

THE INFLUENCE OF SOCIAL SUPPORT ON WORK FAMILY CONFLICT IN FEMALE TEACHERS IN SLB BANJARMASIN

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Abstract

Study This aim is to know, influence, support, and socially against work-family conflict among female teachers in SLB Banjarmasin. Subject in study This owns a number of kriteria, namely female teachers who have already married or become teachers at school outside of ordinary (SLB) in Banjarmasin. Measurement done with the support social or work-family conflict scale. Analysis of the data used is a simple linear regression test. Based on the results of the simple linear regression test, it was found that the mark significance is $p < 0.05$ ($0.000 < 0.05$), meaning that social influence is significant towards work-family conflict. Results in the study This can be concluded from the hypothesis in the study, which is proven to be significant, i.e., there is influence, support, and social-work-family conflict among female teachers at SLB Banjarmasin.

Keywords: Support social, work family conflict, school outside normal

Abstrak

Penelitian ini bertujuan untuk mengetahui Pengaruh Dukungan Sosial Terhadap Work Family Conflict Pada Guru Wanita di SLB Banjarmasin. Subjek dalam penelitian ini memiliki beberapa kriteria yaitu guru wanita yang sudah menikah dan menjadi guru pengajar di sekolah luar biasa (SLB) di Banjarmasin. Pengukuran dilakukan dengan menggunakan skala dukungan sosial dan skala work family conflict. Analisis data yang digunakan yaitu uji regresi linear sederhana. Berdasarkan pada hasil uji regresi linear sederhana, ditemukan bahwa nilai signifikansi adalah $p < 0,05$ ($0,000 < 0,05$) artinya dukungan sosial berpengaruh secara signifikan terhadap work family conflict. Hasil dalam penelitian ini dapat disimpulkan bahwa hipotesis dalam penelitian ini terbukti signifikan, yaitu terdapat pengaruh dukungan sosial terhadap work family conflict pada guru wanita di SLB Banjarmasin.

Kata Kunci: Dukungan sosial, work family conflict, sekolah luar biasa

INTRODUCTION

It's not an easy thing when a woman plays two roles at once. Career women certainly have twice as many duties and responsibilities as women who are *full-time* housewives

(Husniyati, 2021). Women who choose to continue their careers when they are married are required to be two figures who must be able to carry out their roles and duties well. Inability to deal with this situation will trigger stress and pressure (Husniyati, 2021). Career women who have responsibilities as housewives must be able to care for and educate their children well, as well as being wives who must serve their husbands (Purnomo, Fotuho, & Tria, 2021). Lacking the ability to manage time and activities well, a person will have difficulty balancing the demands of their roles as a worker and family. This conflict between family and work roles is called *work-family conflict* (Hapsari, 2015).

Work-family conflict is a form of conflict between roles where role pressures from the work and family domains conflict with each other in several ways, meaning that roles in work or family become more difficult because of the demands of roles in family or work (Greenhaus & Beutell in Keloway & Frone, 2005). *Work-family conflict* consists of three forms, namely: *time-based conflict*, *strain-based conflict*, and behavior-based conflict. *Time-based conflict* is a lack of time needed to participate in one role because it is used a lot for other roles. For example, a high time load at work interferes with the role of parents in the family. *Strain-based conflict* arises when tension in one role results in difficulty adjusting to other roles; for example, performance at work decreases due to tension in dealing with family problems. *Behaviour-based conflict* is a conflict that arises when expectations from a behaviour are different from expectations from other role behaviors. Discrepancies in individual behaviour when working and at home, which are caused by differences in the rules of behaviour of a career woman, usually make it difficult to exchange the roles she plays with one another.

Work-family conflict (WFC) can occur in all types of professions, especially those related to providing services, such as teachers (Asbari et al., 2020). Teachers have an important role in producing students with good academic, skill, emotional, moral, and spiritual maturity. To support all of this, teachers are needed who have high qualifications, competence, and dedication to carrying out their duties (Ardianingsih, Mahmudah, & Rianto, 2017). The types of teachers are divided into regular teachers and special school teachers (SLB). SLB teachers have different tasks from regular teachers, both in terms of providing learning and dealing with students who have special characteristics, so that the demands faced by SLB teachers are greater (Wulan & Apriliani, 2017).

A woman who works as an educator in SLB will experience various pressures and tensions that will cause stress. This will, of course, have an impact on their performance as teachers in schools, so that the teaching process becomes disrupted (Kurnia, 2015). An SLB teacher is required to always act professionally with different competencies than general school teachers. SLB teachers must be able to understand what their students want. Teachers must also be able to understand the character of each student because the nature of special school students is very sensitive, so their approach requires patience and sincerity (Cahyaningtyas et al., 2020).

The various obligations of a teacher require an outpouring of energy, time, and thoughts that must be managed well. In facing stressful events, individuals need social support (Anggriana, Tita, & Silvia 2015). Social support is help that can come from many sources a person's spouse or lover, family, friends, doctors, or community organisations and people with social support believe that they are loved, appreciated, and part of a social network, such as a family or community organisation, that can help in times of need (Sarafino, 2017). Social support is formed from several aspects, including emotional support, instrumental support, informative support, and friendship support.

Yanti & Tesi (2019), in their research, show that social support contributes to work-family conflict among bank employees. The higher the social support, the lower the work-family conflict will be. Social support is a source of emotional support, information, or assistance provided by people to help individuals deal with the problems they experience. Muharnis, Etikaeirena, and Yulianto (in Yanti & Hermaleni, 2019) explain that high social support can cause low-work *family conflict* to occur. Emotional support can reduce the negative mood caused by *work-family conflict* so that the subject finds it easier to carry out both roles. Information support can take the form of providing advice and information needed by employees about their work. Support that involves direct assistance given by people in the form of verbal and nonverbal assistance can help someone face every problem that occurs in life. So, based on the description above, this research aims to determine the effect of social support on *work-family conflict* among female teachers at SLB Banjarmasin.

METHOD

Methods of research used Quantitative research methods are research methods with a simple linear regression design. According to Darmawan (2013), regression is a technique of statistics used to analyse the connection between one or more variables that are independent and dependent. A simple linear regression test influences One variable is independent of the dependent variable, whereas multiple linear regression possible testing influences a number of independent variables. The data collection technique in this research uses *the work-family conflict* variable scale and the social support *variable scale*. Data analysis in research uses simple linear regression. The subjects of this research were female teachers at special schools (SLB) in the city of Banjarmasin. The number of respondents obtained by researchers was 50, spread across 5 special schools (SLB) in the city of Banjarmasin. The description of the distribution of subjects in this research is as follows:

Table: Distribution of Research Subjects

SLB	Research Respondents
Pelambuan State SLB Banjarmasin	14
SLB Negeri 3 Banjarmasin	18
SLB BC Paramita Graha Banjarmasin	5
Mother's Hope SLB Banjarmasin	5
SLB Plus Madana Dunya Banjarmasin	8
Total	50

RESULTS AND DISCUSSION

This research aims to find out how social support influences work-family conflict among female teachers at SLB Banjarmasin. Based on the results of a simple linear regression test, the calculated F value was 13.980 with a significance level of $0.000 < 0.05$, which means that social support influences work-family conflict. As for looking at the coefficient of determination (R square value), it is obtained at 0.226, which means that the influence of social support on work-family conflict is 22.6%. Based on these results, it can be concluded that the research hypothesis (Ha) is accepted, which means that there is an influence of social support on work-family conflict among female teachers at SLB Banjarmasin.

Work-family conflict is a form of conflict between roles where role pressures from the work and family domains conflict with each other in several ways, meaning that roles in work and family become more difficult because of the demands of roles in family and work (Greenhaus & Beutell in Keloway & Frone, 2005). While social support is help that can come from many sources a person's spouse or lover, family, friends, doctors, or community organisations people with social support believe that they are loved, appreciated, and part of a social network, such as a family or community organisation, who can help in times of need (Sarafino, 2017).

A female teacher who experiences work-family conflict will certainly experience various pressures and tensions that will interfere with her life activities. So a female teacher needs support in the form of emotional support, information, or assistance provided by people around her to help her deal with the problems she is experiencing. Santoso & Setiawan (2018) said that the social support received by SLB teachers can be in the form of family support or workplace support. Family support is social support that teachers receive from family members such as husbands, parents, siblings, and children. Meanwhile, workplace support is social support that teachers receive at their workplace, such as from colleagues and school principals. Support from family, leaders, and colleagues helps special school teachers (SLB) carry out their duties (Yuwenda & Heryanda, 2022).

Yanti & Tesi (2019) say that social support contributes to work-family conflict. According to the results of this research, social support contributed 22.6% to the work-family conflict experienced by special school teachers (SLB). This research also has negative relationship results, where high social support can cause low work-family conflict. Likewise, if social support is low, it can cause high levels of work-family conflict. This is also in line with the results of research conducted by Muharnis, Etikaeirena, and Yulianto (in Yanti & Hermaleni, 2019) explaining that high social support can cause low-work family conflict to occur.

Based on the results of the research, the level of work-family conflict among women teachers at special schools (SLB) in Banjarmasin was obtained, with the majority being in the low to very low category, namely, out of 50 female teachers, there were 19 female teachers with a percentage of 38%, while those in the high to very low category had a total of 14 female teachers with a percentage of 28%. The remaining 17 female

teachers are in the medium category, with a percentage of 34%. Meanwhile, the results obtained from social support for women teachers at special schools (SLB) in Banjarmasin obtained results with the majority being in the high to very high category, i.e., out of 50 female teachers, there were 13 female teachers with a percentage of 26%, while those in the low to very low category were 10 female teachers with a percentage of 20%. The remaining 27 female teachers are in the medium category, with a percentage of 54%.

Furthermore, analysis of work-family conflict data based on age showed that those aged 26–35 had results with the majority of work-family conflicts in the high to very high category, with as many as 11 female teachers. At the age of 36–45 years, the results showed that the majority of work-family conflicts were in the low to very low category, with as many as seven female teachers. Or at the age of 46–55 years, the majority of work-family conflict results are in the low, very low category, with as many as two female teachers. Based on these results, it is known that female teachers aged 26–35 experience higher levels of work-family conflict than female teachers aged 36–55. This happens because the age range of 26–35 years is included in early adulthood, during which various problems arise at the early age of marriage related to their role in carrying out their functions as wives and experiencing various emotional tensions (Indriani, 2014).

As for the analysis of social support data based on age, the results showed that those aged 26–35 had results with the majority of social support in the low to very low category, with as many as 8 female teachers. At the age of 36–45, there are 4 female teachers, with the majority of social support falling in the high to very high category. Or at the age of 46–55 years, the results with the majority of social support in the high to very high category are 2 female teachers. Based on these results, it is known that those aged 26–35 have a lower level of social support with 8 female teachers compared to those aged 36–55 who have high social support. This happens because the age range of 26–35 is early adulthood, which is the early years of marriage and tends to require higher levels of social support than middle and late adulthood. This is due to adjustment factors as a housewife, such as taking care of children and husbands, as well as conflicts with co-workers (Hapsari, 2015).

The acceptance of this research hypothesis shows that there is a negative relationship between social support and work-family conflict, which means that social support can influence work-family conflict. A female special school (SLB) teacher who has poor social support can easily cause a person to experience work-family conflict, which will have a negative impact on that person's life and vice versa. Conflict in the family will not occur if there is a balance between roles in the family and work (Almasitoh, 2011). If there is an imbalance between these two roles, there is potential for a dual-role conflict to emerge, which is felt to be a burden on him, both in his career and in matters of domestic life (Dancer in Rianti & Sarah, 2014).

Rosdiana (2013) stated that being a teacher at a special school requires you to be sincere, patient, and diligent in providing education and in dealing with students.

Teachers should treat students like their own children. A special school teacher (SLB) plays a role in finding and helping children with special needs learn and develop their talents (Marpaung & Putra, 2022). Special school teachers (SLB), in carrying out their duties, receive various conflicts and pressures that impact them (Yuwenda & Heryanda, 2022).

CONCLUSION

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