

## TEACHER PERFORMANCE MODEL IN PANDEMIC PERIOD BASED ON EMOTIONAL INTELLIGENCE MEDIATED AND MODERATED BY WORK LIFE BALANCE

**Dellia Mila Vernia**<sup>1\*</sup>

<sup>1\*</sup> Doctoral Student in Post Graduate Indonesia at Education University Bandung and Lecturer, Faculty of Math and Science Education at University Indraprasta PGRI, Jakarta Indonesia

<sup>1\*</sup>delliamila@upi.edu

**Syamsul Hadi Senen**<sup>2</sup>

<sup>2</sup> Professor Faculty of Economic and Business Education at Indonesian Education University, Bandung Indonesia  
syamsulhadisenen@upi.edu

**Tjutju Yuniarsih**<sup>3</sup>

<sup>3</sup> Professor Faculty of Economic and Business Education at Indonesian Education University, Bandung Indonesia  
yuniarsih@upi.edu

**Rofi Rofaida**<sup>4</sup>

<sup>4</sup> Doctoral at Faculty of Economic and Business Education at Indonesian Education University, Bandung Indonesia  
rofi.rofaida@upi.edu

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### ABSTRACT

The purpose of this study was to describe the effect of emotional intelligence on employee performance, the effect of emotional intelligence on work life balance, positive work life balance on employee performance, emotional intelligence on employee performance mediated by work life balance, emotional intelligence on employee performance moderated by work life balance. . The research method used was a quantitative method, using the classical convergent validity test, discriminant validity. and reliability tests. The test continues with R Square, F Square, predictive relevance, and path tests. The participants were 202 teachers living in Jakarta, Bogor, Tangerang and Bekasi, Indonesia. This research was based on learning that changes drastically. This was due to the corona pandemic that is still being experienced by many countries. The research conducted at 2021. The results showed that, emotional Intelligence had a significant effect on Work Life Balance, emotional Intelligence had a significant effect on performance, work Life Balance had a significant effect on performance, M-Work Life Balance had a significant effect on performance and, emotional Intelligence had a significant effect on performance mediated by Work Life Balance.

**Key Words** : emotional intelligence, work life balance, performance, teacher

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### Introduction

The COVID-19 pandemic was a 2019 corona pandemic, which was initially discovered in Wuhan, China in December 2019. Covid 19 also spread throughout the world and was declared a global pandemic by WHO in March 2020. On May 1, 2020, 3.27 million cases of COVID-19 were recorded in 187 country (Kaushik, 2020). The outbreak of the corona virus has had a serious impact on various fields, such as health, economy, transportation and other industrial fields. Since the implementation of various policies, such as the lockdown policies in various countries, they have had a crucial impact, one of which is population mobility which has decreased drastically and has resulted in the weakening of people's purchasing power. At the macro level, covid 19 caused the worst global recession since 1930, many countries experienced an economic downturn (Shen et al., 2020).

There has been a major disruption around the world since the covid 19 pandemic. Several incidents have resulted in human casualties around the world, such as in Europe, the

United States, China and several developed countries. From the WTO

(World Trade Organization) statement which projects that there will be a sharp decline in global trade in 2020, this shows that there has been a global impact since the onset of covid 19 (WTO, 2020). The major disruption caused by Covid is an unparalleled disruption, and has a huge impact on academics and practitioners alike. Halim (2020) also stated that the academic field was also affected by the occurrence of covid 19.

The world seems to have stopped since the onset of covid 19, almost most organizations have to find innovative ways to survive, employees work from home, not infrequently there are even layoffs (Diab-Bahman & Al-Enzi, 2020). This is also supported because of the anticipation from governments throughout the country, most of which have taken a lockdown policy in their country. This is to reduce the rate of the spread of the COVID-19 virus. The emergence

of the current global pandemic, namely Covid 19, is of course a threat to the world community, due to the global economic crisis since its occurrence in 2020. Slowing economic growth, global imbalances as well as various disruptions in trade supply and demand (Vidya & Prabheesh, 2020).

The explosion of the coronavirus caused an increase in casualties, loss of income, jobs and disruption of daily activities in more than 180 countries. From the world's leading economies to cities considered as financial centers, from large multinational corporations to start-ups, from children to adults working in organizations, have experienced the impact of the coronavirus. Undoubtedly, a large-scale crisis like this poses a huge challenge to the organization, even threatening the survival of the organization (Dhoopar, 2020).

Based on the table below, it can be seen that the majority of positive cases of the COVID-19 corona virus came from productive ages. Based on data from the COVID-19 handling task force as of July 15, 2021, 29 & age 31-45 were infected with the corona virus. 25% of 19-30 years old were infected with corona and 22% of 46-59 years old were infected with corona. The ages above 60 years reached 11.1%, and those aged 6-18 years and 0-5 years were 9.9% and 3%, respectively.

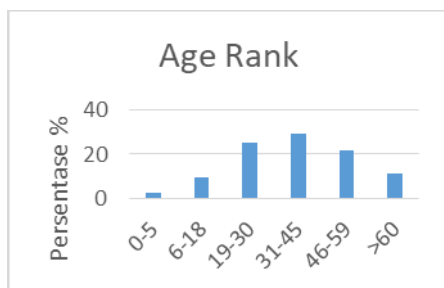


Figure 1. Age Rank  
Source: databoks.katadata.co.id

Meanwhile, based on worldometer data, the total number of deaths due to corona in Indonesia is the second highest death in Asia. India still dominates with 436,396 people. Iran is under Indonesia with 104,022 cases of death due to corona, after that there is Turkey with 55,212 deaths. One of the steps to reduce the rate of transmission of the corona virus is by implementing the 3M health protocol, wearing masks, maintaining distance and washing hands with soap. In addition, people are expected to stay away from crowds and reduce mobility.

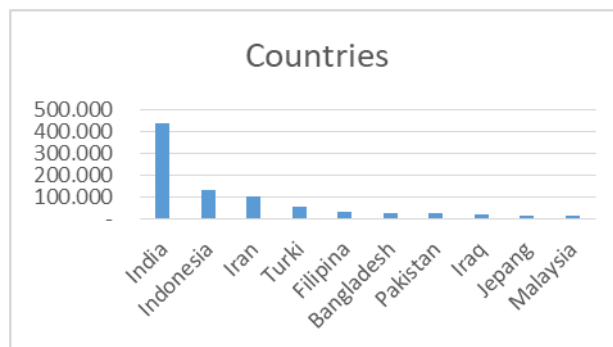


Figure 2. Countries Data  
Source: databoks.katadata.co.id

The outbreak of the corona virus covid 19 since 2020 has disrupted and changed lives around the world. As in other sectors, the COVID-19 pandemic also affects education in every way. With the social restrictions imposed by the government in order to reduce the spread of the corona virus in the midst of people's lives (Gonzalez et al., 2020). Many countries have suspended face-to-face teaching and examinations. Various e-learning platforms are carried out so that there is interaction between teachers and students, and several platforms such as national television shows or social media are used to support the continuity of education. In the end, everyone wants to ensure student progress in the learning process during the covid 19 pandemic, do you get different results from the previous year? Of course, what plays an important role is the teacher's performance in the ongoing teaching and learning process.

Education aims to shape a person to be perfect and achieve his dreams. Education also instills life values such as social responsibility. With the COVID-19 pandemic, alternative methods of teaching during the lockdown are provided, such as web-based learning or e-learning as well as other online learning. So that, Without realizing it, today's learning has gone far into the digital world, teachers teach students virtually. The use of the internet, laptops, smartphones are the main factors in today's learning methodologies. E-learning has become an important sector in education during the COVID-19 pandemic (Sathishkumar et al., 2020).

Since the outbreak of the corona virus 19, educational institutions around the world have migrated using online learning methods. Universities in India choose elearning platforms to motivate their students to keep learning. Lecturers are encouraged to provide study materials in the form of PPT or PDF which can be uploaded to the online platform. Another online learning application that can be used is to use zoom. In Iraq, students use the Google Classroom application, Zoom for the continuity of the learning process (Soni, 2020).

Tadesse & Muluye, 2020, As UNESCO has reported, that 87% of the world's student population has been affected by school closures due to covid 19. UNESCO recommends online learning methods. And still according to UNESCO, more than 1.5 billion students in 195 countries have been

affected by school closures due to the COVID-19 pandemic. However, due to the lack of internet connectivity, education materials and digital remote technology skills are difficult for teachers, students and families in developing countries to do. This makes distance learning difficult to apply optimally. (Barton, 2020) The COVID-19 pandemic has created a series of unique features for higher education. The pandemic has highlighted the continuing need for educational research on pedagogics. The shift from face-to-face methods to remote methods clearly affects all teaching activities during the COVID-19 pandemic. As a consequence of the worldwide COVID-19 pandemic, tens of thousands of schools in Germany have followed the lockdown policy. Thus, teachers face challenges in conducting online teaching. So it is hoped that teachers quickly adapt to the challenges of online teaching that are currently being carried out (König et al., 2020). So today, when the whole world is facing the global health crisis of covid 19, many believe that transformational leadership as a useful resource is useful for continuing organizational performance by facilitating followers and sustaining organizational strategy (Khalid & Ali, 2020; Salloum et al., 2019). As during a crisis, tasks become more complex requiring relatively much effort, communication is impeded, and only transformational leadership can cope. By Significantly, when institutions are closed, work is disrupted during covid 19, the behavior of transformational leaders also affects the self-confidence of their followers (Almohtaseb et al., 2021).

Teachers are required to have the ability to work under pressure, to show patience and discipline to lead to improved student outcomes. Educators with ideal influences, intellectual stimulation, individual considerations and inspirational motivation are able to influence student attitudes and improve learning outcomes (Bolkan, 2009). And virtual teaching focuses on eight factors of successful distance learning, and six of them are transformational leadership dimensions, namely (a) recognition of follower needs, (b) articulation of goals and guidelines, (c) identification of structures, (d) innovation, (e) participation and support, and (f) adequate use of resources. Emotional intelligence is very important in the current covid 19 pandemic, because with emotional intelligence it brings awareness to deal with crisis situations, such as covid 19 (Balamurugan & Prabakaran, 2019).

Emotional intelligence is a concept rooted in self-emotional understanding, to help oneself to be able to give emotional reactions in helping others and understanding that person (Chandra, 2021). During this pandemic, virtualization of education is important for improving teacher work because training and updating is needed, student activity is higher, the combination of working hours and rest hours is less, so that it has the effect of increasing negative emotions. The pandemic also has a negative impact on the welfare of teachers, the education process. In the face of challenging social development, education is the main key factor in dealing with it. Teachers are the main pillar in education because they have an important role in the teaching and learning process, therefore during a pandemic, teachers are

vulnerable to facing problems such as stress and anxiety that lead to fatigue.

New studies from the UK, Canada, Australia, Italy and the United States show that parents have been under greater stress in the last few months since the COVID-19 pandemic, in addition to finding that mothers have been spending less time working at home (Carlson et al., 2020). Children at home tend to ask their parents for help in doing school assignments (Collins, 2021). With the COVID-19 pandemic, there has been an increase in the flexibility of working hours for employees, and this is a solution to achieve a work life balance (Gatrell et al., 2014). And, work-life balance interactions an increase during the pandemic, due to the time pressure experienced by parents (Carlson et al., 2020).

A survey in the UK stated that parents have strong bonds with other family members during the lockdown during the COVID-19 pandemic, although ultimately experiencing formidable challenges in integrating work responsibilities and responsibilities at home (Roshgadol, 2020). The world of education in Indonesia is no exception, in the era of covid 19 also experiencing obstacles, with social restrictions, the Indonesian nation can be hampered in strengthening character towards a superior generation. Indonesia is also doing the same thing with other countries by using distance learning for primary, secondary and tertiary education. This certainly affects the performance of teachers, during the COVID-19 pandemic, teacher performance must be achieved by increasing the role of students in being responsible, independent and working hard and honestly in learning. Thus, achieving teacher performance is not easy. In addition, students and teachers must master the technology system in the learning system. During the pandemic, many teachers and educators and lecturers have invested in using media such as teacher whatsapp, zoom meeting, google meet in order to communicate virtually from their respective homes (Supriadi et al., 2020). Improving teacher performance is an important requirement in improving the quality of education and producing superior quality graduate products. Teacher performance will be optimal if it is integrated with school components, including school principals, school administrators, and adequate work infrastructure. The principal as an Education leader is responsible for the continuous development of teachers. The principal's contribution is expected to influence the education process, especially teachers. The synergy between school leadership supported by good teacher performance will result in a good and balanced learning process. And one of the efforts made in educational innovation is to apply a transformational leadership model that will have an impact on achieving goals and improving school quality during the COVID-19 pandemic.

In order to implement a work-life balance, teachers must be able to divide their time between work and their personal lives so that they can still feel happy and enjoy their lives. The second aspect of work-life balance is known as work-life balance. According to (Schermerhorn JR, Hunt JG, Osborn RN, 2010). Work life balance said to affect performance. Teacher performance during the COVID-19 pandemic is carried out at home, by conducting online

learning. (Lestari et al., 2020) while doing teaching work at home, an educator also has the burden of carrying out household chores from taking care of children to taking care of all the needs of family members at home. Conditions like this are expected for every teacher to be able to balance work and household life, because during the COVID-19 pandemic, all activities are centered at home. Therefore, regularity is needed between teaching assignments and homework. Thus, a teacher must be able to create a work-life balance.

#### Formulation of the Problem

Based on the formulation of the problem that has been described, The formulation of the problem in this study is as follows:

1. Does Emotional Intelligence have a positive effect on employee performance
2. Does Emotional Intelligence have a positive effect on work life balance
3. Does work life balance have a positive effect on employee performance?
4. Does Emotional Intelligence have a positive effect on employee performance mediated by work life balance
5. Does Emotional Intelligence have a positive effect on employee performance moderated by work life balance

#### Research Objective

Based on the description above, it can be described that the research objectives are to describe the effect of:

1. Emotional Intelligence on employee performance
2. Emotional Intelligence on work life balance
3. Work life balance has a positive effect on employee performance
4. Emotional Intelligence on employee performance mediated by work life balance
5. Emotional Intelligence on employee performance moderated by work life balance

## Literature

### Covid-19

The pandemic known as Covid 19 began to appear on December 31, 2019. The corona virus began to spread in the Chinese city of Wuhan. Initially named 2019-ncov then changed to the covid-19 virus (WHO, 2020). After the discovery of covid 19 in China, four months later another case was found outside China, so the WHO Director General declared this virus a pandemic and has infected 37,364 in 113 countries (Ahmed et al., 2016).

There are several actions taken to prevent and minimize the spread of this virus, including (a) the use of face masks (b) washing hands with soap and water (c) respiratory hygiene (d) avoiding touching the mouth, nose and eyes and hands. The hospitalization rate for COVID-19 patients is very high, so health workers do not have time to relax and other

responsibilities other than focusing on COVID-19 patients (Osita et al., 2020).

### Performance

Performance is an important concept for understanding the contribution of individuals in the organization. Performance is defined as individual behavior that produces value for the organization (Campbell, 2012). Employee performance is an important factor in determining company performance. (Aguinis & Kraiger, 2009) defines individual performance as an individual's ability to carry out work tasks by having the necessary skills, experience, attitudes and motivation. Meanwhile, Koopman (2014) defines individual performance as the behavior or actions of employees compared to the results of these actions. Employees can improve organizational performance by generating ideas using the foundation in creating new products, services, and work processes. Performance triggers various fields to conduct research, such as management, occupational health, occupational and organizational psychology (Linda Koopmans, 2014).

(Viswesvaran & Ones, 2000) states that performance is an action, behavior and results of employees involved with the aim of achieving organizational goals. (Rotundo, 2002) defines performance as actions and behaviors that are controlled by individuals and contribute to organizational goals. According to (Cook, 2008) that performance should focus on behavior rather than only focusing on results, because if you focus on behavior it will encourage employees to follow the easiest way to achieve the result.

In realizing performance, one must be able to see individual actions in assisting the organization in achieving its goals (Moorman, Robert et al., 1998). Performance is also defined as a task that consists of a standard job description and states that it is influenced by several variables. The essence of performance is based on job demands, organizational goals and missions and organizational beliefs about valued behavior (Befort & Hattrup, 2003). Performance is behavior that is consistent with organizational goals and is assessed based on employee achievements. Employee work effort is a process to achieve performance as an output (Christen, 2006).

### Work Life Balance

At first, work life balance was a literature that developed from a lack of conflict (Frone, 2003) or the involvement of various roles (Kirchmeyer, 2000). As for ideas related to effectiveness and satisfaction in the work and family domains that are consistent with values or one's priorities (Greenhaus & Powell, 2003). The life domain is defined as three separate domains namely work, family and personal. The work life balance is defined as an overall assessment of the effectiveness and satisfaction of individuals in work and family roles that is consistent with life values at the same time (Greenhaus & Powell, 2003). According to (Wayne et al., 2017) balance is consistent with individual values which implies that the balance itself is determined by the

individual. Thus, balance is not defined as equality between work, family and life domains but by the desired balance between domains at the moment in an individual's life and career. (Greenhaus & Powell, 2003) defines work family balance as about the extent to which individuals believe that effectiveness and satisfaction come from two domains.

The definition of work life balance according to (Haar et al., 2013) is as an individual's perception of the good role of life balance. Work life balance is a major concern for employees, organizations and communities around the world (Valcour, 2007). Although responsibility for personal, family and social life roles is very important, employees often devote their roles to various work demands (Poulose & Dhal, 2020). Many employees are informed about complex work demands and excessive workload (Vogel, 2012) long working hours in some organizations (Barnett & Hyde, 2001). Several previous studies have identified that the cause of the lack of commitment of employees is one of them due to an increase in work and family balance in work settings. Work life balance is an important component of quality work. While the definition of work life balance according to (Hobson, 2018) refers to the balance between care and work.

**Emotional Intelligences**

Emotional intelligence is an interesting topic and is very helpful in understanding the fields of organizational behavior, human resources, management, and also helps in human relations in the workplace (Gottman et al., 1998). It has been found that emotions have a direct impact on human relationships, so emotions should be considered in managing relationships with others (Gottman et al., 1998). Emotional intelligence comes from theory (Thorndike EL., 1920) Then developed with the theory of multiple intelligence (Gardner, 1983) which states that the construction of emotional intelligence consists of interpersonal intelligence which refers to knowledge about one's internal aspects and then the second construction, namely interpersonal intelligence which refers to on the ability to notice differences between others in terms of mood, emotions, motivations and intentions. Emotional intelligence according to (Salovey & Mayer, 1990) states that emotional intelligence is the ability to monitor the emotions of oneself and others, to distinguish between positive and negative effects of emotions and the use of emotional information to influence thinking and behavior. Furthermore, (Goleman, 1995) said that emotional intelligence has a significant influence on individual success at work, with the view that emotional intelligence is a combination of social and emotional competencies such as personality traits and attitudes. Emotional intelligence can be identified as a personal quality that can positively interact and influence daily life (Morehouse, 2007).

Meanwhile, according to (Goleman, 1995) the dimensions of emotional intelligence consist of (a) self-regulation guided by the learning produced to achieve goals, Self-regulation or self-management is a core competency which can be interpreted as the ability to remain calm in conditions of later conflict (b) self-awareness is self-awareness as the ability to recognize one's feelings (c) self motivation is self-action that is carried out daily which has a specific purpose by taking

responsibility at work (d) social skills refers to one's talent in managing relationships with other people or also called skills consisting of respect, commitment, openness, tolerance, empathy, communication.

**Research Method**

In this research, the method used is analysis method with PLS approach. ), the PLS-SEM method predicts a complex model with many constructs, indicator variables, and structural paths without imposing distribution assumptions on the data.

The process of calculating the PLS-SEM model is carried out using the help of the SmartPLS 3.0 program application.

This research study is based on primary data using an online questionnaire. The main discussion in this study is a teacher performance model based on emotional intelligence and work life balance. Respondents in this study were teachers from the Greater Jakarta area as many as 202 respondents by filling out a questionnaire via google form.

Conceptual Frame

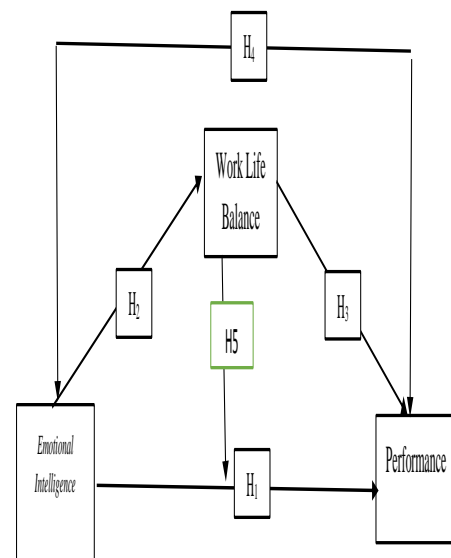


Figure 3. Conceptual Frame  
Source: Source: Data Processing (2021)

**Results and Discussion**

**Characteristics of Respondents**

Respondents in this study were 202 teachers consisting of 166 women (83%) and 34 men (17%). The majority of respondents were born in 1991-2000 consisting of 182 people (90.5%). Around 84.7%, namely 171 people are married and the majority of respondents 180 people (90%) are undergraduates.

Results

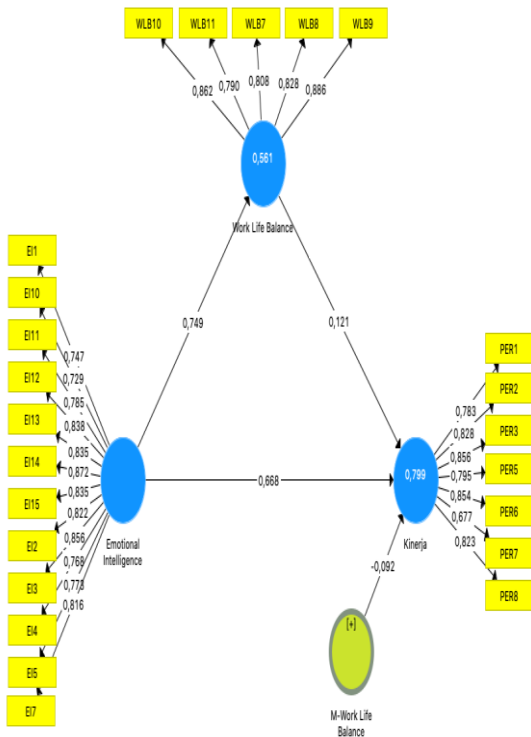
Verification Statistical Analysis

In this verification analysis, it is related to the formation of a structural equation model, which will then be tested for hypotheses using the PLS-SEM method. According to Hair et al (2019),

Outer Model Testing (Measurement Model)

Convergent Validity

Convergent validity is a construct validity test. An indicator is said to have good validity if it has a loading factor value greater than 0.70 (Hair et al, 2017a). Based on the estimation results using the help of the SmartPLS 3 program application, the output of the initial model test is obtained as follows.



Construct	Loading Factor	R kritis	criteria (Loading Factor ≥ 0.70)
EI1 <- Emotional Intelligence	0,747	0,70	Valid
EI10 <- Emotional Intelligence	0,729	0,70	Valid
EI11 <- Emotional Intelligence	0,785	0,70	Valid
EI12 <- Emotional Intelligence	0,838	0,70	Valid
EI13 <- Emotional Intelligence	0,835	0,70	Valid
EI14 <- Emotional Intelligence	0,872	0,70	Valid
EI15 <- Emotional Intelligence	0,835	0,70	Valid
EI2 <- Emotional Intelligence	0,822	0,70	Valid
EI3 <- Emotional Intelligence	0,856	0,70	Valid
EI4 <- Emotional Intelligence	0,768	0,70	Valid
EI5 <- Emotional Intelligence	0,773	0,70	Valid
EI7 <- Emotional Intelligence	0,816	0,70	Valid
Emotional Intelligence *	1,981	0,70	Valid
Work Life Balance <- M-Work Life Balance			
PER1 <- Performance	0,783	0,70	Valid
PER2 <- Performance	0,828	0,70	Valid
PER3 <- Performance	0,856	0,70	Valid
PER5 <- Performance	0,795	0,70	Valid
PER6 <- Performance	0,854	0,70	Valid
PER7 <- Performance	0,677	0,70	Valid
PER8 <- Performance	0,823	0,70	Valid
WLB10 <- Work Life Balance	0,862	0,70	Valid

Source: Data Processing (2021)

Based on the results of the initial model testing, the results show that there is a loading factor value smaller than 0.70, namely in the X1.1 dimension (Visibility) where the loading factor value is 0.490. So the dimension X1.1 (Visibility) must be removed from the model and retested.

Based on the test results with SmartPLS 3.0, the following results were obtained.

Based on Table 4.2, it can be seen that the convergent validity results are based on the average variance extracted value. These results indicate that all latent variables have an AVE value of more than 0.5. This indicates that the indicators that make up the latent construct have good convergent validity when viewed from the average variance extracted value.

4.1.2.1.2 Discriminant Validity Test

Discriminant Validity can be seen from the cross loading value. Fornell and Larcker (1981) in Ghozali (2014:45) state that the correlation value of the indicator to the construct must be greater than the correlation value between the indicator and other constructs. The following presents the

results of the discriminant validity test using the Smart PLS 3.0 program.

	Emotional Intelligence	Performance	M-Work Life Balance	Work Life Balance
EI1	0,747	0,656	-0,482	0,496
EI10	0,729	0,595	-0,407	0,571
EI11	0,785	0,664	-0,514	0,571
EI12	0,838	0,793	-0,737	0,607
EI13	0,835	0,710	-0,602	0,583
EI14	0,872	0,746	-0,567	0,674
EI15	0,835	0,719	-0,554	0,650
EI2	0,822	0,726	-0,534	0,604
EI3	0,856	0,785	-0,554	0,690
EI4	0,768	0,662	-0,474	0,582
EI5	0,773	0,653	-0,451	0,573
EI7	0,816	0,797	-0,649	0,634
EI *	-0,678	-0,691	1,000	-0,461
WB				
PER1	0,679	0,783	-0,485	0,537
PER2	0,764	0,828	-0,700	0,579
PER3	0,762	0,856	-0,609	0,618
PER5	0,675	0,795	-0,503	0,594
PER6	0,745	0,854	-0,536	0,573
PER7	0,581	0,677	-0,487	0,479
PER8	0,737	0,823	-0,551	0,580
WLB10	0,606	0,567	-0,342	0,862
WLB11	0,631	0,628	-0,330	0,790
WLB7	0,605	0,577	-0,417	0,808
WLB8	0,665	0,598	-0,465	0,828
WLB9	0,613	0,565	-0,367	0,886

Source: Data Processing (2021)

Based on Table 3, it can be seen that all indicators have a high correlation with their constructs compared to other constructs. So it can be concluded that the research model has good discriminant validity on discriminant validity cross loading.

**Reliability Test**

Cronbach's Alpha and Composite Reliability to determine whether the construct reliability is good or not. Each construct is said to be reliable if it has Cronbach's Alpha and Composite Reliability greater than 0.70 (Hair et al, 2017). The following presents the results of the reliability test using the Smart PLS 3.0 program.

Latent	Cronbach's Alpha	Composite Reliability
Emotional Intelligence	0,951	0,957
Kinerja	0,908	0,927
M-Work Life Balance	1,000	1,000
Work Life Balance	0,891	0,920

Based on Table 4.4, it can be seen that there is a latent construct that has a Cronbach's alpha value of more than 0.7, this indicates that the latent construct has good reliability. In addition, the composite reliability value of all latent constructs also has a value greater than 0.70. Based on the value of Cronbach's alpha and composite reliability obtained, it shows that the model has good reliability.

**Structural Model Testing (Inner Model)**

Evaluation of the inner model is an analysis of the results of the relationship between constructs. The inner model test

consists of R square, f square, Q-square predictive relevance, and hypothesis testing.

**R Square**

Furthermore, based on the results of testing with SmartPLS 3., the results of R Square are obtained as follows.

	R Square	Relation
Performance	0,799	Strong
Work Life Balance	0,561	Moderate

According to Chin (1998) in Yamin and Kurniawan (2011:21), R Square adjusted with a value of 0.67 indicates a strong model, a value of 0.33 indicates a moderate model and a value of 0.19 indicates a weak model. From the results of Table 4.37, it can be seen that the R-Square for the Performance variable is 0.799, which means that Emotional Intelligence mediated by Work Life Balance contributes 0.799 or 79.9% influence on Performance. While the remaining 20.1% is the influence of other factors that are not observed. R-Square for the Work Life Balance variable is 0.561, which means that Emotional Intelligence contributes 0.561 or 56.1% influence on Work Life Balance. While the remaining 43.9% is the influence of other factors that are not observed.

**F Square**

Next is to see the value of f Square. The f Square value of 0.02 indicates a small rating, Effect Size 0.15 indicates a medium rating and Effect Size 0.35 indicates a large rating (Cohen, 1988 in Yamin and Kurniawan (2011:21). Based on the results of testing with SmartPLS 3, the F Square results are obtained as follows.

Table 6. F Square

Variabel	Effect Size	Rating
Emotional Intelligence	0,661	Big
M-Work Life Balance	0,088	small
Work Life Balance	0,031	small
<b>Work Life Balance</b>		
Emotional Intelligence	1,280	Big

Based on Table 4.6, it shows that the variables Emotional Intelligence, M-Work Life Balance and Work Life Balance have an influence with categories that are included in the large, small and small categories, and the Emotional Intelligence variable has an influence that is included in the large category in influencing Work Life Balance.

**Q2 Predictive Relevance**

The Q-square test is used to measure how well the observed values produced by the model and also the parameter estimates are. A Q-square value greater than 0 (zero) indicates that the model has predictive relevance, while a Q-

square value less than 0 (zero) indicates that the model lacks predictive relevance (Cohen, 1988 in Yamin and Kurniawan (2011:21). The Q-square value obtained by using the R2 value in the table above, the calculation results are obtained as follows:

Tabel 7 Q<sup>2</sup> Predictive Relevance

Variabel	R Square	1-R Square
Performance	0,799	0,201
Work Life Balance	0,561	0,439
Q <sup>2</sup> =	Q <sup>2</sup> = 1 - (1-R <sub>1</sub> <sup>2</sup> ) (1-R <sub>2</sub> <sup>2</sup> ) = 0,912	
Galat =	Q <sup>2</sup> = 100% - 91,2% = 8,8%	

Based on the calculation results above, it is known that the value of Q square is greater than 0, this means that the observed values have been reconstructed properly so that the model has predictive relevance. This means that there is 0.912 or 91.2% of the relative influence of the structural model on the measurement of observations for endogenous latent variables, and 8.8% is a model error.

Hypothesis Testing

Hypothesis testing in this study was carried out using the path coefficient, t-value, and p-value values. To assess the significance and predictions in hypothesis testing, it can be seen from the path coefficient and t-value (Kock, N. 2016). According to Kock, N (2016) assessing the prediction and significance in hypothesis testing can be seen from the p-value. The t-table value can be seen in the following table.

Table 8. T- Tabel

	One tailed	Two tailed
t-tabel	1.64	1.96

According to Kock, N. (2016), with a 95% confidence level (alpha 5%), two tailed, the t-table value is obtained as follows:

1. If the value of t-statistic > 1.96 (used for direct effect), then H0 is rejected and H1 is accepted.
2. If the value of t-statistic < 1.96 (used for direct effect), then H0 is accepted and H1 is rejected.

The magnitude of the significance value between the variables tested is presented in the form of the value contained in the arrow that connects one of the variables to the variable that is the goal.

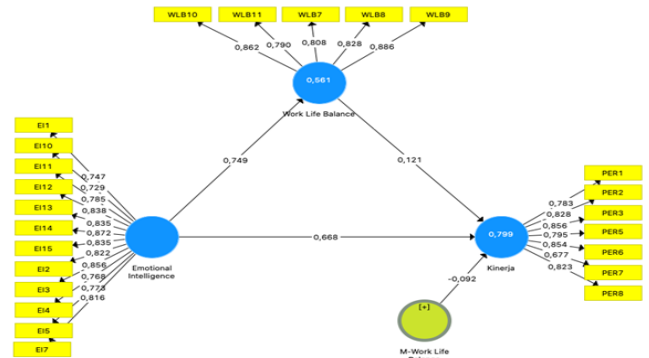


Figure 5. Structural Model (path coefficient, beta)

Source: Data Processing (2021)

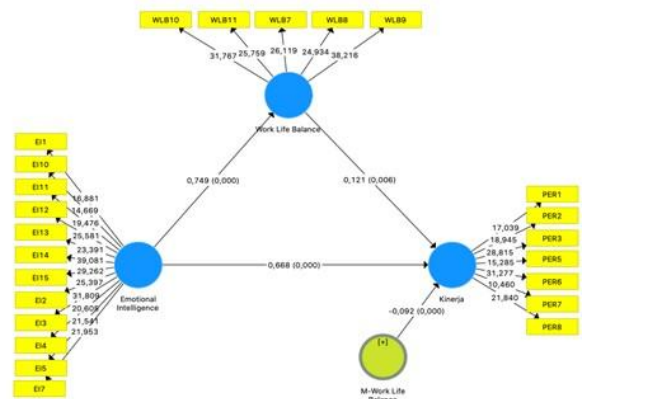


Figure 6. Significance Value (t-count)

Source: Data processing output using SmartPLS (2021)

**Effect of Emotional Intelligence on Work Life Balance**

Research hypothesis 1 reads: Emotional Intelligence has a significant effect on Work Life Balance. And from this hypothesis was developed into a statistical hypothesis as follows:

H0: Emotional Intelligence has no significant effect on Work Life Balance;

H1: Emotional Intelligence has a significant effect on Work Life Balance.

Furthermore, based on the hypothesis above, hypothesis testing was carried out using the bootstrapping method using SmartPLS software, and the following values were obtained:

Table 6 Path coefficient and t-count Effect of Emotional Intelligence on Work Life Balance



	Original Sample (O)	t-Statistik	p-value	Conclusion
Emotional Intelligence terhadap Work Life Balance	0,749	16,883	0,000	Reject H <sub>0</sub>

From the results of Table 4.9 above, the Original Sample (O) value is 0.749 indicating that the direction of the influence of Emotional Intelligence on Work Life Balance is positive or unidirectional, meaning that if Emotional Intelligence increases or gets better, Work Life Balance will increase or get better too. The influence of Emotional Intelligence on Work Life Balance is significant, with a t-statistic value of 16,883 which is greater than t table or  $16,883 > 1.96$ , and a p value of 0.000 which is smaller than an alpha of 5% (0.05). Thus, H1 is accepted, meaning that Emotional Intelligence has a significant effect on Work Life Balance.

**Effect of Emotional Intelligence on Performance**

Research hypothesis 2 reads: Emotional Intelligence has a significant effect on performance. And from this hypothesis was developed into a statistical hypothesis as follows:  
 H0: Emotional Intelligence has no significant effect on performance;  
 H1: Emotional Intelligence has a significant effect on performance.  
 Furthermore, based on the hypothesis above, hypothesis testing was carried out using the bootstrapping method using SmartPLS software, and the following values were obtained: Table 7. Table 7. Path coefficients and t-count The Effect of Emotional Intelligence on Performance

	Original Sample (O)	t-Statistik	p-value	conclusion
Emotional Intelligence to performance	0,668	12,273	0,000	reject H <sub>0</sub>

From the results of Table 7 above, the Original Sample (O) value is 0.668 indicating that the direction of the influence of Emotional Intelligence on Performance is positive or unidirectional, meaning that if Emotional Intelligence increases or gets better then Performance will increase or get better too. The influence of Emotional Intelligence on Performance is significant, with a t-statistic value of 12,273 greater than t table or  $12,273 > 1.96$ , and a p value of 0.007 smaller than alpha 5% (0.05). Thus, H1 is accepted, meaning that Emotional Intelligence has a significant effect on performance.

**Effect of Work Life Balance on Performance**

Research hypothesis 3 reads: Work Life Balance has a significant effect on performance. And from this hypothesis was developed into a statistical hypothesis as follows:  
 H0: Work Life Balance has no significant effect on performance;  
 H1: Work Life Balance has a significant effect on performance.  
 Furthermore, based on the hypothesis above, hypothesis testing was carried out using the bootstrapping method using SmartPLS software, and the following values were obtained:

Table 8 Path coefficient and t-count The Effect of Work Life Balance on Performance

	Original Sample (O)	t-Statistik	p-value	Conclusion
Work Life Balance to Performance	0,121	2,703	0,007	reject H <sub>0</sub>

From the results of Table 8 above, the Original Sample (O) value is 0.121 indicating that the direction of the influence of Work Life Balance on Performance is positive or unidirectional, meaning that if Work Life Balance increases or gets better then Performance will increase or get better too. The effect of Work Life Balance on performance is significant, with a t-statistic value of 2.703 greater than t table or  $2.703 > 1.96$ , and a p value of 0.007 smaller than alpha 5% (0.05). Thus, H1 is accepted, meaning that Work Life Balance has a significant effect on performance.

**Effect of M-Work Life Balance on Performance**

Research hypothesis 4 reads: M-Work Life Balance has a significant effect on performance. And from this hypothesis was developed into a statistical hypothesis as follows:  
 H0: M-Work Life Balance has no significant effect on performance;  
 H1: M-Work Life Balance has a significant effect on performance.  
 Furthermore, based on the hypothesis above, hypothesis testing was carried out using the bootstrapping method using SmartPLS software, and the following values were obtained:

Table 9. Path coefficient and t-count The Effect of M-Work Life Balance on Performance

	Original Sample (O)	t-Statistik	p-value	Conclusion
M-Work Life Balance to performance	-0,092	5,017	0,000	reject H <sub>0</sub>

From the results of Table 9 above, the Original Sample (O) value is -0.092 indicating that the direction of the influence of the M-Work Life Balance on performance is negative or opposite, meaning that if the M-Work Life Balance increases or gets better, the performance will decrease or increase.

bad. The effect of M-Work Life Balance on performance is significant, with a t-statistic value of 5.017 which is greater than t table or  $5.017 > 1.96$ , and a p value of 0.000 which is smaller than alpha 5% (0.05). Thus, H1 is accepted, meaning that M-Work Life Balance has a significant effect on performance.

**Effect of Emotional Intelligence on Performance mediated by Work Life Balance**

Research hypothesis 5 reads: Emotional Intelligence has a significant effect on performance mediated by Work Life Balance. And from this hypothesis was developed into a statistical hypothesis as follows:

H0: Emotional Intelligence has no significant effect on performance mediated by Work Life Balance;

H1: Emotional Intelligence has a significant effect on performance mediated by Work Life Balance.

Furthermore, based on the hypothesis above, hypothesis testing was carried out using the bootstrapping method using SmartPLS software, and the following values were obtained: Table 4. 13 Path coefficients and t-count The Effect of Emotional Intelligence on Performance mediated by Work Life Balance

Table 10 Path coefficients and t-count The Effect of Emotional Intelligence on Performance mediated by Work Life Balance

	Original Sample (O)	t-Statistic	p-value	Conclusion
Emotional Intelligence to performance mediated Work Life Balance	0,090	2,696	0,007	reject Ho

From the results of Table 10 above, the Original Sample (O) value is 0.090 which indicates that the direction of influence of Emotional Intelligence on Performance mediated by Work Life Balance is negative or unidirectional, meaning that if Emotional Intelligence will cause Work Life Balance to be better which will further increase or decrease the better the performance. The influence of Emotional Intelligence on Performance mediated by Work Life Balance is significant, with a t-statistic value of 2.696 greater than t table or  $2.696 > 1.96$ , and a p value of 0.007 smaller than alpha 5% (0.05). Thus, H1 is accepted, meaning that Emotional Intelligence has a significant effect on performance mediated by Work Life Balance.

**Conclusion**

Based on the results of research and discussions that have been carried out, the conclusions that can be drawn are (1) emotional Intelligence has a significant effect on Work Life Balance, (2) emotional Intelligence has a significant effect on performance, (3). work Life Balance has a significant effect on performance (4) M-Work Life Balance has a significant effect on performance and (5) emotional

Intelligence has a significant effect on performance mediated by Work Life Balance.

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