

Work From Home and Distance Learning: Its Impact on Working Students' Performance

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Abstract

This study aims to analyze the impact of work from home and distance learning on working students' performance directly or mediated by work motivation, job satisfaction, and work life balance. The analysis is based on quantitative method. The population was working students at the Business and Economy Faculty in Indonesia Postgraduate Program, and had worked for more than six months, both permanent and contract employees. Data collection techniques through surveys, with research instruments using questionnaires. The sampling technique is proportionate stratified random sampling. The analysis technique used descriptive analysis, multiple linear analysis, and path analysis. The results show that work from home have positive and significant influence on working students' performance directly or mediated by work motivation, job satisfaction, and work-life balance. distance learning has positive and significant influence on working students' performance directly or mediated by work motivation, job satisfaction, and work life balance. Work motivation mediates the impact of work from home on working students' performance, but job satisfaction and work-life balance have no role in mediating the impact of work from home and distance learning on working students' performance. These findings in relation to the extant literature and its implication for companies providing working student with opportunities to manage their priorities between work, study, and personal life better.

Keywords: Work From Home, Distance Learning, Working Students' Performance

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Introduction

COVID-19 spread quickly around the world and became a pandemic. The large-scale outbreak of this pandemic affects human health, and various aspects of human life in a significant way (Huang et al., 2020). In Indonesia, issued a government regulation to close schools in the second week of March 2020. Some schools continue teaching with different motors. Interim lessons of face-to-face learning due to an emergency crisis are called remote emergency learning (Hodges et al., 2020).

Work from home has become a mainstay of many companies as an alternative strategic policy to break the chain of transmission of COVID-19. This policy certainly has the same obligations and responsibilities as working from an office. Work from home creates flexibility in time and place. However, Work from home has drawbacks such as poor team performance and less than optimal supervisory systems by managers (van der Lippe & Lippényi, 2020).

Within the scope of higher education, it is important for educational institutions to properly implement online learning models and support students (Daumiller et al., 2021). Distance learning has similarities with work from home, because learning is also done remotely. The implementation of distance learning gave birth to several variations of distance learning programs such as virtual schooling, cyber schooling, online charter schooling, to blended learning programs (Hasler-Waters et al., 2017).

In the context of the effect of work from home and distance learning, three variables are assumed to be able to partially mediate the effect of work from home and distance learning on working students' performance (Chaney et al., 2017; Farooq & Sultana, 2021; Omar et al., 2018; Prasetyaning et al., 2021; Timsal & Awais, 2016). The three intermediary variables are presented in this model, because it is interesting to know whether work from home and distance learning influence work motivation, job satisfaction, and work-life balance.

Literature Review

Research on the productivity and involvement of remote and on-site workers, found that enjoyment of work locations or comfortable Work from home was positively and significantly correlated with better performance than working at work (Amador et al., 2016). Work from home can increase work productivity (Noonan & Glass, 2012). Across Europe working professionals find their new working conditions mostly positive as they appreciate the benefits of work from home, whereas managers find the situation more challenging (Ipsen et al., 2021).

In research to determine the correlation between job satisfaction and job performance, proving a positive and significant relationship between job satisfaction and job performance (Judge et al., 2001). There is positive social relationships is another factor associated with having a positive work-life balance. In a study based in Sri Lanka, found relationship between work-life balance and working students' performance (Malalasekara, 2019).

There are many studies regarding the impact of work from home on working students' performance (Amador et al., 2016; Mardianah et al., 2020; Noonan & Glass, 2012; Rawat et al., 2021). However, there is a research gap between these researchers proving that work from home has a positive and significant effect on working students' performance (Amador

et al., 2016; Mardianah et al., 2020; Noonan & Glass, 2012). A different effect for work from home on working students' performance, because it depends on employee intention as a mediator variable (Rawat et al., 2021).

The need for a mediator variable between work from home and working students' performance (Rawat et al., 2021). Researchers present three intermediary variables, namely job satisfaction, work motivation, and work-life balance. The justification for using these three variables as intermediary variables is due to several reasons. First, the need for a mediating variable between work from home and working students' performance. The second and third variables (job satisfaction, work motivation, and work-life balance) have been partially proven in previous research to affect working students' performance. Job satisfaction is proven to affect working students' performance (Judge et al., 2001), Work-life balance is proven to affect working students' performance (Malalasekara, 2019). Work motivation is proven to affect working students' performance (Hanaysha & Majid, 2018; Firdiansyah & Pamungkas, 2021; Widyaningrum & Hamdan, 2018; Priarso et al., 2019; Sembiring et al., 2020; Chien et al., 2020; Izzah et al., 2020; Thamrin & Riyanto, 2020; Suryani et al., 2021).

Another impact of work from home on work-life balance, as empirically proven by (Crosbie & Moore, 2004; Gajendran & Harrison, 2007) that work from home is useful in supporting balance between work and work-life balance. Distance learning has a positive effect on working students' performance. Distance learning is proven make students feel more comfortable in learning compared to face-to-face learning systems, and motivates students to learn further (Caroline et al., 2015). Distance learning provide flexibility for employees to manage time so that they can work more productively than working while having to attend lectures at campus.

The role of mediation, assumptions of work motivation, job satisfaction, and the mediating effect of work-life balance on work from home on working students' performance. In addition, job satisfaction and work-life balance mediate the effect of distance learning on working students' performance. The causality model with a path analysis format consists of two independent variables or exogenous variables, three endogenous intermediary variables: work motivation, job satisfaction, and work-life balance; and endogenous variable: working students' performance.

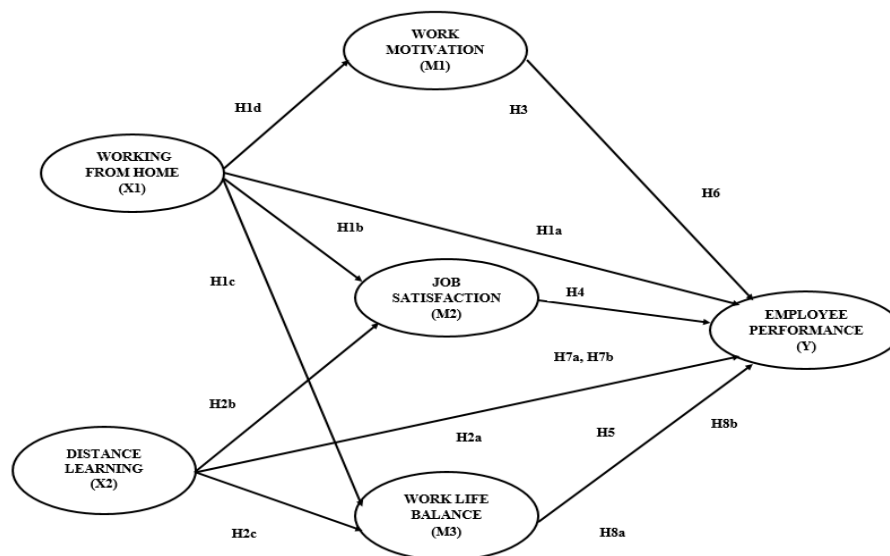


Figure 1: Research Framework

Methods

The analysis is based on quantitative method. The population was working students at the Business and Economy Faculty in Indonesia Postgraduate Program, and had worked for more than six months, both permanent and contract employees. Data collection techniques through surveys, with research instruments using questionnaires. The population was 750 working students' students. The sampling technique is proportionate stratified random sampling, the minimum sample size is 109 respondents. The analysis technique used descriptive analysis, multiple linear analysis, and path analysis using Partial Least Square (PLS) SEM Analysis.

Result

Reliability Indicator

All outer loading indicators are > 0.70 , so outer loading is sufficient.

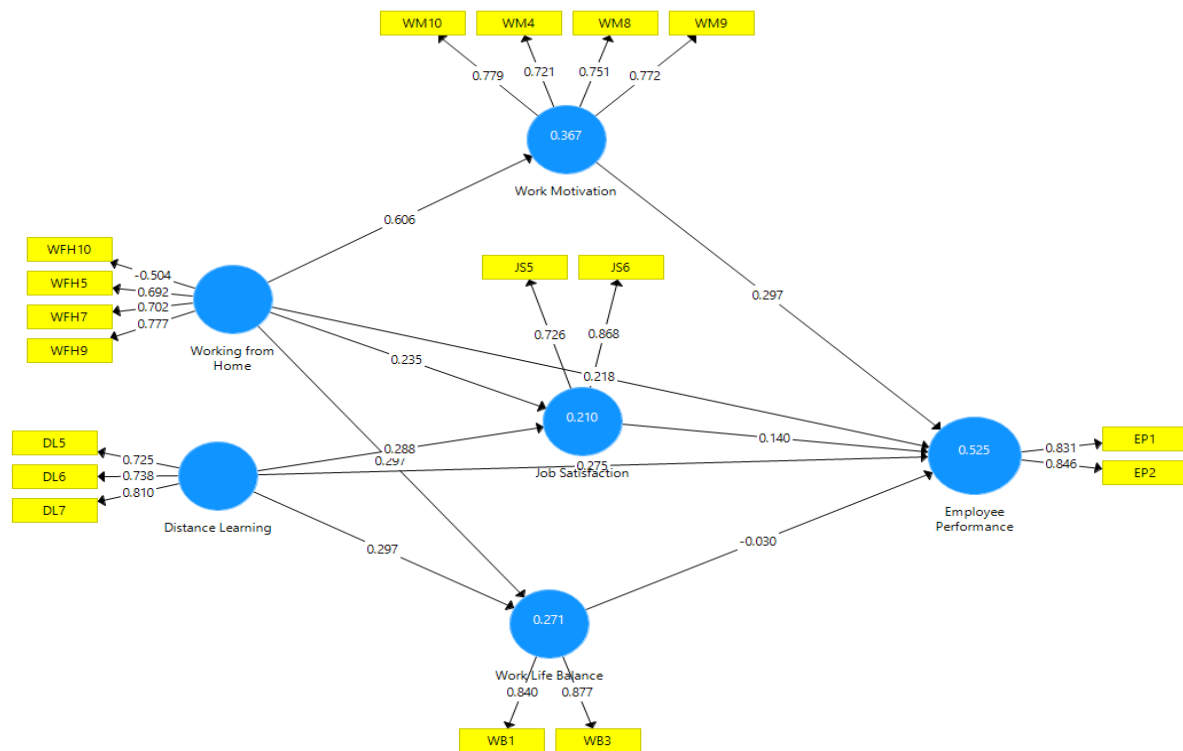


Figure 2: Outer Processing Model

All outer loading values in the second test pass the indicator reliability test of the 43 indicators, 27 were omitted because they did not meet the criteria for the indicator reliability test, so the remaining 16 indicators.

Discriminant Validity

This explains that indicators have good discriminant validity in forming their respective variables. In the variable distance learning with the indicators DL5, DL6, and DL7, it has a higher value for the parent variable than the other indicators. All indicators in this study passed the discriminant validity test with cross loading.

Table 1: Discriminant Validity Results with Cross Loading

	Distance Learning	Employee Performance	Job Satisfaction	Work-Life Balance	Work Motivation	Employee Performance
DL5	0,725	0,318	0,319	0,390	0,518	0,484
DL6	0,739	0,329	0,309	0,311	0,140	0,172
DL7	0,810	0,623	0,317	0,341	0,440	0,494
EP1	0,457	0,832	0,455	0,341	0,520	0,450
EP2	0,519	0,844	0,328	0,285	0,513	0,529
JS5	0,292	0,293	0,726	0,359	0,292	0,223
JS6	0,364	0,436	0,867	0,211	0,426	0,300
WB1	0,387	0,243	0,348	0,840	0,395	0,399
WB3	0,396	0,389	0,240	0,878	0,363	0,337
WFH5	0,335	0,343	0,156	0,289	0,378	0,704
WFH7	0,466	0,426	0,227	0,390	0,386	0,750
WFH9	0,379	0,526	0,337	0,289	0,560	0,801
WM10	0,405	0,454	0,303	0,328	0,781	0,505
WM4	0,418	0,495	0,526	0,373	0,713	0,383
WM8	0,288	0,437	0,323	0,317	0,755	0,402
WM9	0,381	0,478	0,247	0,315	0,774	0,508

The discriminant validity test uses the Fornell Larcker measure, namely the comparison value between the AVE value and the quadrant of the correlation value between constructs or comparing the AVE root with the quadrant of the correlation value between constructs. Fornell Lacker each latent variable must be greater than the correlation between latent variables. The six variables were declared to have passed the Discriminant Validity test with Fornel Larcker values.

Table 2: Discriminant Validity Results with Fornell Larcker

Variabel	<i>Distance Learning</i>	<i>Employee Performance</i>	<i>Job Satisfaction</i>
<i>Distance Learning</i>	0,759		
<i>Employee Performance</i>	0,583	0,838	
<i>Job Satisfaction</i>	0,413	0,465	0,800
<i>Work-Life Balance</i>	0,455	0,373	0,338
<i>Work Motivation</i>	0,495	0,616	0,458
<i>Employee Performance</i>	0,522	0,585	0,332

Internal Consistency

The internal consistency test uses indicators of composite reliability and Cronbach's Alpha. The accepted cut-off value for the composite reliability level, for exploratory research is ≥ 0.6 . Composite reliability does not assume the convenience of booting from each indicator, while Cronbach's Alpha assumes the convenience. The four variables of this study have passed the internal consistency test, which means that they support the internal consistency

test. Job satisfaction and work from home variables have values below 0.6 so they do not pass the Cronbach's Alpha test.

Convergent Validity

The results of the AVE values of the four variables fulfill the convergent validity testing, which has a value above 0.5. The four variables were declared to have passed the convergent validity test.

Multicollinearity Test

All VIF values in the relationship between variables are smaller than 10. There was no phenomenon of two or more independent variables or highly correlated exogenous constructs, which means that there is a strong intercorrelation between latent variables, causing the predictive ability of the model to be poor.

Coefficient of Determination

R-Square for work from home, distance learning, work motivation, job satisfaction, work-life balance simultaneously has a positive effect on working students' performance, with R-Square value 0.531 (53.10%) The magnitude of the influence of 53.10% is between the effect value of 0.33 and 0.67, indicating that the strength model is moderate. R-Square for work from home and distance learning simultaneously have a positive effect on job satisfaction with R-Square 0.189 (18.90%). The magnitude of the influence of 18.90% is under the influence value of 0.19 indicating that the model is weak. R-Square for work from home and distance learning simultaneously have a positive effect on working students' performance, work-life balance with the value of R-Square 0.256 (25.60%). The magnitude of the influence of 18.90% is under the influence value of 0.19 indicating that the model is weak. R-Square for work from home and distance learning simultaneously have a positive effect on work motivation with R-Square 0.358 (35.80%). The magnitude of the influence of 35.80% is below the value of the strength of influence of 0.33 indicating that the model is moderate.

Effect Size Test

If the F Square value is less than 0.02 or <0.02 , the effect is ignored or considered to have no effect; the value of F Squared with a range between 0.02 to 0.15 is called small influence between variables; the F-Square value with a range between 0.15 to 0.35 is referred to as the moderate effect among the variables; and the F-Square value > 0.35 is referred to as the major influence among the variables. The F-Square value for each relationship variable is on average small, then very small, and only one F-square value has a large effect, namely F Square X2 on M1 (0.557).

Path Coefficient

The path coefficient value of the effect of distance learning on work from home is 0.267; distance learning on job satisfaction is 0.330. Distance learning to work-life balance is 0.321. Job satisfaction with work from home is 0.156.; Work-life balance against work from home is -0.026. Work motivation towards work from home is 0.283; Work from home against work from home is 0.283. the value of job satisfaction is 0.159.; Work from home to work-life

balance is 0.258. Work from home on work motivation is 0.598. The direction of this influence is positive and significant with moderate correlation strength.

Q-Square Predictive Relevance

The results of calculating Q2 Square predictive relevance for the effect of work motivation, working students' performance, distance learning, job satisfaction, and work-life balance on work from home is that the value of Q2 is greater than 0 (zero). This shows that work motivation, working students' performance, distance learning, job satisfaction, and work-life balance have predictive value relevance to working students' performance.

Hypothesis Test

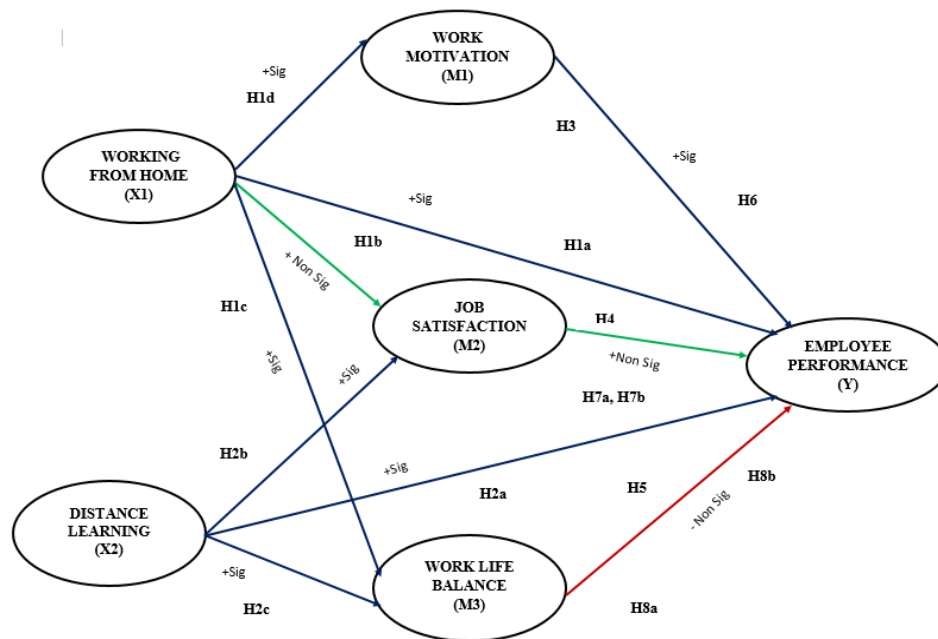


Figure 3: Hypothesis Test

Hypothesis 5 (Effect of Work-life balance on working students' performance)

The path coefficient value is 0.235, coefficient of determination (R²) is $(0.235)^2 = 0.0552$ (5.52%). Significance test is $t = 2.242 (> 1.96)$ and the p-value is $0.025 (< \alpha 0.05)$, which means that work from home has a positive and significant effect on working students' performance. Hypothesis 1a is proven.

H1b: Work from home has a positive effect on job satisfaction

The path coefficient value of work from home to job Satisfaction is 0.159, coefficient of determination (R²) is $(0.159)^2 = 0.0252$ (2.52). Significance test value $t = 1.463 (< 1.96)$ and p-value $0.144 (> \alpha 0.05)$, which means that work from home has a positive but not significant effect on job satisfaction. Hypothesis 1b is not proven.

H1c: Work from home has a positive effect on work-life balance

The path coefficient value of work from home to work-life balance is 0.258, coefficient of determination (R²) is $(0.258)^2 = 0.066564$ (6.65%). The significance test is $t = 2.409 (> 1.96)$ and the p-value is $0.016 (> \alpha 0.05)$, which means that work from home has a positive and significant effect on work-life balance. Hypothesis 1c is proven.

H1d: Work from home has a positive effect on work motivation

The coefficient value of the work from home path on work motivation is 0.598, coefficient of determination (R²) is $(0.598)^2 = 0.3576$ (35.76%). Significance test $t = 8.825 (> 1.96)$ and p-value 0.000 ($< \alpha 0.05$), which means that work from home has a positive and significant effect on work motivation. Hypothesis 1d is proven.

H2a: Distance learning has a positive effect on working students' performance

The path coefficient value of distance learning to work from home is 0.267, coefficient of determination (R²) is $(0.267)^2 = 0.0712$ (7.12%). Test the significance value of $t = 2.452 (> 1.96)$ and the p-value is 0.015 ($> \alpha 0.05$), which means that distance learning has a positive and significant effect on working students' performance. Hypothesis 2a is proven.

H2b: Distance learning has a positive effect on job satisfaction

The path coefficient value of Distance Learning on Job Satisfaction is 0.330, coefficient of determination (R²) is $(0.330)^2 = 0.1089$ (10.89%). Significance test $t = 3.262 (> 1.96)$ and p-value 0.001 ($< \alpha 0.05$), which means that distance learning has a positive and significant effect on job satisfaction. Hypothesis 2b is proven.

H2c: Distance learning has a positive effect on work-life balance

The path coefficient value of Distance Learning to Work-life balance is 0.321, the coefficient of determination (R²) is $(0.321)^2 = 0.1030$ (10.30%). Significance test with a $t = 3.040 (> 1.96)$ and a p-value of 0.002 ($< \alpha 0.05$), which means that distance learning has a positive and significant effect on work-life balance. Hypothesis 2c is proven.

H3: Work motivation has a positive effect on working students' performance

The path coefficient value of work motivation towards Work from home is 0.283, coefficient of determination (R²) is $(0.283)^2 = 0.08008$ (8%). Test the significance value of $t = 2.550 (> 1.96)$ and the p-value is 0.011 ($> \alpha 0.05$), which means that work motivation has a positive and significant effect on working students' performance. Hypothesis 3 is proven.

H4: Job satisfaction has a positive influence on working students' performance.

The path coefficient value of job satisfaction to work from home is 0.156, coefficient of determination (R²) is $(0.156)^2 = 0.02433$ (2.43%). Test the significance value of $t = 1.862 (< 1.96)$ and the p-value is 0.063 ($> \alpha 0.05$), which means that job satisfaction has a positive but not significant effect working students' performance. Hypothesis 4 is not proven.

H5: Work-life balance has a positive influence on working students' performance

The Work-life balance path coefficient value for Work from home is -0.026, coefficient of determination (R²) is $(-0.026)^2 = 0.00067$ (0.067%). The significance test is $t = 0.273 (> 1.96)$ and the p-value is 0.785 ($> \alpha 0.05$), which means that work-life balance has a negative and insignificant effect on working students' performance. Hypothesis 5 is not proven.

H6: Work from home has a positive effect on working students' performance with work motivation as a mediating variable

VAF value 41.87% (20% -80%), only partial mediation. Work motivation plays a role in mediating the effect of Work from home on working students' performance. Hypothesis 6 is proven.

H7a: Work from home has a positive effect on working students' performance with Job Satisfaction as a mediating variable

VAF value of 9.57% (<20%), no mediation. Job satisfaction does not play a role in mediating the effect of work from home on working students' performance. Hypothesis 7a is not proven.

H7b: Distance Learning has a positive effect on working students' performance with Job Satisfaction as a mediating variable

VAF value of 16.30% (<20%), no mediation. Job satisfaction does not play a role in mediating the effect of distance Learning on working students' performance. Hypothesis 7b is not proven.

H8a: Work from home has a positive effect on working students' performance with work-life Balance as a mediating variable

The VAF value is 3.05% (<20%), meaning there is no mediation. Work-life balance does not play a role in mediating the effect of work from home on working students' performance. The H8a hypothesis is not proven.

H8b: Distance learning has a positive effect on working students' performance with work-life balance as a mediating variable

VAF value of 3.08% (<20%), no mediation. Work-life balance does not play a role in mediating the effect of distance learning on working students' performance. The H8a hypothesis is not proven.

Discussion

The effect of work from home on working students' performance

The results of the study show that work from home has a positive and significant effect on working students' performance. Means the first hypothesis is proven. The results of this study support that work from home has a positive and significant effect on working students' performance (Mardianah et al., 2020). Work from home can increase work productivity (Amador et al., 2016; Noonan & Glass, 2012). However, the results of this study contradict that work from home has a negative effect on working students' performance (Farooq & Sultana, 2021).

The effect of work from home on job satisfaction

The results showed that work from home had a positive but not significant effect on job satisfaction. The results of this study are in line with (Irawanto et al., 2021) which were carried out for employees from major islands in Indonesia. Work from home has a positive and significant effect on job satisfaction.

The effect of work from home on work-life balance

The results showed that work from home had a positive and significant effect on work-life balance. These results support (Biron & van Veldhoven, 2016; Cavalcanti et al., 2021) who found a relationship between work from home and work-life balance. Work from home has also been proven to improve the balance between work and personal life because it gives employees the opportunity to do both work and non-work-related things better.

The effect of work from home on work motivation

The results showed that work from home had a positive and significant effect on work motivation. These results support that work from home has a positive effect on work motivation (Amsak & Indriati, 2021) The results of this study indicate that aspects of technology, information and communication (ICT) that can be used while employees are doing work from home, have become important factors to increase their work motivation.

The effect of distance learning on working students' performance

The results of the study show that distance learning has a positive and significant effect on working students' performance. The meaning of the results of this study is that technology, information, and communication (ICT) factors have a role for employees who do distance learning to keep working optimally. In addition, distance learning has a positive and significant effect on the performance of employees who work while studying. This is because distance learning provides opportunities for college employees to manage their time better.

The effect of distance learning on job satisfaction

The results of the study show that distance learning has a positive and significant effect on job satisfaction. However, no previous research has been found that examines the effect of distance learning on job satisfaction, so the results of this study cannot be compared with previous studies. The meaning of these indicators is that employees have a positive perception of distance learning, so that it also has a positive impact on job satisfaction.

The effect of distance learning on work-life balance

The results of the study show that distance learning has a positive and significant effect on work-life balance. However, no previous research has been found that examines the effect of distance learning on work-life balance, so the results of this study cannot be compared with previous studies. Distance Learning improves Work-life balance because it allows employees who work while studying to have the opportunity to divide their time between study, work and personal life activities in a more balanced manner.

The effect of work motivation on working students' performance

the results of the study show that work motivation has a positive and significant effect on working students' performance. The results of this study are in line with (Chien et al., 2020; Firdiansyah & Pamungkas, 2021; Izzah et al., 2020; Priarso et al., 2019; Sembiring et al., 2020; Thamrin & Riyanto, 2020; Widyaningrum & Hamdan, 2018) that employees need external and non-financial motivation to encourage these employees to improve their performance.

The effect of job satisfaction on working students' performance

The results showed that job satisfaction has a positive but not significant effect on working students' performance. Job satisfaction affects work performance. This means that so far management has not provided enough support to employees to further improve their performance.(Judge et al., 2001) Another explanation why the effect of Job Satisfaction is not significant on working students' performance.

The effect of work-life balance on working students' performance

The results of the study show that the Work-life balance has a negative and insignificant effect on working students' performance. These results are in accordance with (Malalasekara, 2019) who found that there is a relationship between work-life balance and employee workplace performance So far, management is perceived to be insufficient in providing

various policies or incentives to lighten work, especially those that can provide a balance between workload and employees' personal lives.

The role of work motivation in mediating the effects of work from home on working students' performance

The results of the study show that Work Motivation plays a role in mediating the effect of Work from home on working students' performance. However, no previous research has been found which proves that work motivation mediates the effect of work from home on working students' performance. Only found the results of research regarding the influence of intervariables partially. Work from home has a positive and significant effect on working students' performance, work from home can increase work productivity (Amador et al., 2016; Noonan & Glass, 2012) As is known work productivity is part of working students' performance. (Amsak & Indriati, 2021) prove that work from home has a positive effect on work motivation.

The role of job satisfaction in mediating the effect of work from home on working students' performance

The results of the study show that job Satisfaction does not play a role in mediating the effect of work from home on working students' performance. The effect of work from home on working students' performance is proven, among others, work from home has a positive and significant effect on working students' performance.(Mardianah et al., 2020) Work from home had a positive and significant effect on job satisfaction.(Irawanto et al., 2021) Job satisfaction affects work performance (Judge et al., 2001) This research is one of the new studies that proves that job satisfaction does not play a role in mediating the effect of work from home on working students' performance.

The role of job satisfaction in mediating the effect of distance learning on working students' performance

The results of the study show that job satisfaction does not play a role in mediating the effect of distance learning on working students' performance. However, no previous research has been found which proves that Job Satisfaction mediates the effect of distance learning on working students' performance. Only found the results of research regarding the influence of each of the variables partially as mentioned in the previous hypothesis. Why Job Satisfaction does not play a role in mediating the effect of distance learning on working students' performance can be explained statistically that the role of mediation will be high if each influence is partly in the path model, all of which have a significant effect (Baron & Kenny, 1986).

The role of work-life balance in mediating the effects of work from home on working students' performance

The results of the study show that the Work-life balance does not play a role in mediating the effect of work from home on working students' performance. However, no previous research has been found which proves that Work-life balance mediates the effect of work from home on working students' performance. Only found the results of research on the influence between variables partially. Statistically, the role of mediation will be high if each effect is partially in the path model, all of which have a significant effect (Baron & Kenny, 1986). The requirement for a mediating role must have a significant effect on the direct relationship and the indirect relationship with the dependent variable.

The role of work-life balance in mediating the effects of distance learning on working students' performance

The results of the study show that the work-life balance does not play a role in mediating the effect of distance learning on working students' performance. However, no previous research has been found which proves that work-life balance mediates the effect of distance learning on working students' performance. Only found the results of research regarding the influence of each of the variables partially as mentioned in the previous hypothesis. Statistically, the role of mediation will be high if the partial influence in the pathway model is all significant (Baron & Kenny, 1986). Work-life balance has a positive but not significant effect on working students' performance; It is understandable if the Work-life balance does not play a role in mediating the effect of distance learning on working students' performance.

Conclusion

Work from home has a positive and significant effect on working students' performance. Work from home has a positive but not significant effect on job satisfaction. Work from home has a positive and significant effect on work-life balance. Work from home has a positive and significant effect on work motivation. Distance learning has a positive and significant effect on working students' performance. Distance learning has a positive and significant effect on job satisfaction. Distance learning has a positive and significant effect on work-life balance. Work motivation has a positive and significant effect on working students' performance. Job satisfaction has a positive but not significant effect on working students' performance. Work-life balance has a negative and insignificant effect on working students' performance. Work motivation plays a role in mediating the effect of work from home on working students' performance. Job satisfaction does not play a role in mediating the effect of work from home on working students' performance. Job satisfaction does not play a role in mediating the effect of distance learning working students' performance. Work-life balance plays no role in mediating the effect of work from home on working students' performance. Work-life balance does not play a role in mediating the effect of distance learning on working students' performance.

Implications

The managerial implication of this research is the management dimension that must be considered in work from home, so that work from home policies can support the working students' performance. Management must consider the balance between work and the needs of their families. Management improves the completeness of ICT facilities and improves employee skills in using ICT. Management reduces the additional burden that burdens employees. Distance learning can be an alternative for employees to get a balance of life. Management needs to take the right motivating steps for employees, both in the form of financial and non-financial motivation.

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