Work-Family Conflict pada Kepala Sekolah Wanita

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ABSTRAK

Penelitian ini bertujuan mengetahui gambaran pengalaman *work-family conflict* pada kepala sekolah wanita. *Work-family conflict* adalah konflik yang dialami oleh individu yang memiliki peran ganda yaitu peran dalam pekerjaan dan peran dalam keluarga. Dua peran yang dijalani oleh wanita tidak jarang menimbulkan konflik peran atau *work-family conflict*. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan fenomenologis interpretatif atau IPA (Interpretative Phenomenological Analysis). Responden dari penelitian ini adalah 2 (dua) orang partisipan primer yang bekerja sebagai kepala sekolah. Teknik pengumpulan data menggunakan teknik wawancara semi terstruktur, kredibilitas penelitian menggunakan triangulasi sumber. Penelitian ini menggunakan indikator *work-family conflict* yang dikembangkan oleh Greenhaus dan Beutell yaitu *time-based conflict, strain-based conflict, dan behavior-based conflict*. Temuan dari penelitian ini menghasilkan 6 tema yaitu kepemimpinan, tantangan pekerjaan, tekanan dalam keluarga, menyeimbangkan peran, perasaan menjadi pemimpin, dan kemampuan personal. Kesimpulan penelitian ini yaitu kedua partisipan mengalami *work-family conflict* hal ini dapat dilihat dari karakteristik work-family conflict yang terpenuhi.

Keywords: Kepala Sekolah, Wanita, Work-Family Conflict

WORK-FAMILY CONFLICT AMONG FEMALE PRINCIPALS

ABSTRACT

This study aims to describe the experience of work-family conflict in female school principals. Work-family conflict is conflict experienced by individuals who have multiple roles, namely roles in work and roles in the family. The two roles played by women often lead to role conflict or work-family conflict. This study used a qualitative research method with an interpretive phenomenological approach or IPA (Interpretative Phenomenological Analysis). The respondents of this study were 2 (two) primary participants who worked as school principals. Data collection techniques used semi-structured interview techniques, research credibility using source triangulation. This study uses work-family conflict indicators developed by Greenhaus and Beutell, namely time-based conflict,

strain-based conflict, and behavior-based conflict. The findings from this study resulted in 6 themes, namely leadership, job challenges, pressure in the family, balancing roles, feelings of being a leader, and personal abilities. The conclusion of this study is that both participants experienced work-family conflict. This can be seen from the fulfilled characteristics of work-family conflict.

Keywords: Principal, Women, Work-Family Conflict

Introduction

Principals and educational institutions or schools cannot be separated. The principal's role is to encourage and mobilize all the resources in the school, so that it can create a work ethic and productivity of all resources to achieve educational goals. The principal of the school according to the Big Indonesian Dictionary (Depdiknas, 2005) is a (teacher) who leads an educational institution or school, or also known as the head teacher.

According to Wahjosumidjo (2002) the principal is a teacher who is given the additional task of leading a school or educational institution where teaching and learning activities take place. Asmani (2012) explained that the principal is the leader of an institution or place to give and receive lessons. In line with what Yahya (2013) said namely the principal is a teacher who is appointed to occupy the highest structural position in an educational institution, namely a school.

The principal as a determinant of direction and controller determines the success of the school in achieving its goals. The leadership of a school principal is a very important factor for developing the work culture of teachers and employees. The leadership of a school principal greatly influences the performance and effectiveness of teaching teachers to achieve quality education and the vision and mission of each school.

Kartono (2002) said that leadership has an important role in achieving the success or success of an organization. One of the organizations or institutions in achieving the goals achieved depends on the figure of the leader, the success or failure of an organization can be seen from the way the leader manages, mobilizes all resources, facilities, finances, and time effectively and efficiently.

The existence of female school principals in the education sector shows the fact that the visibility of women in the public sphere, especially the education sector. This can be proven by data obtained from the Purbalingga District Education Office, namely 38.13% of schools in Purbalingga are led by women. Permendiknas RI number 13 of 2007 (Murray, 2007) regarding the main standards that do not require men or women to be school principals, it increasingly supports female teachers to become

school principals, because in this case the competence of teachers is more emphasized as a standard for being a school principal.

When viewed from the style of leadership, female leaders and male leaders certainly have differences. Tests conducted at the HSE Institute of Neurolinguistics in Moscow showed that men's and women's brains react very differently when faced with multiple jobs at the same time. Participants underwent a Magnetic Resonance Imaging (MRI) scan to see the reactions that appeared in their brains. Published by the journal Human Psychology showed the results that men expend more energy when they expend more energy when asked to change attention. Kuptsova (2015) explained that the findings of this study suggest that women are often more multitasking because women's brains do not mobilize additional resources to do so. Women have brains that can react faster than men, this gives women an advantage when facing difficult things.

Women carry out two roles, namely the domestic role of taking care of household chores, and the public role of helping husbands to meet the needs of household life outside the home and work. As Durkheim said (1965) women in two narrow contexts, namely the first in the positive context of marriage and family, namely women fulfilling the domestic role of the household, the second in a negative context, for example, namely divorce.

The process of dividing the roles undertaken by a woman inevitably creates role conflict and creates an imbalance of roles. If it occurs continuously and with high intensity, role imbalance will lead to conflict between the roles being undertaken or work family conflict (Prawitasari et al., 2007). The two roles played by a woman cause conflict and conflict with each other, on the one hand women have the role of serving husbands, raising children, and being housewives, but on the other hand women also have responsibilities with work outside the home, especially a school principal who has the responsibility of leading an educational institution.

The fact is that work-family conflict can occur in both men and women. However, several studies have shown that the intensity of work-family conflict in women is higher than in men (Apperson et al., 2002). Women's responsibility for household chores, such as taking care of their husbands and children, makes working women vulnerable to experiencing work-family conflict (Apperson et al., 2002).

Women who carry out multiple roles often experience obstacles. Sadli (2000) gives the opinion that women who carry out roles cause role conflict, coupled with the normative understanding that the success of a woman at work is measured by how they raise their family. Women who work outside the home find it difficult to prioritize and balance the roles they play. Based on this, the

researcher wants to examine the phenomenon of work-family conflict in female school principals, especially in Purbalingga Regency.

Several previous studies, namely the Phenomenological Study of Work-family conflict in the Life of Female Honorary Teachers (Asbari et al., 2020). The results of this study indicate the fact that the more experienced honorary teachers are in carrying out the dual role of being housewives and honorary teachers at school, the better their ability to deal with problems.

Another study revealed, the relationship between work-family conflict and psychological well-being in mothers who work as nurses at Sumber Kasih Hospital, Cirebon the higher the work-family conflict, the lower the psychological well-being of a mother (Soetjiningsih, 2020). Conversely, the lower the work-family conflict, the higher the psychological well-being of mothers who work as nurses at Sumber Kasih Hospital in Cirebon.

Based on the description above, it can be understood that for women, especially women who are married and have children, work becomes a life dilemma between the obligation to be responsible to the family, work and self-actualization. This is what makes women have a higher level of role conflict than men. If women cannot balance roles for family and work, this can cause role conflict or work-family conflict. The female school principal who is also a mother and wife have the responsibility to take care of and foster a family, on the other hand female school principals are also required to lead an institution in accordance with the professional standards of a school principal. The dual role played by a female school principal certainly creates role conflict. This is what underlies the researchers to examine work-family conflict in female school principals.

Theoretical Review

Work-family conflict

Greenhaus and Beutell (1985) defines work-family conflict as a form of inter-role conflict, namely the pressure of work roles and roles in the family that conflict with each other in several ways. According to Frone, et al (1992), work-family conflict is a conflict experienced by workers, on the one hand a person must be responsible for and carry out work and on the other hand must also pay attention to, take care of and foster a family.

Frone (1992) said work-family conflict is a role imbalance due to time and responsibility at work, this causes less time for the family. According to Frone (1992) Work-family conflict has two problems, namely conflict caused by work interfering with or taking part in activities with family or

work interfering with family. This conflict can occur when a worker brings office tasks home, this results in individuals sacrificing time with their family. The second conflict is conflict caused by family interfering with work or family interfering with work. This conflict occurs when family responsibilities interfere with office work responsibilities.

Greenhaus & Beutell (1985) describes the types of conflict associated with the dilemma of the role of women between household and work. First, time-based conflict, is a conflict that occurs because the demands of one role reduce the time to carry out the demands of another role. Second, strain-based conflict, namely conflict because pressure from one role will affect the performance of other roles. The third is behavior-based conflict, namely the mismatch between patterns and behavior with those desired to carry out the role.

Principal Woman

The word principal comes from two words, namely principal and school. The head is defined as the "chairman" or leader while the school is an educational institution designed for teaching students under the supervision of the teacher. In simple terms, the principal can be defined as a functional teacher who is given the task of leading an educational institution where teaching and learning processes are held between teachers and students (Wahjosumidjo, 1999).

As an agent of change, the principal plays an active role in improving the quality of education. Therefore, school principals are required to have good leadership skills. A good school principal is a school principal who is able to manage existing resources in the school to achieve educational goals. A school principal must be able to create a good organizational culture to support the common goals of an educational institution (Baharuddin, 2006). The leadership of a school principal is one of the important factors for achieving success, because as a leader, the principal has the responsibility of bringing the institution he leads towards the goals that have been set together. In addition, the school principal is also responsible for the running of teaching and learning activities and formal and informal management of the community that entrusts their children. Husaini Usman explained that the principal's leadership is one of the factors driving schools to achieve goals effectively and efficiently (Usman, 2013).

Methods

This study uses a qualitative method with an interpretive phenomenological approach. Qualitative methods allow researchers to analyze data so that they are able to develop analytical, conceptual and categorical information components from the data itself.

The interpretive approach used in this research is an interpretive phenomenological approach or IPA (Interpretative Phenomenological Analysis). The Natural Sciences approach focuses on one's life experiences and Science is an approach that seeks to reveal in detail how participants make sense of their personal and social world by relying on the three pillars of science, namely phenomenology, hermeneutics and ideography. Phenomenology is a philosophy that explicitly emphasizes the importance of researching live experience. Hermeneutics is an interpretation that originates from the subject and from the science researcher himself, while ideography is the description or writing of something personal and unique in the participant's experience. (Kahija, 2017). This study examines work-family conflict in female school principals who are already married and have children. There are two main informants in this study, they work as principals in elementary and junior high schools. The main data sources in qualitative research are words and actions, the rest is additional data such as documents and others.

In this study the researchers focused on female school principals who were married and had children because in reality it was not easy for a married woman with children to work. The data collection method in this research is interview. Test the credibility of this study using source triangulation. Source triangulation is done by re-examining information from sources. Researchers studied and explored information using data sources, namely interview data. After the data is collected, the researcher conducts data analysis which produces results or conclusions from the interviews that have been conducted. The data analysis technique in this study, namely data reduction, is a form of analysis that sharpens, classifies, directs, removes unnecessary, and organizes data in such a way that final conclusions can be drawn, presenting data, and drawing conclusions from the results of research that has been carried out. Data reduction is the process of selecting, focusing on simplifying, abstracting and transforming raw data that emerges from written records in the field. This process continues throughout the duration of the research, even before the data is actually collected as seen from the research conceptual framework, study problems, and the data collection approach chosen by the researcher (Agusta, 2003).

Result

Carrying out a dual role as a wife and mother and working outside the home is certainly not an easy thing. There are many positive things that a working woman gets, such as relationships, self-esteem, self that develops into a positive realm, and so on. But in this case it does not mean that women who work outside the home are not at risk. Time for family for career women or women who work outside the home will be taken up by work and this tends to lead to decreased harmony with family, time satisfaction, and quality in raising children and family (Fitriyani et al., 2016). The two roles played by a woman certainly lead to role conflict or work-family conflict. The fact is that work-family conflict can occur in both men and women. However, several studies have shown that the intensity of work-family conflict in women is greater than in men (Apperson et al., 2002). Women's responsibility for housework, such as taking care of their husbands and children, causes working women to often experience work-family conflict (Simon in Apperson et al., 2002). Frone, et al said (1992), work-family conflict is a conflict experienced by workers, on the one hand the individual must do the job and on the other hand must pay attention to, take care of and foster the family as a whole.

This study produced 6 overall findings including leadership, job challenges, balancing roles, feelings of being a leader, personal abilities, pressure in the family. The findings in this study is the existence of leadership, namely the SH participants have managerial abilities while the FN participants have the ability to manage differences. The second is a job challenge, for the SH participant the job challenge is the conflict in the position he is holding, namely serving as a leader in two schools, while for the FN participant it comes from an external, namely a work environment that is less supportive.

The third finding is pressure in the family, SH participants experience conflict with their families if work demands more time, the family experiences conflict and for FN participants, namely the incompatibility of children with the work or activities carried out by FN participants. The next finding is balancing roles, SH participants balance roles by getting family support while for FN participants by means of emotional regulation. The next finding is the feeling of being a leader, SH participants feel comfortable with the work they are doing while FN participants feel proud to be a woman leader. The last finding is personal ability, as the basis for becoming a leader, SH participants have good personal time management skills, while FN participants always try to be self-disciplined.

Greenhaus and Beutell said (1985) there are three indicators of work-family conflict, namely time-based conflict, the findings of time-based conflict in this study are that a school principal with a busy schedule makes it difficult for them to share their time.

The SH participants who served as principals in two schools sometimes had difficulties in dividing their time when two schools demanded attendance at the same time, and in the end this affected their roles for the family. Conflicts with FN participants, namely job demands that sometimes require participants to stay overnight for several days, make the participants' children protest or refuse, considering that the children of FN participants are children who are still in elementary school and still really need attention from their parents.

The second is Strain-based conflict, the findings of the strain-based conflict are that as a woman who has a dual role, namely being a mother and being a school principal, it certainly requires the ability to be able to balance the two roles being played. But in fact it is difficult to balance the two roles, especially when there is a conflict from one of the roles.

The conflict that the researchers found with the strain-based conflict type was the busyness of one role (school principal) affecting the other roles (mother and wife). Even though both roles are considered important, in the end women will prioritize official work, this will affect family harmony both directly and indirectly. Behavior-based conflict, the findings of this study are that one of the roles does not work or does not match the role that has been planned. The desire of a mother, for example, wants to accompany children in every process, but due to busy work, finally a mother prioritizes work over family. Plans and desires to carry out roles according to their rights and portions in the end make working women have to give up their time for the family.

Respondents always try to balance roles well by self-regulating or self-managing well, this can be seen from the research findings, namely the two respondents balance roles, SH participants get social support from family, social support is a positive source that can reduce the occurrence of work-related family conflicts. FN participants balance roles by regulating emotions. The ability to regulate emotions is the way individuals regulate or manage and express the emotions they have or feel (Gross, 2002).

Discussion

This study interprets the experiences experienced by female leaders who serve as school principals. This is appropriate and in line with the two participants, SH and FN, who are women who

serve as school principals. As time goes by, the stigma of society begins to shift with thoughts that follow modern times. The existence of equal rights between men and women in social life makes women develop their abilities, one of which is to have a career outside the home (Nasir & Lilianti, 2017).

Research conducted by Asbari, (2020) found that the main factors of housewives working outside the home were due to financial and educational factors, other factors were to fill vacancies or spare time and to socialize with colleagues. This study found the fact that the more experienced honorary teachers are in carrying out their dual roles, namely as honorary teachers and wives as well as parents at home, the better their ability to handle problems, and many problems are resolved more quickly due to personal experience.

Another study conducted by Barus (in Angelina, 2021) entitled Description of Work-family conflict in Single Parent Mothers in Sikka Regency. The findings of this study are that in the first informant the most prominent form of conflict is strain-based conflict, and in the second informant the most prominent form of conflict is time-based conflict. Another study entitled The Relationship between Work-family conflict and Psychological Well-Being in Mothers Who Work as Nurses at Sumber Kasih Hospital Cirebon (Soetjiningsih, n.d.) The findings from this study are that there is a significant negative relationship between work-family conflict and psychological well-being in mothers who work as nurses at Sumber Kasih Hospital Cirebon, most of the subjects, namely 64%, have work-family conflict in the high category, 46% of subjects have psychological well-being in a very high category. The contribution given by work family conflict to psychological well being was 32.71% and the remaining 67.29% was influenced by other factors.

According to Greenhaus and Beutell (1985) there are three indicators of work-family conflict, namely time-based conflict or time conflict caused by the demands of one role, the findings of time-based conflict in this study are that a school principal with a busy schedule makes it difficult for them to share their time. The SH participants who served as principals in two schools sometimes had difficulties in dividing their time when two schools demanded attendance at the same time, and in the end this affected their roles for the family.

Conflicts with FN participants, namely job demands that sometimes require participants to stay overnight for several days, make the participants' children protest or refuse, considering that the children of FN participants are children who are still in elementary school and still really need attention from their parents.

The second is Strain-based conflict, namely conflict that occurs because pressure from one role will affect performance in other roles. The findings of the strain-based conflict are that women who carry out a dual role, namely being a mother and being a school principal, certainly require the ability to be able to balance the two roles played. But in fact it is difficult to balance the two roles, especially when there is a conflict from one of the roles.

The conflict that the researchers found with the strain-based conflict type was the busyness of one role (school principal) affecting the other roles (mother and wife). Even though both roles are considered important, in the end women will prioritize official work, this will affect family harmony both directly and indirectly. Third, Behavior-based conflict, namely the discrepancy between patterns and behavior with what is expected, the findings of this study are that one of the roles does not work or the role does not match what has been planned. The desire of a mother, for example, wants to accompany children in every process, but due to busy work, finally a mother prioritizes work over family. Plans and desires to carry out roles according to their rights and portions in the end make working women have to give up their time for the family.

Based on the research that has been done, the participants experience work-family conflict. This can be seen from the work-family conflict indicator fulfilled by both participants, namely time-based conflict. Then the conflict that comes from pressure between roles, namely strain-based conflict, and finally the conflict between the two jobs that are not in accordance with patterns and behavior or behavior-based conflict. The conflicts experienced by the two respondents came from family and work or work-to-family interference and family-to-work interference.

In line with the research entitled Work-Family Conflict in Working Women: Study of Causes, Impacts and Coping Strategies (Alteza, 2013). The findings from this study are that six respondents experienced work-family conflict in the form of time based conflict, then four respondents experienced strain based conflict, and one respondent experienced behavior based conflict. From the results of the study of the six respondents, it can be concluded that the cause of work-family conflict in working women originates either from work or family (work-to-family interference and family-to-work interference).

Respondents always try to balance roles well by self-regulating or self-managing well, this can be seen from the research findings, namely the two respondents balance roles, SH participants get social support from family, social support is a positive source that can reduce the occurrence of work-related family conflicts.

Research conducted by Razak (2019) with the title Social support moderating effect between work-family conflict and health and stress of working students in UPSI. The respondents of this research are workers who are also currently studying. The results of this study indicate that social support that comes from the workplace or family significantly moderates the relationship between work-family conflict and stressful conditions.

Another study entitled Social support at work and at home: Dual-buffering effects in the work family conflict process (Pluut et al., 2018). This study examines the relationship of social support originating from the workplace and home on work-family conflict and emotional exhaustion. The result of this study is that social support can support the process of occurrence of work-family conflict in everyday life. Support from a partner can reduce the effects of emotional exhaustion, and indirectly moderate workload to work-family conflict, while support from supervisors or superiors can reduce the impact of workload experienced by individuals. It can be concluded that social support can effectively reduce the adverse effects of excessive work demands resulting in work stress and work-family conflict.

FN participants balance roles by regulating emotions. The ability to regulate emotions is the way individuals regulate or manage and express the emotions they have or feel (Gross, 2002).

In line with research conducted by Siregar (2019) with the title The Role of Emotion Regulation on Quality of Life with Work Life Balance as a Mediator for Women with Dual Roles. The results of this study are that emotional regulation has a role in the quality of life in women with multiple roles, but this role will be greater when women have good work life balance skills. Women with doubles who have the ability to regulate their emotions can be stated that they still need a work life balance to improve their quality of life. Another research conducted by Manju (2016) the findings from this study are that regulation has a positive relationship with all aspects of quality of life.

It can be concluded that both participants experienced work-family conflict. This can be seen from the characteristics of the work-family conflict that were fulfilled, namely time-based conflict, strain-based conflict, and behavior-based conflict. Even though the two participants experienced work-family conflict, the two participants were able to balance their roles by getting support from their family (social support) and regulating their emotions.

Conclusion

This study aims to determine the experiences of female school principals with work-family conflict. The findings in this study are the existence of leadership, namely the SH participants have managerial abilities while the FN participants have the ability to manage differences. The second is job challenges, for SH participants their job challenges are the conflict of positions they are serving, namely serving as leaders in two schools, while for FN participants they come from external sources, namely a work environment that is less supportive.

The third finding is pressure in the family, SH participants experience conflict with their families if work demands more time, the family experiences conflict and for FN participants, namely the incompatibility of children with the work or activities carried out by FN participants. The next finding is balancing roles, SH participants balance roles by getting family support while for FN participants by means of emotional regulation. The next finding is the feeling of being a leader, SH participants feel comfortable with the work they are doing while FN participants feel proud to be a woman leader. The last finding is personal ability, as the basis for becoming a leader, SH participants have good personal time management skills, while FN participants always try to be self-disciplined.

According to Greenhaus and Beutell (1985) there are three indicators of work-family conflict, namely time-based conflict, strain-based conflict, and behavior-based conflict. Time-based conflict is a time conflict caused by the demands of one of the roles. The findings from time-based conflict in this study are that a school principal with a busy schedule makes it difficult for them to share their time. The SH participants who served as principals in two schools sometimes had difficulties in dividing their time when two schools demanded attendance at the same time, and in the end this affected their roles for the family.

Conflicts with FN participants, namely job demands that sometimes require participants to stay overnight for several days, make the participants' children protest or refuse, considering that the children of FN participants are children who are still in elementary school and still really need attention from their parents.

The second is Strain-based conflict, namely conflict that occurs because pressure from one role will affect performance in other roles. The findings of the strain-based conflict are that women who carry out a dual role, namely being a mother and being a school principal, certainly require the ability to be able to balance the two roles played. But in fact it is difficult to balance the two roles, especially when there is a conflict from one of the roles.

The conflict that the researchers found with the strain-based conflict type was the busyness of one role (school principal) affecting the other roles (mother and wife). Even though both roles are considered important, in the end women will prioritize official work, this will affect family harmony both directly and indirectly.

Behavior-based conflict, namely the discrepancy between patterns and behavior with what is expected, the findings of this study are that one of the roles does not work or the role does not match what has been planned. The desire of a mother, for example, wants to accompany children in every process, but due to busy work, finally a mother prioritizes work over family. Plans and desires to carry out roles according to their rights and portions in the end make working women have to give up their time for the family.

Respondents as female school principals who carry out multiple roles always try to balance the two roles that are carried out well.

Suggestion

This research has various kinds of obstacles as explained in the points of research limitations. Suggestions from researchers for further research include that future researchers can use qualitative methods with a case study approach in order to be able to reveal phenomena in a more comprehensive manner. Principals are more aware of and understand the work-family conflict they are experiencing so they can minimize role conflict by managing roles effectively.

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