, especially if the employee was responsible for looking after children; employees could avoid travel and can reduce interference in the office. However, there were other emerging concerns that the mental health and welfare of workers can be disrupted when doing remote work, especially if working from home. The 2017 United Nations (UN) report found that 41% of remote workers felt high levels of stress, and only 25% of office workers experienced the same thing. In the UK, companies lose £ 100 million every year due to stress, depression, and anxiety (<https://nationalgeographic.grid.id/>). The results of this study indicate that the demand for "must always be active" and can be accessed using information and communication technology when working from home can cause unclear work time and personal time. This was evident in respondents' complaints that during work from home, working time exceeded standard work time. Additionally, with a smartphone that must always be active, employees may be contacted 24 hours a day. When viewed from the WLB dimension, according to Fisher et al. (2009), some educators felt that during WFH, work could interfere with personal life because it was challenging to manage time for personal life (work interference with personal life).

V. CONCLUSION

Working from home has several advantages and disadvantages. Advantages that are generally felt by educators include flexible working time, being closer to family, increased technological mastery, and relatively well-being health. Disadvantages that are commonly felt are irregular rhythms/patterns of work, which cause unclear work and non-work boundaries and increase the operational costs of the internet and electricity. The quality of the learning online needs future study. Currently, there was no time to get into details of quality assurance of the online teaching method as the main goal was to save the education process and continue it in any possible format.

Educators feel an increase in work-life balance when they run work from home in the Covid-19 situation. During WFH, some things that cause stress, such as traffic jams, work buildup, coworkers, and other problems that can cause morale to decrease, can be reduced. If an employee has a high work ethic, then during WFH,

employee performance and productivity will also be high. Based on Paired Sample T-Test, found significant differences between work-life balance before and after work from home in educators. In the teacher group, there was an increase in the aspect of work-life balance during work from home, but statistically, the difference was not significant. While from the lecturer group, there was a statistically significant increase.

This research still has weaknesses in terms of generalization of research results, so further research development on work-life balance and its consequences (e.g. work engagement, productivity) with more even sampling techniques in all provinces in Indonesia, in order to represent work-life balance conditions and their consequences for educators in Indonesia comprehensively.

VI. MANAGERIAL IMPLICATIONS

Some of the adverse effects of working from home carried out during the Covid-19 pandemic were decreased morale and increased work anxiety, and difficulty dividing time between work and personal or family. Thus, employees need to deal with the possibility of negative impacts so as not to cause work stress. There are several things that employees need to do, for example, preparing a mindset of "going to work," setting work patterns regularly, closing the laptop or not activating the smartphone at rest, and preparing the workplace and adequate work equipment. This can occur because the level of work stress decreases, so it is predicted to cause increased performance.

One of the components of a new normal post-pandemic that must be faced by most organizations is remote working. To implement remote work, organizations need to change their culture and work methods, such as moving work rhythms from work to home, measuring working hours, and for organizations that have adequate financial resources, providing laptop facilities to employees who are connected to the personnel administration system. These steps can overcome the problem of a lack of sense of control over employees.

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APPENDIX A.

A. Work from Home during the Covid-19 Pandemic:

1. Explain the advantages of Work from Home during the Covid-19 Pandemic?
2. Explain the shortcomings of Work from Home during the Covid-19 Pandemic?

B. Work-Life Balance:

1. What is the condition of Work Life Balance Mr/ Mrs, before the Covid-19 Pandemic?

No	Statement items	SD	D	N	A	SA
Before work from home, I.....						
1	Usually works not more than six days in 1 week					
2	Usually works not more than 12 hours in 1 day					
3	Felt to be able to balance the time between work and life personal and family					
4	Did not feel any worries about work (even when not working)					
5	Worked certain hours (shifts)					
6	Could spend enough time with family					
7	Had quality time with family or friends					
8	Did not feel tired or depressed because of work					
9	Had time to exercise					
10	Had the initiative to maintain the diet					

SD= strongly disagreed; D= disagreed; N=neutral; A= agreed; SA=strongly agreed

2. What is the condition of Work Life Balance Mr/ Mrs, during the Covid-19 Pandemic?

No	Statement items	SD	D	N	A	SA
During work from home, I.....						
1	Usually works not more than six days in 1 week					
2	Usually works not more than 12 hours in 1 day					
3	Felt to be able to balance the time between work and life personal and family					
4	Did not feel any worries about work (even when not working)					
5	Worked certain hours (shifts)					
6	Could spend enough time with family					
7	Had quality time with family or friends					
8	Did not feel tired or depressed because of work					
9	Had time to exercise					
10	Had the initiative to maintain the diet					

SD= strongly disagreed; D= disagreed; N=neutral; A= agreed; SA=strongly agreed