

Work Life Balance and Readiness to Change: Effect of Working from Home on Performance

Ratya Shafira Arifiani^{1*}, Titiek Ambarwati², Aniek Rumijati³

^{1,2,3}Department of Management, Faculty of Economic and Business, University of Muhammadiyah Malang, Indonesia

Abstract

Policies issued by the government regarding the COVID-19 pandemic have begun to loosen, notably in the education sector. This policy, however, will alter when Covid-19 cases emerge, particularly in Malang City. Covid-19 cases have decreased and a face-to-face learning strategy has been introduced, but this has altered because Covid-19 cases have risen again and have penetrated school clusters, thus some schools have begun with online learning. In order to ascertain if working from home has an influence and an effect on performance as a result of a new working environment and various regulatory changes, this study looked into the effects of working from home on performance. The study also investigates the impact of working from home on change readiness, where workplace developments compel employees to embrace technology and become fully online. Furthermore, given the work imbalance, work-life balance is being researched as a mediating variable by concentrating on activities outside of work that will have an impact on performance. This is an explanatory study that takes a quantitative approach. The respondents for this study were teachers in the city of Malang, and the findings of the data were gathered through distributing questionnaires as primary data. The path analysis program made use of SmartPLS 3.0. The results showed that working from home has no impact on performance, work-life balance has no impact on performance, work-life balance has an impact on readiness to change, and readiness to change has an impact on performance. The impact of working from home on performance is moderated by Readiness to Change rather than Work-Life Balance.

Keywords: performance; readiness to change; work-life balance; work from home

Received: October, 17th, 2022

Revised: January, 2nd, 2023

Accepted: : January, 10th, 2023

*Corresponding author: ratyashafiraa@umm.ac.id

Introduction

Circular Letter Number 15 of 2020, titled "Guidelines for Organizing Home-Based Learning in an Emergency Period Due to the Spread of Covid-19," was issued by the Ministry of Education and Culture (Kemendikbud). Since it has been in use for more than a year, school-based teaching and learning activities have been replaced with online learning. The government's Work from Home (WFH) initiative seeks to prevent the COVID-19 virus from spreading. The rules are the result of the formation of new clusters that cannot be avoided. Working, teaching and learning activities, and worshipping at home are all recommended by the government. This strategy supported the current government's large-scale social restriction (PSBB) policies. This

generates alterations in the routines that the community normally performs. Despite the loosening of work-from-home regulations, some regulations are still developing in response to the growth of COVID-19 cases in Indonesia. By limiting study hours and attendance, face-to-face learning is only offered to a select group of pupils. This policy, however, will alter when Covid-19 cases emerge, particularly in Malang City. Covid-19 cases have decreased and a face-to-face learning policy has been established, but this has altered because Covid-19 cases have risen again and have penetrated school clusters, thus some schools have begun with online learning.

A work-life balance, or an imbalance in the workplace, was caused by several regulatory reforms. Work-life balance is the harmony of

one's obligations to both their personal and professional lives. (Dipuria & Kakar, 2013). With the proper work-life balance, it will be easier to accommodate the needs of various companies and employees. Work-life balance benefits both people and the organization as a whole. Helping employees maintain a healthy and productive living that enhances their performance is what work-life balance is all about (Grimm, 2017). Looking at the current situation, working from home creates an imbalance between work and life outside of work. The presence of numerous distractions, such as those found in the family, has an impact on the degree of performance generated. As a result, more research is required. Furthermore, adjustments in routine are required to keep up with contemporary technology improvements, necessitating further preparation, particularly for educators. One of the most pressing concerns, specifically for educators or teachers, is preparedness for change or readiness to change. To fully utilize technology, routine educational tasks must be changed to go wholly digital. In order for pupils to continue to follow and understand the material presented, teachers must design effective and interesting learning activities.

WFH, or work from home, has a significant influence in many ways. There are a variety of consequences, especially on performance, both favorable and bad. The implementation of a work-from-home policy led to an improvement in performance, according to Liang et al. (2018), but not during a pandemic. Nasution & Rosanti (2020) assert that working from home has a positive effect on output. WFH done by teachers had a positive impact, particularly improving safety and comfort at work by halting the spread of Covid-19. Implementing WFH can increase transportation productivity while reducing the amount of time available for activities at home and with family. However, WFH's drawback is that it makes instructors dread doing work while

seated in front of laptops or smartphones and dealing with a routine work environment. WFH results in fewer coworkers and makes it challenging to concentrate on work, disrupting the work-life balance. The study employs two mediators, namely work-life balance and readiness to change, to look at how working from home may affect performance indirectly.

Literature Review

Covid-19 has been affecting all countries, including Indonesia, since March 2020. Government policies range from those on large-scale social restrictions to various health protocol regulations. The PSBB supports working from home, studying from home, and leading worship from home. Work from home is a word for working remotely, more precisely, conducting work that would typically be done at an office from a location other than the office so that employees do not have to interact with other workers in person (Ashal, 2020). Several companies, particularly start-ups and freelancers who may do remote work, have used remote working or work from home (Nasution & Rosanti, 2020). However, due to the pandemic, practically all workplaces have implemented the new policy. The education industry is likewise utilizing the work-from-home method. Teachers conduct teaching and learning activities using online media such as WhatsApp, Zoom, and Google Classroom.

Work performance is the outcome of work and work behavior in completing obligations and tasks within a specific time frame. As stated by Mangkunegara (2013) performance is the outcome of a job done by an employee. According to Dessler (2015), the concept of performance is nearly the same as work performance, namely the comparison of actual work outputs and work standards specified such that performance focuses on work owned by employees. Performance evaluation is based on three factors: Teachers' performance must meet certain criteria. Work

quality, work quantity, job completion, and employee duties are performance indicators. Work from home has a positive effect on performance, according to Liang et al. (2018) and Nasution & Rosanti (2020), who also found that performance improved when a work-from-home policy was put in place.

Work-life balance is the harmony of one's duties to both their personal and professional lives (Dipuria & Kakar, 2013). Work and personal life are intricately interwoven and must be balanced out in a person's life, which is the foundation of the concept of work-life balance. Finding a balance between a worker's personal and professional lives is what is meant by "work-life balance." As defined by Fisher, Bulger, & Smith (2009), work-life balance is an individual's effort to balance two or more jobs. Implementing a solid work-life balance will boost workplace performance and motivation. The following are the proposed hypotheses:

H1: Work from home has a positive effect on performance

H2: Work from home has a positive effect on work life balance

H3: Work life balance has a positive effect on performance

According to Bernerth (2004), readiness is a combination of thoughts and intents toward a particular change endeavor rather than simply comprehending and believing in change. As stated by Armenakis *et al.* (1993), being open to change is essential. However, this transformation can result in both a good attitude, as indicated by a willingness to change, and a negative attitude, as indicated by a rejection of the presence of these changes. According to Holt *et al.* (2007), employees' attitudes about their capacity to adapt effectively to change are impacted by organizational flexibility, managerial support, and personal rewards. When an employee show the behavior of accepting, embracing, and executing the change plan that has been developed, he is

said to be ready to change. Given the advancement of technology, it is necessary to be adaptable in practically all sectors and elements. Malchiel Ravanelli et al., (2020) which states the importance of readiness to change, especially when the work from home policy is implemented, so that teachers are always ready to face various changes and developments the Industrial Revolution period 4.0. Besides, teachers plan a variety of activities, including digitalization preparation in learning and other supporting activities, so that it becomes something new and has a favorable impact on teacher performance (Novitasari & Asbari, 2020).

H4: Work from home has a positive effect on readiness to change

H5: Readiness to change has a positive effect on performance

This research used two mediators which are work life balance and readiness to change. According to Tri (2020), WFH performed by teachers had a beneficial influence, particularly improving safety and comfort at work by halting the spreading of Covid-19. In other hand, negative sides of WFH is causes teachers to become bored with performing work by sitting in front of laptops or cellphones and experiencing a monotonous work environment. Ifthe teachersapplied WFH well, it will increase work life balance and also increase readiness to change which has an impact on performance

H6: Work life balance mediates the effect of work from home on performance

H7: Readiness to change mediates the effect of work from home on performance

The conceptual framework of this research can be seen in Figure 1 below:



Figure 1. Conceptual Framework

Methods

A quantitative approach was used in this study. The quantitative approach stresses the use of numbers throughout the process of gathering data, interpreting it, and presenting the results, specifically data that is presented as numbers or qualitative material that is numbered (Sugiyono, 2013). Explanatory study is being conducted in the meanwhile to examine preconceived notions. The research was conducted in Malang City, and the teacher was selected as the population of this research. The sample technique used is purposive sampling and were collected from elementary, middle, and high school teachers based on their level of difficulty. Questionnaires were distributed to 100 respondents, and 70 respondents completed and returned their questionnaire. The instructor

Results and Discussion

A total of 70 respondents are used in this study that can indicate some characteristics. Female respondents made up 78.6% of the total, and respondents aged 25 to 30 made up 38.6%, which

was chosen as the study's subject because he is aware of the important developments happening in the educational industry. Teaching and learning activities have been carried out in person up until this point, not fully utilizing the available technologies. Regulating students' ability to work from home or attend school from home, however, results in behavioral changes. This study thus examines the readiness of teachers to change. Furthermore, there is a new policy about limiting study hours, blended learning, and the pandemic situation, which is still unpredictable, so teachers sometimes work from home. The study was conducted when the pandemic was still ongoing in Malang, hence it used work-from-home factors and phenomena to be reviewed.

means that most of respondent have a productive aged so still have enthusiasm and pyhsically good. Most of respondent have permanent status, with a total 71.4%. Another characteristic described in Table 1:

Table 1. Characteristic of Respondent

Category	Description	Frequency	Percentage
Gender	Man	15	21.4%
	Women	55	78.6%
Age	25-30 years old	27	38.6%
	31-35 years old	15	21.4%
	36-40 years old	15	21.4%
	41-45 years old	2	2.9%
	> 45 years old	11	15.7%
Tenure (in years)	1-5	28	40%
	6-10	21	30%
	11-15	9	12.9%
	>15	12	17.1%
Education Level	Elementary School	22	31.4%
	Junior High school	11	15.7%
	Senior High School	37	52.9%
Marital status	Married	63	90%
	Single	7	10%
Job status	Permanent	50	71.4%
	Non- permanent	20	28.6%

Source: Primary data processed, 2022

Table 2. Test of Validity

Indicator	Item	Outer Loading	Information
<i>Work from Home</i>	WFH1	0,729	Valid
	WFH2	0,559	Valid
	WFH4	0,870	Valid
	WFH5	0,627	Valid
	WFH6	0,825	Valid
	Performance	TP1	0,586
TP2		0,720	Valid
TP3		0,511	Valid
TP4		0,772	Valid
TP5		0,793	Valid
TP6		0,815	Valid
TP7		0,832	Valid
TP8		0,757	Valid
Work Life Balance	WLB1	0,733	Valid
	WLB2	0,544	Valid
	WLB3	0,833	Valid
	WLB4	0,719	Valid
Readiness to Change	RTC1	0,863	Valid
	RTC2	0,901	Valid
	RTC3	0,643	Valid
	RTC4	0,807	Valid
	RTC5	0,641	Valid
	RTC6	0,838	Valid

Source: Primary data processed, 2022

Table 3. Test of Reliability

Variable	Cronbach's Alpha	Rho-A	Composite Reliability	AVE	Information
Work from home	0,872	0,890	0,900	0,535	Reliable
Performance	0,879	0,915	0,907	0,622	Reliable
Work Life Balance	0,775	0,801	0,848	0,535	Reliable
Readiness to Change	0,714	0,772	0,803	0,511	Reliable

Source: Primary data processed, 2022

Table 4. Analysis Result

Hypotheses	Variable Relationship	Path Coefficient	t- statistic	p- value	Information
H1	WFH -> Performance	0.221	1.709	0.088	Rejected
H2	WFH -> Work Life Balance	0.386	4.715	0.000	Accepted
H3	Work Life Balance -> Performance	0.180	1.487	0.138	Rejected
H4	WFH -> Readiness to Change	0.715	16.713	0.000	Accepted
H5	Readiness to Change -> Performance	0.471	3.183	0.002	Accepted
H6	WFH -> Work Life Balance -> Performance	0.070	1.369	0.172	Rejected
H7	WFH -> Readiness to Change -> Performance	0.298	3.053	0.002	Accepted

As shown in Table 2, the validity test indicated that the findings, with a loading scale of 0.5, met the criteria. Each variable's AVE value in table 3 has a value greater than 0.5 and satisfies the conditions. Each variable's Cronbach's Alpha The results of the direct influence analysis, which are presented in Table 4 above, indicate that working from home has no impact on performance. The p-value is 0.088, and the t-statistic is 1.709. The t-statistic is 1.96 and the p-value is bigger than 0.05, indicating that the effect is not statistically significant. As a consequence, hypothesis 1 is disproved. The following is a hypothesis on how working from home will affect finding work-life balance. The coefficient value of 0.386, the t-statistic of 4.715, and the p-value of 0.000 show that there is a significant effect. The p-value is <0.05, the t-statistic is >1.96, and it has a substantial impact. Hypothesis 2 is therefore accepted. With a coefficient value of 0.180, a t-statistic of 1.487, and a p-value of 0.138, the effect of work-life balance on performance was determined to be negligible. The t-statistic is <1.96, and the p-value is >0.05, hence the effect is not statistically significant. As a consequence, hypothesis 3 is disproved. With further findings showing a significant relationship between working from home and change readiness and a t-statistic value of 16,713 and a p-value of 0.000,

score exceeds 0.7, indicating the reliability of all constructions derived from these variables. Table 4 and Figure 1 present the direct effect test findings below.

hypothesis 4 is accepted. With a t-statistical value of 3.183, the influence of ready to change on performance shows the same result, namely a t-statistical value > 1.96, suggesting that hypothesis 5 is supported.

Work-life balance does not mitigate the performance impact of working remotely. A value of $1.369 < 1.96$ and a significant value of $0.070 > 0.05$ were obtained from the study. The findings of the direct influence study also show that the effect of work-life balance on performance is negligible, proving that it does not serve a mediating role (Hypothesis 6 is rejected). However, the impact of working remotely on performance can be mitigated by one's readiness to change. The analysis's findings show that although there is no direct correlation between working from home and performance, there is a strong correlation between readiness to change and performance when the variable in question is present. As a result, the readiness to change variable in this study serves as the ideal mediator variable (complete mediation). Therefore, hypothesis 7 is approved.

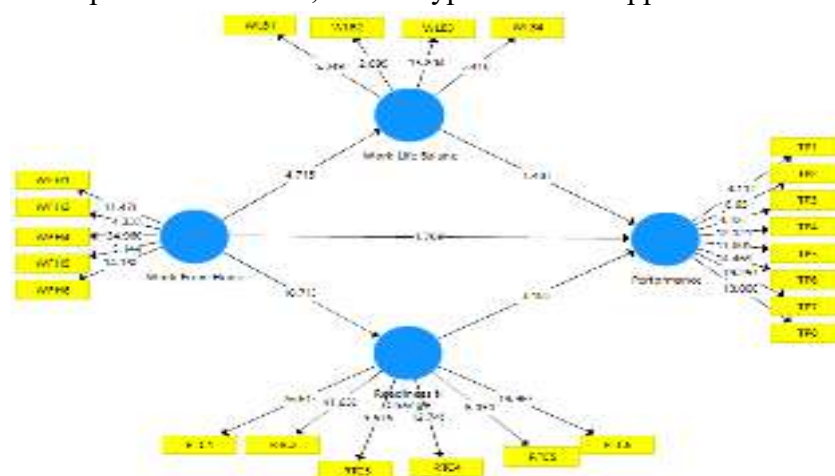


Figure 2. Measurement Model

Source: Primary data processed, 2022

Performance is effected significantly by Malang City's policy allowing instructors to work remotely. This shows that the use of work-from-home policies will not have an impact on teachers' performance. The measurement of whether or not performance is good is not based on whether the work is done from home or in the office, but on a variety of other factors. The use of work from home does not affect increasing or decreasing workloads (Susilo, 2020). Furthermore, the work motivation offered has an impact on performance improvement. Various issues that arise when working from home have an impact on performance. Internet access becomes an issue at work, especially when teaching. Furthermore, the amount of work done at home is increasing, so the workload is increasing. Performance was unaffected by working from home, according to the research conducted by Onyemaechi *et al.* (2018).

Working from home has a positive and significant impact on work-life balance, according to the study's findings, implying that implementing work from home will improve teachers' work-life balance. Work-life balance is defined by Fisher, Bulger, & Smith (2009) as an individual's effort to balance two or more jobs. The work-from-home policy allows teachers, in particular, to carry out activities at home at the same time. Normally, numerous problems arise as a result of not being able to balance work at the office and home, so many family matters cannot be managed correctly, resulting in confrontations. Work-life balance is significantly impacted by working from home, according to Irawanto *et al.* (2021). Because they are still used to having defined work hours, employees find it difficult to manage their personal and professional lives. Creating boundaries between work and personal life to achieve a work-life balance is difficult, especially in a pandemic situation with many restrictive laws. Working from home, according to Lee dan Sirgy (2019) can offer a way to promote

inventiveness of employees as long as work-life balance strategies are extended and used properly by workers with organizational assistance.

The findings revealed that work-life balance had no significant effect on performance, implying that the teacher's use of a high or low work-life balance did not affect the resultant performance. Work-life balance is about assisting employees in maintaining a healthy and beneficial lifestyle that improves their performance (Grimm, 2017). Looking at the current situation, working from home creates an imbalance between work and life outside of work. The presence of numerous distractions, such as those found in the family, has an impact on the degree of performance generated. Furthermore, the burden increases during the work-from-home policy, resulting in subpar performance results. According to Ryu (2012), there was no substantial influence of work-life balance on performance. Kim (2014) discovered that work-life balance did not affect performance. Because of the work-life imbalance, there will be life conflicts which will affect the performance's level of excellence.

The results show that working from home has a significant and positive impact on change readiness. It means that the better the execution of the work-from-home policy, the more ready the teachers are to change. According to Holt *et al.* (2007) readiness to change is complex and is influenced by workers' beliefs about their potential to alter effectiveness based on organizational suitability, management support, and personal rewards. An employee is pronounced ready to change when he exhibits the behavior of accepting, embracing, and implementing the change plan that has been devised. Because the work-from-home policy is novel for certain people, particularly instructors, they are compelled to engage in activities that are out of the ordinary. Working from home has a large and favorable effect on change readiness, according to the findings. It means that the better the execution

of the work-from-home policy, the more ready the teachers are to change. Holt et al. (2007) explained that workers' attitudes about their ability to improve effectiveness are impacted by organizational appropriateness, managerial support, and personal rewards. An employee is pronounced ready to change when he exhibits the behavior of accepting, embracing, and implementing the change plan that has been devised. Since the work-from-home policy is new for certain people, particularly teachers, they are compelled to engage in activities that are out of the ordinary. Furthermore, the findings indicate that there is a significant correlation of change readiness and performance. That is, the better prepared a teacher is to make changes, the greater the influence on performance. The work-from-home policy introduced in Indonesia adds a new dimension, particularly in the field of education. Initially, teaching and learning activities were carried out in a traditional and face-to-face manner, but this time they were carried out utilizing technology and online. Therefore, given the restrictions of the area and interactions with one another, teaching and learning activities can be carried out anywhere. Teachers plan a variety of activities, including digitalization preparation in learning and other supporting activities, so that it becomes something new and has a favorable impact on teacher performance. These findings are reinforced by studies by Novitasari & Asbari, (2020) and Katsaros et al., (2020) that show a link between readiness to change and performance.

Work-life balance has no influence on performance when working from home. The findings indicate that working from home has an effect on work-life balance but has no effect on performance. It is tough to create boundaries between work and personal life in order to attain a work-life balance, especially in a pandemic environment with numerous restrictive rules. The option of working from home is intended to establish a balance between work and family

activities, but it does not affect optimum performance. The presence of distractions and changes to the new policies results in less-than-optimal performance.

The findings, on the other hand, imply that being willing to change mitigates the impact of working from home on performance. The more work done from home, the more willing the teacher is to adjust, and hence the higher the eventual performance. To prepare teachers for organizational change, it is vital to understand the methods that can be used to develop preparation for change. Organizations can help by developing teacher readiness to change and addressing the issue of resistance to change (Banjongprasert, 2017). The work-from-home policy both encourages and "forces" teachers to adapt by replacing traditional methods with digitalization. The existence of innovation and the Industrial Revolution 4.0 necessitates the integration of work and the application of technology.

Conclusions

In the world of education, online learning is still a relatively new concept. A number of modifications and tweaks were made, which affected the learning that was implemented. According to the study's findings, working from home does not influence performance. Along with working from home or in the office, other factors also have an impact on performance. Working from home has a positive effect on work-life balance, which is evidence that this practice should be adopted. Teacher performance is unaffected by work-life balance. On the other hand, working from home, affects readiness to change, indicating that implementing work from home encourages teachers to be ready to change, and readiness to change has an impact on increasing performance. Work-life balance does not mitigate the effect of working from home on performance, but it does mitigate the direct effect. This study contains numerous interesting discoveries, but it also has drawbacks. Although

people who employ work-from-home policies are not just found in the education sector, this study continues to be limited to teacher respondents. This study can potentially be expanded by including variables such as work-family conflict and work motivation in future research. Further, this research may be assessed in light of the adoption of new normal practices and the decline in pandemic instances.

References

- Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1993). Armenakis, Harris & Mossholder (1993) Creating Readiness for Organizational Change. *Human Relations*, Vol. 46, pp. 681–703.
- Ashal, R. A. (2020). Pengaruh Work From Home terhadap Kinerja Aparatur Sipil Negara di Kantor Imigrasi Kelas I Khusus TPI Medan. *Jurnal Ilmiah Kebijakan Hukum*, 14(2), 223. <https://doi.org/10.30641/kebijakan.2020.v14.223-242>
- Bernerth, J. (2004). Expanding Our Understanding of the Change Message. *Human Resource Development Review*, 3(1), 36–52. <https://doi.org/10.1177/1534484303261230>
- Dessler, G. (2015). *Manajemen Sumber Daya Manusia (terjemahan)*. Jakarta: Salemba Empat.
- Dipuria, P., & Kakar, D. (2013). Work-life balance for working parents: perspectives and strategies. *Journal of Strategic Human Resource Management*, 2(1), 45–52.
- Fisher, G. G., Bulger, C. A., & Smith, C. S. (2009). Beyond Work and Family: A Measure of Work/Nonwork Interference and Enhancement. *Journal of Occupational Health Psychology*, 14(4), 441–456. <https://doi.org/10.1037/a0016737>
- Grimm, G. H. (2017). From Engagement to Commitment: A New Perspective On the Employee Attitude-Firm Performance Relationship. *International Leadership Journal*, 9, 3–29.
- Holt, D. T., Armenakis, A. A., Feild, H. S., & Harris, S. G. (2007). Readiness for organizational change: The systematic development of a scale. *Journal of Applied Behavioral Science*, 43(2), 232–255. <https://doi.org/10.1177/0021886306295295>
- Irawanto, D. W., Novianti, K. R., & Roz, K. (2021). Work from home: Measuring satisfaction between work–life balance and work stress during the covid-19 pandemic in indonesia. *Economies*, 9(3). <https://doi.org/10.3390/economies9030096>
- Kim, H. K. (2014). Work-Life Balance and Employees' Performance: The Mediating Role of Affective Commitment. *An International Journal*, 6(1), 37–51.
- Liang, J., Roberts, J., Ying, Z. J., Cao, J., Qi, M., & Sun, M. (2018). Does Working From Home Work? Evidence From A Chinese Experiment. *The Quarterly Journal of Economics*, 130(1), 165–218. <https://doi.org/10.1093/qje/qju032>.
- Malchiel Ravanelli, D., Purnama Ersani Putri, R., Karyna Putri, Z., & Miftahul Jannah, L. (2020). Teacher's Readiness Level in Implementing Work from Home Policy in Indonesia. *Iapa Proceedings Conference*, 637. <https://doi.org/10.30589/proceedings.2020.431>
- Mangkunegara, A. P. (2013). *Manajemen Sumberdaya Manusia Perusahaan*. Bandung: PT. Remaja.
- Nasution, I., & Rosanti, R. (2020). Pengaruh Bekerja Dari Rumah (Work From Home) Terhadap Kinerja Karyawan Bpkp. *Jurnal Ilmiah Akuntansi Budgeting*, 1(1), 9–14.
- Novitasari, D., & Asbari, M. (2020). *Work-Family Conflict , Readiness for Change and Employee Performance Relationship During the Covid-19 Pandemic*. 6(2), 67–77.
- Onyemaechi, U., Chinyere, U. P., & Emmanuel, U. (2018). Impact of Telecommuting on

Employees' Performance. *Journal of Economics and Management Sciences*, (December), p54.
<https://doi.org/10.30560/jems.v1n3p54>

Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Susilo, D. (2020). Revealing the Effect of Work-From-Home on Job Performance during the Covid-19 Crisis: Empirical Evidence from Indonesia. *Journal of Contemporary Issues in Business and Government*, 26(01).
<https://doi.org/10.47750/cibg.2020.26.01.002>

Tri, S. R. C. (2020). Pengaruh Work From Home (WFH) Terhadap Kinerja Guru SD Negeri Dengkek 01 Pati Selama Masa Pandemi Covid-19. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 424–437. Retrieved from <https://ummaspul.e-journal.id/Edupsyscouns/article/view/500>