

The Effect of Work from Anywhere, Work Life Balance, Organizational Commitment and Digital Competence on Employee Performance

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ABSTRACT

This study aims to test and analyze the effect of work from anywhere on employee performance at BBGTK Central Java Province, test and analyze the effect of work life balance on employee performance at BBGTK Central Java Province, test and analyze the effect of organizational commitment on employee performance at BBGTK Central Java Province, test and analyze the effect of digital competence on employee performance at BBGTK Central Java Province. This type of research is quantitative descriptive research. The object of this research is employees at BBGTK Central Java Province. The sampling technique used was random sampling. The sample size was 100 respondents. The data analysis technique used in this study was multiple linear regression with hypothesis testing using the t-test, F-test, and coefficient of determination (R²). The results showed that Work From Anywhere has a significant impact on employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province. Variables Work Life Balance has a significant impact on employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province. Organizational Commitment has a significant impact on employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province. Digital Competence has a significant impact on employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province

Keywords: Work From Anywhere, Work Life Balance, Organizational Commitment, Digital Competence, Employee Performance

INTRODUCTION

Along with the development of information technology, digital competence has become a mandatory skill for every BBGTK employee. Utilizing digital platforms for planning, reporting, and implementing activities requires a high level of adaptability. The digital competence of educators is a key factor in the success of educational transformation in the 21st century (UNESCO, 2022). Therefore, this study considers it important to examine the relationship between work from anywhere, work-life balance, organizational commitment, and digital competence on the performance of BBGTK employees in Central Java Province. This study is expected to provide an empirical overview that is useful for internal policy-making, as well as serve as a reference in formulating human resource management strategies in an adaptive, productive, and sustainable educational environment. Changes in work patterns post-pandemic have had significant implications for human resource governance at BBGTK in Central Java Province. The implementation of the work from anywhere concept requires employee flexibility and independence in carrying out tasks. However,

without proper management, this flexibility has the potential to reduce coordination and consistency of performance. Therefore, an in-depth analysis is needed to understand the influence of this work pattern on employee productivity and its relationship to other factors that influence performance, such as work-life balance and commitment to the organization. (Widayatsari, et.al.,2022)

The balance between work and personal life demands (work-life balance) is a crucial factor in determining the success of flexible work implementation. High workloads, intense mobility, and administrative demands can lead to physical and mental fatigue, ultimately impacting service quality. This situation indicates that successfully maintaining a work-life balance depends not only on time management but also on the level of employee engagement with the institution. Thus, work-life balance is closely related to employee organizational commitment. (Rozaq et al., 2024)

Organizational commitment plays a strategic role in maintaining the sustainability of employee performance within the BBGTK environment. Strong dedication to the institution's goals can motivate employees to work beyond minimum standards. However, policy dynamics, changes in the work environment, and demands for innovation often challenge the consistency of this commitment. If this commitment can be maintained, other supporting factors, such as technological mastery, will be easier to optimize, given that committed employees tend to be willing to improve their competencies. (Istiqomah et al., 2022)

Digital transformation in education demands increased information technology competency among BBGTK employees. Mastery of digital devices and applications determines efficiency in program planning, implementation, and evaluation. Limited digital competency can hinder the optimization of services provided. Jing et al. (2023) demonstrated that digital competency significantly influences work innovation and employee performance in the international higher education sector, particularly in the context of online learning. Therefore, the integration of flexible work, work-life balance, organizational commitment, and digital competency is an important focus to be studied simultaneously, so that performance improvement strategies can be formulated comprehensively. (Jing et al., 2023)

A review of previous journals indicates that numerous studies have been conducted on work from anywhere, work-life balance, organizational commitment, and digital competence in the private sector and educational institutions in general. However, research that focuses on simultaneously examining these four variables within the context of government technical implementation units, particularly the Center for Teachers and Education Personnel, is still very limited. Most previous studies emphasize the relationship between only two or three variables, without considering the integration of technology and work flexibility as a whole that influences employee performance. Furthermore, no study has specifically linked the implementation of digital-based flexible work with organizational commitment in government educational institutions, which is a real challenge at BBGTK Central Java.

This situation creates a significant research space to be filled through more comprehensive and contextual studies.

The novelty of this study lies in the integration of the four independent variables—work from anywhere, work-life balance, organizational commitment, and digital competence—to examine their influence on employee performance within the BBGTK (Central Java Province Technical Implementation Unit). This study only captures partial relationships between variables; we do not analyze their simultaneous contribution within the framework of a government institution with a strategic mandate to improve the quality of teachers and education personnel. This approach provides a novel perspective because it combines work flexibility with technological capabilities and organizational psychological factors, which are rarely studied simultaneously in the context of government education technical units (UPTs).

Theoretically, this study contributes to the enrichment of the human resource management and organizational behavior literature by presenting a conceptual model that integrates factors such as work flexibility, life balance, organizational commitment, and digital competence. Practically, the research findings are expected to provide a basis for BBGTK Central Java Province in formulating employee management policies that are adaptive to changes in the work environment and technological developments. Furthermore, the results of this study can serve as a reference for other educational institutions in Indonesia in optimizing employee performance through a holistic, evidence-based approach.

Based on the description above, this research has high significance both academically and practically. Academically, this research fills the gap in previous studies by integrating four important variables: work from anywhere, work-life balance, organizational commitment, and digital competence into one analytical model for employee performance in the BBGTK environment of Central Java Province. Practically, the results of this study are expected to serve as a strategic foundation for BBGTK in formulating employee management policies that are able to address the challenges of flexible work, maintain work-life balance, strengthen organizational commitment, and improve digital competence. Thus, this research not only contributes to the development of science but also provides tangible benefits for improving the quality of educational services in Central Java.

RESEARCH METHODS

The type of research in this study is quantitative descriptive. The selection of a quantitative descriptive design is intended to describe the characteristics of the data in a measurable manner while estimating the magnitude of the influence and level of significance of the relationship between the variables of work from anywhere, work-life balance, organizational commitment, and digital competence on employee performance at BBGTK Central Java Province. Through structured instruments and appropriate statistical analysis, the results of the study are expected to provide an accurate, accountable, and relevant picture as a basis for managerial decision making

in the context of the organization studied. This research was conducted at the Center for Teachers and Education Personnel of Central Java Province, d/a Kp Dadapayam, Jatikuwung Village, Gondangrejo District, Karanganyar Regency, Central Java Province, Indonesia. The research period was carried out for 4 months during 2026. The population was all employees working at the Center for Teachers and Education Personnel of Central Java Province, totaling 134 people. The sample is a portion or representative of the population to be studied (Arikunto, 2019: 109). If the population is more than 100, then the minimum sampling can be 15% - 25%. The number of samples taken is 100 people or respondents or 74%. The sampling technique used in this study is the census technique. The variables used in this study consist of two variables, namely the independent variable (X) and the dependent variable (Y). The independent variables consist of Work From Anywhere (X1), Work-Life Balance (X2), Organizational Commitment (X3), Digital Competence (X4) and the dependent variable is employee performance (Y).

The regression equation model used is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Information :

Y	: Employee Performance Variables
X1	: Work From Anywhere Variable
X2	: Work Life Balance Variable
X3	: Organizational Commitment Variable
X4	: Digital Competence Variable
a	: constant
b1, b2, b3, b4	: correlation coefficient
e	:error termnuisance error

RESULTS AND DISCUSSION

Multiple Linear Regression

$$Y = -0.330 + 0.362X_1 + 0.423X_2 + 0.086X_3 + 0.154X_4.$$

The equation can be explained as follows:

- 1) $a = -0.330$, this means that if the factors Work From Anyware (X1), Work Life Balance (X2), Organizational Commitment (X3) and Digital Competence (X4) are considered constant, it will result in employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province (Y) decreased by 0.330.
- 2) $b_1 = 0.362$, this means, if the Work From Anyware factor (X1) increases by 1 unit and the other variables are constant, it will result in employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province (Y) increased by 0.362.
- 3) $b_2 = 0.423$, this means that if the Work Life Balance factor (X2) increases by 1 unit, and the other variables remain constant, it will result in employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province (Y) increased by 0.423.

- 4) $b_3 = 0.086$, this means that if Organizational Commitment (X3) increases by 1 unit, and other variables remain constant, it will result in employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province (Y) increased by 0.086.
- 5) $b_4 = 0.154$, this means that if the Digital Competence factor (X4) increases by 1 unit, and the other variables remain constant, it will result in employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province (Y) increased by 0.154.

For further details, please see the SPSS data processing results table as follows:

Table 1. Summary of Multiple Linear Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	-,330	,756			-,437	,663
Work From Anywhere	,362	,035	,478		10,272	,000
Work Life Balance	,423	,056	,460		7,612	,000
Organizational Commitment	,086	,027	,124		3,168	,002
Digital Competence	,154	,039	,215		3,952	,000

Source: SPSS Data Processing 2026

t-test

- 1) The t test relates to Work From Anywhere (X1) on employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province (Y). From the results of the calculation, the results obtained were $t_{\text{count}} = 10.272 > t_{\text{table}} = 1.984$ and a significance level of $0.000 < 0.05$, so H_0 was rejected, meaning that Work From Anywhere had a significant effect on employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province (Y).
- 2) The t test relates to Work Life Balance (X2) on employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province (Y). From the results of the calculation, the results obtained were $t_{\text{count}} = 7.612 > t_{\text{table}} = 1.984$ and a significance level of $0.000 < 0.05$, so H_0 was rejected, meaning that Work Life Balance had a significant effect on employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province (Y).
- 3) T-test relating to Organizational Commitment (X3) on employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province (Y). From the results of the calculation, the results obtained were $t_{\text{count}} = 3.168 > t_{\text{table}} = 1.984$ and a significance level of $0.002 < 0.05$, so H_0 was rejected, meaning that Organizational Commitment had a significant effect on employee

performance.at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province(Y)

- 4) T-test relating to Digital Competence (X4) on employee performanceat the Center for Teachers and Education Personnel (BBGTK) of Central Java Province(Y)

From the results of the calculation, the results obtained were $t_{\text{count}} = 3.952 > t_{\text{table}} = 1.984$ and a significance level of $0.001 < 0.05$, so H_0 was rejected, meaning that Digital Competence had a significant effect on employee performance.at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province(Y)

From the results above, it can be summarized as follows:

Table 2. t-Test Results

Variables	t-count	t-table	Significant	Information
<i>Work From Anyware</i>	10,272	1,984	,000	There is an influence
<i>Work Life Balance</i>	7,612	1,984	,000	There is an influence
Organizational Commitment	3,168	1,984	,002	There is an influence
Digital Competence	3,952	1,984	,000	There is an influence

Source: Processed data, 2026

Model Feasibility Test

From the results of SPSS data processing, the F-count value was obtained at $142.274 > F_{\text{table}} 2.46$ with a significance level of $0.000 < 0.05$. Because the F-count value of 142.274 is greater than the F-table 2.46 and the significance level is $0.000 < 0.05$, then together the independent variables namely Work From Anyware (X1), Work Life Balance (X2), Organizational Commitment (X3) and Digital Competence (X4) on employee performanceat the Center for Teachers and Education Personnel (BBGTK) of Central Java Province(Y). From the results of SPSS data processing, the following results were obtained:

Table 3. Model Feasibility Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	335,067	4	83,767	142,274	,000b
Residual	55,933	95	,589		
Total	391,000	99			

Source: Processed data, 2026

Analysis of the Coefficient of Determination (R²)

Table 4. Model Feasibility Test

Model	R	R Square	Adjusted R Square
1	,926a	,857	,851

Source: SPSS data processing, 2026

By using the SPSS program, we can obtain an R² of 0.843 or 84.3%, meaning that together there is an influence between the independent variables, namely Work From Anywhere (X1), Work Life Balance (X2), Organizational Commitment (X3) and Digital Competence (X4) on employee performance.at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province(Y) was 85.1%, while the remaining 14.9% was influenced by other factors, which were not studied, such as motivation, work ethic, work environment, organizational culture and others.

Discussion

From the results of the data analysis, it can be explained that answering the hypothesis is as follows:

The Effect of Work From Anyware on Employee Performance

Based on the results of SPSS data processing summarized in table 4, the results obtained for the Work From Anyware t-count were $10.272 > t \text{ table} = 1.984$ and a significance level of $0.000 < 0.05$, meaning that Work From Anyware has a significant effect on employee performance.at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province(Y).This is reinforced by research by Widayatsari et al. (2022), Cahaya et al. (2024), Assyami et al. (2022), and Mishi et al. (2023), which states that Work From Anyware can affect employee performance.

The Work From Anywhere (WFA) policy has significantly impacted employee performance at the Central Java Provincial Center for Teachers and Education Personnel (BBGTK) by increasing the efficiency and reach of digital services in assisting teachers across a wide area. This workplace flexibility shifts the orientation of performance assessments toward achieving output-based targets (result-oriented), while simultaneously reducing the stress burden of employee travel, enabling them to be more productive. Furthermore, WFA accelerates digital transformation and work independence within the agency's internal environment. However, this positive impact is highly dependent on the effectiveness of the ministry's monitoring system, disciplined daily log reporting, and supervisory commitment from superiors to ensure optimal quality and standard of education services in Central Java.

1. The influence of work life balance on employee performance

Based on the results of SPSS data processing summarized in table 4, the results of the Work Life Balance t-count were $7.612 > t \text{ table} = 1.984$ and a significance level of $0.000 < 0.05$, so H_0 was rejected, meaning that Work Life Balance had a significant effect on employee performance.at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province(Y).This is supported by research by Widjaja et.al.

(2023), Rozaq et.al. (2024), Achmad Fathur Ashari (2023), and Susanto et.al. (2022) that work-life balance influences employee performance.

Work-life balance significantly impacts employee performance at the Central Java Provincial Center for Teachers and Education Personnel (BBGTK) because it directly impacts their psychological well-being and productivity. As an agency with a high workload and a vast area of responsibility, BBGTK employees are susceptible to burnout due to intense coordination demands and travel. When this work-life balance is achieved, work stress can be optimally mitigated, so that employees have the mental readiness, creativity, and energy to develop and oversee teacher quality improvement programs. Furthermore, satisfaction with life outside the office triggers strong intrinsic motivation, increases focus during effective working hours, and builds strong loyalty to the organization. Although challenges in the field often require weekends to accommodate teacher training schedules, good work-life balance management—through fair time compensation and workflow digitization—is key to reducing absenteeism due to illness and ensuring that education services in Central Java continue to operate professionally, agilely, and with high quality.

The Influence of Organizational Commitment on Employee Performance

Based on the results of SPSS data processing summarized in table 4, the results of the t-count for Organizational Commitment were $3.168 > t_{table} = 1.984$ and a significance level of $0.002 < 0.05$, so H_0 was rejected, meaning that Organizational Commitment had a significant effect on employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province (Y). This is reinforced by research Istiqomah et.al (2022), Mustari et.al. (2021), Putri Annisa & Mahyarni (2023), Croucher et al., (2024) that organizational commitment influences employee performance.

Organizational commitment significantly influences employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province because it acts as a driving force for integrity, dedication, and work responsibility. Amidst high mobility to serve tens of thousands of educators in 35 districts/cities, strong commitment fosters employee willingness to work beyond formal standards (organizational citizenship behavior), including when having to provide mentoring on weekends or in remote areas. A strong sense of belonging to the institution's vision also guarantees accountability when employees work flexibly (WFA), so they remain productive even without direct physical supervision. Ultimately, organizational commitment creates employee resilience in the face of rapid transformations in education regulations, which directly impacts the creation of adaptive, consistent, and high-quality public services for the advancement of education quality in Central Java.

2. The Influence of Digital Competence on Teacher Competence

Based on the results of SPSS data processing summarized in table 4, the t-count results for Digital Competence were $3.952 > t_{table} = 1.984$ and a significance level of $0.000 < 0.05$, so H_0 was rejected, meaning Digital Competence had a significant effect on employee performance at the Center for Teachers and Education Personnel

(BBGTK) of Central Java Province(Y). This research is strengthened by research Soemaryani et.al.(2025), Sary et.al.(2024), Elisnawati et.al.(2023), Jing et.al.(2023) that digital competence influences employee performance.

Digital competence significantly impacts employee performance at the Central Java Provincial Center for Teachers and Education Personnel (BBGTK) because it is the key to administrative efficiency and service effectiveness in the era of educational transformation. As an agency overseeing major ministry platforms such as the Merdeka Mengajar Platform (PMM) and e-Kinerja, BBGTK employees are required to possess high digital skills to manage data, develop modern training curricula, and provide responsive technical assistance to tens of thousands of teachers in various regions. A solid grasp of technology not only accelerates internal workflows through the digitization of reporting systems but also minimizes geographic distance barriers to collaboration. With excellent digital competence, employees can create more adaptive, agile, and accurate public service innovations, which ultimately directly boost the achievement of agency performance targets for the advancement of education quality in Central Java.

CONCLUSION AND SUGGESTIONS

Based on the research results, it can be concluded that Work From Anywhere (WFA), Work-Life Balance, Organizational Commitment, and Digital Competence each have a significant impact on employee performance at the Center for Teachers and Education Personnel (BBGTK) of Central Java Province. These results indicate that increasing work flexibility, work-life balance, employee commitment to the organization, and the ability to utilize digital technology are important factors in improving employee performance. Based on these findings, it is recommended that BBGTK of Central Java Province continue to optimize the WFA implementation monitoring system through transparent digital performance monitoring instruments, such as daily log validation and coordinate-based attendance, so that work flexibility continues to run in line with accountability. In addition, management needs to implement policies that support work-life balance, such as providing compensatory leave for employees who carry out tasks outside of working hours or on weekends to prevent burnout. Strengthening organizational commitment also needs to be done through providing performance-based awards and involving employees in the strategic decision-making process to increase their sense of ownership of the organization. In addition, regular training and refresher training on digital competencies need to be carried out continuously so that all employees are able to keep up with developments in the ministry's digital platforms and have uniform digital competency standards.

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