



The Effect of the Work From Home Environment on Work-life Balance and Teachers' Performance Moderated by Mindfulness Culture

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ABSTRACT

This study aims to analyze the effect of the work from home (WFH) environment on work-life balance (WLB) and teachers' performance with mindfulness culture as a moderating factor during the Covid-19 pandemic. The research focused on teachers at a private SPK school in Jakarta, with a study population of 134 individuals. A saturated sample technique was employed, and 87 respondents completed the questionnaire. This study was conducted from September to December 2022. The research data were processed and analyzed using SPSS 23 and SmartPLS 3.0. The findings indicate that the WFH environment has a positive and significant impact on teacher performance during the Covid-19 pandemic. Although the WFH environment also has a positive effect on WLB, the P-value shows insignificant results. Furthermore, WLB has a positive and significant influence on teacher performance during the pandemic. Mindfulness culture demonstrates a positive and significant effect on both WLB and teacher performance during the Covid-19 pandemic. However, mindfulness culture was unable to moderate the influence of the WFH environment and WLB on teacher performance. Mindfulness culture acts as a moderator predictor and functions solely as an independent variable.

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INTRODUCTION

The Covid-19 pandemic as a global health problem has had a significant impact on human activities, including the education sector. The United Nations (2020) states that this pandemic has created the largest disruption to the education system in history, such as school closures in more than 190 countries that have impacted 94 percent of the world's student population. In relation to this, Rokhani (2020) found that WFH has both positive and negative impacts on the performance of elementary school teachers. The positive impacts include teachers feeling safe and comfortable because they can avoid the spread of the Covid-19 virus, save transportation costs, carry out activities with their families, and do assignments or side jobs. However, the study also identified negative consequences associated with WFH. These included feelings of monotony due to the repetitive work environment, reduced interaction with fellow teachers and students, a decline in the quality of the teaching and learning process, and diminished focus on work due to family interactions.

Wolor et al. (2021) conducted a study that contradicts previous research by finding no direct effect of working from home (WFH) on employee performance. However, they discovered that WFH indirectly influences work discipline. This means that the implementation of WFH provides employees with the flexibility to manage their work and responsibilities while maintaining discipline. In another study by Xiao et al. (2021), the impact of WFH on employee mental health during the Covid-19

pandemic was investigated. The findings indicated a decline in overall physical and mental well-being after adopting WFH. Factors such as physical exercise, food intake, communication with colleagues, the presence of children at home, distractions during work, adjustment of working hours, workplace settings, and satisfaction with environmental factors in the workspace all played a role in this decrease. Additionally, Elnanto and Suharti (2021) explored the impact of WFH on work-life balance and its implications for employee happiness. Their research suggests that WFH can be a beneficial alternative for both organizations and employees, promoting flexible work arrangements and enhancing work-life balance.

In the context of the Covid-19 pandemic, additional research conducted by Purwanto et al. (2020) sheds light on the advantages and disadvantages of working from home (WFH). The study reveals several benefits, such as the increased flexibility in completing work tasks, freedom from adhering to strict office hours, cost savings on transportation and fuel expenses, reduced stress levels due to avoiding traffic congestion during commutes, and the availability of more free time. However, the research also highlights a disadvantage associated with WFH, namely a potential decrease in motivation to bear the costs of electricity and internet connectivity, which can lead to data security concerns. These findings contribute to the ongoing discussions surrounding the implementation of WFH as an alternative work arrangement during the pandemic.

The implementation of online learning, mandated by the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, on March 24, 2020, has compelled teachers to adapt to working from home (WFH). This arrangement requires teachers to deliver lessons, conduct assessments, and perform various tasks remotely. Schools have set expectations for teachers to prepare comprehensive lesson plans, instructional materials in various formats, interactive online activities, engaging quizzes and games, as well as to monitor student attendance and update assessment results regularly. Consequently, the frequency of coordination meetings has increased to address the need for training and professional development in online teaching. However, not all teachers were adequately prepared for the sudden transition to online learning during the pandemic. As a result, schools have had to make significant adjustments to their teaching strategies, which inevitably affects the performance of teachers during this challenging period.

This research was conducted at a private school with the status of SPK – Satuan Pendidikan Kerjasama (cooperative education unit) located in DKI Jakarta, Indonesia. Since the onset of the Covid-19 pandemic in March 2020, the school has faced numerous challenges due to the necessary adaptations required for online work and learning. These changes in the teaching and learning process during the pandemic have also resulted in a noticeable decline in the performance index of teachers at the school, as reported by the Head of the Human Resources Department (HRD).

One of the most significant challenges encountered by teachers is the management of stress levels, particularly as working from home (WFH) increases the flexibility of working hours and subsequently impacts their work-life balance (WLB). Throughout the Covid-19 pandemic, maintaining a satisfactory WLB has been consistently challenging for teachers. The expectations associated with online teaching and the increased demands on teachers' workload during this unprecedented period have resulted in an imbalance between their professional and personal lives. The constant influx of paperwork, daily administrative tasks, and numerous meetings have limited the quality time teachers can spend with their families and friends. This situation often leads to complaints from spouses and children, as well as a lack of opportunities to pursue personal hobbies or interests. Consequently, these factors contribute to elevated stress levels among teachers, which subsequently impact their overall performance.

The implementation of mindfulness activities at the school has been in place since 2015, serving as a cornerstone for nurturing three essential qualities: giving, compassion, and self-control, thereby establishing a lasting school culture (edukasi.kompas.com, 2018). According to Zinn (1991) cited in Rise, et al. (2013), mindfulness is the intentional and non-judgmental awareness of the present moment. It involves cultivating a state of mind that acknowledges thoughts, feelings, and sensations without judgment. Mindfulness is a practice that benefits both psychological and physical well-being (Up et al., 2013). Notably, mindfulness practice enhances awareness of the present moment and facilitates managing stress and challenging emotions. Consequently, it has the potential to support teachers'

performance, particularly during the teaching-learning process, amidst the Covid-19 pandemic. The mindfulness practices implemented at this school encompass various activities such as silent moments, mindful eating, mindful walking, mindful movement, mindful painting, mindful cooking, meditation, and breathing exercises.

Several previous studies have examined the impact of working from home (WFH) on work-life balance (WLB) and performance, revealing both positive and negative effects. However, some studies have shown insignificant associations between WFH, WLB, and performance. This research aims to address this gap by introducing mindfulness culture as a moderator variable to influence the relationship between the independent and dependent variables. By conducting this study at a private SPK school in Jakarta, it seeks to provide insights to the Human Resources Department (HRD) on whether mindfulness culture can mitigate the decline in teacher performance during the Covid-19 pandemic. Additionally, the findings can help schools, including this one, that have adopted mindfulness practices to better respond to the challenges of hybrid learning, even as the government mandates a transition to 100% face-to-face learning due to the ongoing presence of Covid-19 cases.

HYPOTHESIS

WFH Environment and Teacher Performance

The work-from-home (WFH) environment has introduced various challenges, including prolonged project durations, difficulties in organizing work collaborations, reduced employee-company connection, and concerns among leaders regarding the professional development of young professionals in comparison to office-based work (Cutter, 2020). According to Busyra and Sani (2020), teachers' performance in remote teaching only reached 50% and did not exceed 70%. Furthermore, Wolor et al.'s (2021) research revealed a negative impact of WFH on employee performance. Specifically, the WFH environment was found to increase interference and stress due to inadequate physical workspace, as highlighted by Xiao et al. (2021). Conversely, Patanjali et al.'s (2022) study indicated that WFH can enhance work productivity and time management during the Covid-19 pandemic. Asmara and Fitri (2022) and Heryadi et al. (2022) acknowledged both positive and negative effects of WFH, emphasizing the need for further research on its influence on performance. Consequently, it is crucial to explore the impact of the WFH environment on employee performance while considering flexibility and providing appropriate facilities. Based on the description of the hypotheses presented above,

H1 suggests that the WFH environment has a positive effect on teachers' performance during the Covid-19 pandemic.

WFH Environment and WLB

As mentioned earlier, the work-from-home (WFH) environment is associated with various challenges. One aspect related to this is the impact on work-life balance (WLB), as the WFH environment leads to a decline in overall physical and mental well-being after transitioning to remote work. In accordance with this observation, Xiao et al. (2021) found that the work-from-home environment negatively and significantly affects the balance between work and employees' personal lives. Based on the description of the hypotheses presented above,

H2 suggests that the WFH environment has a positive effect on teachers' WLB during the Covid-19 pandemic.

WLB and Teacher Performance

Preena (2021) has asserted that there exists a strong positive correlation between work-life balance (WLB) and employee performance. This finding is supported by the research conducted by Roopavathi and Kishore (2021), who revealed a robust relationship between WLB and employee performance, emphasizing that a balanced WLB leads to enhanced employee performance. Furthermore, Foanto et al. (2020) demonstrated that WLB exerts a positive and significant influence on employee performance. Similarly, the study conducted by the Syrian research team (2021)

disclosed that WLB has a positive and significant impact on teacher performance. When teachers can effectively manage their time and maintain a proper balance between their work and personal life, they become more enthusiastic, focused, and efficient in their work, ultimately contributing to improved work quality. Based on the description of the hypotheses presented above,
H3 suggests that WLB has a positive effect on teachers' performance during the Covid-19 pandemic.

Mindfulness culture and teacher performance, WLB, and its role as a moderator variable

Raza et al. (2018) discovered that mindfulness has a positive and significant impact on employees' job satisfaction. Similarly, Carvalho et al. (2021) reported significant improvements in attention, emotional regulation competence, self-efficacy, and well-being, alongside a decrease in burnout symptoms. Furthermore, Ilyas and Khattak (2021) found that mindfulness significantly and positively influences employee performance. These studies collectively demonstrate the positive impact of mindfulness on various factors that contribute to employee performance.

Shekhawat et al. (2022) conducted a study focusing on the application of mindfulness as a crucial HR practice in both the private and public sectors during the post-Covid-19 pandemic era. Their study emphasizes the importance of mindfulness and work-life balance (WLB) in individuals' lives. Combining the two is a valuable strategy that helps individuals restore balance by integrating their work and personal lives. Althamer et al. (2021) revealed that brief interventions using mindfulness-based self-training promote detachment, reduce work-life psychological conflict, and enhance WLB satisfaction. Additionally, Kien et al. (2021), using SPSS and SmartPLS 3.2, examined a survey sample of 595 workers in Vietnam and concluded that mindfulness positively correlates with WLB. These studies highlight the significant role of mindfulness in influencing the balance between work and personal life for individuals.

Regarding the role of mindfulness culture as a moderator between exogenous and endogenous variables in this study, it can be considered a novelty. Previous studies have found mindfulness to be a moderator in the relationship between job satisfaction and employee performance. However, the results concluded that mindfulness does not strengthen or improve this relationship (Vaculik et al., 2016). Other studies have shown that mindfulness indirectly moderates the relationship between critical thinking and psychological stress (Su & Shum, 2019). Sugiura and Sugiura (2018) found that mindfulness moderates the relationship between income and psychological well-being, and O'Brien (2019) discovered that mindfulness can moderate the relationship between cognitive demands and fatigue. Hence, in individuals with high mindfulness, the relationship between cognitive demands and fatigue weakens, while the relationship between interpersonal demands and fatigue is stronger.

Based on the existing literature, it is evident that there is a lack of evidence regarding the role of mindfulness in moderating the influence of the work-from-home (WFH) and WLB environment on performance. This is crucial because during a pandemic, many institutions and organizations continue to maintain employees' WLB while implementing WFH to ensure performance is sustained. Therefore, this study examines the influence of mindfulness culture on teachers' performance, WLB, and its role in moderating the effects of the WFH and WLB environment on teachers' performance in SPK schools during the Covid-19 pandemic. Based on the description of the development of the above hypotheses,

H4 suggests that a mindfulness culture has a positive impact on teachers' performance during the Covid-19 pandemic.

H5 suggests that a mindfulness culture has a positive impact on teachers' WLB during the Covid-19 pandemic.

H6 suggests that a mindfulness culture moderates the effect of the WFH environment on teachers' performance during the Covid-19 pandemic.

H7 suggests that a mindfulness culture moderates the effect of WLB on teachers' performance during the Covid-19 pandemic.

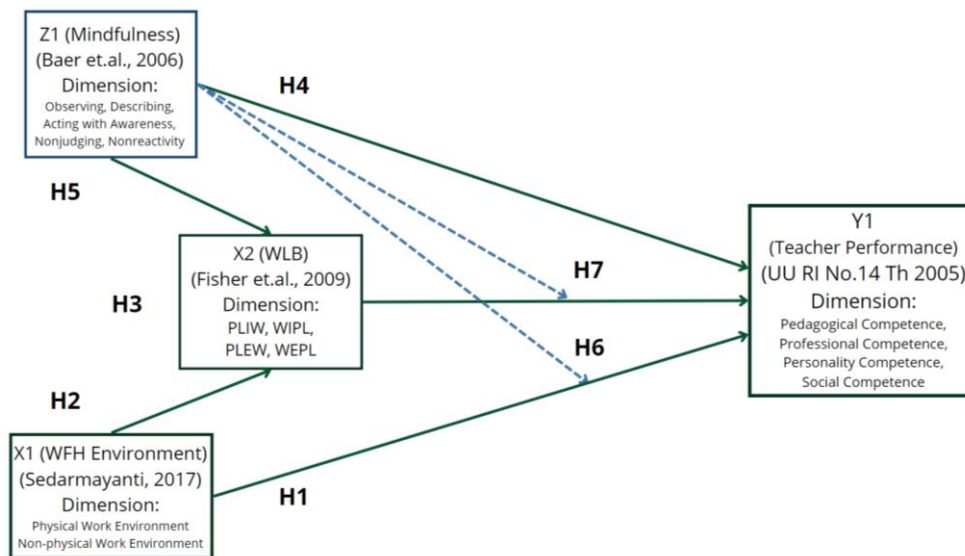


Figure 1. Conceptual Framework

RESEARCH METHODOLOGY

Sample and Data Collection

The sample in this study is a saturated sample or census, which is classified as non-probability sampling, a sampling technique that does not provide the same opportunity for each element of the population to be selected as a sample. Saturated samples were collected from all members of the population (Hardani et al., 2020). Of the 126 teachers from kindergarten to junior college, 87 respondents filled out and returned questionnaires via Google Forms. This study used primary data collected using the survey method. The survey method in this study was supported by a research instrument called a questionnaire. WFH environmental measurements used physical and non-physical work environment dimensions adapted from Sedarmayanti (2017:30).

Measurement

The measurement of work-life balance (WLB) in this study utilized the dimensions of Personal Life Interference Work (PLIW), Work Interference With Personal Life (WIPL), Personal Life Enhancement of Work (PLEW), and Work Enhancement of Personal Life (WEPL), which were adapted from Fisher et al. (2009). The measurement of mindfulness culture employed the dimensions of observing, describing, acting with awareness, non-judging, and non-reactivity, which were adapted from Baer et al. (2006). Teacher performance was assessed using the dimensions of pedagogical competence, professional competence, personality competence, and social competence, as specified in the Law of the Republic of Indonesia No. 14 of 2005.

Data Analysis Method

This study utilizes Partial Least Squares (PLS) as a variant of Structural Equation Modeling (SEM). According to Setiaman (2020:6), PLS is a variant-based structural equation analysis that enables the simultaneous testing of measurement models (validity and reliability tests) and structural models for causality tests (hypothesis tests using predictive models). The data analysis for this study was conducted using the Smart-PLS3 software.

RESULT AND DISCUSSION

Data Analysis

The data analysis using SEM-PLS involves conducting a validity and reliability test for the measurement model, followed by a hypothesis test for the structural model. In the presentation of the outer loading results, indicators with values below 0.5 or deemed invalid are eliminated to ensure valid discriminant values. In this study, the following indicators were excluded due to their invalidity: WB1, WB2, WB3, WB4, WB5, WB10, BM12, BM14, BM15, BM17, BM21, BM22, BM23, BM25, and BM26.

Tabel 1. Construct Validity

Symbol	Items	Loading Factor
LW1	My workspace at home has a good lighting, it makes me feel comfortable working at home.	0.795
LW2	The amount of ventilation in my workspace at home keeps the air circulating properly.	0.846
LW3	There is no pollution in my workspace at home.	0.777
LW4	The sound and vibration of other equipment (computer, stove, television, water pump, etc.) in my house do not interfere with my work activities.	0.727
LW5	The neat decoration in my workspace at home creates comfort in working at home.	0.642
LW6	My communication and cooperation with the principal and vice principals were well established while working at home.	0.590
WB1	I rarely neglect my personal needs because of the demands of my work.	0.459
WB2	My personal life does not suffer because of my work.	0.428
WB3	I rarely miss out on important personal activities because of my work.	0.458
WB4	I do not feel tired after working hours to do things I would like to do.	0.494
WB5	My job does not make it difficult to maintain the kind of personal life I would like.	0.474
WB6	My personal life does not drain me of the energy I need to do my job.	0.739
WB7	My work does not suffer because of everything going on in my personal life.	0.796
WB8	I do not feel tired to be effective at work because of things I have going on in my personal life.	0.805
WB9	I don't find difficulties getting my work done because of my personal matters.	0.713
WB10	My job gives me energy to pursue activities outside of work that are important to me.	0.467
WB11	Because of my job, I am in a better mood at home.	0.652
WB12	I am in a better mood at work because of everything I have going for me in my personal life.	0.714
WB13	My personal life gives me the energy to do my job.	0.790
BM1	I examine pleasant as well as unpleasant sensations and perceptions.	0.545



BM2	I notice visual elements in art or nature, such as colors, shapes, textures, or patterns of light and shadow.	0.620
BM3	I pay attention to how my emotions affect my thoughts and behavior.	0.702
BM4	I'm good at finding the words to describe my feelings.	0.671
BM5	I can easily put my beliefs, opinions, and expectations into words.	0.788
BM6	It's not hard for me to find the words to describe what I'm thinking.	0.744
BM7	I have no trouble thinking of the right words to express how I feel about things.	0.797
BM8	When I have a sensation in my body, it's not hard for me to describe it because I can find the right words.	0.817
BM9	Even when I'm feeling terribly upset, I can find a way to put it into words.	0.727
BM10	My natural tendency is to put my experiences into words.	0.647
BM11	I can usually describe how I feel at the moment in considerable detail.	0.728
BM12	It's not difficult to stay focused on what's happening in the present.	0.497
BM13	I focused on the goal I want to achieve without losing touch with what I am doing right now to get there.	0.733
BM14	I am not easily get lost in my thoughts and feelings.	0.418
BM15	When I do things, my mind rarely wanders off or easily distracted.	0.397
BM16	It is easy for me to concentrate on what I'm doing.	0.589
BM17	I am able to pay close attention to one thing for a long period of time.	0.434
BM18	I perceive my feelings and emotions without having to react to them.	0.771
BM19	I watch my feelings without getting lost in them.	0.727
BM20	In difficult situations, I can pause without immediately reacting.	0.625
BM21	Usually when I have distressing thoughts or images, I feel calm soon after.	0.491
BM22	Usually when I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it.	0.457
BM23	I do not criticize myself for having irrational or inappropriate emotions.	0.361
BM24	I tend to evaluate whether my perceptions are right or wrong.	0.603
BM25	I never tell myself that I shouldn't be feeling the way I'm feeling.	0.410
BM26	I never tell myself I shouldn't be thinking the way I'm thinking.	0.451
BM27	I think some of my emotions are bad or inappropriate and it's okay to feel them.	0.529
BM28	I do not disapprove of myself when I have irrational ideas.	0.524

KG1	I am able to develop lesson plans by considering curriculum development, student characteristics, mastery of learning theory, and learning principles.	0.908
KG2	I am able to teach with educational learning activities, develop students' potential, and maintain good communication with students.	0.910
KG3	I am able to make assessment instruments and evaluate student learning outcomes.	0.834
KG4	I am able to manage teaching and learning programs well.	0.917
KG5	I have a good classroom management skills.	0.916
KG6	I use various media and teaching resources.	0.841
KG7	I master the foundations of education.	0.785
KG8	I am able to manage teaching and learning interactions well.	0.927
KG9	I am able to provide an assessment of student achievement.	0.889
KG10	I understand research principles and am able to interpret educational research matters for teaching purposes.	0.866
KG11	I have a positive appearance and attitude in carrying out my duties as a teacher.	0.905
KG12	I understand and live up to the values of dressing up as a teacher.	0.825
KG13	I am able to be a good role model for students both in personality, values, and attitudes.	0.861
KG14	I am able to be a good leader both inside and outside of school.	0.871
KG15	I am able to be friendly and skilled at communicating with anyone for a good cause.	0.754
KG16	I am willing to participate in various social activities both within the scope of school and in community life.	0.823
KG17	I have good and stable mental health.	0.772
KG18	I am well-groomed and neat.	0.788
KG19	I am able to think creatively.	0.838
KG20	In social and professional relations, I am able to be punctual.	0.727

Table 2. Discriminant Validity (AVE) and Reliability Test (CA, CR)

Variables	Average Variance Extracted (AVE)	Cronbach's Alpha (CA)	Composite Reliability (CR)
WFH	0.540	0.826	0.874
WLB	0.605	0.888	0.914
Mindfulness	0.492	0.940	0.947
Teacher's Performance	0.722	0.979	0.981

Source: Results of data processing using PLS 3.0, 2022.

Based on the findings presented in Tables 1 and 2, it can be concluded that the indicators used in this study demonstrate validity and reliability. The discriminant validity test conducted in both phase one and phase two indicates that the constructs of the variables in this study meet the validity requirements. Table 2 provides evidence of good discriminant validity for the constructs of work-from-home (WFH) environment, work-life balance (WLB), mindfulness culture, and teacher performance, as all indicators exhibit cross-loading values greater than the cross-loading values onto other constructs. This suggests that each indicator appropriately reflects its respective construct while differentiating it from other constructs.

Moreover, Table 3 reveals that the Average Variance Extracted (AVE) values for the variables WFH-environment, WLB, mindfulness, and teacher performance exceed 0.50, indicating that these constructs meet the validity requirements. Although the AVE value for the mindfulness culture variable is 0.492, it is still acceptable as it approaches the validity threshold of 0.50. Additionally, Table 3 demonstrates that each variable exhibits Composite Reliability values and Cronbach's alpha coefficients above 0.7, indicating that the research model is reliable. These values meet the requirements for good reliability.

In summary, based on the results presented in Tables 2 and 3, it can be concluded that the indicators used in this study demonstrate validity and reliability. The constructs of the variables exhibit good discriminant validity, and the research model as a whole meets the reliability requirements.

Table 3. Inner Model: R-square & GoF

Variables	R ²	GoF
WFH		
WLB	0.452	0.573
Mindfulness		
Teacher's Performance	0.661	

According to Table 3, the R-squared value falls into the moderate category. Specifically, for the WLB variable, 45.2% of its variation can be explained by the WFH-environment and mindfulness culture variables, while the remaining 54.8% is influenced by other variables not examined in this study. Similarly, the R-squared value for the teacher performance variable indicates that 66.1% of its variance can be accounted for by the WFH-environment, WLB, and mindfulness culture variables, with the remaining 33.9% influenced by other factors not included in this study.

The Goodness-of-Fit (GoF) Index value is 0.573, which is classified as large because it exceeds the threshold value of 0.36. This suggests that the overall model is appropriate in explaining the relationships among the variables.

In summary, based on the results in Table 4, it can be concluded that the R-squared values for the WLB and teacher performance variables indicate moderate levels of explained variance. Additionally, the GoF Index value supports the suitability of the overall model in explaining the relationships between the variables.

Table 4. Hypothesis Test

Interrelationship Between Constructs	Original Sample	Standard Deviation	T Statistic	P-Values	Conclusion
WFH Environment → Teachers' Performance	0.250	0.108	2.326	0.020	H1 Accepted
WFH Environment → WLB	0.110	0.078	1.402	0.161	H2 Rejected

WLB → Teachers' Performance	0.287	0.104	2.764	0.006	H3 Accepted
Mindfulness Culture → Teachers' Performance	0.417	0.093	4.493	0.000	H4 Accepted
Mindfulness Culture → WLB	0.622	0.097	6.429	0.000	H5 Accepted
WFH Environment * Mindfulness Culture → Teachers' Performance	-0.033	0.105	0.319	0.750	H6 Rejected
WLB * Mindfulness Culture → Teachers' Performance	0.021	0.112	0.191	0.849	H7 Rejected

Based on the results presented in Table 5 and Figure 2, the hypothesis test outcomes are as follows: H1, H3, H4, and H5 are accepted, while H2, H6, and H7 are rejected. These conclusions are based on the comparison of the calculated T-values with the critical T-value obtained from the T-table with degrees of freedom (DF) equal to 82 and a significance level (α) of 0.05. In hypothesis testing, the null hypothesis (H_0) is accepted if the calculated T-value is less than the critical T-value, the calculated T-value is greater than the critical T-value, or the p-value is greater than 0.05. On the other hand, the null hypothesis is rejected if the calculated T-value is less than the negative of the critical T-value, the calculated T-value is greater than the critical T-value, or the p-value is less than 0.05.

Therefore, based on the given criteria and the results obtained, H1, H3, H4, and H5 are accepted, indicating support for the corresponding hypotheses. However, H2, H6, and H7 are rejected, suggesting that these hypotheses are not supported by the data.

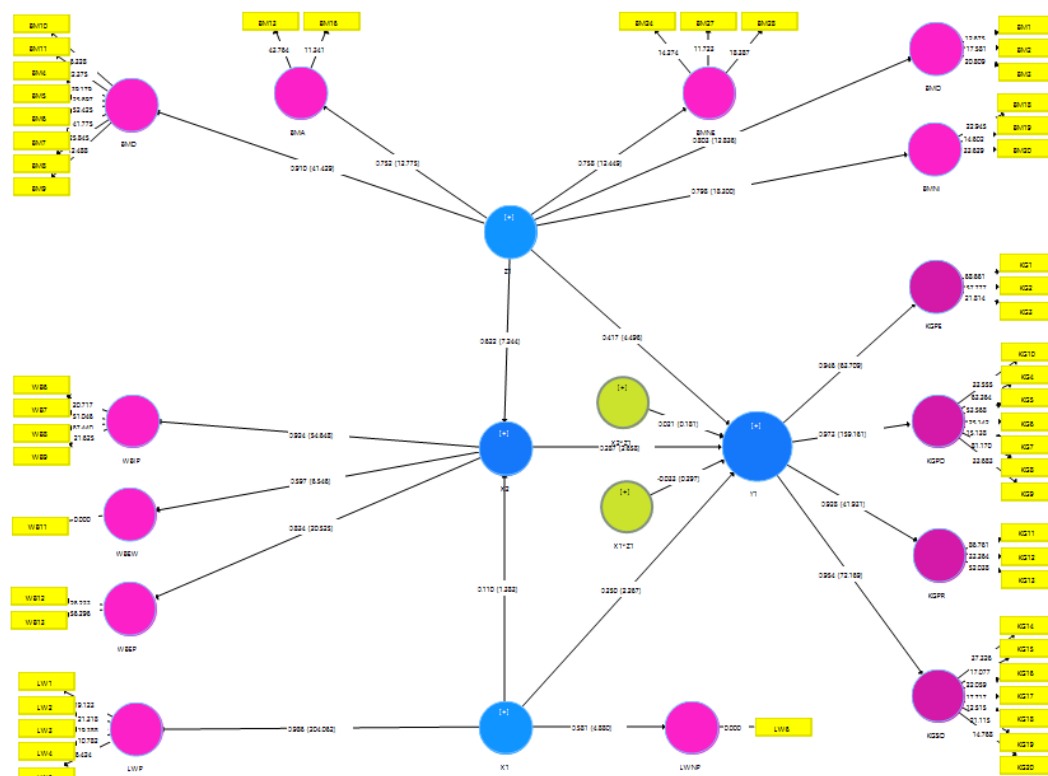


Figure 2. Hypothesis Test
Source: Results of data processing using PLS 3.0, 2022.



DISCUSSION

The results of this study indicate a positive and significant effect of the work-from-home (WFH) environment on teacher performance. This finding aligns with the research by Aji and Lataruva (2022), who assert that WFH positively influences employee performance, with the work environment further enhancing this effect. A supportive WFH environment at home positively impacts performance, whereas a less supportive environment can lead to reduced performance due to interference and discomfort (Xiao et al., 2021).

Consequently, it can be concluded that the WFH environment of teachers in this school significantly affects their performance as educators. A conducive WFH environment, including factors like adequate lighting and ventilation, helps sustain their performance during the Covid-19 pandemic. Conversely, an unsupportive WFH environment, such as a polluted home environment, can diminish their performance in this challenging period.

Moreover, the study revealed that the WFH environment has a positive but insignificant effect on work-life balance (WLB). This finding differs from the research conducted by Subari and Sawitri (2022) and Elnanto and Suharti (2021), which reported a positive and significant influence of WFH on WLB. In the context of this study, however, the WFH environment was found to lack a significant impact on WLB. Therefore, a favorable WFH environment can contribute to maintaining a balance between teachers' work and personal lives during the Covid-19 pandemic, while an unfavorable WFH environment can disrupt this balance. It is worth noting that fluctuations in the WFH environment do not yield meaningful changes or benefits for teachers working from home during the pandemic. Their WLB remains unaffected by such fluctuations.

Furthermore, this study demonstrates that work-life balance (WLB) has a positive and significant impact on teacher performance. These findings align with previous research conducted by Susanto et al. (2022), Nurma et al. (2022), Preena (2021), Roopavathi and Kishore (2021), Foanto et al. (2020), Syrian et al. (2021), and Thevans & Mangaleswaran (2018), which all highlight the positive and significant effect of WLB on employee performance. Thus, it can be inferred that maintaining a balance between work and personal life for teachers can enhance their performance during the Covid-19 pandemic, while a lack of work-life balance can diminish their performance in this challenging context.

Additionally, this study reveals that mindfulness culture significantly influences teacher performance. This finding is consistent with the research conducted by Ilyas and Khattak (2021), which establishes the positive and significant influence of mindfulness on employee performance. Huang et al. (2022) also support these results, concluding that mindfulness practices can effectively support employee performance in the workplace. Consequently, it can be asserted that the proper and appropriate implementation of a mindfulness culture improves teachers' performance during the Covid-19 pandemic by promoting inner peace and restoring their ability to concentrate on work, even in the presence of family members who may occasionally disrupt their focus. On the other hand, the absence of a mindfulness culture while working from home can reduce teacher performance during the Covid-19 pandemic due to a lack of self-confidence and difficulty maintaining focus on work.

The results of this study indicated that mindfulness culture has a positive and significant influence on WLB. This is consistent with Kien et al. (2021), who found that mindfulness had a positive relationship with WLB. Katandagho and Nataly (2021) concluded in their research that mindfulness is a variable that can be used to achieve a balance between work life and personal life through their research results that show that the WIPL, PLIW, and PLEW dimensions have a significant relationship with mindfulness. Nurjanan (2019) also states in his research that there is a very significant relationship between WLB and mindfulness. With this, it can be said that a mindfulness culture well implemented by teachers will help them maintain and improve their work and personal life balance during the Covid-19 pandemic. The lack of implementation of mindfulness culture lowers the balance between work and personal life while working at home during the Covid-

19 pandemic.

The findings of this study indicate that mindfulness culture does not act as a moderator in the relationship between the work-from-home (WFH) environment, work-life balance (WLB), and teacher performance during the Covid-19 pandemic at this SPK school. Instead, mindfulness culture functions solely as a predictor variable (independent). The results obtained from the analysis using SmartPLS 3 demonstrate that although mindfulness culture has a significant influence on performance, there is no significant impact resulting from the interaction between endogenous variables and exogenous variables moderated by mindfulness culture. Consequently, it can be concluded that the implementation of mindfulness culture has not strengthened or weakened the relationship between the WFH environment, WLB, and the performance of teachers in this SPK private school. In this context, mindfulness alone as a predictor variable positively affects teacher performance during the Covid-19 pandemic, but it does not play a moderating role in strengthening or weakening other exogenous variables, namely the WFH environment and WLB.

CONCLUSION

Based on the results of this study, it can be concluded that the work-from-home (WFH) environment, work-life balance (WLB), and mindfulness culture have a positive and significant influence on teacher performance during the Covid-19 pandemic. Mindfulness culture has a positive and significant effect on WLB, while the WFH environment has a positive effect on WLB but does not significantly affect teachers during remote work.

However, the study found that mindfulness culture was unable to moderate the influence of the WFH and WLB environments on the performance of teachers at an SPK private school in Jakarta during the Covid-19 pandemic. This suggests that the implementation of mindfulness culture during this period did not strengthen the relationship between WLB and teacher performance. This finding highlights the need for the school to reassess the role of mindfulness and explore ways to optimize its application to support teachers' work from home, particularly as hybrid learning continues (covid19.go.id) and Covid-19 cases continue to occur after each holiday period.

Based on the results of this study, it is crucial to implement a culture of mindfulness within the school management in order to enhance the role of mindfulness in this particular institution. This will ensure that the teaching-learning process is well-maintained and can even improve the performance of teachers in the ongoing hybrid work situations. Therefore, the researchers propose the following suggestions:

- Firstly, principals and school leaders should mandate that teachers working from home continue to engage in regular mindfulness practices, such as mindful reading, mindful movement, mindful walking, and mindful meditation. These practices offer teachers an opportunity to effectively process their thoughts, enhance concentration and focus on work, and promote relaxation of the mind and body to manage stress levels properly.
- Secondly, principals and school leaders should encourage teachers to participate in mindfulness practice webinars covering various topics, such as mindful journaling or mindful painting. Additionally, providing platforms for sharing sessions among teachers can facilitate the exchange of practical experiences and insights, enriching each other's understanding of mindfulness practices.
- Lastly, the school's human resources management should conduct regular grooming and character training to improve individuals' appearance, address areas that require improvement, and maintain a positive work environment.

Regarding the limitations of this study, specifically the moderate validity measurement, future research in similar topics should consider incorporating other exogenous variables, such as levels of job satisfaction, fatigue, burnout, and stress. This inclusion will enable a more comprehensive examination of the significant role of mindfulness moderation. Additionally, new measurements related to mindfulness culture can be developed specifically for remote working conditions, allowing the proper application of mindfulness practices in both online and offline settings.



Moreover, to address the limitation of the study's narrow organizational scope, it is recommended to expand the research to include a wider range of organizations or schools that have implemented mindfulness practices. By distributing questionnaires to various institutions, the population and sample sizes can be increased, leading to a more diverse and useful set of findings and feedback for the organizations under study.

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