

The Well-Being of Workers and Teachers Analysis in the Midst of COVID-19 Pandemic to Achieve Work-Life Balance

**Muhammad Thoha^{1,*}, Hari Susanta Nugraha², Sri Suryoko³, Nelly Rhosyida⁴
Tuti' Nadhifah⁵**

^{1,2}Department of Business and Administration, Universitas Diponegoro Semarang

³Department of Business and Administration, Universitas Diponegoro Semarang

⁴Elementary School Teacher Study Program, Universitas Sarjanawiyata Taman Siswa Yogyakarta

⁵Department of Sharia Economics, Universitas Muhammadiyah Kudus

*Corresponding Author E-mail: muhammadthoha@students.undip.ac.id

Abstract

The COVID-19 pandemic has disrupted human activity throughout the world. This disruption is also supported by the advancement of technology, particularly in the field of information and communication. However, significant change may cause negative effect for the well-being of many people, which could lead to the imbalance of work-life. With the concept of well-being that divided into four components, personal resources, organizational management, functioning at work, and experience at work, also the concept of work-life balance from the perspective of conflict theory and enrichment theory, this research will examine the well-being of workers and teachers and how it affected their work-life balance amidst pandemic. The study uses qualitative content analysis, the research findings include: (1) the negativity and positivity caused by the pandemic towards the well-being of workers and teachers, (2) and how to achieve work-life balance amidst pandemic from the conflict theory perspective and enrichment theory perspective.

Keywords: Covid-19, Teachers, Well-Being, Work-Life Balance, Workers

Abstrak

Adanya pandemi COVID-19 membuat sejumlah aktivitas manusia di seluruh dunia terganggu. Meskipun hal ini didukung oleh kemajuan teknologi, khususnya di bidang informasi dan komunikasi. Namun, perubahan signifikan yang terjadi justru dapat menciptakan dampak negatif bagi kesejahteraan banyak orang, yang juga dapat menyebabkan ketidakseimbangan kehidupan kerja. Berdasarkan konsep kesejahteraan yang terbagi menjadi empat komponen seperti sumber daya pribadi, manajemen organisasi, fungsi di tempat kerja, dan pengalaman di tempat kerja, serta konsep keseimbangan kehidupan kerja dari perspektif teori konflik dan teori pengayaan, penelitian ini akan mengkaji kesejahteraan pekerja dan guru dan bagaimana hal itu memengaruhi keseimbangan kehidupan kerja mereka di tengah pandemic yang terjadi. Penelitian ini menggunakan analisis isi kualitatif, temuan penelitian meliputi: (1) dampak negatif dan positif akibat adanya pandemi terhadap kesejahteraan pekerja dan guru, (2) dan bagaimana mencapai keseimbangan kehidupan kerja di tengah pandemi berdasarkan teori konflik perspektif dan perspektif teori pengayaan. Kata kunci: Covid-19, Guru, Kesejahteraan, Keseimbangan Kehidupan Kerja, Pekerja

Kata Kunci: Covid-19, Guru, Kesejahteraan, Keseimbangan Kehidupan Kerja, Pekerja

INTRODUCTION

The COVID-19 pandemic caused by the SARS-Cov-2 virus has had a massive impact around the world. With the pandemic, community activities have also changed. This change in activity then disrupted various fields. The disruption caused by this pandemic was also supported by modern technological

* Copyright (c) 2022 **Muhammad Thoha et.al**

This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

Received: March 24, 2022; In Revised : April 15, 2022; Accepted : June 1, 2022

developments, especially in information technology. With the disruption caused by this pandemic, the community's activities have undergone quite drastic changes, including for workers and teachers. Based on data from UNESCO, the pandemic has impacted at least 70% of school activities worldwide (UNESCO, 2020). Meanwhile, according to a report from the consultancy agency Deloitte, the issue of employee well-being was never as important as before the COVID-19 pandemic (Deloitte, 2020).

During a pandemic, workers are not only required to be adaptive in their activities, but at the same time also have to think about the health and economic conditions that are vulnerable during a pandemic (Sharifi & Khavarian-Garmsir, 2020). One striking change in employee and teacher activities is the shift from conventional work activities to work from home activities. Activities that undergo drastic changes have great potential to threaten the well-being of employees and teachers (Castellacci & Tveito, 2018). The threat of well-being from a profession can undoubtedly result in decreased performance and decreased quality of life for a person. Well-being can also determine a person's work-life balance (Adriano & Callaghan, 2020). Through this research, researchers will attempt to analyze the well-being of employees and teachers to identify further the achievement of work-life balance between the two professions.

RESEARCH METHOD

This research uses qualitative content analysis methodology to analyze the data and present the result of the research. Qualitative research is a research procedure that produces descriptive data, such as; utterance or written texts and people behavior observed. The purpose of content analysis is to organize and elicit meaning from the data collected and draw realistic conclusions (Bengtsson, 2016). This research will collect data from literatures and online sources. The object of this research are workers and teachers.

RESULT AND DISCUSSION

The Importance of Well-Being in Workplace

It is fundamental to examine the concept and component of well-being before understanding the importance of well-being in the workplace. In general, there are two main concepts of well-being, which are hedonic well-being and *eudaimonic* well-being. Hedonic well-being emphasizes the self-evaluation of one's life, either emotionally or cognitively. At least there are four components of hedonic well-being:

1. Frequent pleasant feelings;
2. Infrequent pleasant feelings;
3. Judgment that life is satisfying.

The conception of hedonic well-being is also often referred to as subjective well-being, because self-evaluation of one's life and wants is the main priority in this conception, despite the ontology of the wants (Watson, Tregaskis, Gedikli, Vaughn, & Semkina, 2018) Meanwhile, the latter concept generates some derivative concepts. Historically, the concept of *eudaimonic* was first coined by Aristotle, which he viewed that *eudaimonia* as living in accord with one's true nature (or *daimon* in Greek). The starting point of *eudaimonic* well-being is the argument of the existence of certain needs or qualities that are essential for one's psychological growth and development, and with the fulfillment of those needs or qualities enables a person to reach their full potential. This tradition of *eudaimonic* well-being has a close relationship with the discipline of psychology.

As stated before, *eudaimonic* well-being believes that certain needs or qualities enable a person to reach their full potential, and therefore it is essential to identify those needs or qualities (Bartels, Peterson,

& Reina, 2019). Drawing on the theories of Erikson, Jung, Maslow, and Rogers, Ryff posited six key features of people who are functioning well in life, these six key features are:

1. Self-acceptance – a positive evaluation of oneself and one's past, accepts oneself (including one's negative features);
2. Personal growth – continuous growth and development as a person, openness to new experiences;
3. Environmental mastery (be able to manage external stressors and leverage on opportunities);
4. Purpose in life – the belief that one's life is purposeful and has meaning, sense of directedness, has aims and objectives for living;
5. Positive relations with others – having warm and satisfying relations with others, capable of strong empathy, understands give and take in relationships;
6. Autonomy – a sense of self-determination and independence, evaluates oneself by internal standards.

Ryff refers these key features as the components of psychological well-being. Besides Ryff, van Horn also proposed several points that build the concept of well-being. These points are:

1. Affective well-being – e.g., job satisfaction, organizational commitment, emotional exhaustion/fatigue
2. Professional well-being – e.g., aspiration and competence at work, autonomy
3. Social well-being – e.g., depersonalization towards colleagues, quality of social functioning at work
4. Cognitive well-being – the capacity to take up new information at work, ability to concentrate at work
5. Psychosomatic well-being – health complaints such as headaches, stomach aches and symptoms of possible cardiovascular issues. (Hercz & Tareke, 2019)

So, is there any resemblance between these two traditions, hedonic well-being and *eudaimonic* well-being? At the very least, both suggest that positive feelings and positive functioning tend to go hand in hand. However, there is a distinction between these two traditions. According to McGregor & Little, hedonic well-being is more associated with the pursuit of projects that are fun and likely to be successful, while *eudaimonic* well-being is more associated with projects that are closely aligned with one's values and identity (Heintzelman, 2018). After all, other scholars also frequently add another aspect to the concept of well-being, with optimism being one of them. Optimism considered as a general expectation that one will experience more positive than negative outcomes in life. (Lopez & Snyder, 2003). The existence of optimism is often associated with greater satisfaction and happiness, lower levels of depression and stress, and lower risk of health problems and faster recovery from illness (Park et al., 2016).

Meanwhile, to understand the importance of well-being, this research will borrow the components of well-being proposed by New Economic Foundations. In its reports, the fulfillment of well-being at work is divided into four main components, personal resources, organizational system, functioning at work, and work experience (NEF, Mahony, & Saamah Abdallah, 2014). First, the component of personal resources, is the component that focused on the well-being that formed and felt on the personal domain, not the organizational domain. Health and vitality are the main element of this component. Next in the component of organizational system, experience in the workplace, which is influenced by job design, organization management, work environment quality, and how workers assess the social value of the work, is the main concern of this component. Then in the component of the functioning at work, the correlation of day-to-day activities with the psychological needs of the worker becomes the main focus and concern.

Furthermore, the component of the experience of work focusses on how worker feels in their day-to-day working lives.

After identifying the components of well-being in the workplace, the question will be, what's the importance of well-being for the worker? First, well-being is important for the welfare and the worker's wellness, particularly in the health and psychology area. Second, well-being is also capable of improving worker performance. Concerning worker performance, well-being correlates with process performance, or also referred as behavior at work. With the assumption of the worker's well-being fulfillment, then the worker is happy. It is believed that happy workers tend to be more productive than other workers. This argument then becomes the fundamental of happy-productive worker hypotheses. This hypothesis was later proven by Taris (2006), that it is true that there are relations between well-being and worker performance (van den Bosch & Taris, 2014).

Based on the evidence of the happy-productive worker hypothesis, it can be concluded that well-being is essential for the worker himself as a subject and for an organization of the subject (Chen et al., 2020; Amekran & El Hangouche, 2021). With the fulfillment of worker well-being, worker performance and work outcomes will be better. In addition, with the fulfillment of workers' well-being, it is possible that the work-life balance can be more easily fulfilled.

Work-Life Balance Fulfillment

There are several perspectives to understand work-life balance. Theoretically, work-life balance seeks to explain the relationship between the work domain and other domains (Kraak, Russo, & Jiménez, 2018). This paper will describe several perspectives to understand the concept of work-life balance better. The first perspective that will be described is conflict theory. According to this theory, work-family conflict occurs when demands of work life create problems in fulfilling the demands of family life (Pradhan, 2016). Work-family conflict may be described as inter-role conflict in which two distinct domains, the work domain and the family domain, exert role demands on the individual. Work-life balance, which is viewed as work-family conflict in conflict theory, is classified into three types: strain-based conflict, time-based conflict, and behavior-based conflict.

In strain-based conflict, conflict occurs when psychological symptoms such as anxiety, fatigue, and irritability caused by one domain spillover or intrude to the other role, preventing the subject from fulfilling their role in another domain (Hammami, Harrabi, Mohr, & Krustup, 2020). In the time-based conflict, conflict occurs because one domain demands time of the subject, preventing the subject from participating in the other domain. Hence, in the time-based conflict, conflict is caused by the competition between domains to obtain the subject's time. Greenhaus and Beutell later developed this time-based conflict into two forms (Wang, Zhang, Zhao, Zhang, & Jiang, 2020) First, due to time pressures involved in one role, it becomes physically impossible to satisfy the time demands of another role and secondly, despite being physically present and attempting to meet the demands of one domain, a person is mentally preoccupied with another domain (Pradhan, 2016). Though there is a different concept between these two, strain-based and time-based conflict have similarities on several aspects. Next, behavior-based conflict occurs when expected or appropriate behavior in the family role (expressiveness, emotional sensitivity, and others.) is considered dysfunctional or inappropriate in the workplace (Pradhan, 2016). Similar to strain-based conflict, in behavior-based conflict there is also negative spill-over from one domain to another. In summary, in the conflict theory perspective, working time is the main factor determining the work-life balance.

In addition to conflict theory, the researcher also adds another perspective to analyze the work-life balance. This perspective is enrichment theory. This theory argues that the activity in one domain can enrich the experiences in the other domain instead of depleting energy from the other domain (Pradhan, 2016). Hence the enrichment theory believes that there would be positive spill-over from one domain to another. Positive spill-over can take into many forms, such as skills, moods, values, behaviors, experiences, etc. (Jazaieri & Rock, 2021). There are some components, directions, and dimensions from enrichment theory perspective to work-life balance. In the case of the working and family domains, work-family enrichment is considered multi-dimensional wherein work provides resource gain that enhances performance in the family domain and vice-versa. Concerning work-to family direction, development takes place when work involvement leads to acquiring new skills, knowledge or behavior which enables the individual to become a better member of the family; affect is viewed as a positive emotional state wherein work involvement enables the individual to become a better family member and capital takes place when work involvement facilitates levels of psycho-social resources such as sense of confidence, security, self-fulfillment or accomplishment which aids the individual to become a better family member. Concerning family-to-work direction, development takes place when family involvement leads to acquiring new skills, knowledge or behavior which enables the individual to become a better family member (Loi, Xu, Chow, & Chan, 2020) which affect takes place when family involvement leads to a positive emotional attitude which in turn helps the individual to become a better worker and efficiency take place when family involvement provides a sense of urgency or focus which aids the individual in becoming a better worker (Pradhan, 2016).

Meanwhile, to promote work-life enrichment, there are 5 types of resources, psychological and physical resources, skills and perspectives, flexibility, social-capital resources and material resources (Pradhan, 2016). These five resources could be achieved through two different paths, which are the instrumental path and affective path. Instrumental path occurred when the worker perceived the influence of one domain, such as family domain, prepared them with the resources required to handle colleagues, or that those resources have helped them to perform better at work. On the other hand, the affective path facilitates work-family enrichment indirectly through moods and influence of emotions which resulted in role participation (Pradhan, 2016).

In general, it could be concluded that work-life balance needs to be managed to be beneficial for the worker and employers. If the work-life balance is fulfilled, positive spill-over between domains could be achieved. Meanwhile, if there is imbalance in the work-life, then it is more than possible for conflict between domains to occur, resulting in negative spill-over between domains.

Well-Being of Workers and Teachers amidst Pandemic and Work-Life Fulfillment

Hudson (2005) reveals that work-life balance is a level of satisfaction from engagement among many roles in a person's life. This means that one can have a work-life balance by prioritizing everything both at the professional and personal level (Marie & Maiya, 2015). In other words, a worker is able to fulfill his duties and obligations in working without having to put aside any interests in his personal life (Maslichah & Hidayat, 2017). Therefore, one of the reasons the concept of work-life balance is suitable for study in Indonesia is because women who decide to enter the workforce tend to be able to experience multiple role conflicts (Laela & Muhammad, 2017).

Work-life balance is also important to be studied and owned for workers, especially for female nurses who have many roles in their lives because with a high work-life balance, a person will have a high spirit in work and feel satisfied with the work carried out while feeling responsible for his work and

personal life (Maslichah & Hidayat, 2017). Based on previous studies it is known that with the work-life balance can have a positive impact, such as a significant positive effect on job satisfaction in nurses which means that the higher the work-life balance, the more the nurse will get satisfaction (Risna & Yunawati, 2017). Further, Hafid (2017) reveal that work-life balance has a significant negative effect on the turnover tendency of workers, meaning that someone who has a high work-life balance does not rule out having a tendency for low turnover or even no tendency for turnover at all. Through the tendency of low turnover will also have an impact on institutions, namely regarding lower recruitment and training costs and increased worker retention (Lazăr, Osoian, & Rațiu, 2012).

In addition, with the work-life balance if it is associated with the attitude of a worker who experiences increased job satisfaction and control over their work schedule in order to improve the performance of individuals and institutions, it will get results including reducing absenteeism, reducing the level of work stress as well as conflict between work and personal life. Even workers with a high work-life balance will also be able to increase their work productivity, have high commitment and loyalty to the institution where a person works (Lazăr et al., 2012). Hence, the description above shows that by creating a high work-life balance will have a positive impact on a person, on the contrary without creating or having a low work-life balance it can give a tendency to negative impact for a person.

Poulose & Sudarsan (2014) highlights that a person's work-life balance can be affected by a variety of factors including organizational factors (work arrangements, work-life balance program policies, organizational support, work stress, technology, and roles), environmental factors (child care arrangements and family support), demographic factors (age, gender, marital status, parental status, experience, job type, income and family type), as well as individual factors (personality, emotional well-being and intelligence). There are several previous research results that support this statement, including the use of flexible working hours as a form of work arrangement by institutions can positively affect work-life balance and life satisfaction in workers which contributes to increased job allocation and life responsibilities. Thus, making a worker will fulfill his role at work or not working easily which ultimately achieves achievements inside and outside the work to lead to work-life balance that has an impact on improving the overall life satisfaction of workers (Shagvaliyeva & Yazdanifard, 2014)

Furthermore, Poulose & Sudarsan (2014) claim that work-life balance can be influenced by a variety of factors including individual, organizational factors, environmental factors and demographic factors. Here's a further explanation of these factors:

Individual factors are factors that come from within the individual. Individual factors that affect a person's work-life balance include: (1) Personality, which is the capacity of various ways a person reacts and interacts with others, (2) Well-being, which refers to positive psychological traits including self-acceptance, satisfaction, hope and optimism, (3) Emotional intelligence, which is an adaptive ability in the individual to recognize emotions, express, as well as managing emotions.

Organizational factors are factors that come from where the worker works. Organizational factors that affect work-life balance include: (1) Work arrangements, where flexible work arrangements will help workers in achieving a blend of work with a better non-work life, helping organizations recruit, maintain and motivate their workers, (2) Work-life balance program policies, namely the existence of program policies from the workplace proven to help workers in balancing between work and non-working life such as the leave policy, (3) Organizational support, where support from superiors, organizations and co-workers can reduce moral fatigue and dual role conflicts thus contributing to a better work-life balance, (4) Work stress, i.e. the perception of a person regarding his or her work as a threat and discomfort experienced in his workplace which is negatively correlated with work-life balance, (5) Technology,

identified to hinder work-life balance due to There is ease of access and flexible time that allows a person to work anytime and anywhere, (6) Roles, where the higher the role chaos that occurs, the more difficult a person is in achieving work-life balance.

Environmental factors are a contributing factor that comes from the environment in which the individual lives. Environmental factors that affect work-life balance include: (1) Child care arrangements, which relate to a greater number of children and child care responsibilities can trigger stress and conflict between work and family, (2) Family support, namely family support including partner support is also considered to affect a person's work-life balance where emotional and instrumental support from the family. Family can help a person's work-life balance. Furthermore, demographic factors that can affect work-life balance include age, gender, marital status, parental status, experience, job type, income and family type.

During the pandemic, the working activity and environment have changed significantly. Which certainly affects the workers and teachers, which is the object of this research. The researcher will analyze the well-being of the workers and teachers in their day-to-day working activities during the pandemic. The changes that occurred in the work activities of workers and teachers during the pandemic were as follows:

1. Global/national/local lockdown
2. Housework
3. The increasing of health and hygiene awareness
4. Social and physical distancing
5. Minimum domestic help
6. Responsibility sharing
7. Minimum outdoor activities (walks, exercise, etc)
8. Time to do office work
9. Space for office work
10. Skill up gradation
11. Dependence on digital modes for work (Deshpande, Salunke, & Joshi, 2020).

Workers and teachers must fulfill their professional responsibilities at home instead of at the office with the lockdown situation. They also have to do their housework given by their superior at home, not only for their primary responsibilities. In addition, they also have to pay more attention to health and hygiene awareness during the pandemic. The study found that COVID-19 pandemic heightened the awareness of health and hygiene awareness (Deshpande et al., 2020). When doing outdoor activities, the activity of workers and teachers is also affected by the social and physical distancing protocols. Although this protocol disrupted business activities and threatened workers and teachers' job availability, all stakeholders need to obey these protocols. Another study also found that social distancing has a strong relation to loneliness (Kniffin et al., 2021).

Social and physical distancing protocols also led to the minimum outdoor activities, such as walks, exercise, etc. A study found that lack of outdoor and physical activities resulted in aggressiveness and hostility, depression, anxiety, stress, sleep deprivation, social isolation, and distress and coping behaviors (Violant-Holz et al., 2020). Meanwhile, it is found that the person who engaged in physical activities (whether indoor or outdoor), had higher mental health scores (Lesser & Nienhuis, 2020). With all of protocols and suggestions to stay at home, the activity of workers and teachers concentrated to indoor activity. With improper spaces, it is difficult for workers and teachers to fulfill their professional role in their house. Moreover, workers and teachers also have to have capable devices, such as personal computer, smartphone, etc., in order to do their job and work from home. With economic and social

inequality, not all workers and teachers have access to these devices. In Indonesia, several aspects could negatively affect online learning activity. These aspects are:

1. Limited technology-savviness by the teachers and students;
2. Lack of facility and infrastructure;
3. Limited internet access;
4. Unprepared budget (Aji, 2020).

In summary, there are positive and negative sides of work from home activity. A study from Indonesia found that teachers believe that working from home prevents the spread of COVID-19, and therefore has a positive effect in the context of work safety (Rokhani, 2020). Nevertheless, in terms of comfort and job effectiveness, teachers tend to perceive the work from home activity affect negatively and therefore prefer working in normal environment to work from home (Rokhani, 2020). Similar to teachers, there are also positive and negative sides of work from home activity for workers. As of June, a survey showed that around 39,09% of workers have already done the work from home (Yoshio, 2020). On the positive side, working from home allows workers to work flexible hours, minimize transportation costs, improve competencies and skills, and minimize carbon print (Mungkasa, 2020). Meanwhile, on the other side, work from home also cause limited interactions between workers, isolation from the office network, work monitoring difficulties, work synergy difficulties, limited access to the internet, information and privacy insecurity, and technology dependence for workers (Mungkasa, 2020).

Moreover, in the case of Indonesia, survey also found that through work from home, workers are threatened to the overwork and burnout. (Yoshio, 2020) With this phenomenon, the researcher will analyze the personal and organizational domains of the well-being of workers and teachers amidst pandemic (Lee & Sirgy, 2019a). From the personal resources' aspect, the work from home activity allows the working hour flexibility. However, studies found that through social and physical distancing and other protocols, pandemics also threaten the health of workers and teachers (Violant-Holz, et al., 2020; Kniffin, et al., 2020). The work from home activity which could lead to the overwork could negatively affect the health behavior of workers and teachers. It is also found that people become more prone to addiction (Kniffin, et al., 2020). This addiction could take into many forms, such as video gaming, alcohol, etc. However, with the raised of health and hygiene awareness, it is believed that workers and teachers have adapted and improved their health behavior (Elhadi et al., 2020).

Next, in the aspect of organizational system, a study found that the facility and infrastructure to allow the work from home activity, particularly in developing countries like Indonesia, is not yet prepared. This has become the big problem for the organizational system, particularly in terms of management and organizational management. Most of the workers also took a pay cut in order to keep their job, since companies across the world cut their operational budgets in order to survive amid pandemic (Liu, 2020; Russon, M.-A & Hooker, 2020; Lidyana, 2020). Amidst pandemic, it is also found that job loss has become the main effect. Therefore, most likely the workers and teachers experienced the job insecurity. This also explains why most of the workers and teachers willingly took a pay cut. Pandemics also interfere the work environmental clarity. Environmental clarity refers to the degree to which people can anticipate what might happen within the structure of their organization, and clearly understand their role within the workplace (NEF et al., 2014). With work from home activity, which minimizes the interaction between workers and teachers, and job insecurity, the pandemics have significantly disturbed the environmental clarity. The pandemics also affect the work environment significantly. With the work from home scenario, the work environment varies among workers and teachers, and not all of them have a suitable house to support their work activities. With an improper work environment, the physical and psychological

condition of the workers and teachers could be harmed. Hence, it could be summarized that pandemics have a greater effect on organizational systems than personal resources.

Next, in the aspect of functioning at work, pandemics situation strongly affected the sense of control and the work relationships of the workers and teachers. With work from home situation, it is difficult to apply ideas. A study found that some teachers experienced difficulties to teach in creative way by work from home activity (Rokhani, 2020). However, with work from home activity allowing working hour flexibility, workers and teachers have more freedom. In terms work relationship, with minimum physical interaction and social distancing protocol, it is difficult for workers and teachers to have a good work relationship. Work relationship itself has several components, including contact with others, trust, social support, and social interaction. However, a good work relationship, particularly in social interaction, still could be maintained with online communication.

Finally, in the aspect of work experience, the researcher will examine the positive and negative feelings of workers and teachers at work. Positive emotions help individuals broaden their thoughts, which can induce more creativity, flexibility, and paying more attention, resulting in more significant psychological resources including resilience, coping, physical abilities, emotional intelligence, social skills, and self-mastery (New Economics Foundation, 2014). Meanwhile, the negative feelings could be affected by several things, such as stressful and frustrating work, lack of variety in work, over-simplified tasks, etc. With work from home activity, which most of the working time spends online (lack of variety), it is more likely to result in boredom for workers and teachers. Variety itself can be understood as variation in the conditions to which a person is exposed and in the activities he or she is required to perform (New Economics Foundation, 2014). Study found that some teachers prefer work in the schools to work from home (Rokhani, 2020). However, survey found that workers tend to choose the combination of work from home and work from office rather than full work from office and full work from home (Fadli, 2021). After all, the decision of the workers and teachers more likely caused by the experience they faced during the work from home activity.

The positive sides of workers and teachers amidst COVID-19 pandemic according to Personal resources are with time flexibility, workers and teachers could reorganize their working hour; Improvement of health and hygiene awareness. While the negative, Possibility of overwork; Addictive behavior triggered by traumatic event (pandemic); Loneliness, stress, and burnout caused by social distancing and pandemic.

The positive sides of workers and teachers amidst COVID-19 pandemic according to Organizational system is Flexibility of working space. While the negatives are Unprepared work from home facility and infrastructure; Pay cut; Job insecurity; Disturbed environment clarity; Improper working environment.

The positive sides of workers and teachers amidst COVID-19 pandemic according to Functioning at work is Work from home led to independent and freedom of workers. While the negatives are Limited environment to apply ideas and creativity; Minimum physical interaction between workers and teachers.

The positive sides of workers and teachers amidst COVID-19 pandemic according to Experience at work is Positive feeling caused by minimum cost and flexibility of work from home. While the negatives are Negative feelings caused by lack of variety (work from home through gadget).

The description above concludes that the pandemics have more potential negative side than positive side for the workers and teachers. These positive and negative effects of pandemics to the well-being of workers and teachers, researcher will analyze how this affect the work-life balance of the workers and teachers. From the critical theory, particularly time-based conflict, the work from home caused by pandemics could minimize the possibility of conflict. Given that workers and teachers are working from

their home, it is easier for them to maintain time for working and other domains, such as family. However, the possibility of overtime for workers and teachers is also more than possible if the work-life imbalance occurs. Related to time-based conflict, the strain-based conflict also sees that it is easier for workers and teachers to maintain the conflict between domains by fulfilling their role in each domain with the flexibility given by work from home. On the contrary, strain-based conflict sees negativity like stress, loneliness, addictive behavior, hindering the work-life balance fulfillment.

According to the findings of several studies, such as conducted by Karpagham & Magesh (2017), Shams & Kadow (2019), Soni & Bakhru (2019), Youssef-Morgan & Craig (2019) reveal that work-life balance is able to encourage a positive individual's quality of life and ultimately has an impact on increasing individual subjective well-being (Laub, 2015). Hence, individuals who are able to balance their roles in life and work can reduce the emergence of conflict and stress. This is in line with the opinion of Gröpel & Kuhl (2012) that subjects who have enough and have a work-life balance, they will be more likely to meet their own time needs to balance between their life and work, so as to be able to produce a good increase in subjective well-being, and subjective well-being will be obtained if life goals can be achieved.

Moreover, Haar, Russo, Suñe, & Ollier-Malaterre (2014) shows that work-life balance is positively related to job satisfaction and life satisfaction. Life satisfaction is one aspect of subjective well-being. From the results of this study, it is shown that job satisfaction, life satisfaction, and work-life balance are positively related. Another similar research is the research conducted by Pop (2014) which found that work-life balance contributes to how to evaluate different life domains, such as living well overall. Low levels of conflict in work-life balance led to good levels of life satisfaction, which also increases family satisfaction, job satisfaction, and social satisfaction.

Additionally, Siregar (2018) emphasize that there is an influence between work-life balance and psychological well-being. This means that the higher the level of work-life balance of a person, the higher the level of psychological well-being. There are several reasons that may explain the positive relationship between work-life balance and psychological well-being. First, when individuals meet the work-life balance, psychological well-being is fulfilled because both have a positive influence that can be gained through interactions with people like family, friends and co-workers. Parkes & Langford (2018) also have same opinion that work and life balance is related to the psychological well-being of employees because if a person is able to meet the work and life balance then the individual can achieve life satisfaction such as psychological well-being becomes better so as to strengthen relationships with the family. Similarly, when an organization provides high working hours, employees will spend more time at work. For employees who are already married or employees who are not married will be difficult to have time with family so. As a result, the time to gather with the family will be reduced and the fulfillment of family demands becomes disrupted. Therefore, in order to improve the psychological well-being of employees, the company must focus on the work given to employees, such as excessive workload and difficulty level of task (Zulkarnain, 2013).

With the negativity caused by pandemics situation, the negative spill-over between domains is more potential. Meanwhile, behavior-based conflict may see that the behavior of workers and teachers could cause inappropriateness. For example, if the workers or teachers living with their family, particularly a child, it is crucial for them to have or show a certain behavior. Meanwhile this certain behavior may look not professional for working environment. Therefore, with working from home activity, it is difficult for workers and teachers to maintain their behavior given that they may be working in the same location with their family. However, the conflict could be prevented if the workers and teachers have proper environment (working room, capable devices, etc.). Meanwhile, in another perspective, enrichment

theory, the pandemics could be seen more positively. The work-life balance could be fulfilled if the domain other than workers and teachers' working domain could help them in instrumental and affective paths. In the instrumental path, for example, family members of workers and teachers may help them prepare their work infrastructure (preparing the online meeting account, setting the virtual meeting background, giving feedback, etc.) and vice versa. Meanwhile, in the affective path, workers and domains may fulfill work life balance if they have positive feelings toward other domains. For example, with work from home activity, workers and teachers may spend more time and show more positive affection for their family.

Hence, with the work from home activity, it is easier for workers and teachers to avoid work-life imbalance caused by the lack of time (Lee & Sirgy, 2019b). Nonetheless, if the workers and teachers could not maintain their negative feelings, including stress, loneliness, etc., it is more difficult for them to fulfill the work-life balance. This is the negative spill-over from working domain, to other domains of the workers and teachers. With pandemics, however, it is more difficult for workers and teachers to fulfill their work-life balance since they don't have the preparedness to face the traumatic event and new working environment. This unpreparedness is not only the responsibility of the subject (workers and teachers) but also the organizational management (company and government) responsible for several aspects, including facility and infrastructure preparedness, fair pay, job security, etc.

CONCLUSION

To conclude this research, researcher link back to the effect of COVID-19 pandemics for workers and teachers. Workers and teachers are vulnerable in pandemics since most of them do not have experience working remotely. From the analysis of the well-being of the workers and teachers, this research found that the pandemics and work from home activity caused negativity more than positivity. The negativity includes risk of psychological health (addictive behavior, stress, loneliness, burnout), improper working environment, overwork, job insecurity, and minimum social interaction. Nevertheless, there is still positivity of the pandemics for workers and teachers. Through work from home activity, this positivity includes flexibility of space and time for workers and teachers to work and led to minimum cost to work. With pandemics situation, the awareness of healthy lifestyle among workers and teachers also improved.

Thus, to achieve work-life balance, workers and teachers need to maximize their time and space flexibility. With this flexibility, it is easier to maintain time in order to avoid conflict between domains in workers and teachers' life. Besides that, workers and teachers are not suggested to spill-over the negativity they got from work domain to other domains, and vice versa. Additionally, the organizational management including company and government, must support workers and teachers through various ways, such as preparing the facility and infrastructure, adjusting the number of tasks, and giving social incentives (food aids, internet package, and other incentives). With the support of organizational management, the well-being of workers and teachers can be maintained and the work-life balance can be fulfilled.

REFERENCES

- Adriano, J., & Callaghan, C. W. (2020). Work-life balance, job satisfaction and retention: Turnover intentions of professionals in part-time study. *South African Journal of Economic and Management Sciences*, 23(1), 1-12.
- Aji, R. H. S. (2020). Dampak COVID-19 pada pendidikan di indonesia: Sekolah, keterampilan, dan proses pembelajaran. *Salam: Jurnal Sosial Dan Budaya Syar-i*(7), 5, 395-402.

- Amekran, Y., & El Hangouche, A. J. (2021). Coronavirus disease (COVID-19) and the need to maintain regular physical activity. *The Journal of Sports Medicine and Physical Fitness*, 61(1), 159–160.
- Bartels, A. L., Peterson, S. J., & Reina, C. S. (2019). Understanding well-being at work: Development and validation of the eudaimonic workplace well-being scale. *PLoS One*, 14(4), e0215957.
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2, 8–14.
- Castellacci, F., & Tveito, V. (2018). Internet use and well-being: A survey and a theoretical framework. *Research Policy*, 47(1), 308–325.
- Chen, P., Mao, L., Nassis, G. P., Harmer, P., Ainsworth, B. E., & Li, F. (2020). Coronavirus disease (COVID-19): The need to maintain regular physical activity while taking precautions. *Journal of Sport and Health Science*, 9(2), 103.
- Deloitte. (2020). Addressing The Impact of COVID-19: Holistic well-being for a resilient workforce. London: Deloitte.
- Deshpande, A., Salunke, P., & Joshi, T. (2020). Work life balance in phase of pandemic. *Bi-lingual Int Res J*, 10(38), 229–240.
- Elhadi, M., Msherghi, A., Alkeelani, M., Zorgani, A., Zaid, A., Alsuyihili, A., ... Khaled, A. (2020). Assessment of healthcare workers' levels of preparedness and awareness regarding COVID-19 infection in low-resource settings. *The American Journal of Tropical Medicine and Hygiene*, 103(2), 828.
- Gröpel, P., & Kuhl, J. (2012). Work-life balance and subjective well-being: The mediating role of need fulfilment. *British Journal of Psychology*, 100(2). <https://doi.org/10.1348/000712608X337797>
- Haar, J. M., Russo, M., Suñe, A., & Ollier-Malaterre, A. (2014). Outcomes of work-life balance on job satisfaction, life satisfaction and mental health: A study across seven cultures. *Journal of Vocational Behavior*, 85(3). <https://doi.org/10.1016/j.jvb.2014.08.010>
- Hafid, M. (2017). Pengaruh Work-Life Balance Terhadap Turnover Intention (Studi Pada Karyawan Divisi Food & Beverage Hotel Indonesia Kempinski Jakarta). *SMART – Study & Management Research*, Vol XIV, No 3 – 2017, 14(3).
- Hammami, A., Harrabi, B., Mohr, M., & Krustrup, P. (2020). Physical activity and coronavirus disease 2019 (COVID-19): specific recommendations for home-based physical training. *Managing Sport and Leisure*, 1–6.
- Heintzelman, S. J. (2018). Eudaimonia in the Contemporary Science of Subjective Well-Being: Psychological Well-Being, Self- Determination, and Meaning in Life. *Handbook of Well-Being*.
- Hercz, M., & Tareke, G. (2019). Assessment alternatives of teachers ' well- being and school climate on students ' achievements Assessment Alternatives of Teachers ' Well-Being and School Climate on Students ' Achievements. In : Manuel Vara Pires, Cristina Mesquita, Rui Pedro Lopes, Elisabete Silva ; Graça Santos ; Raquel Patrício ; Luís Castanheira (Eds.) 4th International Conference on Teacher Education (INCTE). *Proceedings : IV Encontro Internacional de Formação Na Docênc.*
- Jazaieri, H., & Rock, M. (2021). Putting Compassion to Work: Compassion as a Tool for Navigating Challenging Workplace Relationships. *Mindfulness*, 1–7.
- Karpagham, C., & Magesh, R. (2017). Work Life Balance of Employees Working in Organized Manufacturing Sector: A Study with specific reference to Chennai, Tamil Nadu, India. *Asian Journal of Research in Social Sciences and Humanities*, 7(2). <https://doi.org/10.5958/2249-7315.2017.00140.x>
- Kniffin, K. M., Narayanan, J., Anseel, F., Antonakis, J., Ashford, S. P., Bakker, A. B., ... Choi, V. K. (2021). COVID-19 and the workplace: Implications, issues, and insights for future research and action. *American Psychologist*, 76(1), 63.

- Kraak, J. M., Russo, M., & Jiménez, A. (2018). Work-life balance psychological contract perceptions for older workers. *Personnel Review*.
- Laela, C. R., & Muhammad, A. H. (2017). Pengaruh Relation-Oriented Leadership Behavior Terhadap Work-Life Balance Pada Wanita Pekerja. *Intuisi : Jurnal Psikologi Ilmiah*, 8(2).
- Laub, J. A. (2015). Assessing the servant organization; Development of the Organizational Leadership Assessment (OLA) model. Dissertation Abstracts International, *Procedia - Social and Behavioral Sciences*, 1(2).
- Lazăr, I., Osoian, C., & Rațiu, P. (2012). The role of work-life balance practices in order to improve organizational performance. *European Research Studies Journal*, Vol. 13. <https://doi.org/10.35808/ersj/267>
- Lee, D.-J., & Sirgy, M. J. (2019a). Work-Life Balance in the Digital Workplace: The Impact of Schedule. *Thriving in Digital Workspaces: Emerging Issues for Research and Practice*, 355.
- Lee, D.-J., & Sirgy, M. J. (2019b). Work-life balance in the digital workplace: The impact of schedule flexibility and telecommuting on work-life balance and overall life satisfaction. In *Thriving in digital workspaces* (pp. 355–384). Springer.
- Lesser, I. A., & Nienhuis, C. P. (2020). The impact of COVID-19 on physical activity behavior and well-being of Canadians. *International Journal of Environmental Research and Public Health*, 17(11), 3899.
- Liu, J. (2020). 1 in 3 workers had their pay cut during the pandemic, and women's salaries are taking longer to recover. Retrieved from <https://www.cnbc.com/2020/12/08/1-in-3-workers-faced-pandemic-pay-cuts-but-recovery-is-uneven.html>
- Loi, R., Xu, A. J., Chow, C. W. C., & Chan, W. W. H. (2020). Linking customer participation to service employees' work-to-family enrichment: The role of job crafting and OBSE. *Journal of Occupational and Organizational Psychology*, 93(2), 381–404.
- Lopez, S. J., & Snyder, C. R. (2003). *Positive psychological assessment: A handbook of models and measures*. American Psychological Association.
- Marie, V., & Maiya, U. (2015). A study on work life balance of female nurses with reference to multispeciality hospitals, Mysore City. *Asia Pasific Journal of Research*, 1(Xxviii), 1(Xxviii), 42–46.
- Maslichah, N., & Hidayat, K. (2017). Pengaruh Work-Life Balance Dan Lingkungan Kerja Terhadap Kepuasan Kerja Karyawan (Studi pada Perawat RS Lavalette Malang Tahun 2016). *Jurnal Administrasi Bisnis S1 Universitas Brawijaya*, 49(1).
- Mungkasa, O. (2020). Bekerja dari Rumah (Working From Home/WFH): Menuju Tatanan Baru Era Pandemi COVID 19. *Jurnal Perencanaan Pembangunan: The Indonesian Journal of Development Planning*, 4(2), 126–150.
- NEF, K. J., Mahony, S., & Saamah Abdallah, J. M. (2014). Well-being at work: A review of the literature. *London: New Economics Foundation*.
- Park, N., Peterson, C., Szvarca, D., Vander Molen, R. J., Kim, E. S., & Collon, K. (2016). Positive psychology and physical health: Research and applications. *American Journal of Lifestyle Medicine*, 10(3), 200–206.
- Parkes, L. P., & Langford, P. H. (2018). Work-life balance or work-life alignment? A test of the importance of work-life balance for employee engagement and intention to stay in organisations. *Journal of Management and Organization*, 14(3). <https://doi.org/10.5172/jmo.837.14.3.267>
- Pop, C. E. (2014). Work-Life Balance And Subjective Well-Being In Romania1. *Jurnalul Practicilor Comunitare Pozitive*, XIV(4).
- Poulose, S., & Sudarsan, N. (2014). Work Life Balance : A Conceptual Review Organization of Literature. *International Journal of Advances in Management and Economics*, 3(2).
- Pradhan, G. (2016). *Conceptualising work-life balance*. Institute for Social and Economic Change.

- Risna, S. A., & Yunawati, I. (2017). Pengaruh work-life balance (keseimbangan kehidupan kerja) terhadap kepuasan kerja perawat pada tenaga kerja perawat di Bidan Layanan Umum Daerah (BLUD) Rumah Sakit Konawe Selatan Tahun 2016. *Jurnal Ilmiah Mahasiswa Kesehatan Masyarakat*, 2(5), 1–8.
- Rokhani, C. T. S. (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.
- Russon, M.-A., & Hooker, L. (2020). 'I took a pay cut but at least I kept my job'. Retrieved from <https://www.bbc.com/news/business-53751316>
- Shagvaliyeva, S., & Yazdanifard, R. (2014). Impact of Flexible Working Hours on Work-Life Balance. *American Journal of Industrial and Business Management*, 04(01). <https://doi.org/10.4236/ajibm.2014.41004>
- Shams, K., & Kadow, A. (2019). The Relationship Between Subjective Well-Being and Work-Life Balance Among Labourers in Pakistan. *Journal of Family and Economic Issues*, 40(4). <https://doi.org/10.1007/s10834-019-09631-5>
- Sharifi, A., & Khavarian-Garmsir, A. R. (2020). The COVID-19 pandemic: Impacts on cities and major lessons for urban planning, design, and management. *Science of The Total Environment*, 142391.
- Siregar, N. P. S. (2018). *Pengaruh Keseimbangan Kehidupan Bekerja Terhadap Kesejahteraan Psikologis*.
- Soni, P., & Bakhru, K. M. (2019). Understanding triangulated collaboration of work-life balance, personality traits and eudaimonic well-being. *Problems and Perspectives in Management*, 17(2). [https://doi.org/10.21511/ppm.17\(2\).2019.05](https://doi.org/10.21511/ppm.17(2).2019.05)
- UNESCO. (2020). Half of World's Student Population not Attending School: UNESCO Launches Global. Retrieved from <https://en.unesco.org/news/half-worlds-studentpopulation-not-attending-school-unesco-launches-global-coalition-accelerate>
- van den Bosch, R., & Taris, T. W. (2014). The authentic worker's well-being and performance: The relationship between authenticity at work, well-being, and work outcomes. *Journal of Psychology: Interdisciplinary and Applied*, 148(6). <https://doi.org/10.1080/00223980.2013.820684>
- Violant-Holz, V., Gallego-Jiménez, M. G., González-González, C. S., Muñoz-Violant, S., Rodríguez, M. J., Sansano-Nadal, O., & Guerra-Balic, M. (2020). Psychological health and physical activity levels during the COVID-19 pandemic: a systematic review. *International Journal of Environmental Research and Public Health*, 17(24), 9419.
- Wang, G., Zhang, Y., Zhao, J., Zhang, J., & Jiang, F. (2020). Mitigate the effects of home confinement on children during the COVID-19 outbreak. *The Lancet*, 395(10228), 945–947.
- Watson, D., Tregaskis, O., Gedikli, C., Vaughn, O., & Semkina, A. (2018). Well-being through learning: a systematic review of learning interventions in the workplace and their impact on well-being. *European Journal of Work and Organizational Psychology*, 27(2), 247–268.
- Yoshio, A. (2020). Survei: Work from Home Picu Jam Kerja Bertambah dan Kelelahan Mental. Retrieved from <https://katadata.co.id/ariemega/berita/5fa7cf815a0e8/survei-work-from-home-picu-jam-kerja-bertambah-dan-kelelahan-mental>
- Youssef-Morgan, C. M., & Craig, L. (2019). Work-life balance, stress and well-being: Moderating effects of psychological capital. In *Creating Psychologically Healthy Workplaces*. <https://doi.org/10.4337/9781788113427.00028>
- Zulkarnain, A. (2013). The mediating effect of quality of work life on the relationship between career development and psychological well-being. *International Journal of Research Studies in Psychology*, 2(3).