Working From Home: Does Impact to Work Stress and Performance? Readiness to Change as Moderating Variable

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Abstract

This study examines how the impact of work from home on performance, due to the existence of a new working atmosphere so as to examine whether it has an impact and has an effect on performance; work from home against work stress. This is due to changes in routine and prone to conflict and role ambiguity that can lead to work stress; readiness for change or readiness to change as moderation. Changes in work routines make workers have to adapt to technology and become completely online. This type of research is explanatory research which aims to test the hypothesis. The research method uses a quantitative approach, by distributing questionnaires as primary data and the respondents of this research are teachers in the city of Malang. The analysis tool uses path analysis with SmartPLS 3.0 software. The results showed that work from home had no significant effect on performance; work from home has a significant effect on work stress; work stress has a significant effect on performance; work stress mediates the effect of work from home on performance; readiness to change does not moderate the effect of work from home on performance.

Work From Home: Apakah Berdampak pada Stres dan Kinerja? Kesiapan untuk Berubah sebagai Variabel Moderasi

Abstrak

Penelitian ini mengkaji bagaimana dampak work from home pada kinerja, dikarenakan adanya suasana kerja yang baru sehingga mengkaji apakah berdampak dan berpengaruh terhadap kinerja; work from home terhadap stress kerja. Hal ini dikarenakan adanya perubahan rutinitas dan rawan muncul konflik serta adanya role ambiguity dapat memunculkan stress kerja; readiness for change atau kesiapan untuk berubah sebagai moderasi. Adanya perubahan rutinitas dalam bekerja membuat para pekerja harus menyesuaikan dengan teknologi dan menjadi serba online. Jenis penelitian ini adalah explanatori research yang bertujuan menguji hipotesis. Metode penelitian menggunakan pendekatan kuantitatif, dengan menyebarkan kuesioner sebagai data primer dan responden penelitian ini adalah guru di kota Malang. Alat analisis menggunakan path analysis dengan software SmartPLS 3.0. Hasil penelitian menunjukkan work from home tidak berpengaruh signifikan terhadap kinerja; work from home berpengaruh signifikan terhadap stress kerja; stress kerja bepengaruh signfikan terhadap kinerja; stress kerja memediasi pengaruh work from home terhadap kinerja; readiness to change tidak memoderasi pengaruh work from home terhadap kinerja.

JEL Classification: M12, M5

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INTRODUCTION

Covid-19 has caused damage in almost every region of the country, including Indonesia. The World Health Organization has classified Covid-19 a pandemic, and it is being closely monitored in several countries. Covid-19 affects numerous sectors, beginning with the health, economic, educational, and social sectors. Because of the rapid spread, it is important to plan ahead for the implementation of new policies, one of which is Work from Home. Work from home, or WFH, is a government initiative aimed at combating the COVID-19 virus's spread. The unavoidable formation of new clusters, which gives rise to the policy. The government encourages that individuals work, engage in teaching and learning activities, and worship at home. Additionally, this legislation reinforced the present government's position on Pembatasan Sosial Berskala Besar (PSBB). This results in modifications to routines that are typically performed by the community. Circular Letter No. 15 of 2020, issued by the Ministry of Education and Culture, includes Guidelines for Implementing Home-Based Learning in an Emergency Period Due to the Spread of Covid-19. Typically, carried out in classrooms, teaching and learning activities have been switched to online learning, which has been running for more than a year. This necessitates reforms, particularly for educators. This unanticipated change necessitates educators' preparation, which is a readiness to change.

Readiness for change is a critical requirement, particularly for teachers. Routine activities that are typically conducted at school must be adjusted and converted to all-digital and technology-based. Additionally, teachers are expected to design effective and engaging learning experiences that allow students to acquire and learn the subject matter. Readiness for change is varied and yet impacted by staff were capable of implementing suggested changes, whether the proposed changes are appropriate for the organization, whether there is a commitment to the proposed changes, or the proposed changes benefit members are all factors to consider (Holt et al., 2007). Ravanelli et al., (2020) stated that teachers have different responsibilities and duties than other government personnel who conduct more administrative tasks. Teachers must provide knowledge to students with the primary objective of assessing students' abilities across the curriculum. The findings of his research reveal that teachers' levels of readiness to change are moderate, with regional and age variances in levels of readiness to change. The age difference in the use of technology and the difference in the areas covered by internet access also contribute to gaps in the level of readiness to change, particularly in light of the current pandemic.

WFH has a massive impact in a variety of ways. There are a variety of beneficial and negative consequences, most significantly on performance. Liang et al. (2018) found an increase in performance when implementing a work from home policy, although not during a pandemic. Nasution & Rosanti (2020) stated that had a positive impact on work from home to performance. Tri (2020) found a positive effect of working from home which is by teachers, are made more comfortable to work and avoid the spread of Covid-19. Implementation of WFH can make it more efficient in terms of transportation, and have less free time for activities at home and family. However, the negative impact caused by WFH is it makes teachers also tend to get bored of doing work by looking at laptops or cellphones, and the atmosphere of working tends to be monotonous. WFH also causes fewer co-workers and makes it difficult to focus on work. Moreover, Felstead & Jewson (2000) explained the negative consequences of WFH, such as providing proof that it was working (in a work setting) from home and reducing workers' pay, resulting in worker stress. Purwanto (2020) also stated that the teachers had stress occurs when working at home due to increased workload and being too pushy at work, which reduces motivation to work. Based on the phenomena and inconsistencies of the results of previous studies, it becomes a research gap in this study by adding mediated and moderating variables which are readiness to change as moderating va-

riable and work stress as mediating variable.

Employees may experience anxiety and tension as a result of the increasing workload and demands. Apart from demands within the organization and at work, external demands such as those from the family or social environment can also exert pressure. If the pressure continues to be applied to employees, it will result in work stress. Pressure, burden, conflict, tiredness, tension, panic, rumbling, worry, moodiness, and power loss are all examples of stress (Rivai & Sagala, 2011). Robbins & Judge (2015) said Stress is a dynamic state in which a person is presented with possibilities, demands, or resources that are relevant to their goals. The outcome is regarded as both unknown and significant. Work from home is one of the external factors that can lead to work stress. Job stress can include the existence of role ambiguity where there is uncertainty about what actions should be taken by a job so that it creates job stress (Rukhviyanti, 2011). This role ambiguity exists for a variety of reasons, one of which is the existence of a new and unfamiliar work pattern, such as work from home (Ahmad, 2020). The purpose of this research is to explain the impact of work from home to performance and add some variables such as job stress and readiness to change. This research has interesting novelties to study, which are readiness to change as a moderating variable, and to measure the impact of work from home to performance.

Hypothesis Development
Relationship between Two or More Variables

Work from home (WFH) creates a new culture in working habits, ensuring that workers retain a high level of enthusiasm for work even when WFH is required due to pandemic conditions. There are several studies that demonstrate a beneficial effect on performance enhancement. Liang et al., (2015) discovered an increase in performance when a work-from-home policy is implemented, but not during a pandemic. Nasution & Rosanti (2020) concluded that working from home had a beneficial effect on performance. The presence of a new

atmosphere in the workplace fosters a renewed enthusiasm for work. WFH is one of the policies that all countries have implemented in order to avert the spread of COVID-19. In Indonesia, WFH is addressed through the PSBB policy, which includes provisions for working from home, studying from home, and worshiping from home. This is done to resolve distress and massive spread for certain individuals. Learning from home is one of the Ministry of Education and Culture's policies, which promotes distance education via online media. Working from home has a number of consequences, one of which is work stress. Purwanto (2020) also stated that teachers face stress at home as a result of increased workload and excessive pressure at work, which results in decreased motivation at work. Ahmad (2020) also notes that a work pattern that feels unfamiliar and novel will result in role ambiguity, which will have an effect on job stress. Bhui et al., (2016) organisational and personal interventions used by employees to manage stress in public, private and non-governmental organizations (NGOs work stress is a dangerous reaction that individuals have to pressures and demands that should not be placed on them. In another definition, job stress is said to be a condition of individual dysfunction attributable to or caused by the environment at work. Setiawati (2020) states that there is an effect of work stress on teacher performance. A similar study was also conducted by Retnowati et al., (2020) but found no effect of work stress on performance. Thus, the proposed hypothesis is as follows:

H1: Work from home has a significant effect on performance

H2: Work from home ha s a significant effect on job stress

H3: Job stress has a significant effect on performance

Work stress is influenced by several factors, both internal and external factors. The existence of new work patterns, especially the work from home policy, creates new and different routines to be implemented. The increasing

workload and conflicts that can occur at home will increase work stress. This also has an impact on performance, namely a decrease in performance productivity. However, Retnowati et al., (2020) stated that there was no effect of work stress on its main performance in working from home, and it had no impact on the rhythm of the work done. During the COVID-19 pandemic, readiness for change is needed. The change from the rhythm of work to the media used requires employees, especially in this study for teachers to adapt to changes in distance learning media using online methods. Work from home also has an impact on performance, both positively and negatively. The existence of a new atmosphere and being more flexible makes the performance carried out and no inhibiting factors are found (Ashal, 2020). This research is a novelty because it has not met readiness for change as a moderator between the effect of work from home on performance.

H4: Work stress mediates the effect of work from home on performance

H5: Readiness to change moderates the effect of work from home on performance

METHOD

Using SmartPLS software, this study takes a quantitative approach utilizing Structural Equation Modeling (SEM). Starting with data collection, analysis, and presentation of the results, the quantitative method focuses on the use of numbers, namely data in the form of numbers or qualitative data that is numbered (Sugiyono, 2013). Meanwhile, this type of research is explanatory research, which has the aim of testing predetermined hypotheses. This research looks into the impact of working from home, work stress, performance, and change readiness. This study chose the teacher as the object of research. The teacher was chosen as the subject of research because they observe the significant changes occurring in the education sector. Until now, teaching and learning activities have been conducted face-to-face and have not made full use of available technology. However, with work-at-home and school-at-home policies for students, it results in behavioral changes, and thus this study examines teachers' readiness for change. The research took place in Malang, where samples of elementary, middle, and high school teachers were collected. The reason for selecting the object, teachers, is that the majority of teachers have continued to work online and from home since the pandemic, owing to the Minister of Education's policy of prohibiting face-to-face learning in some areas, most notably Malang City. Additionally, the sampling of elementary, junior high, and high school teachers was done to examine them from a variety of perspectives. Because specified criteria were utilized to pick the sample of 70 respondents, the sampling technique used in this study was non-probability sampling with purposive selection. This study examines the proposed research model using a total of 25 indicator statements, as shown in Table 1 below:

Table 1. Indicator Statement

Indicator	Item	Statement
Work From Home	WFH1	I work full-time from home throughout the Covid-19 Pandemic Period, with flexible time arrangements.
	WFH2	I have a special room at home that is my workspace when I work at home
	WFH4	My workspace at home becomes one with another room
	WFH5	My time to work professionally from home often collides with my personal time to take care of the household/children
	WFH6	I complete all office tasks from home using information technology/internet facilities

Performance	TP1	I make certain that all kids have the same chance to participate actively in learning activities.
	TP2	I make certain that all kids have the same chance to participate actively in learning activities.
	TP4	Through various arrangements of the learning process and activities, I provide possibilities for pupils to master learning materials according to their age and learning ability.
	TP5	I use various techniques to motivate students' willingness to learn
	TP6	I compose/use a syllabus that fits the curriculum
	TP7	I develop learning materials to achieve basic competencies
	TP8	According to the age and level of learning ability of students, I provide new information (e.g. additional material).
Work Stress	JS3	I will be disappointed if I don't get feedback on the work I do
	JS4	I can complete tasks well even though there is not enough authority to carry out responsibilities
	JS6	I avoid work stress because the workload given to me feels fair and reasonable
	JS7	I avoid work stress because of the fair and reasonable attitude of my leader
	JS8	I avoid work stress because the time given to complete my work feels fair and reasonable
	JS9	I avoid work stress because the work equipment provided is adequate and helps to complete my work
Readiness to Change	RTC1	I have confidence that the change is the right thing for the organization
	RTC2	I believe that I will benefit from implementing organizational change
	RTC3	I believe that there is a logical reason for the change and there is a need for the proposed change
	RTC4	I have confidence that I will focus on the benefits of change to the organization
	RTC5	I have confidence that I will be able to implement the desired changes
	RTC6	I anticipate problems that will arise related to my work when there will be changes in the way of working during the pandemic

RESULT AND DISCUSSION

In this study, a total of 70 respondents were used, which can be used to identify some of the characteristics mentioned in Table 2:

Some conclusions can be drawn from the data shown above. Respondents were dominated by women with a total 78.6%. Most of the respondents were aged 25-30 years with a total 38.6%. This result showed that respondents in the productive and young age range so that the respondents still have the enthusiasm and are physically good which has an impact on performance. WhatsApp is the most learning platform used by teachers with a total 57.1%. The validity test in this study uses convergent validity, which is determined through the outer loading of each variable, where an instrument is said to meet the convergent validity test if it has an outer loading above 0.7. However, a loading scale of 0.5 to 0.6 is still acceptable (Ghozali & Latan, 2015). From the processing of the validity test results, it is the result of processing after previously several invalid items, so that several items were deleted and not continued in the data analysis processing process. Thus, the validity test is explained in table 3:

Table 2. Characteristic of Respondent

Category	Description	Frequency	Percentage
Gender	Man	15	21.4%
	Women	55	78.6%
Age	25-30 years	27	38.6%
	31-35 years	15	21.4%
	36-40 years	15	21.4%
	41-45 years	2	2.9%
	> 45 years	11	15.7%
Education	Bachelor Degree	56	80%
	Master Degree	14	20%
Tenure	1-5 years	28	40%
	6-10 years	21	30%
	11-15 years	9	12.9%
	>15 years	12	17.1%
Level	Elementary	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%
Learning Platform	Zoom	20	28.6%
	Google Meet	6	8.6%
	WhatsApp	40	57.1%
	Others	4	5.7%

Table 3. Validity test

Indicator	Item	Outer Loading	Information
Work from Home	WFH1	.724	Valid
	WFH2	.537	Valid
	WFH4	.887	Valid
	WFH5	.602	Valid
	WFH6	.842	Valid
Performance	TP1	.599	Valid
	TP2	.734	Valid
	TP4	.734	Valid
	TP5	.769	Valid
	TP6	.836	Valid
	TP7	.851	Valid
	TP8	.766	Valid

Work Stress	JS3	.849	Valid
	JS4	.606	Valid
	JS6	.689	Valid
	JS7	.741	Valid
	JS8	.785	Valid
	JS9	.806	Valid
Readiness to Change	RTC1	.859	Valid
	RTC2	.901	Valid
	RTC3	.652	Valid
	RTC4	.820	Valid
	RTC5	.650	Valid
	RTC6	.821	Valid

Table 4. Testing AVE, Cronbach's Alpha, and Composite Reliability

Variable	Cronbach's Alpha	Rho-A	Composite Reliability	AVE	Information
Work from home	0.775	.822	.847	.534	Reliable
Performance	0.876	.889	.904	.577	Reliable
Work Stress	0.844	.865	.884	.563	Reliable
Readiness to Change	0.879	.910	.907	.624	Reliable

Table 4 shows that the AVE value for each variable is more than 0.5 and fits the standards. Each variable's Cronbach's Alpha value is more than 0.7, indicating that all constructs derived from these variables are considered reliable. All of the variables tested are certified dependable because the Composite Reliability and rho-A scores are both greater than 0.7.

The following are the results of the direct effect statistical test presented in table 5 and Figure 1 below:
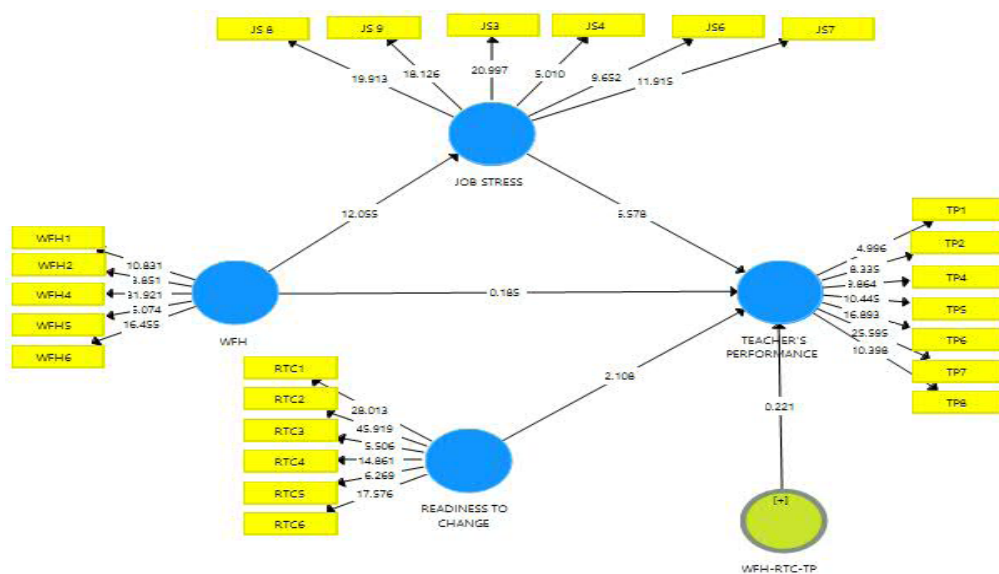

Figure 1. Measurement Model (PLS Algorithm)

Table 5. Analysis results

Hypothesis	Variable Relationship	Estimate			Information
		Path Coefficient	t- statistic	p- value	
H1	WFH -> Performance	-.028	.185	.853	Rejected
H2	WFH -> Work Stress	.692	12.055	.000	Accepted
H3	Work Stress -> Performance	.682	6.578	.000	Accepted
H4	WFH -> Work Stress -> Performance	.472	6.457	.000	Accepted
H5	WFH*RTC -> Performance	.014	.221	.825	Rejected

The effect of working from home on performance is not significant, according to the results of the direct influence analysis shown in Figure 1 and Table 5 above. The t-statistic result is 0.185, and the p-value is 0.853. The effect is not significant because the t-statistic is 1.96 and the p-value is less than 0.05. As a result, hypothesis 1 is rejected. The effect of working from home on work stress is the following hypothesis. The coefficient value of 0.692, the t-statistic of 12.055, and the p-value of 0.000 reveal a significant influence. It has a significant effect because the t-statistic is more than 1.96 and the p-value is less than 0.05. Thus, Hypothesis 2 is accepted. Job stress had a significant effect on performance, with a coefficient of 0.682, t-statistics of 6.578, and a p-value of 0.000. Because t-statistic> 1.96 and p-value <0.05, it has a significant effect. Thus, hypothesis 3 is accepted. The impact of working from home on performance is mediated by work stress. The research yielded a value of 6.457 > 1.96 and a significant value of 0.000 0.05 as a result of the findings. The research found that the influence of the work from home variable on work stress and the effect of work stress on performance were both significant, but the direct effect of work from home on performance was not. As a result, the work stress variable in our study serves as an ideal mediator (complete mediation). Hypothesis 4 is so accepted.

Based on Table 5, Readiness to change does not have a role as a moderating variable between work from home to performance. This proven by statistic data p-value 0.825>0.05 and 0.221<1.96. readiness to change does not strengthen or weaken the impact of work from home to performance. Thus, hypothesis 5 is rejected.

Discussion
Work from home on performance

Work from home has no effect on performance, according to the findings of the study. The introduction of work from home will have no effect on productivity. The use of work from home has little effect on increasing or decreasing workloads (Susilo, 2020). Performance improvement is not based on whether working from home or in the office, but based on the work motivation given. The results of this study are supported by Martin & MacDonnell (2012); Onyemaechi et al., (2018) which states that there is an insignificant effect between the application of work from home on performance. Working from home has various problems, one of which is internet connection. Respondents in this study found internet constraints that became an obstacle in their work, especially in teaching. then by working at home, working time increases due to increased work, and also some workloads that are added so that they cannot be optimal at work. Besides that, working from home for almost 2 years creates conflicts, not only occur at work but also with family. Based on previous research said although a teacher has privileges to working from home, but also has a negative side.

Work from home against work stress

The results showed that there was a positive and significant effect between work from home on work stress. With the application of work from home it will increase work stress on teachers. There are several studies that show that working from home increases stress levels (Contreras & Gonzalez, 2021). In this covid-19 pandemic, teachers work more extra, especially in conducting learning. The existence of several obstacles encountered such as internet connection, communication, media used can increase work stress on teachers. In addition, the additional time or overtime imposed both from the agency and from unfinished work causes increased work stress. A non-conducive work environment is also the cause of increased work stress in line with the implementation of work from home which is still being implemented. The results of this study are supported by research (Irawanto et al., 2021).

Work stress on performance

The results showed that there was a significant effect between work stress on performance. The results of the study also show a positive influence, which means that increasing work stress will increase performance. Working from home in general can increase work stress (Fonner & Roloff, 2010; Gálvez et al., 2020; Contreras & Gonzalez, 2021)work attitudes and perceptions, and cognitive utilization in a task. Design/methodology/approach: First, the authors study the role organizational change has on work stress, attitudes and perceptions, including the role of attitudes toward change. The authors do so by examining differences across employees who are and are not undergoing change, as well as across two change phases. Second, the authors take advantage of the ongoing organizational change to study how people's anxiety about such change affects their cognitive utilization. They use an innovative approach to measure attention disengagement in a cognitive utilization task – a proxy for task-related performance – through a letter detection exercise. Third, the authors examine the role of work stress and change-related anxiety on attention disengagement among employees undergoing change. For this test, they use two organizational change-related texts to function as an anxiety-inducing and a calming-inducing prime. Findings: Organization change is associated with higher work stress, lower job satisfaction and perceptions of institutional effectiveness and support. Further, organizational change-related anxiety adversely affects cognitive utilization, showing that employees undergoing change have higher attention disengagement relative to those not experiencing change. Among employees undergoing change, those receiving an anxiety-inducing prime show better cognitive utilization (lower attention disengagement. In a pandemic condition, forcing workers, especially teachers to work extra, even working overtime because there is a pile of work, even more Irawanto et al., (2021) thus causing work stress. However, along with increasing work stress, it does not reduce the resulting performance. This is because if the performance decreases, it will have an impact on the performance and the institution as a whole. With several phenomena of layoffs, the number of unemployed so "forced" to keep improving performance.

The effect of work from home on performance is mediated by work stress

Work stress appears to mediate the effect of working from home on performance, according to the findings. As the amount of work done from home grows, so does job stress, and as a result, so does performance. Workplace stress is affected by a variety of factors, both internal and external. The presence of role ambiguity or habits in the role of the task being performed is one of the external variables that causes (Ahmad, 2020). The existence of new work patterns, especially the work from home policy, creates new and different routines to be implemented. The increasing workload and conflicts that can occur at home will increase work stress. However, increasing work stress with an increased workload, different work rhythms, and flexible time at work, will further improve performance.

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The effect of work from home on performance is moderated by readiness to change

The results showed that readiness to change did not moderate the effect of work from home on performance. Holt et al., (2007) states that readiness to change is multidimensional which is influenced by workers' beliefs that are able to change effectiveness, according to organizational suitability, management support, and personal benefits. An employee is declared ready to change because he shows the behavior of accepting, embracing, and implementing the change plan made. Work from home is a new thing for certain people, especially teachers. This is due to changing conventional habits and learning to be completely online which causes unpreparedness in doing work from home by rejecting these changes and having an impact on performance. Interestingly, readiness to change has a significant direct effect on improving performance. The existence of a new atmosphere, a different rhythm of work, as well as being flexible makes the performance even more increased (Ashal, 2020).

CONCLUSION AND RECOMMENDATION

Working from home or working from home policies are one strategy to stop the spread of COVID-19. Distance learning is still a relatively new concept in the educational sector. Several alterations and adjustments were performed, which had an impact on the learning that was done. Work from home has no effect on performance, according to the findings of the study. There are various additional elements that influence performance, not just whether you work from home or in an office. The impact of work from home on work stress reveals that implementing work from home will increase work stress for instructors, especially given external and internal constraints. Job stress has an effect on performance, indicating that as work stress rises, so will the subsequent performance. Work stress also serves as a mediator between the effects of working from home on performance. The impact of working from home on performance is not moderated by a readiness to adapt. There is some hesitancy in making changes to the rhythm and work system, thus the influence of working from home on performance isn't as strong as it may be. This study has some intriguing findings, but it also has some drawbacks. This study is still limited to teacher responders, despite the fact that those who use work-from-home rules are not all educators. Future research can expand on this study by including characteristics such as work-life balance, work-family conflict, and job motivation. Furthermore, the responders are not only teachers, but also employees, because each has its own set of circumstances and phenomena.

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