

## Work Environment and Health Conditions of Elementary School Teachers During The Covid-19 Pandemic

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### Abstract

Work environment change during the Covid-19 pandemic caused symptoms of health problems. Since the online school, teachers at the Nurul Islam Integrated Islamic Elementary School, Cahaya Ilmu Elementary School, and Al-Iman Elementary School have experienced mental and physical health problems. Mental health disorders such as work stress, both stress that comes from within themselves and from the organization/environment. Physical health problems felt by the teachers were eye nerve disorders, joint disorders, muscle and spinal disorders. The purpose of this study was to analyze the impact of the work environment on the health conditions, especially for the mental and physical health of teachers, the sample in this study is 138 people. The data collection techniques used surveys, interviews, and distributing the questionnaires, and the data processing and analysis techniques used simple linear regression methods. The results of the partial analysis there is a negative amount of 20,6% influence between the work environment on healthy conditions, this means that any unfavorable high state of the work environment will deteriorate the teacher's physical and mental health.

**Keywords:** Covid-19 Pandemic; Elementary School Teachers; Health Conditions; Work Environment

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### Introduction

The most significant educational unit is elementary school because without finishing education at the elementary/equivalent level, a person cannot progress to the next level of education. Because of the importance of basic education, elementary school human resources (HR) must be of high quality and prepared as well as possible, and curriculum implementation must be good and quality in order to generate a superior generation. In formal education, the teacher is an important figures because they are role models and self-identifier for students. If the work atmosphere is encouraging and the teacher's health is good, it is possible to boost intellect and develop student potential.

The work environment changes for teachers during the Covid-19 epidemic, particularly School from Home (SFH). The biggest difference between studying at school and studying at home is that teachers and students have been unable to adjust to the use of digital

technology; online teaching and learning are still relatively uncommon in Indonesia, thus changes in the learning system force many parties to adapt. Learning is not ideal due to the usage of digital technologies that must be learned from hardware to software/applications and the teachers who do not really grasp how to run specific aspects.

Changes in the work environment will affect employee behavior at work. Plantiveau et al. (2018) propose a more comprehensive definition of changes in the work environment, arguing that changes in the physical and non-physical environment of the workplace would affect employee behavior in the workplace. Changes in the workplace might have an impact on employee performance. Workplace changes can result in infractions of work standards and discipline, as well as increased or decreased working hours.

Furthermore, differences in the level of distraction experienced by both teachers and students are related to changes in the work

environment. During the teaching and learning process in the classroom, classroom environment has been designed to aid in the smooth running of the teaching and learning process. This differs from the teaching and learning process at home, not all teachers have conducive home environments for teaching and learning. Many teachers may not have a suitable teaching location with adequate and pleasant lighting. There are also homework assignments related to logistics or domestic duties that produce distracting distractions, such as noise, visual distraction, and many others, making it difficult for teachers to focus on teaching (Elfita et al., 2019).

In theory, in addition to a suitable working environment, teachers' health is also a factor that contributes to the smooth operation of the teaching and learning process. According to a poll conducted by The Gallup-Healthways Well-Being Index said the teaching profession is 71.17% of the occupations with the best physical, mental, and social health. One of the variables that keeps teachers healthy, according to the World Health Organization (WHO), is their work environment and the intensity of teacher communication with students (Wardhani, 2017). Health, according to Law No. 36 of 2009 of the Republic of Indonesia, is a physically, intellectually, spiritually, and socially healthy state that permits a person to live a socially and economically productive life. Santoso (2016) developed the notion of mental health as a condition that allows each man to grasp his potential, which consists of three components: cognitive, emotional, and spiritual. The components of the mental health concept must be owned by educators or instructors, because teachers must be psychologically, emotionally, and spiritually equipped to set an example for children.

Teachers and prospective teachers must be in good mental and physical health. Teachers in good mental health will have self-confidence, believe in their abilities, be optimistic, be responsible, have an open-minded mindset, have

good emotional maturity, and have pleasant personalities allowing them to collaborate with others. Teachers' physical health has an impact on their work, and if a teacher is sick, the teaching and learning process would suffer. As a result, teachers must be physically healthy or in good health and free of infectious diseases that could harm themselves, their students, or the environment (Ulfa, 2019).

Changes in the work environment cause Integrated Islamic Elementary School teachers to experience signs of mental and physical health concerns. Workplace stress, both stress from inside and stress from the organization/environment, are examples of mental health issues. Workplace stress is produced by changes in working practices, increased effort throughout the online learning process, and teachers who are unable to control their working hours.

Teachers are also concerned, apprehensive, and fearful of contracting the Covid-19 virus, which leads to mental health issues. Disorders of the optic nerve, joint disorders, muscle and spinal disorders, tingling sensations in the hands, and disturbances in eating and sleeping patterns due to working hours that were not in accordance with the predetermined schedule were among the physical health problems experienced by the teachers.

According to the preliminary interview, the Integrated Islamic Elementary School teacher experienced health issues while learning online. Physical health diseases in the nerves of the eye, joints, eating disorders, and sleep patterns, as well as mental health disorders, such as work stress from both oneself and the organization, are all interfering with the teacher's effectiveness.

Based on the above indications of problems and the critical role of teachers in education, it would be interesting to conduct additional research at the Integrated Islamic Elementary School Nurul Islam, Cahaya Ilmu East Jakarta City, and Al-Iman Bekasi City to examine

the impact of changes in the work environment on the mental and physical health of teachers.

## **Literature Review**

### **Work Environment**

Changes in the work environment at pandemic Covid-19 era will effect employee behavior at work. Plantiveau et al. (2018) stated that changes in the work environment are more comprehensive, because of that changes in the physical and non-physical environment will impact on employee behavior at work.

Changes in the workplace might have an impact on employee performance. Workplace changes can result in infractions of work standards and discipline, as well as increased or decreased working hours.

According to Duru & Balkis (2017), the following work environment elements influence employee performance:

- a. Physical factors that are related to employee proximity.
- b. Legal considerations, which are relevant to meeting the requirements for establishing and operating a business in the workplace.
- c. Environmental socio-cultural influences, such as conventions, customs, and habits.
- d. Government policies are influenced by political issues.
- e. Factors relating to the workplace's external environment, such as demographics
- f. Technological elements affecting employee productivity that are tied to the external environment.

## **Health Conditions**

### **Mental and Physical Health**

Health, according to Law No. 36 of 2009 of the Republic of Indonesia, is a physically, intellectually, spiritually, and socially healthy state that permits a person to live a socially and economically productive life. Sumampouw et al. (2020) developed the notion of mental health as a condition that allows each man to grasp his potential, which consists of three components:

cognitive, emotional, and spiritual. The components of the mental health concept must be owned by educators or instructors, because teachers must be psychologically, emotionally, and spiritually equipped to set an example for children.

Collewet & Sauermann (2017) establishes a mental health standard based on the following criteria:

- a. Unaffected by mental illnesses and diseases.
- b. Capable of adapting to changing circumstances and forming beneficial and enjoyable interpersonal interactions.
- c. Develop positive and advantageous personal potentials (talents, abilities, attitudes, and qualities) for themselves and the surroundings.
- d. Have faith in God and fear Him.

Physical health, according to Koipysheva et al., (2018), is a dynamic state characterized by the development of biochemical, physiological, and mental processes that influence labor capability and human social activities. This concept is consistent with the goal of this study, which is that a teacher's physical health has an impact on all activities and performance. The following are factors that affect physical health in general, according to Koipysheva et al. (2018) are genetics (heredity), health status, environment and lifestyle.

## **Research Hypothesis**

This research aims to identify and analyze the impact of the work environment on the health status of elementary school teachers. The work environment affects the mental and physical health of employees. According to the concept put forward by Zulkarnain (2019) mental health refers to the state of understanding by a person of his mental, emotional and spiritual potential. Such states of mental health should belong to the teacher or educator. In addition to mental health, teachers also need to be in good physical shape. According to the concept put forward by Rusmanto et al. (2018) physical or physical health

is a dynamic state and development of biological, physiological and mental functions that will affect the performance and social activity of a person.

According to a study by Hafee et al., (2019), employees who work from home with computers and the Internet need an attractive environment, a clean, noise-free workspace and comfortable work equipment, which are very important factors influencing mental well-being. . employee health. . In this study, the organization failed to meet employee support factors for working from home, resulting in 67.25% of employees feeling that their health was impaired both physically and mentally.

In a more complex way, the results of a study by Delgado et al., (2021) showed that the online work environment during the Covid-19 pandemic affected the health of employees both physically and mentally. Less covid-19 safe environments and the implementation of social distancing make it difficult for employees to access assigned work, causing mental health issues in the form of fear and anxiety about contracting the virus.

Based on the framework of reflections from the results of this previous study, the following hypothesis can be formulated:

**Table 1. Total of Islamic Elementary School Teachers**

Islamic Elementary School	Total
Nurul Islam	43
Cahaya Ilmu	38
Al-Iman	56
Sum Total	137

*Source: Data Collection (2022)*

#### Data Collection

The primary data collection was used as the major data collection method in this study, followed by direct interviews with the Principal and Teacher Council, and the distribution of questionnaires containing a set of questions relating to the research topic. Secondary data is gleaned from literature reviews and material gleaned from records, reports, and other papers pertaining to the issues under investigation.

H1 : There is no effect between the work environment (X) on the health conditions of teachers (Y)

H2 : There is an effect between the work environment (X) on the cal health conditions of teachers (Y)

#### Methods

To discover the direct relationship of the research variables and to test associated theories, this study employs a quantitative method with a descriptive verification approach. Measurements are made with numbers and validated by proving the hypothesis. This study took place at three (three) Integrated Islamic Elementary Schools in the District Duren Sawit, Jakarta Timur dan Bintara Jaya Bekasi City.

#### Population dan Sample

The research population was Integrated Islamic Elementary School teachers from the three schools, and it used the saturated sample approach, with details of each sample presented in Table 1.

#### Data Processing and Analysis Techniques

After distributing the questionnaires, the data was processed using SPSS software version 27 and the data was analyzed using the simple linear regression approach.

#### Results and Discussion

The census approach is used in this study, which means that all members of the population are sampled. Data was collected by survey method directly to the research unit, namely the Integrated

Islamic Elementary School, then conducted interviews with the principal and teachers, then the teacher or respondent was given a questionnaire that was filled out digitally via Google Forms. The question instrument in the questionnaire refers to the operationalization of the variables which can be seen in Table 2.

There were 138 respondents based on the questionnaires provided to the respondents, with 2 (two) questionnaires not returned and 7 (seven) questionnaires incompletely filled in for each item of each variable. As a result, 129 questionnaires with a percentage level of 93.49% can be processed.

Table 2. Variable Operationalization

No	Variable	Dimensions	Indicators
	Work Environment	a. Physical work environment	<ul style="list-style-type: none"> <li>• Limited workspace during the online teaching and learning process</li> <li>• Work equipment during the online teaching and learning process are not up to standard</li> <li>• Insufficient sunlight or light in the workspace</li> <li>• Insufficient light reflection in the workspace</li> <li>• Sounds from around the work environment make noise</li> <li>• Inadequate air ventilation</li> <li>• Insufficient humidity in the workspace</li> <li>• Internet access speed for online learning</li> </ul>
		b. Non Physical work environment	<ul style="list-style-type: none"> <li>• Ability to work with fellow teachers online</li> <li>• Interaction of teachers with students in the online teaching and learning process</li> </ul>
2	Health Conditions	a. Organizational stressors	<ul style="list-style-type: none"> <li>• Teachers feel inadequate because the workload increases during online PBM</li> <li>• Teachers (homeroom teachers) find it difficult to coordinate online</li> </ul>
		b. Extraorganizational stressors	<ul style="list-style-type: none"> <li>• Teachers feel excessively worried about the Covid-19 pandemic situation</li> <li>• Teachers (as parents) find it difficult to share time with children who also study online</li> <li>• Teachers find it difficult to sleep due to erratic working hours</li> <li>• Teachers feel irregular eating patterns and lose their appetite during online learning</li> </ul>
		c. Disorders of the optic nerve	<ul style="list-style-type: none"> <li>• Impaired eye health due to room lighting</li> <li>• Impaired eye health due to screen fatigue/fatigue due to PC and cellphone radiation exposure</li> </ul>
		d. Disorders of muscles and joints	<ul style="list-style-type: none"> <li>• The teacher feels pain/pain in the neck due to sitting in front of the computer</li> <li>• The teacher feels pain/pain in the back because of the sitting position in front of the computer</li> </ul>
		e. Canpal Tunnel Syndrom	<ul style="list-style-type: none"> <li>• The teacher feels pain/tingling in the palm of the hand due to the position of the palms when typing on the computer</li> <li>• The teacher feels pain/pain in the arm due to the stiff hand position when operating the cellphone</li> </ul>

*Source: Data Processing, 2022*

Descriptive Analysis of Research Data

a) Work Environment Variable (X)

Table 3 describes respondents' answers the work environment variable (X). Employing a Likert scale with values ranging from 1 to 5,

meaning very unpleasant (VU), uncomfortable (U), quite comfortable (QC), comfortable (C), and very comfortable (VC), a questionnaire on the work environment variable was created.

Table 3. Description of Respondents' Answers to Work Environment Variables (X)

Work environment	Respondent's Answers					Average	Percentage (%)	Category
	VU	U	QC	C	VC			
The workplace is suitable and comfortable for the online teaching and learning process.	5	87	14	21	2	2,44	48,84	Low
The tables and chairs that are used during the online teaching and learning process are suitable and up to standard.	10	94	9	15	1	2,25	44,96	Low
During the teaching and learning process, room lighting (from sunlight/lamps) gives comfort.	2	82	31	12	2	2,46	49,15	Low
The reflection of light in the workspace is sufficient and provides comfort during the online teaching and learning process	4	81	31	13	0	2,41	48,22	Low
The sound from the environment is nice and does not produce noise.	2	81	31	13	2	2,47	49,46	Low
The workplace's air ventilation is adequate and comfortable.	6	82	26	15	0	2,39	49,61	Low
The workspace's humidity level supports comfort during the online teaching and learning process.	6	67	44	12	0	2,48	49,61	Low
The internet connection is stable, and there are no issues encountered during the learning process.	12	73	36	8	0	2,31	46,20	Low
I can collaborate with coworkers remotely.	37	69	16	7	0	1,95	39,81	Low
I can engage students in online interactions during the teaching and learning process.	38	66	18	7	0	1,95	39,07	Low

*Source: Data Processing, 2022*

According to Table 3, the variable of online work environment has an average score of 2.31, which is within the range of 1.95 to 2.48,

indicating that it fits the "Uncomfortable (U)" criteria. The average percentage of all respondents is 46.22%, which qualifies as "Low." However, with an average score of 2.48 for all of these

variables, the humidity of the workspace ( $X_7$ ) can be concluded to be quite comfortable for teachers during the online teaching and learning process.

With a percentage of 39.07%, the lowest score for the work environment is collaborating with colleagues remotely ( $X_9$ ) and interacting with students online ( $X_{10}$ ). This suggests that the majority of teachers are unable to adjust to changes in the social-psychological work environment associated with online teaching and learning.

All indicators of change in work environment variables are in the "Low" range, indicating that the work environment at pandemic Covid-19 have a significant impact on teachers who are uneasy

about the change. This is critical and must be evaluated because it has the potential to affect teacher productivity.

b) Health Conditions (Y)

Table 4 for mental health and Table 4 for physical health contain descriptions of respondents' responses to the mental and physical health variables (y). To determine the symptoms of mental health disorders in the form of job stress from mental health variables, use the DASS scale category (Depression, Anxiety, Stress), ranging from 0 to 3, meaning Never (N), Sometimes (ST), Often (O), Very often (VO).

Table 4. Mental Health (Y)

Mental Health	Respondent Answers				Average	Percentage (%)	Category
	N	ST	O	VO			
I'm finding it difficult to adjust to new ways of working	3	8	78	40	2,17	54,26	Heavy
I'm finding that my burden at home is increasing during the school day.	1	9	77	41	2,27	56,64	Heavy
I find it tough to cooperate online as a teacher working from home	12	4	49	58	2,24	56,10	Heavy
I find it tough to divide my time as a parent with children who are online students.	26	3	28	53	1,98	49,55	Heavy
I'm quite concerned about the Covid-19 pandemic.	6	20	67	36	2,03	50,78	Heavy
Due to unpredictable working hours, I have trouble sleeping/sleep hours change.	10	18	81	20	1,86	46,51	Moderate
I've lost my appetite, and my eating habits have become unpredictable.	8	19	83	19	1,88	46,90	Moderate

*Source: Data Processing, 2022*

Table 4 shows that the mental and physical health factors have an average score of 2.06, which is within the acceptable range (1.86 to 2.27). The average percentage of all respondents

with mental health disorders stress is 51.53%, which falls into the "Medium" group. The highest percentage for indicators in the variable are, increased workload during school from home

(Y2) and as a teacher working from home is difficult to coordinate online (Y3). This means that during the online learning process, teacher work stress grows, particularly stress from within the organization; teachers frequently feel their workload is expanding and it is harder to manage online system.

With a percentage of 46.51%, having difficulty sleeping / changing sleeping hours due to erratic working hours (Y6) receives the lowest score of mental and physical health, indicating that work stress has no effect on physical health, namely changes in sleep patterns. On average, all teachers stick to their regular sleep pattern during

their online learning process. Although instructors' mental health disorders during the online teaching and learning process are still in the moderate category, they must be regarded because mental health disorders account for more than half of all mental health disorders. It is feared that if no steps are taken to reduce stress, mental health illnesses may rise, affecting teacher productivity.

Table 5 describes respondents' answers to physical health variable (Y). Employing a Likert scale with values ranging from 1 to 5, meaning very painless (VP), not pain (NP), quite pain (QP), pain (P), very sick (VS).

Table 5. Physical Health (Y)

Physical Health	Respondent Answer					Average	Percentage (%)	Category
	VP	NP	QP	P	VS			
I'm experiencing eye pain as a result of the illumination in the room	35	36	35	20	3	2,38	47,60	Mild
I'm experiencing pain in the area of my body that has been exposed to radiation from cellphones and laptops/PCs.	0	5	11	63	50	4,27	85,43	Very heavy
Because of my sitting position in front of the computer, I have neck ache.	5	10	25	71	18	3,70	73,95	Heavy
Because of my sitting position in front of the computer, I am experiencing back ache.	1	7	22	78	21	3,88	77,67	Heavy
When I type on a computer or on my phone, my palms hurt.	12	10	56	44	7	3,19	63,72	Moderate
When I operate the cellphone, my arm hurts because my hand is in a tense position.	5	18	59	42	5	3,19	63,72	Moderate

*Source: Data Processing, 2022*

According to Table 5, the indicator with the highest score is feeling sick in part due to exposure to radiation from cellphones and laptops/PCs (Y9), which means that indicators of physical health problems that are strongly felt by

teachers during the online learning process are eye health problems, particularly due to screen fatigue, namely fatigue that causes pain due to lighting from the LCD screen of laptops or cellphones. The lowest score is for eye pain,



because room illumination (Y20) has a percentage of 47.60%, which indicates a physical health indication that is not felt by the ordinary person. During the online learning process, the average of all teachers is difficulties with the eyes As a result of the room illumination, the lighting of the teacher's workspace is sufficiently adequate and comfortable to aid teachers in their work..

With a percentage of 68.68% included in the weight criterion, the aggregate average of respondents' answers was 3.43 with a range of (2.38 to 4.27). It can be established that instructors have physical health issues such as ocular nerve problems, muscle and joint illnesses, and canal tunnel syndrome as a result of changes in the work environment. This must be taken into account

because it will have an impact on teachers' health, which will reduce their productivity at work.

**Results of a Simple Linear Regression**

In this study, the simple linear regression test was used to examine the effect of the work environment change variable (X) on the mental and physical health variables (Y). The regression test was conducted using the SPSS version 27 program, and the following calculations were performed:

**Determination Coefficient Test**

The goal of testing the coefficient of determination is to evaluate the extent of variable X's influence on variable Y, as shown in Table 5's summary model of a simple linear regression equation.

**Table 6. Results of the coefficient of determination**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.206 <sup>a</sup>	.42	.35	4.857

a. Predictors: (Constant), Work Environment

*Source: Data Processing, 2022*

Table 6 shows that the coefficient of determination (R Square) is 0.42 or 42%, indicating that the effect of changes in the work environment on teachers' mental and physical health is 42%, with the remaining 58% influenced by variables outside of this study.

**Linear Regression Analysis (Simple)**

The partial hypothesis test (t test) results for testing the simple linear regression equation may be found in Table 7.

**Table 7. T-test results of simple linear regression equation**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	40.375	2.445		16.516	.000
	Work environment	-.247	.104	-.206	-2.369	.019

a. Dependent Variable: Teacher's health conditions

*Source: Data Processing, 2022*

Based on Table 7, the following is a simple regression equation for the effect of changes in the work environment on teachers' mental and physical health:

$$Y = 40.375 - 0,206 X$$

The t-value is -2,369, which implies that the t-table value is  $-2,369 < 1.656$ . But the sig t value is (0.019) indicates that the sig t value is  $<$  the significance value (0.05). It can be concluded that H1 is rejected and H2 is accepted, implying that work environment have a negative impact on health conditions of teachers.

## **Discussion**

There is a negative influence, which means that the lower or less conducive the work environment felt by the teacher, the more severe the mental and physical health problems felt by the teacher or the teacher's health condition decreases. On the other hand, the higher or more conducive the change in the work environment, the lighter the mental and physical health problems felt by the teacher or the teacher's health condition increases. These results support research conducted by Oakman et al., (2020), where changes in the non-physical environment such as exposure to radiation rays from computers and room lighting can also affect the health of employees. While working from home (work from home) employees feel the impact of mental and physical health, such as fatigue, work stress, pain in certain body parts.

The results of the partial hypothesis test of this study not only support research from Oakman et al. (2020), but also research from Collewet & Sauermann (2017), stating that changes in the work environment during the Covid-19 pandemic have an impact on the health of employees both physically and mentally. Based on the results of interviews with the teacher assembly, it was found that during the online teaching and learning process the teacher assembly felt a mental and physical health disorder. Mental health disorders in the form of teachers' inability to adjust to the psychological social work

environment and changes in the way of working online that cause mental health disorders in the form of quite heavy work stress. Teachers' incapacity to adjust to the psychological social work environment, as well as changes in the way people work online, are causing mental health problems in the form of severe job stress.

The results of this interview are corroborated by the results of the distributed questionnaires, where the lowest score of each variable indicates changes in the work environment, namely the average teacher is unable to adapt to changes in the psychological social work environment during the online teaching and learning process, which is unable to work together, coordinate with fellow coworkers, and interact with students in online teaching. Furthermore, the findings of this interview are supported by questionnaire responses on mental and physical health variables, namely, teacher work stress increases during the online learning process, particularly stress from within the organization, teachers frequently feel their workload increases, and online coordination is difficult. The findings of these interviews and questionnaires support the study concept proposed by Schultz & Schiltz in Ismail Sitompul et al., (2019) which states that the work environment is defined as a condition related to the effects of workplace features on employee behavior and attitudes.

The work environment is linked to the occurrence of psychological changes as a result of events that occur at work or in specific situations that the company must continue to monitor, such as job boredom, monotonous labor, and weariness, all of which have an impact on employee health. According to the results of interviews conducted during the online teaching and learning process, the teacher assembly also experiences physical health issues. On average, all teachers experience pain in the eyes, especially due to light rays/reflections from computer/laptop devices, pain in the back and bones behind due to the teacher's limited living conditions, so they do not

use proper and standardized tables and chairs during teach. Furthermore, sitting in the same position for an extended period of time is one of the reasons of this health concern.

The state of the physical work environment and work equipment will assist the job of teachers if they are in compliance with existing standards (Oktiyani et al., 2016). If it does not fulfill the standards, however, it will cause physical health problems, which is supported by Elfita et al., (2019), view that the non-physical work environment must also provide comfort to the teacher so that it does not interfere with the teacher's work or health.

The results of this interview are backed up by the results of the distributed questionnaires, which show that the low scores of each variable indicator of changes in the work environment, namely the tables and chairs used during online learning, are feasible and standard with a percentage of 44.96%. In addition, the results of respondents' answers on mental and physical health variables, such as feeling pain in the eyes due to exposure to radiation from cellphones and laptops/PCs (85.43 %) and feeling pain/pain in the back due to sitting in front of the computer (85.43%), corroborate the findings of this interview. The percentage is 77.67.

## Conclusions

Teacher's mental and physical health suffers as a result of changes in their physical, non-physical, and socio-psychological work environments. This is caused by substandard work equipment, which causes physical health problems in the neck, back, and hands, computer radiation, which causes physical health problems in the eyes, and teachers' inability to interact and coordinate online, which causes mental health disorders, such as work stress.

Based on the discussion above, a number of suggestions in this study may be useful and taken into consideration, including the teacher assembly is expected to employ additional equipment to mitigate the negative impacts of

changes in the physical and non-physical work environment, such as chair cushions to alleviate symptoms of physical health problems and ring lights to provide additional room lighting. Schools, foundations, and relevant government agencies should begin improving facilities and infrastructure to support online learning, such as infrastructure for strengthening internet networks, learning management systems (LMS), and expanding technology platform support on a continuous basis to support the learning process. The last is the school, in collaboration with the foundation, should establish a program to facilitate the health evaluation of the teacher assembly, which might include counseling from present counselors/psychologists and a medical checkup for the teachers.

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