

## Academics' Work Life Balance During Pandemic

Egan Evanzha Yudha Amriel<sup>1</sup>, Dian Anita Nuswantara<sup>2</sup>, Nanik Hariyana<sup>3</sup>, Wilma Cordelia Izaak<sup>4</sup>,  
Indrawati Yuhertiana<sup>5</sup>

<sup>1</sup> Entrepreneurship Department, Universitas Pembangunan Nasional "Veteran" Jawa Timur, Indonesia

<sup>2</sup> Accounting Department, Universitas Negeri Surabaya, Indonesia

<sup>3,4</sup> Management Department, Universitas Pembangunan Nasional "Veteran" Jawa Timur, Indonesia

<sup>5</sup> ACCOUNTING DEPARTMENT, UNIVERSITAS PEMBANGUNAN NASIONAL "VETERAN" JAWA TIMUR, INDONESIA



**ABSTRACT:** Some problems occur regarding work-life balance during the pandemic. This study tries to understand how lecturers face stressful situations related to job changes from traditional working in the office (before the pandemic) to working from home (pandemic) and then working from anywhere (after the pandemic). Data were collected from observations and in-depth surveys at two universities in Surabaya, Indonesia. This study uses a qualitative phenomenological approach. The research focuses on how lecturers respond to changes in work patterns during the pandemic. There were 26 informants interviewed, consisting of lecturers and administrative staff. In addition to interviews, this research actively participates in and collects various documents related to policies during the pandemic. There are three findings in this study. First, universities respond quickly to changes related to the development of the Covid-19 virus following government regulations regarding classroom learning policies. Second, lecturers and administrative staff continue to carry out their activities during the pandemic. Lecturers continue to perform their *tri dharma*, teaching, research, and community service. These activities use technology through Online Learning. In the new normal era, although learning has been carried out offline in the classroom, online learning techniques are still. Third, changing work patterns, especially during the lockdown, where work done at home creates pressure. There are two types of pressure, pressure due to multiple roles that must be carried out simultaneously at home and pressure due to the mandatory use of online learning technology.

**KEYWORDS:** Academics, Work-Life Balance, Pandemic, Millennial Generation.

### I. INTRODUCTION

*work from home* (wfh) has changed the work system by doing work and services to the community online (permatasari & yuhertiana, 2022). the government has an important role in maintaining the welfare of its citizens. the resilience of all aspects of both individuals and organizations needs serious attention from the government (yuhertiana, zakaria, suhartini, & sukiswo, 2022). this study explore the impact of pandemic on higher education. it is necessary for university to maintain the quality in all of circumstances (yuhertiana, rochmoeljati, dwiridotjahjono, putra, & wibawani, 2020). in this case regarding the change of lecturers work-life balance as they need to adjust the way they work during a pandemic (yuhertiana, rahmawati, sucahyati, & izaak, 2022).

Government implements a lockdown policy to reduce the spread of the Covid-19 virus (Iriani, Nuswantara, Kartika, & Purwohandoko, 2021). WFH causes office work to be carried out at home, where a home is a place of activity for families. In this context, it is necessary to have the ability for both work and household activities to run smoothly together. Work-life balance is essential to balance all aspects of workers' personal and work life (Manggaharti & Novianti, 2019; Nanda & Randhawa, 2020). Self Management is essential to control people in decision-making and behavior, especially during the covid-19 pandemic (De.Janasz, Dowd, & Schneider, 2009). One of the critical components of self-management is emotional intelligence (De. Janasz et al., 2009). Each generation has a different character balanced with different emotional intelligence. In the millennial generation, it is easier to be open to existing changes. However, it should underline that the millennial generation tends not to be able to manage emotions and implement Self-Management and is more likely to challenge or provoke conflict (De. Janasz et al., 2009).

The implementation of WFH due to the widespread Covid-19 carried out in Indonesia. The government issued appeals such as reducing activities outside the home, maintaining distance, and issuing several policies such as Large-scale Social

## Academics' Work Life Balance During Pandemic

Restrictions (PSBB I and PSBB II), especially for cities with high daily active cases (Sandini, Hariyanti & Maulyan, 2021). With the decision of Government Regulation (PP) No. 21 of 2020 for implementing this PSBB, there are several rules ranging from the fusion of schools and workplaces restrictions on religious activities or activities in various public facilities (covid19.go.id, 2020). Each region has a different policy regarding PSBB. However, the policy must follow applicable regulations and if it is inappropriate, at least get permission from the ministry of health to ensure that the policy prioritizes health aspects. Reported from (Ayuningtyas, 2019)

WFH has an impact on the level of employee performance in the company (Setiawan & Fitrianto, 2021). Not all employees can work optimally at home. WFH causes new organizational conflicts, either miscommunication between the work team or the leadership. WFH requires employees to divide their time between work and home matters. According to (Singh & Kumar, 2020), working at home and in the office are different things that require a particular time and atmosphere for work. Due to social inequality between homework and work in the office, employees must achieve a work-life balance (Iddagoda, Hysa, Bulińska-Stangrecka, & Manta, 2021). Work-Life Balance is a state of balance between two demands where the work and life of an individual are the same (Mardhatillah & Santoso, 2019). Work-Life Balance is closely related to emotional intelligence. Emotional intelligence is a person's ability to manage emotions and is one of the factors that can minimize stress (Hastuti & Baiti, 2019). In his book (De. Janasz et al., 2009) explains that "emotional intelligence helps individuals to use emotions as a guiding tool for interpersonal and social effectiveness."

The current millennial generation is the focus of attention for companies and organizations not only because of the increasing number in the workplace but also because there are differences in characteristics and perspectives from the previous generation (Pratama & Setiadi, 2021). The millennial generation is a generation born between 1981 to 2010, which is divided into two generations, Y and Z. Millennials prefer to work flexibly (De. Janasz et al., 2009). With the characteristics of the millennial generation, who are flexible at work and easily provoked, emotional intelligence is essential for implementing Work-Life Balance (Arntz, Sarra, & Berlingeri, 2019) (Ratih, 2020). According to research conducted (by Color, Kurnianti, Zahra, & Martono, 2020), "Work-Life Balance can affect employee performance and improve organizational and individual welfare." The main concern in this research is how millennials can manage components of emotional intelligence to create work-life balance.

In the millennial generation, there are WLB dimensions that state that the millennial generation is unable to solve their problems and will tend to interfere with their work, resulting in dissatisfaction at work (Pratama & Setiadi, 2021). Because Work-Life Balance is not that easy, Millennials must be able to create a balance between work-life and personal life. This demand for balance must be managed by the millennial generation with good emotional intelligence so that later it can be appropriately realized. However, according to research conducted (by Color et al., 2020), "Work-Life Balance can affect employee performance and improve organizational and individual welfare. If WLB is not created during WFH, it is likely that many employees will experience work stress and may even become frustrated.

Thus, **the formulation of the problem** in this study is as follows:

RQ1: What is the University's policy in dealing with the pandemic?

RQ2: How do lecturers conduct teaching, research, and community service during a pandemic?

## II. LITERATURE REVIEW

### 2.1 Boundary Theory.

Psychology is a major problem for workers today (Nuswantara, D.A. and Maulidi, 2020; Yuhertiana, 2020). Work pressure is one of the causes. Therefore, the positive psychology approach grew into a new science to help develop human resources in organizations.

Boundary theory related with psychology matter. The boundary theory (Boundary Theory) developed by Clark (2000) explains how individuals cross boundaries to meet their work and nonwork needs simultaneously. Both of these needs, both work, and nonwork, have the same critical role, so individuals tend to cross boundaries so that their needs are met (Ahmadi, 2021). (König, E., & La, 2014) . Boundary theory argues that working from home during lockdown can struggle to create and maintain temporal, physical, and psychological boundaries because they may experience some difficulties in maintaining Work-Life Balance (Bhumika, 2020). Family life changes in all aspect. Family dynamics evolve. Because more families now have shorter work hours per week, longer leave periods, and greater usage of various technology and equipment at home, family free time is expanding (Robustin & Hariyana, 2019). Boundary Theory describes the role and mediation of work and family balance boundary behavior and stress in remote workers (Carvalho, Santos, Ribeiro, & Chambel, 2021). Research conducted (Bhumika, 2020) shows that when working from home, when an employee feels emotional exhaustion, it can minimize by controlling emotional intelligence and participatory leadership. This study is in line with research conducted (Vasumathi, Sagaya, & Poranki, 2019), which states that there is a significant relationship between emotional intelligence and WLB because faculty members

## Academics' Work Life Balance During Pandemic

who have high emotional intelligence will plan their work. However, this study contradicts the research produced (Ratih, 2020). Emotional intelligence has no relationship with Work-Life Balance.

### 2.2. Millennial Generation

The millennial generation is a generation born between 1981 to 2010, divided into two generations, Y and Z, and has several different characteristics from the previous generation, namely generation X (De. Janasz et al., 2009). The main focus of this research is the millennial generation aged 25-35 years. ( De. Janasz et al., 2009) explained that the millennial generation has an interactive, participatory, team-focused style of conflict management which tends to oppose and provoke conflict. Millennials are unique, confident, creative, and connected individuals who can interact with others through social media (Maureen & Stellarosa, 2021). (Salsa Bani & Dewi, 2021) Today's young generation is very vulnerable to trusting information whose validity is not yet apparent or commonly known as a hoax. The millennial generation should manage their emotional intelligence to avoid negative impacts.

### 2.3. Work-Life Balance

Work-Life Balance is critical to balance all aspects of workers' personal and work life (Mangaharti & Noviati, 2019) (Nanda & Randhawa, 2020). Work-life balance is related to the quality of life in the form of a balance of roles as workers and roles in the family (Triwijayanti & Astiti, 2019) (Siregar, Rostiana, & Satyadi, 2019). Work-Life Balance is important in distinguishing between work and home affairs. With several new conflicts arising due to WFH, it requires millennials to rearrange and utilize their emotional intelligence to implement Work-Life Balance. Boundary theory is used to determine the boundaries between work life and home life based on the emotional intelligence of the millennial generation. With the transfer of WFO to WFH, it is crucial to apply Work-Life Balance (Jaja, Priatna, & Ardan, 2021)

#### 2.4. Individual Factor

Individual and institutional factors can influence the creation of a Work-Life Balance. Individual factors can be family or human resources (Muttaqiyathun & Nurmaya, 2021). Individual factors can be in the form of family demands which refer to the individual's overall perception of the intensity of responsibility in the family (Muttaqiyathun & Nurmaya, 2021). Family demands involve caring for other family members, generally children, and older ones. The quality of human resources also has an impact on the creation of a Work-Life Balance. According to (Muttaqiyathun & Nurmaya, 2021). Individual and contextual resources can help individuals to experience better work and nonwork outcomes because they can be used to address specific role demands. This family factor can reduce the individual's perception of WLB because the demands can exceed the available resources; Boundary Theory is used to determine the boundary between the two life domains. These limits can be in the form of work controls that are used for flexibility and control of time limits between work and family environments that allow individuals to shift the time limits between work time and family/care time (Chung & Lippe, 2020). A study conducted (by Chung & Lippe, 2020) found mixed findings for work-family balance and conflict, which is not surprising in the fact that the boundary permeability between work and nonwork domains increases when workers work flexibly, as the physical boundary between the two environments is removed.

### 2.5. Institutional/Organizational Factors

Institutional factors can be in the form of education or employment factors (Muttaqiyathun & Nurmaya, 2021). Organizational factors can include work environment, work overtime, and regulations in the organization that can impact work balance. Supervisory support and work autonomy are essential resources that can shape individual capacity to achieve WLB (Bauwens et al., 2020). Working from home is a new challenge for employees or education personnel to be more fair and flexible with situations and conditions at home. The difference in the domain of life between work and personal life must be subject to certain limitations. Boundary theory builds on volunteerism by suggesting that the boundaries between the work and life domains are not so strict for every employee (Bauwens et al., 2020). Employees who have access to services such as flexible schedules, childcare, parental leave, and supervisory support appear to have fewer work-life conflicts, higher job satisfaction, less stress and are less likely to want to quit (Bataineh, 2019)

## III. Methodology

### 3.1 Types of Research

This study is qualitative research with a phenomenological approach to explore changes in work patterns in the world of higher education during the pandemic.

## Academics' Work Life Balance During Pandemic

### 3.2. Research sites

The location of research was carried out at two universities in the city of Surabaya, Indonesia. UPN Veterans East Java and Surabaya State University were chosen because they are both state universities and have almost the same characteristics because they have not many different years of existence.

### 3.3. Instruments, data validation, and data analysis

In the first stage, participants were asked to fill out an open questionnaire provided by the researcher. The open questionnaire provided contains questions related to the qualifications of the informants' data and matters to ensure that the informants carry out their work from home. Their answers were also used to decide whether they would be included as informants or not.

There are several open questionnaire questions in the form of a form that is submitted related to WFH. The questions are: how are campus regulations related to the Covid19 pandemic? How to carry out *tri dharma* activities related to education, research, and community service and how to change work patterns during a pandemic,

The next step is in-depth interviews and observations to verify the results of the open questionnaire. In-depth interviews and observations were conducted to ensure that the information conveyed by the informants in the open questionnaire was accurate and factual. Therefore, the data is processed in this study using data from in-depth interviews and observations. Initial data obtained from interviews are stored in notes and observations when researchers conduct interviews and observe conditions in the field.

**Table 1. Informants Demographic**

NO	Informant	University	Age	Educational background	Status	Number of children
1	D1	UPNVJT	35	S3	Married	1
2	D2	UPNVJT	29	S2	Married	1
3	D3	UPNVJT	37	S2	Married	-
4	D4	UPNVJT	31	S2	Married	2
5	D5	UPNVJT	27	S2	Single	-
6	D6	UPNVJT	30	S2	Married	-
7	D7	UPNVJT	27	S2	Single	-
8	D8	UPNVJT	35	S2	Married	2
9	D9	UPNVJT	27	S2	Single	-
10	D10	UNESA	54	S2	Married	3
11	D11	UPNVJT	29	S2	Single	-
12	D12	UPNVJT	28	S2	Single	-
13	D13	UNESA	57	S3	Married	3
14	D14	UNESA	53	S2	Married	-
15	DT1	UNESA	51	S3	Married	2
16	DT2	UPNVJT UPN	56	S3	Married	1
17	T1	UNESA	51	S2	Married	2
18	T2	UNESA	38	S2	Married	3
19	T3	UNESA	49	S2	Married	-
20	T4	UPNVJT	34	S1	Divorced	2
21	T5	UPNVJT	45	S2	Single	-
22	T6	UPNVJT	24	S1	Single	-
23	T7	UPNVJT	52	S1	Married	2
24	T8	UPNVJT	27	S1	Married	-
25	T9	UPNVJT	48	S1	Married	-
26	T10	UPNVJT	27	S1	Married	1

**Source:** Primary data

## Academics' Work Life Balance During Pandemic

### IV. DISCUSSION

#### 4.1 College Overview

Table 2. College information

College	UPNVJT	UNESA
College Status	Active	Active
College Accreditation	A	Superior
Number of Study Programs	31 *	119 *
Number of Lecturers	378 *	2,236 *
Number of Students	13,085 *	31,457 *
Lecturer/Student Ratio	1:34.62 *	1: 14.07 *
Established Date	October 05, 1965	December 19, 1964
County town	district. Gununganyar - Surabaya City - Prov. East Java	Surabaya City - Prov. East Java - Indonesia
Website	<a href="http://www.upnjatim.ac.id">www.upnjatim.ac.id</a>	<a href="http://www.unesa.ac.id">www.unesa.ac.id</a>

Source: ( <https://pddikti.kemdikbud.go.id/>, 2021)

UPNVJT and UNESA were founded only one year apart. However, when the University was established, UNESA immediately became a state university (PTN), while UPNVJT had a history of official, private university status until finally becoming a state university in 2014.

Based on the results of the study and respondents, the researchers mapped out. They found three big things discussed in this study: Academic Policy during the Pandemic and *New Normal*, Tridharma activities during a pandemic, and changes in work patterns.

#### 4.2 Academic Policy during the Pandemic and New Normal

The outbreak of Covid-19 started in Wuhan in 2020. It has reached all over the world and has a tremendous negative impact. Many business sectors have collapsed, and even the academic world has had a significant impact. Academics and administrative staff who were initially very familiar with *Work from Office* (WFO) were required to work from home. In addition, many systems were being developed, including information systems on campus, to make the lecture process easier.

The UPNVJT has issued various policies related to adapting new habits, especially in higher education. Implementing the program in this era of adaptation to new habits prioritizes the health and safety of students, lecturers, education staff, and the community. Following the rector's circular number 53/UN61.0/SE/2020 regarding the new normal for education staff. In the circular, there are new regulations where only 50% of the employees are present per work unit. In addition, there are several new arrangements to be carried out by employees who attend, including mandatory use of masks, hand washing, body temperature checks, and bringing drinking utensils. Furthermore, eat independently, bring their prayer utensils, keep a distance and bring personal hand sanitizer.

The legal foundations for the implementation of online Learning in the UPNVJT environment during the covid-19 period include the following:

1. Joint Decree of the 4 Ministers Number 01/KB/2020 dated June 15, 2020, regarding Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Corona Virus Disease (Covid-19) Pandemic Period.
2. Circular Letter of the Minister of Education and Culture Number 3 of 2020, dated March 09, 2020, concerning the Prevention of Corona Virus Disease (COVID-19) in Education Units.

UPNVJT issued three policies related to the implementation of higher education in the New Normal era, including those related to the implementation of the new academic year, the implementation of the learning process, and the use of campus facilities or services. First, regarding the implementation of the new academic year, the Chancellor explained that there was no delay in the implementation of learning for the 2021/2022 academic year. The 2021/2022 academic year begins at the end of August 2022. The second policy is related to implementing the learning process on campus. During the adaptation period to the new life order, the learning process on campus prioritized using online Learning for theoretical courses. Third, it also encourages leaders to allow the implementation of priority activities if they meet health protocols and the activities cannot carry out online. These activities include research in the laboratory to fulfill final student assignments such as theses, theses, and dissertations.

## Academics' Work Life Balance During Pandemic

The legal basis for the online-offline workload for lecturers and staff in the UPNVJT during the Covid-19 period, including the following:

1. Circular Letter of the Minister of Education and Culture Number: 36962/MPK.A/HK/2020, dated March 17, 2020, concerning Online Learning and Working from Home to Prevent the Spread of Covid-19.
2. The Director General of Higher Education of the Ministry of Education and Culture No. 1 of 2020, dated March 16, 2020, regarding the Prevention of the Spread of Corona Virus Disease (Covid-19) in Higher Education, Ministry of Education and Culture.
3. Circular Letter of the Director General of Higher Education of the Ministry of Education and Culture Number: 262/E.E2/KM/2020, dated March 23, 2020, regarding Learning During the Emergency Period of the COVID-19 Pandemic.
4. Circular of the Ministry of Education and Culture Director General of Higher Education Number: 302/E.E2/KR/2020 dated March 31, 2020, concerning the Study Period for the Implementation of Educational Programs.

Remote working began to get the attention of many parties at the end of the 20th century, accompanied by the emergence of communication technology and personal computers. The term telecommuting or "telework" was increasingly recognized in the 80s when workers were allowed to complete tasks from home rather than coming directly to the office (Potter, 2003). The naming of the concept of remote working itself varies, but only a few are still often used. These various namings adapted to the focus of remote working applications. For example, the use of the term flexy (flex work, flexibility working) takes into account the conditions of flexibility in work, which means that working hours are adjusted to existing conditions. Others, such as 'homework,' 'alternative officing,' and 'mobile working' are based on the diversity of forms of remote working, e.g., working from home with a head office, combined working at head office and branch offices, and nomads without an office (Stanworth and Stanworth, 1991; and Gordon, 1996). According to Heathfield (2019), there are various work schemes, including flexible work (flexible schedule) and working remotely (telecommuting), of course, apart from working full time to temporary work. Furthermore, free working is interpreted as workers being allowed to work differently from conventional working hours so that workers can balance work and life.

The academic policies related to the pandemic and the new normal at the UPNVJT are as follows:

### a. Fixed Working Hours

A work system allows employees to freely choose their work sessions every day according to the provisions of the UPNVJT as long as they meet a minimum of 50 hours a week. For example, the University gives freedom to workers to choose working hours with the condition that 25% of them work from 07.30 to 15.00; 25% work from 08.00-16.00; 25% work from 09.00-16.30; and the last 25% of Tendik and Lecturers work from 10.00 to 16.30.

### b. Flexible Working Hours

A work system that allows employees to work freely as long as they meet the minimum amount of time is 50 hours per week. The number of working hours does not have to be the same every day.

### c. Variable Working Hours

A work system that requires the Tendik and Lecturer to be present at certain hours in the office, and the Tendik and Lecturer can set the rest of the time themselves. For example, employees are required to log in every day from 09.00-13.00, and the rest can work online until they meet a minimum of 50 hours a week (Ayuna, 2019)

Another study found three categories of flexible work arrangements (FWA), namely flexi-time (free schedule), telehomeworking (free space), and part-time. In reality, all three can be combined and complement each other according to needs (Possenried and Plantenga, 2011). So, free work is defined as the ability of workers to control the length of work, the place to work away from the office, and the work schedule offered by the company (Atkinson and Hall, 2011).

## 4.3. Teaching, research, and community service activities during the pandemic.

For lecturers in Indonesia, the first *tri dharma* is the obligation to carry out teaching. During the 2020 and 2021 pandemic, the Indonesian government imposed a lockdown. All schools, from kindergarten to higher education, must be conducted online. However, the learning process in higher education is still carried out. The following is the testimony of a supportive informant when asked how the lecturer carried out his *tri dharma* during a pandemic.

*Yes, doing it because of the obligation to fulfill the BKD (key performance indicator). Teaching has been divided into tasks with the teaching team, and Research and Service are carried out with fellow lecturers (D12)*

Management of education and training during the pandemic and UPN's new standard in the UPNVJT environment during the covid-19 period, including the following:

1. Rector's Decree Number 89/UN.63/U/2020 regarding the implementation of Independent Learning and Independent Campuses at the "Veteran" National Development University in East Java



## Academics' Work Life Balance During Pandemic

2. Rector's Decree Number: 101/UN63/2020 regarding the Academic Calendar of UPN "Veterans" East Java for the Academic Year 2020/2021
3. Circular Letter of the Vice Chancellor I for Academic Affairs Number: SE/13/UN63/TU/2020, dated July 24, 2020, regarding implementing Learning in the Odd Semester of FY. 2020/2021.

To support the above policy, the academic community at UPNVJT applies the learning method with "Online (Online)" learning method as a substitute for face-to-face lectures. Face-to-face lectures have been temporarily suspended to prevent the spread of the Covid-19 virus. Instead, lecturers and students carry out the learning process from home by means of lecturers carrying out their duties at homework *from Home* (WFH) and students taking part in Learning also at home.

In implementing online Learning, the Chancellor of UPNVJT establishes guidelines or technical procedures for implementing online Learning by referring to the work-from-home policy set by the government. To complete the process, UPNVJT published the "Online Learning Guide" as a guide for carrying out the learning process during the Covid-19 pandemic". This book is used as a guideline with the academic community of UPNVJT in the implementation of online Learning. The online learning process will more or less change the order of the learning process, especially in the interaction between lecturers and students, so new habits are needed in the online learning process. Therefore, the learning management of UPNVJT always supports learning infrastructures such as the internet and learning systems. In the future, when conditions are normal, UPNVJT will continue to develop and facilitate the implementation of online Learning more broadly, especially in supporting Blended Learning.

Online Learning demands the readiness of lecturers to plan carefully, especially in terms of materials, supporting facilities, and the implementation process, while students are required to improve Learning independently, considering that online Learning is not as optimal as face-to-face Learning.

The second tri-dharma is research. Lecturers stated that they were still actively conducting research even though they were not as productive as before the pandemic. Following are their confessions when asked about how they carried out their research activities.

*Yes, please. However, the difference is that before the pandemic happened, I did more research than during the pandemic. Where before the pandemic, I was able to do 2 to 3 research titles in the same period, but during the pandemic, only 1, when the new normal tends to be the same as during the pandemic (T3)*

The lecturers conduct research using online media. Activities for coordination with the research team in planning and making proposals, data searches, and focus group discussions are all carried out using online media. Applications that are often used are WhatsApp groups, meetings, and zoom. The following informants corroborate this finding.

*Everything is digital for service while still complying with health protocols (D2)*

*Carry out research and service during semester breaks (when there is no teaching schedule) (D5)*

Lecturers are required to always innovate, especially in terms of teaching and delivering material in class (Tatiana & Yuhertiana, 2014). The pandemic period and technological disruption increasingly forced lecturers to develop their creative abilities.

### 4.4. Work Pattern Change

Working hours in education have changed in 2020 and 2021 compared to the general workforce and the hours worked by other tertiary-educated professionals. Teacher hours were reduced at the start of the pandemic, but teachers worked more than usual throughout the 2020-2021 school year. This increase was slightly more pronounced for veteran teachers and women. These findings emphasize the increasing demands of the teaching profession during the global pandemic (Gicheva, 2022). This is actually also happening in academia, where there is a change in work patterns for lecturers and staff.

Working hours in the pre-pandemic period at UPNVJT and UNESA were from 07.30 to 16.30. Almost all of the informants said that their work patterns had changed. Only a lecturer said that his work pattern during the pandemic did not change. Here are some responses from respondents regarding changes in work patterns both before the pandemic, during the pandemic, and the new normal.

*Of course, it changed. Before the pandemic, the work pattern was always regular in terms of time and was limited to a working model. If during the pandemic, it is more relaxed but still limited because I'm still adjusting to the corona situation. It is different again from the new normal period, where everything is more flexible in terms of execution time and the work model is also more creative and able to create more varied work results than before. (D3)*

The change in working patterns from WFO to WFH has its impact. Some informants said that stress levels increased.

Before the pandemic, work was always at the office, always face to face, working in the home office, yes, at home. When the pandemic started, there was a term WFH (work from home), but stress levels increased because work was often distracted with activities at home (D7)

## Academics' Work Life Balance During Pandemic

Administrative staff admits that they can quickly adapt to changes due to technological demands and the demands of the covid protocol. They recognize that the existence of an online platform helps them in their work in preparing for the administrative needs of their lectures.

*Working in the pre-pandemic period, previously never implemented health protocols while working on campus, then during the pandemic, the use of masks, washing hands, conducting antigen PCR regularly by UPN Veterans East Java polyclinic officers, and maintaining a distance of 1 meter between employees, this must be obeyed by all employees of UPN Veteran East Java, both staff and lecturers. The drastic change caused all UPN Veteran East Java employees to adapt to the new work pattern quickly. Although this is confusing for us, many advantages can be obtained, especially for administrative staff, namely getting to know the zoom meeting media platform or other platforms as working media. (T3)*

*This causes the dependence on the media platform to gradually decrease, even though the media platform is still very profitable and is used by both staff and all employees of UPN Veteran East Java as an alternative work pattern towards the industrial era 5.0. (T7)*

Responding to work patterns currently decreasing and in the new normal era. They like to work in a hybrid way.

*In my opinion, there is a lack because we do not directly meet face to face. The best communication is to meet directly, for the plus point for our work is that we can do it anywhere (T8)*

The following is the flow of changes in work patterns experienced by the academic community, both lecturers and staff.

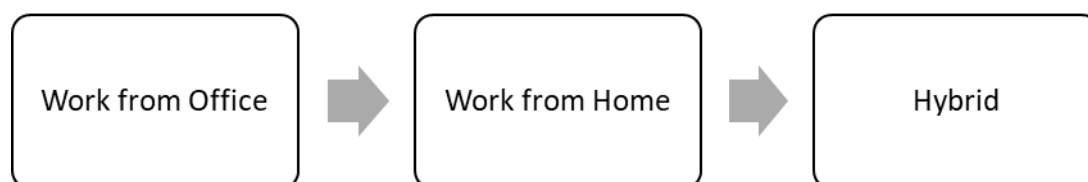


Figure 1. Changes in Working Pattern

Based on the results of respondents' answers to changes in work patterns, on average, they prefer a Hybrid work pattern. Each work pattern certainly has its advantages and disadvantages, but some respondents said that the current work pattern they prefer is hybrid because they can manage when to go offline or online. And more flexible. They can even work anywhere without being bound to come to campus. However, this work pattern has a negative impact as well. Namely, their working hours are increasingly unlimited. Even the hours that should be enjoying time with family at night may continue to work or have online meetings with their superiors.

*I like working in hybrid. Online 40% and offline 60%. Because I prefer to teach and work offline because my engagement is more able and more able to manage time so that work is not mixed even though it is more flexible (D3)*

*Hybrids. Adopting both minimizes boredom for academics and students and is part of MBKM (D4)*

The change in work patterns from being offline, then when the online pandemic is complete, and then *New Normal* to Hybrid has its impact. One answer from respondents, there is an impact arising from these changes.

*The pattern of work is mightily changing. During a pandemic, health factors are very influential psychologically, but fortunately, the ease of technology helps make it easier for work to be done online (DT2)*

*There are many changes. The pandemic allows access to work remotely. However, the negative impact of working hours is that they do not know the time (D5)*

### 4.5. Work-life balance

Individual and institutional factors influence academic's work life balance. So with the change in work patterns from a pandemic to *New Normal*, the academic community has its challenges where conditions are increasingly flexible but are ready to carry out various kinds of tasks even though it is outside working hours. However, they are required to have a balanced life, so to create a balanced life is influenced by two significant factors, namely individual and institutional.



## Academics' Work Life Balance During Pandemic

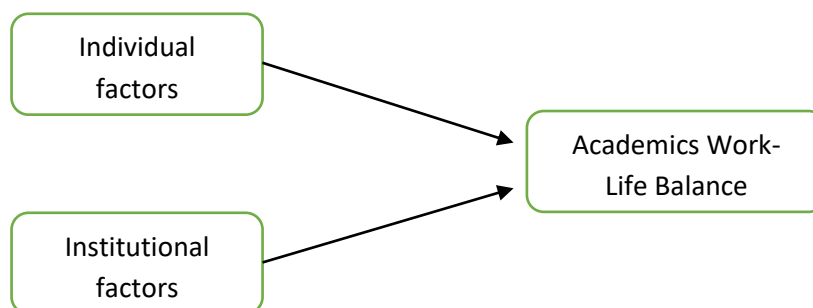


Figure 2. The Effect of a Balanced Life

Lecturers push themselves to do all the job during pandemic time. They use “priority strategy” so all scheduled tri dharma in teaching, research and community development finish in their deadline list. A millennial lecturer, married with one child give the information.

Keep running by setting the priority that was done first **(D1)**

A single lecturer with some side jobs as practitioner added that she also uses “priority strategy”.

*I do my profession as a lecturer and am also an auditor, content creator, and other homework. Top priority will be given the number one. (D9)*

Lecturers and staff not only do their jobs on campus, but they also have responsibilities and obligations as part of the family and the community.

*Working as a campus staff and freelance as a cashier application trainer to back-office accounting and acting as the head of the family in the household. Every morning before work and after work, the main priority is that the family has a minimum of unfinished work or what must be done will be completed the next day **(T10)***

*Teaching, research, service, tutoring, and community. by making a timeline of activities and constantly communicating with the family so that all work can be completed to the maximum and without the need for delays **(D3)***

To create a balanced life, they must also share tasks with the people around them, whether they are co-workers, friends, or family members.

*Yes, often, because several times the online meeting hours are not in working hours, it crashes into the schedule that should be done and agreed upon. One of the keys is communication regarding meeting schedules, teaching, and online and offline guidance so as not to slip **(D9)***

*Each (husband, me & 2 adult daughters) have discussed & agreed on the tasks/roles/responsibilities individually/individually or collectively, supporting each other. Conflict is possible to emerge as a form of communication in finding a solution. **(T1)***

However, despite this busy life, they can still balance a balanced life, even those who have particular motivations, so that they have a balanced life.

*Yes, I have the motivation to organize and carry out my work, the motivation to continue to develop and serve the institution and the country **(D12)***

*As an educator, internal motivation is a new work atmosphere, and a new job accompanied by a comfortable work environment will increase new knowledge academically. External motivation is support from our relatives. If one of our relatives has a higher education than us, S2 or S3, of course, we will be entirely motivated in terms of thinking. Then try to establish many relationships and collaborate with external parties in the academic field and other agencies so that there is a change in the mindset of thinking. The final output expected by Tendik is that it can develop on its potential. **(T5)***

### 1) 4.5.1 Individual Factors

According to Philip Kotler (2014: 67-69), several factors that determine the actions of customers are cultural factors, social factors, individual factors, and psychological factors. Culture is the most fundamental determinant of a person's desires and behavior in cultural factors. The role played by culture, namely, sub-cultures consisting of national groups, religious groups, racial groups, and geographical areas. Furthermore, the second social class, namely a relatively homogeneous and enduring group in a society, is arranged in a sequence of levels, and each member in each level has the same values, interests, and behavior. Social factors it is different from cultural factors, where consumers are also influenced by social factors, such as reference groups, namely groups that have a direct or indirect influence on a person's attitudes and behavior.

In psychological factors, according to the Journal of Management and Entrepreneurship (Dewi Urip Wahyuni, Vol.10, No. 1, March 2018: 30-37) according to Swasta and Handoko (2000:58); Internal factors that can influence consumer behavior

## Academics' Work Life Balance During Pandemic

include: 1) motivation and 2) perception. while according to Schiffman and Kanuk (2000), motivation is "... *the driving force within individuals that impels them to action* ." Motivation is the driving force within a person that forces him to act. The last is personal factors, where a buyer's decision is also influenced by his personality traits, including age and life cycle, occupation, economic conditions, lifestyle, personality, and self-concept as an individual.

### 2) 4.5.2 Institutional Factors

Institutional or organizational become one the factors that can change the mindset and behavior of individuals. A practical and conducive work environment causes individuals to be more expressive about their work. Employees experience increased work stress due to the Covid-19 pandemic. Work stress is caused by individual factors and institutional factors that can cause stress for employees. One of them is work demands, overtime, and less than optimal leave. Excessive work demands are often faced by employees, like an example of a job with no end, even though the working hours have passed. Work stress can also be caused by organizational policies and processes that occur within the organization (Halim & Antolis, 2021). In line with research conducted (Muttaqiyathun & Nurmaya, 2021) that overtime work, family demands, and work autonomy have a significant effect on *Work-Life Balance* in students. Research conducted (Suwito, Pamungkas, & Indrawati, 2022) on hospital employees showed that the higher the work stress on employees, the *Work-Life Balance* would decrease, and the decrease in work stress causes the *Work-Life Balance* to be higher.

Institutional factors become one of the indicators of *Work-Life Balance*, such as organizational environment, employee relations, and organizational culture. These three factors can directly affect the work balance of employees, especially during the Covid-19 pandemic. A healthy organization such as comfort when working in the office, comfort when working outside the office, convenience of facilities for employees, interaction between employees, guidance, and discipline greatly support work balance (Muttaqiyathun & Nurmaya, 2021). Therefore, institutional factors are no less important than individual factors in creating *Work-Life Balance* for individuals and groups.

### 3) 4.5.3 Discussion

Universities, especially UPNVJT and UNESA, have various lecturers and teaching staff characteristics. If we divide them into generational theory, there are baby boomers, generation X, and generation Y (millennials). This study will raise from the side of millennial workers where currently, the UPNVJT and UNESA campuses have started recruiting a lot of young lecturers and staff (millennial generation). However, if we look more closely, the characteristics of millennials tend to have a strong will and are also open. They are able to adapt to technology so that they can apply technology to help ease work for a balanced life. In doing assignments on campus, they use applications that make it easier to work systematically. So by looking at the millennial characteristics above, they have both the motivation and the technical skills to make a balanced life (*work-life balance* ).

Motivation from internal or within oneself has an enormous influence on creating a balanced life. They can manage when to work, have a family, and socialize. However, many of them also complain that many of the jobs on campus are administratively related, even though most lecturers state that they want to develop their qualities internally and externally. Outside the campus, administrative work causes them to be hampered by it.

Being a lecturer is a distinct advantage because of the facilities for self-development and more flexible hours, which can be done anywhere without always having to be present on campus. So they tend to do tri dharma hybrid, offline and online, so you can organize and be flexible in your work.

The following are the results of the analysis of the working-life balance of the lecturers during the pandemic.

## Academics' Work Life Balance During Pandemic

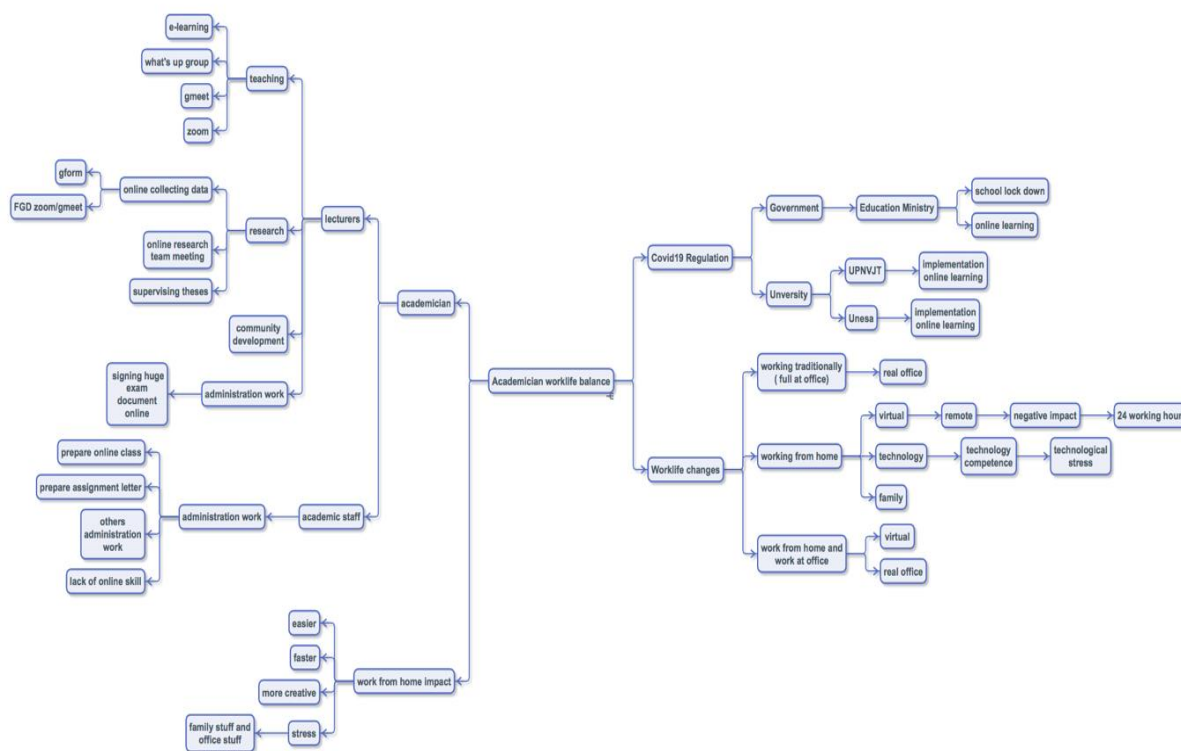


Figure 3. Academic work-life balance during pandemic

### B. Theoretical Implications

The spread of the Covid-19 pandemic across the globe has left the higher education sector facing unprecedented challenges. There has been a sudden shift from classroom-based pedagogy to Distance Learning. Teaching modes suddenly transition from face-to-face Learning to online classes and remote activities/work (Aldossari and Chaudhry, 2021). While students face problems in dealing with the new system, faculty and academics have no less severe difficulties with reshaping every aspect of academia.

The closure of universities during the Covid 19 pandemic has disproportionately impacted the female academic community (Staniscuaski, 2021; Myers et al., 2020). While they have to improve their digital skills, prepare online modules, prepare themselves for remote work methods, online teaching, and changes in grading systems, they must also address increased household responsibilities (Alon et al., 2020; Malisch et al., 2020; Zamarro et al., 2020) due to the lockdown, the suspension of domestic helpers, more focus on hygiene and preventive measures against the virus. The academic performance of women with children or other parenting responsibilities is more impaired (Corbera et al., 2020; Guy and Arthur, 2020; Yildirim and Ellen Ziya, 2020). Elders at home need extra care and time during the pandemic in their fight against the risk of infection (Deshpande, 2020). In addition, there were tensions on the research agenda due to laboratory closures, limited fieldwork, and restrictions on direct contact. Studies show that the number of academic papers submitted and published by women was lower during the pandemic, while that of men increased (Andersen et al., 2020; Woodward et al., 2020).

### V. CONCLUSION

This study explores the changing dynamics of the millennial generation in academia in Indonesia during the Covid-19 pandemic, its impact on their academic productivity and the challenges UPNVJT and UNESA faced in balancing remote work (WFH). The analysis in this study uses survey-based primary data analysis to determine changes in time spent in academics consisting of teaching, exam-related assignments and research work. This study also discusses the factors that affect the academic performance during Covid19 pandemic.

There are three findings in this study. First, universities respond quickly to changes related to the development of the Covid-19 virus following government regulations regarding classroom learning policies. Second, lecturers and administrative staff continue to carry out their activities during the pandemic. Lecturers continue to perform their *tri dharma*, teaching, research, and community service. These activities use technology through Online Learning. In the new normal era, although Learning has been carried out offline in the classroom, online learning techniques are still. Third, changing work patterns, especially during the lockdown, where work done at home creates pressure. There are two types of pressure, pressure due to multiple roles that must be carried out simultaneously at home and pressure due to the mandatory use of online learning technology.

### VI. ACKNOWLEDGMENT

This study is funded by the Universitas Pembangunan Nasional Veteran Jawa Timur, Basic Research Grant, No SPP/116/UN.6368/LT/V/2022.

### REFERENCES

- 1) Achmadi. (2021). Stres kerja dan cybeloafing pada generasi Y dan Z: Peran usia dan status pernikahan sebagai boundary condition. *Jmsab* 46, 4(2), 461–470.
- 2) Arntz, M., Sarra, B. Y., & Berlingieri, F. (2019). Working from Home: Heterogeneous Effects on Hours Worked and Wages. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3383408>
- 3) Ayuningtyas, D. (2019). Ini Awal Biang Kerok Masalah Laporan Keuangan Garuda.
- 4) Bhumika, B. (2020). Challenges for work–life balance during COVID-19 induced nationwide lockdown: exploring gender difference in emotional exhaustion in the Indian setting. *Gender in Management*, 35(7–8). <https://doi.org/10.1108/GM-06-2020-0163>
- 5) Carvalho, V. S., Santos, A., Ribeiro, M. T., & Chambel, M. J. (2021). Please, do not interrupt me: Work–family balance and segmentation behavior as mediators of boundary violations and teleworkers' burnout and flourishing. *Sustainability (Switzerland)*, 13(13). <https://doi.org/10.3390/su13137339>
- 6) covid19.go.id. (2020). Peraturan Pemerintah Republik Indonesia Nomor 21 Tahun 2020 tentang PSBB.
- 7) De.Janasz, S. C., Dowd, K. O., & Schneider, B. Z. (2009). Interpersonal Skills in Organizations. In *Journal of European Industrial Training* (Vol. 33). <https://doi.org/10.1108/03090590910966616>
- 8) Halim, L., & Antolis, K. (2021). Analisis Faktor-Faktor Yang Mempengaruhi Turnover Intention Agent di PT AIA Cabang X Malang. *Ekonomi, Keuangan, Investasi Dan Syariah (EKUITAS)*, 2(2). <https://doi.org/10.47065/ekuitas.v2i2.667>
- 9) Hariyana, N. (2022). Marketing Mix and Community Product Purchase Behavior During Covid-19 Pandemic in Surabaya. Nusantara Science and Technology Proceedings.
- 10) Hariyana, N., Takarini N. (2022). Virtual Reality In Consumer Behavior In Purchase Decisions During The Covid-19 Pandemic; Literature Review. The Sey Bold Report.
- 11) Hastuti, R. Y., & Baiti, E. N. (2019). hubungan kecerdasan emosional dengan tingkat stress pada remaja. *Jurnal Ilmiah Kesehatan*, 8(2). <https://doi.org/10.35952/jik.v8i2.152>
- 12) Iddagoda, A., Hysa, E., Bulińska-Stangrecka, H., & Manta, O. (2021). Green work-life balance and greenwashing the construct of work-life balance: myth and reality. *Energies*, 14(15). <https://doi.org/10.3390/en14154556>
- 13) Iriani, S. S., Nuswantara, D. A., Kartika, A. D., & Purwohandoko, P. (2021). The Impact of Government Regulations on Consumers Behaviour during the COVID-19 Pandemic: A Case Study in Indonesia. *Journal of Asian Finance, Economics and Business*, 8(4), 939–948. <https://doi.org/10.13106/jafeb.2021.vol8.no4.0939>
- 14) Jaja, J., Priatna, N., & Ardan, T. S. (2021). Implementation of Data Mining Technique for Performance of WFH and WFO Agents Using the K-Means Method Case Study Study of PT. Infomedia Telkom Consumer Profiling Services. *Budapest International Research in Exact Sciences (BirEx) Journal*, 3(2). <https://doi.org/10.33258/birex.v3i2.1810>
- 15) Kemendikbud. (2021). PDDikti - Pangkalan Data Pendidikan Tinggi. *PD Dikti*, p. 1. Retrieved from [https://pddikti.kemdikbud.go.id/data\\_pt/7C9338FD-CD2F-4B80-B2EE-2410615A132A#](https://pddikti.kemdikbud.go.id/data_pt/7C9338FD-CD2F-4B80-B2EE-2410615A132A#)
- 16) König, C. J. G., E., M., & La, C. de. (2014). Exploring the positive side of personal internet use at work: Does it help in managing the border between work and nonwork? *Computers in Human Behavior*, 30, 355–360.
- 17) Manggaharti, R., & Noviaty, N. P. (2019). Keseimbangan Kehidupan Kerja Ditinjau Dari Dukungan Sosial Pada Pekerja. *Jurnal Studia Insania*, 7(1), 1. <https://doi.org/10.18592/jsi.v7i1.1997>
- 18) Mardhatillah, A., & Santoso, A. S. (2019). IMPLEMENTASI WORK LIFE BALANCE DALAM KEHIDUPAN SEHARI-HARI. *Jurnal Abdi Masyarakat (JAM)*, 5(1). <https://doi.org/10.22441/jam.2019.v5.i1.008>
- 19) Maureen, C., & Stellarosa, Y. (2021). Instagram sebagai Pembentuk Citra Diri Generasi Milenial Jakarta. *Warta ISKI*, 4(1). <https://doi.org/10.25008/wartaiski.v4i1.73>
- 20) Muttaqiyathun, A., & Nurmaya, E. (2021). Analisis Faktor-Faktor yang Mempengaruhi Work Life Balance Mahasiswa Millennial. *Urecol Journal. Part B: Economics and Business*, 1(1). <https://doi.org/10.53017/ujeb.26>
- 21) Nanda, M., & Randhawa, G. (2020). Emotional Intelligence, Work-Life Balance, and Work-Related Well-Being: A Proposed Mediation Model. *Colombo Business Journal*, 11(2). <https://doi.org/10.4038/cbj.v11i2.62>
- 22) Nuswantara, D.A. and Maulidi, A. (2020). Psychological factors: self- and circumstances-caused fraud triggers. *Journal of Financial Crime*, 28(1), 228–243.
- 23) Permatasari, N., & Yuhertiana, I. (2022). Public Service Performance during Covid-19 Pandemic Era in Surabaya ,

## Academics' Work Life Balance During Pandemic

- Indonesia. *IJISRT*, 7(5), 254–262.
- 24) Pratama, H. P., & Setiadi, I. K. (2021). Pengaruh Work Life Balance Terhadap Kepuasan Kerja Karyawan Milenial Perusahaan Startup Di Jakarta. *Business Management Analysis Journal (BMAJ)*, 4(2), 25–39. <https://doi.org/10.24176/bmaj.v4i2.6602>
- 25) Ratih, R. (2020). Pengaruh Kecerdasan Emosi terhadap Employee Performance melalui Work Life Balance Karyawan PT. Hasil Bantuan Cipta Perdana Gresik. *Jurnal Ilmu Manajemen*, 8(2), 434–442.
- 26) Robustin, T. P., & Hariyana, N. (2019). The effect of tourqual dimensions on behavioral intentions to revisit pandawa beach, Bali, Indonesia. *African Journal of Hospitality, Tourism and Leisure*, 2019(Special Issue).
- 27) Salsya Bani, E. A., & Dewi, D. A. (2021). Pentingnya Pendidikan Kewarganegaraan Juga Penerapan dan Relevansi dalam Kehidupan Di Era Teknologi Generasi Milenial. *Syntax Idea*, 3(4). <https://doi.org/10.36418/syntax-idea.v3i4.1167>
- 28) Sandini, D., Hariyanti, I., & Maulyan, F. F. (2021). Dampak Kepuasan Kerja Terhadap Kinerja Pada Ibu Bekerja Ditinjau Dari Work Family Conflict Dan Stres Kerja Selama Pandemic Covid-19. *Jurnal Sain Manajemen*, 3(2), 76–82.
- 29) Setiawan, N. S., & Fitrianto, A. R. (2021). Pengaruh Work From Home ( WFH ) terhadap Kinerja Karyawan pada Masa Pandemi COVID-19. *Edukatif : Jurnal Ilmu Pendidikan*, 3(5), 3229–3242.
- 30) Singh, M. K., & Kumar, V. (2020). Impact of Covid-19 Pandemic on Working Culture: An Exploratory Research Among Information Technology (IT) Professionals in Bengaluru, Karnataka (India). *Journal of Xi'an University of Architecture & Technology*, XII(V).
- 31) Siregar, G. J., Rostiana, R., & Satyadi, H. (2019). PERAN REGULASI EMOSI TERHADAP KUALITAS HIDUP DENGAN WORK LIFE BALANCE SEBAGAI MEDIATOR PADA PEREMPUAN PERAN GANDA. *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni*, 3(2). <https://doi.org/10.24912/jmishumsen.v3i2.5551>
- 32) Suwito, E. D., Pamungkas, R. A., & Indrawati, R. (2022). FAKTOR-FAKTOR YANG MEMPENGARUHI WORK LIFE BALANCETENAGA KESEHATAN DI RUMAH SAKIT PADA MASA PANDEMI COVID-19. *Jurnal Health Sains*, 3(3), 377–393.
- 33) Tatiana, A., & Yuhertiana, I. (2014). Indonesian and Russian public sector accounting education: Difficulties, challenges, and effectiveness. *The Role of Service in the Tourism and Hospitality Industry - Proceedings of the 2nd International Conference on Management and Technology in Knowledge, Service, Tourism and Hospitality, SERVE 2014*, 85–90. <https://doi.org/10.1201/b18238-17>
- 34) Triwijayanti, I. D. A. K., & Astiti, D. P. (2019). Peran dukungan sosial keluarga dan efikasi diri terhadap tingkat work-life balance pada mahasiswa yang bekerja di Denpasar. *Jurnal Psikologi Udayana*, 6(02). <https://doi.org/10.24843/jpu.2019.v06.i02.p11>
- 35) Vasumathi, A., Sagaya, M. T., & Poranki, K. R. (2019). The impact of emotional intelligence on work life balance among the faculty members' performance in the private universities using multivariate analysis, Tamil Nadu, India - an empirical study. *International Journal of Services and Operations Management*, 34(1). <https://doi.org/10.1504/IJSOM.2019.102028>
- 36) Wolor, C. W., Kurnianti, D., Zahra, S. F., & Martono, S. (2020). The importance of work-life balance on employee performance millennial generation in Indonesia. *Journal of Critical Reviews*, 7(9). <https://doi.org/10.31838/jcr.07.09.203>
- 37) Yuhertiana, I. (2020). Why Psychology Matter in Public Sector Budgeting? An Indonesia Research Evidence. *International Journal of Psychosocial Rehabilitation*, 24(02), 460–465. <https://doi.org/10.37200/ijpr/v24i2/pr200357>
- 38) Yuhertiana, I., Rahmawati, A., Suahyati, D., & Izaak, W. C. (2022). Online Teaching Performance and the Aftermath of COVID-19: Results and Reflection from the Pilot Study. *Open Access Indonesia Journal of Social Sciences*, 5(5), 806–811. <https://doi.org/10.37275/oaijs.v5i5.129>
- 39) Yuhertiana, I., Rochmoeljati, Dwiridotjahjono, J., Putra, I. N. D. P., & Wibawani, S. (2020). The Impact of Indonesia New Higher Education Accreditation Criteria Implementation. *Journal of Critical Reviews*, 7(3), 241–246. <https://doi.org/10.31838/jcr.07.03.45>
- 40) Yuhertiana, I., Zakaria, M., Suhartini, D., & Sukiswo, H. W. (2022). Cooperative Resilience during the Pandemic : Indonesia and Malaysia Evidence. *Sus*, (14), 1–13. Retrieved from <https://www.mdpi>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.