



Job Satisfaction and Marital Satisfaction Work Family Conflict In Mothers Who Work As Teachers

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ABSTRACT

Advances information technology are growing rapidly in era industrial revolution to be one drivers change in society. A developmental force in society is marked by inclusion women in world of work. Some of impetus that makes women into workers include economic factors, compliance with adequate standard of living and increasing demand for female workers. Women who work have simultaneous demands for both work responsibilities and roles as wives which can lead to conflicts both at work and in family, which is mothers who work as teachers. Purpose study was examine relationship between job satisfaction and marital satisfaction toward work family conflict. Quantitative research method with sample of 153 by certain criteria, data were analyzed using multiple linear regression. Results show there is relationship between job satisfaction and marital satisfaction toward Work-Family Conflict with F value of 120.472 ($p < 0.01$). Effective contribution independent variables to predict Work-Family Conflict is 61,6%.

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BACKGROUND

The rapid advancement of information technology in the era of the wave of the industrial revolution became one of the drivers in the change of society. A force of change and development in society is characterized by the unstoppable entry of women in the world of work. The results of research conducted by Intan (2018) that women who work continue to carry out domestic roles because culture still wants the role of women to be done from the perspective of their position, dealing with work related to reproductive functions such as taking care of households, giving birth and parenting, and serving husbands. Traditionally, the role of women seems to be limited and placed in a passive position that women are only supporters of the husband's career.

Moreover, the opportunity for women is quite large in participating for the progress of the Nation because it can be predicted that women will jointly rise in all aspects of life by playing an active role in it (Astuti and Suharto, 2021)." As Hidayati (2015) said that women enter various fields of work, with increasingly varied professions and positions. Gender differences are no longer visible in the world of work.

The domestic role of women idolizes the role of tradition more than other roles, the division of labor is very clear, namely women in the house and men Khaerani (2018) in his research mentioned that the two roles of positioning women in the lives of two worlds, namely placing domestic and public roles in posis are equally important. Both are expected to achieve the organization's targets and objectives effectively. For unmarried women, the demands of work tend not to cause much personal problems. However, for women who have a family, but expected their role in the domestic sector.

This situation does not reduce the desire of women to continue working Astuti and Suharto (2021) explained that the number of women working full-time increased sharply, so today it is very common when married couples both have work outside the home. Although the risk of working wives will be faced with conflicts in work and households that emphasize each other's responsibilities simultaneously so that it often causes conflict, it turns out that there are still many women who choose to carry out both roles (Indriani and Sugiasih, 2016).

In the end, many women choose to work as teachers, initially because the teacher profession is considered a profession that has flexibility of time, not too high demands and adequate welfare so that it will be easier for teachers to carry out dual roles. But over time, the demands for teacher quality are getting higher, teachers are also required to be professional and have a commitment because they must be responsible, innovative, honest, and disciplined in educating so as to cause less time that teachers have in their families (Nurussalam, 2018).

Especially during the Covid 19 pandemic, the demands to implement distance learning require teachers to be more creative and innovative in carrying out their learning. Novita et al (2019) suggest that basically the teaching and learning process of learners is largely determined by the role and competence of teachers. Competent teachers will be better able to create an effective learning environment and will be better able to manage their classes so that learners' learning outcomes are at an optimal level.

Working women who have the demands of roles simultaneously come from various types of job responsibilities and roles as wives that can cause conflict in both work and family, one of which is a

female teacher (Novenia and Ratnaningsih, 2017).

Basically, *work-family conflict* can occur in both men and women. However, some studies show that the intensity of *work family conflict* in women is greater than in men (Mohamad et al., 2016) The involvement and commitment of women's time to families who are based on their responsibilities to household duties, including taking care of husbands and children makes working women more often conflicted (Jatmika & Utomo, 2019). This level of conflict is more severe in women who work formally because they are generally bound by organizational rules about working hours, assignments or job completion targets. A study by Mohamad et al (2016) found that formal and managerial more formal and managerial job characteristics such as relatively long working hours and abundant work are more likely to give rise to *work-family conflict* in working women.

The existence of a working married couple (*two-workeri family*) leads to an increase in the welfare of the family and community. Double income is expected to fulfill all family needs, including child education costs (Lestari, 2018). However, on the other hand, conflicting with perani in working women is one of the negative consequences that can be caused. Working for women in addition to being a demand for economic needs is also due to social factors created by the environment (Wahab et al., 2019). The shift in the role of women from a housewife or a wife to a working woman makes many families have dual careers (Rusinta et al., 2019).

This situation causes overlap from one role to another, namely as a housewife and become an employee, in the end this situation will cause *work family conflict* (Fridayanti et al., 2019). If not handled properly *work-family conflict* experienced by mothers who work as teachers will have

a negative impact on the individual, family, and environment. *Work-family conflict* can cause individuals to be unable to function normally and will hinder the process of carrying out a job (Ibrahim & Yusra, 2017).

Work-family conflict can also cause work stress and family stress, low quality of spousal relationships, the emergence of problems in the relationship between mother and child, the onset of behavioral disorders in children, triggers the emergence of negative attitudes towards the organization such as not entering work, arriving late, or leaving work (Christy and Yan, 2020). . Women who work, get personal comfort and satisfaction if ai can meet their household needs and also complete the work tasks to which they are assigned, often both roles are lacking or cannot be carried out perfectly for one thing or another (Zela, 2019)

This *work-family conflict* phenomenon is increasingly interesting to study given the many negative impacts it has, both on the working woman herself, her family and for the organization in which she works. Some of the negative impacts individually include reduced satisfaction both in work and in domestic life, tension and stress on working women, health problems, and disharmony of relationships with other family members (Diari & Hartika, 2018). While in terms of organizational *work-family conflict* will result in reduced employee commitment to work that can eventually encourage high labor turnover in the organization (Yuliana and Yuniasanti, 2013).

Greenhaus and Baeutell in (Fridayanti et al., 2019) state that *work-family conflict* is a conflict that occurs due to the pressures of the role of the work and family domain that cannot be fulfilled in a balanced manner. Aspects of *work-family conflict* according to Greenhaus and Baeutell in (Fridayanti et al., 2019 i.e. a) *Time-based conflict*, which is a conflict that occurs because the time used to fulfill one role

cannot be used to fulfill another role, including the division of time, energy and opportunity between work and household roles; b) *Strain based conflict*, It refers to the emergence of tension or emotional state produced by one role making it difficult for a person to meet the demands of his or her other role; *Behavior based conflict* is a conflict that arises when the expectation of a behavior is different from the expectation of another role behavior.

Based on the observations of researchers on the ground during the second semester of the 2020/2021 school year on seven female teachers and information from other teachers in the same workplace obtained information that with the current *pandemic* of coronavirus spread, adding to the burden of a teacher's task in delivering learning materials through technology. The readiness of teachers in using digital technology to support learning becomes a problem in itself.

Sulistiawan and Armuninggar (2017) stated about the factors that affect *work-family conflict*, namely time pressure, family support, job satisfaction, marital satisfaction and *size of firm*, namely.

Based on the explanation that was hatched, the researchers proposed a formulation of the problem that is whether there is a relationship between job satisfaction and marital satisfaction with *work-family conflict* in mothers who work as teachers.

RESEARCH METHODS

Type of research

This research uses a quantitative approach that emphasizes the analysis of numerical data (numbers) processed by statistical methods. In particular, this study used a quantitative correlational approach that aims to find out whether there is a variable relationship in the study.

Research Subjects

The population in this study is all mothers who work as teachers in Yogyakarta City. The sampling technique used is *purposive sampling* which is the determination of the number of samples with certain criteria. Based on the data on the ground it was found that in accordance with the research criteria of 153, the criteria are as follows:

1. Class III female civil servant teacher
2. Are married and have children of primary or middle school age
3. Every day lives in one house with other family members (children and husbands).

Data Collection Methods

The data collection method uses the Likert scale which consists of several *favorable* attitude statements: i.e. Very Inappropriate = 1, Inappropriate = 2, Appropriate = 3, and Very Appropriate = 4, while the unfavorable attitude score, which is Very Inappropriate = 4, Not Appropriate = 3, Appropriate = 2, and Very Appropriate = 1.

Before use, the *work family conflict scale*, work satisfaction scale and marital satisfaction scale are tested first to find out their validity and reliability.

The results of the validity test on the *work family conflict* scale used test data consisting of 56 female Teacher subjects at Kulonprogo High School. As many as 18 aitem meet the value of the correlation coefficient of ≥ 0.30 which means that on the *work family conflict* scale no aitem is killed. The *work family conflict* scale has a *Cronbach's Alpha* value of 0.934, indicating that the scale is reliable.

The work satisfaction scale of 26 items reached a correlation coefficient value of 0.30 and was declared a valid item, while as many as 4 aitems had \geq a correlation coefficient of 0.30 declared as a

knockout aitem.< The job satisfaction scale has a Cronbach's Alpha iNilai 0.949

The marriage satisfaction scale obtained as many as 49 temi reached a correlation coefficient value of 0.30 and was declared as a valid item, while as many as ≥ 11 aitems had a correlation coefficient of 0.30 expressed as knockout aitems. The items that fell were items numbered 9, 12, 15, 22, 27, 31, 36, 41, 48, 51 and 58. The <marriage satisfaction scale has Cronbach's Alpha value of 0.983.

Data Analysis Techniques

The data analysis method used in this study used multiple linear regression statistical tests. Before testing the hypothesis first, an assumption test consists of a normality test and a linearity test.

RESEARCH RESULTS

Before analyzing data in a hypothesis test, it is necessary to perform an assumption test/prerequisite test consisting of a normality test and a linearity test. The results of the research data prerequisite test are as follows:

Normality Test

Based on the results of the normality test that has been done on each variable obtained the following results:

1. The K-S Z value of the *Work-Family Conflict* variable is 0.068 and the p value

is 0.07 ($p > 0.05$). This indicates that the *Work-Family Conflict* variable has a normal data distribution.

2. The value of K-S Z of the job satisfaction variable is 0.061 and the p value is 0.07 ($p > 0.05$). This shows that job satisfaction variabel has a normal distribution of data.
3. Value K-S Z variable Marital satisfaction by 0.062 and p value of 0.07 ($p > 0.05$). This shows that the marriage satisfaction variable has a normal distribution of data.

Linearity Test

Based on the results of the linearity test, the following results are obtained:

1. The job satisfaction variable has an F value of 73,676 with a significant in linearity ($p < 0.01$), so it can be concluded that between the variable Job satisfaction with *Work-Family Conflict* has a linear relationship.
2. The marriage satisfaction variable has a value of F of 157,533 with significance in linearity ($p < 0.01$), so it can be concluded that between the variable of marital satisfaction with *Work-Family Conflict* has a linear relationship.

Hypothesis Test

The hypothesis test can be seen in the following table:

Table 1. Determination Coefficient Test Results

R	R Square	Adjusted R Square
0,785	0,616	0,611

The R value of iSquare is 0.616, which means that the ability of the Job Satisfaction and Marital Satisfaction variables in explaining the *Work Family*

Conflict variable is 61.6% while the remaining 38.4% is influenced by other variables that were not studied.

Table 2. Test Results F

Sum of Square	Mean Square	F	Sig.
6529,883	3264,942	120,472	0,000

The value of F of 120.472 which is greater than F table = 3.056 and with a significant probability of 0.000 which is much smaller than 0.01, it can be said that

the variables of Job Satisfaction and Marital Satisfaction together or simultaneously have a significant effect on the variables of *Work Family Conflict*.

Table 3. Test Results t

	Koefisien Beta	t	Sig.
Job Satisfaction	0,375	-7,013	0,000
Satisfaction Marriage	0,579	-10,823	0,000

The multiple linear regression equations are as follows:

1. There is a negative and significant influence between Job Satisfaction and Work Family Conflict because t calculate = -7,013 (absolute value = 7.013) where this value is greater than table t = 1,976 and the significance value is 0.000 or less than 0.01.
2. There is a negative and significant influence between Marital Satisfaction and Work Family Conflict because t calculate = -10,823 (absolute value = 10.823) where this value is greater than t table = 1.976 and the value of significance is 0.000 or less than 0.01.

DISCUSSION

Based on the results of the double linear regression analysis above used to test the third hypothesis, the relationship of job satisfaction and marital satisfaction with *Work-Family Conflict* in teachers obtained a value of F of 120,472 ($p < 0.01$), then the accepted hypothesis is that there is a relationship of job satisfaction and marital satisfaction with *Work-Family Conflict*.

The shift in the role of a woman from a housewife or a wife to a working woman makes many families have *dual careers*. Some of the encouragements that make the number of women who become workers include economic factors, the

fulfillment of a decent standard of living and the increase in demand for women's labor (Dewi, 2017).

According to Anindya and Soetjningsih (2017) successful marriages can be valuable assets in a person's life, such as being a factor that protects individuals from various stresses and provides better mental health. In general, marital satisfaction is a subjective feeling of happiness, satisfaction, and pleasure that a person feels about his marriage.

A teacher also has several roles, namely roles in work and roles in the family. In the broadest sense of educators, an ideal teacher should be able to act as a custodian of the value system that is the source of maturity norms, the developer of the science system, and the successor of the value system to learners (Akbar & Prataswi, 2017). The results of research conducted by Siregar et al (2019) found that fulfilling the demands of roles in the family can be hampered because they have to meet the demands in their work.

While in the sense of limited education according to Umar (2015) proposed the role of teachers in the learning process of learners, which includes teachers as planners who must prepare what will be done in the teaching and learning process (*pre-teaching problems*), gurui as the implementer (*organizer*).),

who must be able to create situations, lead, stimulate, move, and direct teaching activities according to plan, where he acts as a *resource person*, a wise leadership consultant in a democratic & humanistic (human) sense during the process (*during teaching problems*), teacher as an assessor (*evaluator*) who must collect, analyze, interpret and finally must give consideration (*judgement*), on the success rate of the learning process, based on the criteria set, both regarding aspects of the effectiveness of the process and the qualifications of the product.

In the context of the teaching and learning process Soji (2020) added one more role, namely as a *teacher counsel*, where teachers are required to be able to identify learners who are suspected of having difficulty in learning, diagnostics, prognosis, and if still within the limits of their authority, must help solve it (*remedial teaching*).

In the family, a teacher also plays a dominant role, not only taking care of family and household activities but also helping the family economy. This is done so that the family is prosperous. The results of research presented by (Nugraha & Kustanti, 2018) a mother has an important role in the life of a family, both her role for her husband and child.

The role of men and women based on gender views is no longer relevant, one of which is demonstrated through the phenomenon of more and more women working. This, among others, can be seen from the shift in family composition, from single *career family* where in a household only men (husbands) who work to *dual career families*, where men (husbands) and women (wives) both work. One implication is the demands of balancing the role of the family and the role of work that must be carried out by each partner. Imbalance of fulfillment of both roles can encourage the

emergence of *work-family conflict* (Diari & Hartika, 2018)

Basically, *work-family conflict* can occur in both men and women. However, some studies show that the intensity of *work family conflict* in women is greater than in men (Apperson et al, 2002). The results of the Diari & Hartika (2018) study stated that women's involvement and time commitment to the family based on their responsibility to household tasks, including taking care of husbands and children makes working women more often conflicted.

Researchers conducted interviews on mothers who worked as teachers. Interviews about basic work, family and other tasks in the school were conducted with teachers from State High School X Yogyakarta. Interviews with 12 female teachers from different schools were obtained that based on aspects of *the work family conflict*, namely.

In the aspect of *time-based conflict* as many as 8 teachers who say that as a professional must be able to control the family and work adjusted to the time available, a limited person must be able to carry out tasks to meet the demands of the family and to meet the demands of work. 4 other teachers have the opinion that in his priority the family remains the main, because building a family is more difficult than building a family. work. For the four teachers with children and husbands must increasingly prioritize the family over work. Some efforts made so that the relationship with the family remains good is with job management, managing time well and correctly, and can not be thought to remain number one besides that by applying office / work holidays and leave is 100% for the family.

The *strain-based conflict* aspect is suspected that 6 teachers who feel that the demands of work cause physical fatigue or error, this causes tension or emotional state so that they feel discomfort when in

the family to resolve demands in the family. Meanwhile, another 6 people meet the demands of the family by prioritizing the role in the family so that they feel physical and mind fatigue when it comes to carrying out the obligation to complete the work. Especially during the current pandemic, the task of a housewife increases, namely having to accompany her children in completing school tasks. A mother who works all day at home, will feel tired, emotional state increases, blood pressure increases, and stress so that it makes her become anxious even to headaches when carrying out her role as a working person.

In the *behavior-based conflict* aspect, 8 teachers are used to working quickly to fulfill their obligations to complete their teaching tasks and other tasks assigned to them. His habit of working quickly when at work will be carried away by the way his performance when acting as a mother or wife at home, especially when it comes to accompanying his children who are still in elementary school age. With this difference in behavior causes problems at home, such as irritability, fatigue, and headaches. Conversely, there are 4 teachers who are used to working at home with a work rhythm that is adapted to the work undertaken at home has difficulty in following the way of work where they work. The demands of work that must be completed quickly and precisely make him irritable with his friends and even hate his boss.

Based on the above data it can be concluded that conflicts that occur role imbalances occur due to limited time to fulfill different roles in work and family, the workload results in a lack of time and energy that can be used to carry out activities in the family and at a time when family responsibilities interfere with work activities can lead to conflict in work. This causes the emergence of tension or emotional state of one of the roles that

makes it difficult for a person to meet the demands of his role in the family and work.

Work-Family Conflict is in the low category of 20 teachers (13.07%), the moderate category of 113 teachers (73.36%) and the high category of 20 teachers (13.07%). It can be concluded that *work-family conflict* in teachers is in the moderate category. The effective contribution of job satisfaction and marital satisfaction to predicting *Work-Family Conflict* was 61.6% while the remaining 38.4% was affected by other factors not studied in the study.

The equation of this study with the previous research lies in the bound variable used, namely *work-family conflict*, while the difference lies in the free variable that together connects job satisfaction and marital satisfaction with *work family conflict*.

Based on the above description it can be concluded that, basically job satisfaction and marital satisfaction in teachers can play a role in the high low level of work-family conflict. These conflicts are due to the inasing of dissatisfaction with the work and marriage they live.

The results of this study can be an input and reference to take technical and strategic steps for working mothers as teachers who play a dual role, namely in overcoming problems in the work, household environment and reducing work and family *conflicts*.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis and discussion of the results of this study, it can be concluded that there is a relationship of job satisfaction and marital satisfaction with *Work-Family Conflict* in teachers obtained an F value of 120,472 ($p < 0.01$). The effective contribution of job satisfaction and marital satisfaction to predict *work-family conflict* was 61.6% while

the remaining 38.4% was influenced by other factors not studied in the study.

It is hoped that researchers can further conduct research on variables that have not been studied in this study such as family support, time pressure and size of firm.

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