International Journal of
Economics Development Research, Volume 5(6), 2024
pp. 5536-5552

Impact of Social Distancing and Work-From-Home Implementation on Performance with Job Stress as an Intervening Variable: A Case Study at a Government Flight School

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Abstract:

This study investigates the effects of social distancing and Work From Home (WFH) implementation on employee performance, with job stress as a mediating variable, in government-operated flight schools during the COVID-19 pandemic. Employing a quantitative explanatory research method and data analysis using SmartPLS, the findings reveal that social distancing significantly positively impacts employee performance and job stress, with job stress mediating the relationship between social distancing and performance. Conversely, WFH does not significantly affect performance or job stress, attributed to the operational nature of flight training, which requires physical presence and specialized equipment. Job stress, when maintained at moderate levels, positively influences performance by motivating employees to adapt to complex tasks. Recommendations include enhancing training programs, implementing effective WFH strategies, and adopting stress management measures to maintain productivity and well-being. These findings contribute to understanding organizational resilience and employee management in safety-critical sectors during global crises.

Keywords: *Social Distancing, Work From Home (WFH), Job Stress, Employee Performance*

Sumbitted: November 18, 2024, Accepted: December 10, 2024, Published: December 31, 2024

1. Introduction

Employee performance serves as a key measure of organizational success, with strong performance facilitating the achievement of corporate goals (Mangkunegara, 2018). However, workplace stress is a common factor influencing performance, defined by McGrath and Pipin (2014) as a prevalent condition in professional settings. Stress, as described by Lazarus (2000) and Pipin (2014), is a psychological state triggered by internal and external situations. Ivancevich and Matteson (2005) and Luthans (2012) further define workplace stress as an adaptive response mediated by individual differences and psychological processes resulting from excessive psychological or physical pressures from external actions or events. Prolonged stress can lead to burnout, characterized by physical, mental, and emotional exhaustion (Dubrin, Hartanti, & Rahayu, 2003). Stressors, categorized by Luthans (2012), include extra-organizational factors (e.g., social/technological changes, economic conditions),

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organizational factors (e.g., policies, structures), group factors (e.g., lack of social support), and individual factors (e.g., role conflicts, Type A personality traits).

Several years ago, a global pandemic emerged, originating from Wuhan, Hubei Province, China. The coronavirus (Covid-19) was declared an international pandemic by the World Health Organization (WHO) on March 11, 2020, as announced by WHO Director-General Tedros Adhanom Ghebreyesus. The virus's rapid spread led many countries to implement lockdowns as cases surged significantly. In Indonesia, the first confirmed Covid-19 case was reported on February 14, 2020, involving a 31-year-old Indonesian citizen believed to have contracted the virus at a restaurant in Jakarta (Kompas.TV, 2020). The pandemic has since profoundly altered societal, organizational, and workplace dynamics, with social distancing and work-from-home policies becoming critical measures that have introduced new stressors influencing employee performance and psychological well-being.

The data highlights the persistent spread of Covid-19 in Indonesia as of December 19, 2021, with active cases, confirmed infections, and deaths still rising despite significant vaccination progress. This situation underscores a critical phenomenon: while public health measures such as work-from-home (WFH) arrangements and social distancing were essential to controlling the virus, they also introduced significant workplace challenges. The shift to remote work disrupted traditional work environments, potentially increasing employee stress due to blurred boundaries between professional and personal life, coupled with fears surrounding the virus and economic uncertainty. This creates a pressing research problem to explore how WFH and social distancing influenced employee performance, with workplace stress as a mediating factor, providing valuable insights for managing organizational resilience during crises.

The Covid-19 pandemic has led governments worldwide, including Indonesia, to implement stringent policies such as social distancing, lockdowns, and work-from-home (WFH) arrangements to curb the virus's spread (Kresna & Ahyar, 2020). These measures, while necessary, have profoundly impacted organizational operations, including those of Indonesia's aviation schools under the Ministry of Transportation, namely the Politeknik Penerbangan Curug and the Akademi Penerbang Indonesia Banyuwangi. These institutions, which employ a mix of civil servants (ASN), contract-based employees (PPPK), and non-ASN workers, had to adopt hybrid learning methods and online meetings during 2020-2021. However, the sudden shift to WFH and social distancing brought challenges such as increased job stress due to overlapping domestic and professional responsibilities, the need for technological proficiency, and fears of job insecurity and unmet basic needs (Luthans, 2012; Murtiningrum, 2005; Agustyantono, Fadah, & Titisari, 2016). These issues have resulted in heightened stress levels, reduced employee performance, and diminished service quality, underscoring the need for research to analyze the impact of WFH and social distancing policies on performance, with job stress as a mediating variable, to develop effective solutions for managing organizational change and workplace challenges during crises.

While existing research has extensively explored the effects of social distancing and work-from-home (WFH) policies on employee performance and stress levels, there remains a notable gap in understanding these dynamics within the context of government-operated aviation training institutions. Studies have highlighted the general impact of remote work on job satisfaction and productivity (Bloom et al., 2015), the role of organizational support in mitigating work-related stress during pandemics (Sasaki et al., 2020), and the challenges of maintaining work-life balance in remote settings (Allen et al., 2013). However, the unique operational demands and safety-critical nature of aviation training environments necessitate a focused investigation. Specifically, there is a lack of empirical evidence examining how WFH and social distancing measures influence job stress and performance among employees in government flight schools, where hands-on training and direct supervision are integral to effective operations. Addressing this gap is essential for developing tailored strategies that support employee well-being and maintain high performance standards in such specialized settings.

The purpose of this study is to analyze the impact of social distancing and work-from-home (WFH) policies on employee performance, with job stress as a mediating variable, in government-operated flight schools during the Covid-19 pandemic. The novelty of this research lies in its focus on aviation training institutions, which operate under unique demands that require a balance between practical, hands-on training and remote administrative tasks—an area largely underexplored in existing literature. By addressing the psychological and performance-related challenges faced by employees in this specialized setting, this study provides valuable insights into how organizations in safety-critical industries can adapt to crises while maintaining operational effectiveness. The findings aim to offer actionable recommendations for mitigating stress, improving employee performance, and supporting organizational resilience in future disruptions.

2. Theoretical Background

This study is grounded in Management as its grand theory, Human Resource Management (HRM) as its middle theory, and applied theories related to the implementation of social distancing, work-from-home (WFH), employee performance, and job stress. Management, as defined by Sikula and Hasibuan (2016), involves planning, organizing, directing, motivating, communicating, and decision-making to coordinate organizational resources efficiently. Terry, Syafiie, and Welasari (2017) emphasize that management is a distinct process comprising planning, organizing, actuating, and controlling to achieve organizational objectives by utilizing human and other resources effectively. Griffin and Wibowo (2019) add decision-making as an integral part of planning within management functions aimed at achieving organizational goals efficiently and effectively. Human Resource Management (HRM), as highlighted by Marwansyah (2016) and Sutrisno (2019), focuses on empowering individuals through recruitment, selection, competency development, and career management to align with the organization's vision and mission. Hasibuan (2016) further underscores that HRM is both a science and an art,

emphasizing the effective management of individual roles to realize organizational goals. Collectively, these perspectives emphasize that individual performance—driven by effective management and HRM practices—is central to achieving an organization's vision and mission.

Employee Performance

Employee performance refers to how individuals are expected to function and behave in fulfilling assigned tasks within an organization (Miner & Sutrisno, 2017). It represents the tangible outcomes of an individual's capabilities, skills, and effort in completing specific job functions over a defined period (Benardin & Russell, 2014; Priansa, 2018). Performance is a measure of the degree to which employees meet established standards and criteria (Milkovich & Boudreau, 2018), reflecting the realization of organizational objectives through strategic planning (Bastian & Fahmi, 2018). Kasmir (2018) simplifies performance as the output and behavior achieved in fulfilling responsibilities, while Emron, Anwar, and Komariyah (2018) view it as the outcome of a process measured within a specific timeframe. Performance evaluation, as emphasized by Werther and Davis (1996) and Priansa (2018), plays a crucial role in identifying opportunities for improvement, career planning, compensation adjustments, placement decisions, and addressing external challenges such as personal or health-related issues affecting employees.

Performance evaluation metrics are typically aligned with organizational interests and measured using dimensions such as work quantity, quality, independence, initiative, adaptability, and cooperation (Mondy, Noe, & Premeaux, 1999; Priansa, 2018). Work quantity pertains to the volume and productivity of tasks completed within a given timeframe, while work quality involves precision, thoroughness, and accuracy in task execution. Independence highlights an employee's ability to perform tasks with minimal supervision, demonstrating a high level of commitment. Initiative reflects the willingness to accept responsibilities and think flexibly, whereas adaptability emphasizes the ability to adjust to changing needs and conditions. Cooperation underscores the capacity to work collaboratively with others. While these dimensions provide a comprehensive framework for performance evaluation, internal and external factors such as job stress significantly influence employee performance outcomes, making stress management an essential aspect of human resource strategies.

Social Distancing

Social distancing is a non-pharmaceutical intervention aimed at limiting the spread of infectious diseases by reducing close contact between individuals, such as in schools or workplaces (Yanti et al., 2020). It involves maintaining physical space between individuals to minimize the risk of disease transmission (Yusup et al., 2020). In Indonesia, the concept of social distancing is legally defined under Articles 59 and 60 of Law Number 6 of 2018 on Health Quarantine, which differentiates between lockdowns and social distancing measures. Lockdowns restrict movement entirely within a designated area suspected of infection, while social distancing imposes

specific activity restrictions to reduce social interactions and curb the spread of contagious diseases (Setiawan, 2020). These measures aim to limit physical contact and gatherings, effectively reducing the likelihood of virus transmission.

While social distancing is essential for controlling the spread of Covid-19, it comes with economic and social challenges. Long-term social distancing policies can disrupt economic activities, leading to supply chain issues and reduced production of critical goods. This disruption affects both domestic and international production, resulting in decreased economic demand and activity (Kresna & Ahyar, 2020). Furthermore, Indonesia's diverse population and socio-cultural factors make implementing social distancing challenging. Public compliance varies, influenced by awareness, cultural practices, and the perceived severity of the virus. As such, authorities face significant challenges in ensuring adherence to these measures, requiring patience and consistent public communication to prevent further transmission.

To mitigate the spread of Covid-19, the Indonesian government implemented strict social distancing policies, including guidelines to maintain at least one meter of physical distance, avoid crowded areas, and adopt remote activities such as learning, working, and worshiping from home. These measures led to widespread closures of schools, workplaces, markets, and recreational facilities (Ramayani et al., 2022). However, these policies had severe economic implications, including significant income losses for workers and businesses. Many employees faced layoffs, while small-scale vendors who depended on fixed locations, such as schools and markets, lost their primary sources of income. While necessary for public health, these measures highlight the trade-offs between controlling the pandemic and maintaining economic stability.

Work From Home

Work From Home (WFH), also known as telecommuting, emerged as a key strategy during the Covid-19 pandemic to mitigate virus spread while maintaining organizational productivity. First conceptualized as "telework" by Norbert Wiener in 1950, WFH refers to tasks performed remotely, outside traditional office settings, with the aid of telecommunication technologies (Mungkasa, 2020; Anshor & Darmastuti, 2022). It enables employees to work from home or any other location while maintaining professional interactions with colleagues and supervisors through digital platforms (Hatch, 2006; Prasetyaningtyas et al., 2021). The shift toward a digital economy and evolving work environments in the 21st century has dissolved spatial and temporal constraints, promoting a culture of "work anywhere, anytime" (Choudhury, Foroughi, & Larson, 2021; Varty et al., 2017). However, remote work blurs boundaries between private and public spheres, requiring individuals to navigate overlapping roles and responsibilities under one roof (Gądecki, Jewdokimow, & Żadkowska, 2018).

The implementation of WFH is characterized by several dimensions and outcomes. Gądecki et al. (2018) identify three key dimensions: the transformation of personal

home space into a semi-public workspace, the overlap of cyclical household time with linear professional time, and the continuous negotiation of a teleworker's role. Indicators of successful WFH, as outlined by Farrell (2017), include flexible work environments, reduced commuting time, better family proximity, and enhanced health and work-life balance. WFH can foster creativity and productivity, providing a stress-free environment conducive to innovation. However, challenges such as maintaining focus, separating personal and professional roles, and managing prolonged stress remain significant obstacles. Establishing dedicated workspaces and boundaries within the home is essential for optimizing WFH practices and achieving both personal and organizational goals.

Work stress

Work stress is a feeling of pressure experienced by employees when their work demands exceed their capacity or expectations (Mangkunegara, 2018). It manifests as emotional instability, anxiety, difficulty sleeping, excessive smoking, and physical ailments such as increased blood pressure and digestive issues. Sinambela (2016) further describes stress as a tension condition that impacts emotions, thinking processes, and physical well-being, often leading to difficulties in interacting positively with the environment. Stress arises from an imbalance between individual capacity and work demands or organizational goals, affecting physical, psychological, and emotional states. Robbins and Judge (2017) classify work stressors into environmental, organizational, and personal factors. Environmental factors include uncertainties in economic, political, and technological contexts. Organizational factors involve task demands, role conflicts, excessive workloads, and interpersonal challenges, while personal factors stem from family issues, financial concerns, and individual perceptions.

Mangkunegara (2018) outlines seven indicators of work stress, including workplace conflicts, value differences between employees and leaders, excessive workloads, unhealthy work environments, tight deadlines, inadequate job authority, and poor quality of supervision. These stress factors can significantly influence employee well-being and performance. Moreover, the Covid-19 pandemic introduced new stressors, such as adapting to virtual meetings and new work habits like remote work and physical distancing. These conditions have further amplified workplace stress due to increased workloads, blurred work-life boundaries, and uncertainties about health and job security. Addressing these stressors is critical to maintaining employee performance and mental well-being in the workplace.

The Covid-19 pandemic has had a profound impact globally, disrupting work environments and social structures. Identified first in Wuhan, China, in December 2019, the virus rapidly spread worldwide, leading the World Health Organization (WHO) to declare it a global pandemic on March 11, 2020 (Supriatna, 2020). In Indonesia, Covid-19 cases were first reported on March 2, 2020, and rapidly escalated, prompting the government to implement Large-Scale Social Restrictions (PSBB) under Ministry of Health Regulation No. 9 of 2020 to curb the spread (Rahman, 2020).

Measures such as school and workplace closures, restrictions on public gatherings, and the shift to remote work aimed to contain the virus but introduced significant challenges for employees. Social and physical distancing created isolation and amplified stress for workers, highlighting the need for effective strategies to manage the psychological and professional impacts of such unprecedented changes.

The following is the framework in this study:

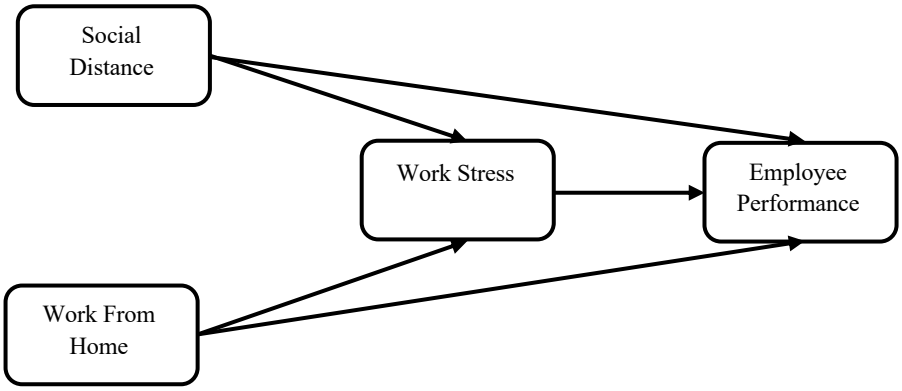

Figure 1. Framework

3. Methodology

This study employs a quantitative explanatory research method to analyze the relationships and impacts between variables such as the implementation of social distancing, work-from-home (WFH), job stress, and employee performance. The population consists of 622 employees from two aviation training schools: Akademi Penerbang Indonesia Banyuwangi and Politeknik Penerbangan Indonesia Curug. Using Yount's (1999) sampling table, a sample size of 62 respondents was determined, representing 10% of the total population. Data collection relies primarily on structured questionnaires with Likert scale measurements, supplemented by open-ended interview questions for a more comprehensive understanding. The study's variables include independent variables (social distancing and WFH), an intervening variable (job stress), and a dependent variable (employee performance). The questionnaires encompass 37 items derived from the operationalization of each variable's dimensions and indicators.

Data analysis utilizes Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess both the measurement model (outer model) and the structural model (inner model). The outer model evaluates the reliability and validity of the constructs using convergent and discriminant validity tests, as well as reliability metrics such as Composite Reliability and Cronbach's Alpha. The inner model examines the relationships between variables, including direct and indirect effects, using R-square, F-square, and hypothesis testing through bootstrapping techniques. This method ensures robust statistical evaluation, with R-square values categorizing the model's

explanatory power as small, moderate, or large. Hypothesis testing employs t-statistics to determine the significance of relationships, providing insights into the impact of independent variables on dependent and intervening variables, aiding in understanding the dynamics between organizational policies and employee outcomes during the Covid-19 pandemic.

4. Empirical Findings/Result

This quantitative study focuses on analyzing data using SmartPLS software to derive meaningful conclusions. The research objects are employees working at government-operated flight schools, namely Akademi Penerbang Indonesia Banyuwangi and Politeknik Penerbangan Indonesia Curug. Both institutions operate under the Ministry of Transportation and employ a mix of civil servants (Aparatur Sipil Negara or ASN) and non-civil servants (Non-ASN).

The following is the profile of respondents based on the agency where they work:

Table 1. Reliability Test Results

Category	Response	Total Respondents	Percentage (%)
Workplace Institution	Akademi Penerbang Indonesia Banyuwangi	48	77.4%
Politeknik Penerbangan Indonesia (PPI) Curug	Politeknik Penerbangan Indonesia (PPI) Curug	14	22.6%
Total		62	100%

Source: Google Form (2023)

Based on Table 1, the respondent profile by workplace is divided into two categories. The majority of respondents, 77.4% (48 respondents), are employed at Akademi Penerbang Indonesia Banyuwangi, while the remaining 22.6% (14 respondents) work at Politeknik Penerbangan Indonesia (PPI) Curug.

Descriptive statistics of this research variable can be seen in the following table:

Table 2. Descriptive Statistics

Variabel	Indicator	Min	Max	Standard Deviation	Mean	Category
Employee Performance	KP1	1.000	5.000	0,4910	3.984	Setuju
	KP2	1.000	5.000	0,4785	4.097	Setuju
	KP3	1.000	5.000	0,5035	3.919	Setuju
	KP4	2.000	5.000	0,4444	3.903	Setuju
	KP5	1.000	5.000	0,5396	4.097	Setuju
	KP6	2.000	5.000	0,4410	4.016	Setuju
	KP7	1.000	5.000	0,4660	3.968	Setuju
	KP8	1.000	5.000	0,4847	3.887	Setuju
	KP9	3.000	5.000	0,3410	4.129	Setuju
	KP10	1.000	5.000	0,4875	4.081	Setuju
	KP11	3.000	5.000	0,3764	4.113	Setuju
	KP12	3.000	5.000	0,3965	4.113	Setuju
			Average Mean		4.026	Setuju
Work Stress	SK1	2.000	5.000	0,4785	3.903	Setuju

	SK2	2.000	5.000	0,5118	3.806	Setuju
	SK3	1.000	5.000	0,5875	3.726	Setuju
	SK4	1.000	5.000	1033,0000	3.645	Setuju
	SK5	2.000	5.000	0,4660	3.968	Setuju
	SK6	1.000	5.000	1014,0000	3.935	Setuju
	SK7	1.000	5.000	0,5063	3.871	Setuju
	SK8	1.000	5.000	0,4646	3.935	Setuju
	SK9	1.000	5.000	0,4944	3.903	Setuju
Average Mean					3.855	Setuju
Social Distance	ISD1	1.000	5.000	1098,0000	3.387	Setuju
	ISD2	2.000	5.000	0,4493	4.032	Setuju
	ISD3	1.000	5.000	0,5646	4.016	Setuju
	ISD4	1.000	5.000	0,5306	3.887	Setuju
	ISD5	1.000	5.000	0,6174	3.823	Setuju
	ISD6	1.000	5.000	0,5188	3.919	Setuju
Average Mean					3.844	Setuju
Work From Home	WFH1	1.000	5.000	0,5285	4.032	Setuju
	WFH2	1.000	5.000	0,5833	3.935	Setuju
	WFH3	1.000	5.000	0,5833	3.935	Setuju
	WFH4	2.000	5.000	0,4618	4.097	Setuju
	WFH5	2.000	5.000	0,4910	4.129	Setuju
	WFH6	2.000	5.000	0,4986	4.032	Setuju
	WFH7	1.000	5.000	0,6542	3.823	Setuju
	WFH8	1.000	5.000	0,4896	4.048	Setuju
	WFH9	1.000	5.000	0,6444	3.758	Setuju
	WFH10	1.000	5.000	1068,0000	3.613	Setuju
Average Mean					3.940	Setuju

The results of the study, collected through electronic questionnaires, demonstrate that respondents agreed with all statements related to the variables examined: employee performance, job stress, social distancing implementation, and Work From Home (WFH). For employee performance, the average mean score across 12 indicators was 4.026, indicating agreement. Regarding job stress, the average mean score across 9 indicators was 3.855, also reflecting agreement. For the implementation of social distancing, the average mean score across 6 indicators was 3.844, showing positive agreement. Lastly, for WFH, the average mean score across 10 indicators was 3.940, indicating that respondents found WFH practices acceptable and aligned with the study's statements. These findings suggest broad agreement among employees at government flight schools regarding the assessed variables.

The loading factor values of the model, detailing the values of the outer loadings, can be seen in Figure 2 below.

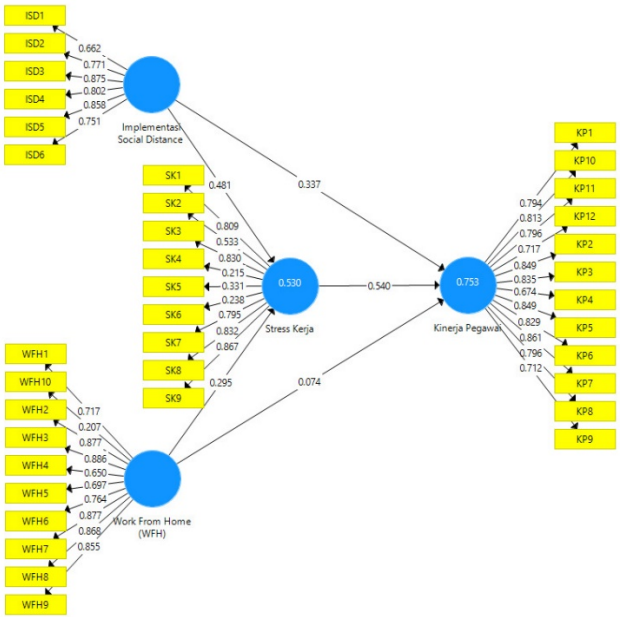

Figure 2. Loading Factor

The study evaluated convergent and discriminant validity for each variable's indicators using loading factor analysis. For convergent validity, indicators with outer loading values ≥ 0.7 are considered valid, while values between 0.5 and 0.6 are deemed acceptable for newly developed models (Chin in Ghozali). The results show that most indicators across variables meet the validity threshold, but a few fall below 0.5 and were eliminated. For employee performance, all indicators except KP4 were valid. Similarly, for job stress, indicators SK2, SK4, SK5, and SK6 were invalid. For social distancing, only ISD1 was below the threshold, while all others were valid. In the WFH variable, indicators WFH4, WFH5, and WFH10 did not meet validity standards. Discriminant validity was confirmed by cross-loading analysis, with all constructs showing values greater than 0.6, indicating that the manifest variables adequately represented the latent constructs and established validity for further analysis.

Table 3. Loading Factor

Construct	Indicator	Loading Factor Value	Conclusion
Employee Performance	KP1	0.794	Valid
	KP2	0.849	Valid
	KP3	0.835	Valid
	KP5	0.849	Valid
	KP6	0.829	Valid
	KP7	0.861	Valid
	KP8	0.796	Valid
	KP9	0.712	Valid
	KP10	0.813	Valid
	KP11	0.796	Valid
	KP12	0.717	Valid
Work Stress	SK1	0.809	Valid

	SK3	0.830	Valid
	SK7	0.795	Valid
	SK8	0.832	Valid
	SK9	0.867	Valid
	ISD2	0.771	Valid
	ISD3	0.875	Valid
	ISD4	0.802	Valid
	ISD5	0.858	Valid
	ISD6	0.751	Valid
Work From Home	WFH1	0.717	Valid
	WFH2	0.877	Valid
	WFH3	0.886	Valid
	WFH6	0.764	Valid
	WFH7	0.877	Valid
	WFH8	0.868	Valid
	WFH9	0.855	Valid

The cross-loading results demonstrate that each variable indicator has higher loading values for its respective construct compared to other constructs. For example, indicators such as ISD3, KP7, SK9, and WFH8 show stronger correlations with their respective latent variables (Social Distancing, Employee Performance, Job Stress, and Work From Home) than with other variables. This indicates that the indicators effectively represent their corresponding constructs, confirming strong discriminant validity. Thus, the variables and their associated indicators are well-suited for structuring the constructs within this study.

Table 4. Loading Factor

	Social Distancing	Work From Home	Employee Performance	Work Stress
ISD2	0.771	0.574	0.509	0.476
ISD3	0.876	0.572	0.663	0.630
ISD4	0.790	0.695	0.646	0.547
ISD5	0.868	0.657	0.708	0.591
ISD6	0.775	0.599	0.657	0.604
KP1	0.633	0.549	0.800	0.728
KP10	0.631	0.529	0.816	0.503
KP11	0.531	0.538	0.786	0.652
KP12	0.411	0.430	0.711	0.557
KP2	0.710	0.635	0.849	0.662
KP3	0.691	0.678	0.817	0.580
KP5	0.671	0.485	0.856	0.692
KP6	0.748	0.557	0.836	0.771
KP7	0.742	0.653	0.868	0.785
KP8	0.640	0.556	0.815	0.784
KP9	0.449	0.368	0.713	0.438
SK1	0.598	0.525	0.746	0.826
SK3	0.535	0.608	0.662	0.826
SK7	0.563	0.531	0.666	0.845
SK8	0.613	0.492	0.719	0.848
SK9	0.660	0.565	0.680	0.895
WFH1	0.539	0.716	0.550	0.463
WFH2	0.737	0.897	0.610	0.583
WFH3	0.625	0.894	0.640	0.587

WFH6	0.499	0.756	0.364	0.324
WFH7	0.673	0.888	0.566	0.596
WFH8	0.694	0.890	0.684	0.637
WFH9	0.666	0.847	0.521	0.504

The cross-loading results demonstrate that each variable indicator has higher loading values for its respective construct compared to other constructs. For example, indicators such as ISD3, KP7, SK9, and WFH8 show stronger correlations with their respective latent variables (Social Distancing, Employee Performance, Job Stress, and Work From Home) than with other variables. This indicates that the indicators effectively represent their corresponding constructs, confirming strong discriminant validity. Thus, the variables and their associated indicators are well-suited for structuring the constructs within this study.

Then we can see the value of convergent and discriminant validity:

Table 5. Convergent and Discriminant Validity

Variable	Composite Reliability	Cronbach's Alpha	AVE	Akar AVE
Social Distancing	0.909	0.875	0.668	0.817
Work From Home	0.945	0.932	0.712	0.844
Employee Performance	0.954	0.947	0.652	0.808
Work Stress	0.928	0.902	0.720	0.848

Based on the results, the study demonstrates strong convergent and discriminant validity, as well as high reliability across all variables. Table 5 shows that the AVE values for all variables—Employee Performance (0.652), Job Stress (0.720), Social Distancing Implementation (0.668), and Work From Home Implementation (0.712)—exceed 0.5, with corresponding square root AVE values higher than their correlations with other variables, indicating good discriminant validity. Composite reliability values, as shown in Table 4.12, are all above the threshold of 0.6, ranging from 0.909 to 0.954, confirming high reliability. Similarly, Cronbach's Alpha values, presented in Table 4.13, are all above 0.7, with values ranging from 0.875 to 0.947, further validating the internal consistency of the constructs. These results confirm that the variables and indicators used in this study are robust and reliable for analysis.

The path coefficient analysis reveals that the strongest influence is from social distancing implementation on employee performance (5.455), followed by job stress on employee performance (4.440), and social distancing implementation on job stress (2.523). Social distancing implementation also indirectly impacts employee performance through job stress (2.075). The smallest effects are from work-from-home (WFH) implementation on job stress (1.177), WFH implementation on employee performance (1.948), and WFH implementation on employee performance via job stress (0.966). All variables show positive path coefficients, indicating significant relationships between the independent and dependent variables. The structural model's R-Square value for employee performance, explained by social distancing, WFH, and job stress, is 0.753, meaning these variables account for 75.3% of the variance in employee performance. The goodness-of-fit analysis yields a Q-

Square value of 0.884, indicating that 88.4% of the data's variability is explained by the model, demonstrating a strong model fit.

To find the results of testing the next rare hypothesis, namely conducting boostrepping testing on the smart PLS application.

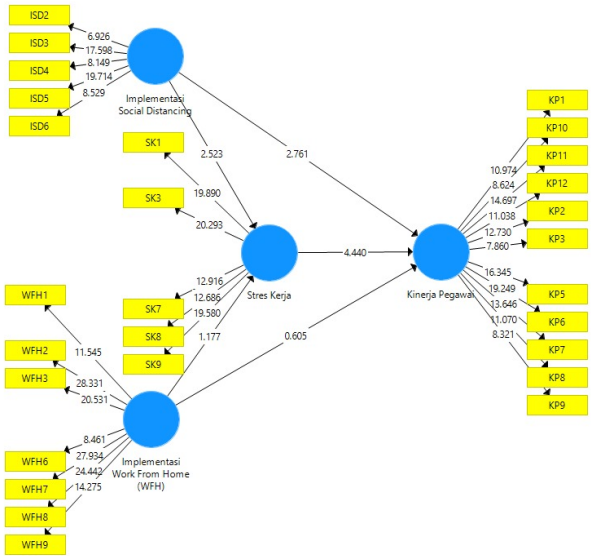

Figure 3. Inner Model

The results can be seen in the following table:

Table 6. Convergent and Discriminant Validity

Hypothesis	T Statistics	H_0	Conclusion
Social Distancing Implementation -> Employee Performance	2.761	Data sufficient to not reject	Positive effect exists
Work From Home (WFH) Implementation -> Employee Performance	0.605	Rejected	No effect
Social Distancing Implementation -> Job Stress	2.523	Data sufficient to not reject	Positive effect exists
Work From Home (WFH) Implementation -> Job Stress	1.177	Rejected	No effect
Job Stress -> Employee Performance	4.440	Data sufficient to not reject	Positive effect exists
Social Distancing Implementation -> Job Stress -> Employee Performance	2.075	Data sufficient to not reject	Positive effect exists
Work From Home (WFH) -> Job Stress -> Employee Performance	0.996	Rejected	No effect

Based on Table 6, the hypothesis testing results reveal the following conclusions: Social distancing implementation significantly impacts employee performance (H1) with a t-statistic of 2.761, exceeding the t-table threshold, and a significance level of 0, supporting the hypothesis. However, work-from-home (WFH) implementation

does not significantly influence employee performance (H2), with a t-statistic of 0.605, which is below the threshold, leading to the rejection of this hypothesis. Social distancing implementation also significantly affects job stress (H3), with a t-statistic of 2.523 and a significance level of 0, confirming the hypothesis. In contrast, WFH implementation does not have a significant impact on job stress (H4), as the t-statistic is 1.177, resulting in hypothesis rejection.

Additionally, job stress significantly impacts employee performance (H5), with a t-statistic of 4.440 and a significance level of 0, supporting the hypothesis. The mediating role of job stress in the relationship between social distancing implementation and employee performance (H6) is also significant, with a t-statistic of 2.075. However, job stress does not mediate the relationship between WFH implementation and employee performance (H7), as evidenced by a t-statistic of 0.996, which falls below the t-table threshold, leading to the rejection of this hypothesis. These results highlight the significant role of social distancing and job stress in influencing employee performance, while WFH shows limited direct and indirect effects in this context.

5. Discussion

The implementation of social distancing measures has significantly impacted employee performance, particularly in sectors requiring close interpersonal interactions, such as aviation education. Studies indicate that social distancing can disrupt traditional workflows and communication channels, leading to challenges in maintaining performance standards (Rohman & Prijati, 2022). In the context of flight schools, where instructors and students engage in hands-on training, these measures necessitate adaptations to ensure both safety and the continuity of effective training programs.

Conversely, the adoption of Work From Home (WFH) policies has yielded mixed outcomes concerning employee performance. While WFH offers flexibility and reduces commuting time, it may not be suitable for all job functions, especially those requiring specialized equipment or in-person collaboration (Ibadhi & Tambunan, 2022). In aviation training institutions, the necessity for physical presence during flight simulations and practical exercises limits the effectiveness of WFH arrangements, potentially leading to decreased performance in roles that cannot be performed remotely.

The relationship between social distancing and work-related stress is complex. Enforced physical separation can lead to feelings of isolation and increased stress levels among employees (Ashal, 2020). In environments like flight schools, where teamwork and close interaction are integral, social distancing may exacerbate stress, affecting both mental well-being and job performance. Organizations must implement supportive measures to mitigate these stressors and maintain a healthy work environment.

Similarly, WFH arrangements can influence stress levels, with some employees experiencing heightened stress due to blurred boundaries between work and personal life, while others may find relief from commuting pressures (Darmawan & Atmojo, 2020). In aviation education, the inability to conduct practical training remotely can lead to stress among instructors and students concerned about skill development and certification timelines. Balancing remote work with necessary in-person activities is crucial to managing stress and ensuring effective training outcomes.

Understanding the mediating role of work-related stress in the relationship between social distancing, WFH, and employee performance is essential. High stress levels can diminish performance, regardless of the work arrangement (Sormin, Tobing, & Marpaung, 2021). Therefore, organizations should prioritize strategies to reduce stress, such as providing mental health support, fostering open communication, and offering flexible work options where feasible, to sustain employee performance during challenging times.

6. Conclusions

This study concludes that social distancing significantly positively affects employee performance and job stress, with job stress acting as a mediator between social distancing and performance. However, Work From Home (WFH) does not significantly influence performance or job stress, likely due to the unique operational requirements of aviation training institutions, which rely on physical presence and specialized equipment. Job stress, when managed effectively, has a significant positive impact on employee performance, suggesting that moderate stress levels can serve as a motivator. Recommendations include providing training on stress management and professional development for employees, enhancing WFH strategies to maintain productivity and well-being, and implementing supportive measures to manage increased workloads and stress. These steps will help aviation schools adapt to new challenges while ensuring employee productivity and well-being.

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