

THE EFFECT OF WORK FAMILY CONFLICT AND WORK LIFE BALANCE ON FEMALE TEACHER PERFORMANCE IN SMK NEGERI 1 BANDAR LAMPUNG

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ABSTRACT

The purpose of this study was to find out the effect of Work Family Conflict on the performance of female teachers in SMK Negeri 1 Bandar Lampung, the effect of work life balance on the performance of female teachers in SMK Negeri 1 Bandar Lampung, and the effect of work family conflict and work life balance on the performance of female teachers in SMK Negeri 1 Bandar Lampung. The type of study quantitative and associative method. The sources of data in this study was primary data in the form of questionnaires. The data collection method in this research was field research by distributing questionnaires. The population in this study was 105 teachers with the total sample of 35 female teachers. The sampling technique in this study used the non-probability sampling, namely the purposive sampling technique. The instrument requirements test in this study used validity test and reliability test. The data analysis requirements test in this study used the normality test, linearity test and multi-collinearity test. The data analysis method used the multiple linear regression and the hypothesis testing used t-test and F-test. The result of this study found that Work Family Conflict affected the performance of female teachers at SMK Negeri 1 Bandar Lampung, Work Life Balance affected the performance of female teachers at SMK Negeri 1 Bandar Lampung, Work Family Conflict and Work Life Balance affected the performance of female teachers at SMK Negeri 1 Bandar Lampung. The data analysis method used the multiple linear regression and the hypothesis testing used t-test and F-test. The result of this study found that Work Family Conflict affected the performance of female teachers at SMK Negeri 1 Bandar Lampung, Work Life Balance affected the performance of female teachers at SMK Negeri 1 Bandar Lampung, Work Family Conflict and Work Life Balance affected the performance of female teachers at SMK Negeri 1 Bandar Lampung. The data analysis method used the multiple linear regression and the hypothesis testing used t-test and F-test. The result of this study found that Work Family Conflict affected the performance of female teachers at SMK Negeri 1 Bandar Lampung, Work Life Balance affected the performance of female teachers at SMK Negeri 1 Bandar Lampung, Work Family Conflict and Work Life Balance affected the performance of female teachers at SMK Negeri 1 Bandar Lampung.

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1. INTRODUCTION

Education has a very important role in improving the quality of human resources. One of the main factors that determine the quality of education is the teacher. Teachers have the most important role in creating quality human resources. The most important factor in advancing schools is the performance of their educators, by having competent educators in their fields, they will be able to make very useful contributions to the sustainability/progress of a school.

SMK Negeri 1 Bandar Lampung is one of the state vocational high schools (SMK) in Bandar Lampung City. SMK Negeri 1 Bandar Lampung has expertise programs, namely Business and Management, Clothing, Catering, Information and Communication Technology, and Animation. The number of teaching staff at SMK N 1 Bandar Lampung is 105 teachers. SMK Negeri 1 Bandar Lampung has a teaching staff of teachers who are competent in their field of study so that they are of high quality and become one of the best SMKs in Bandar Lampung City. Even SMK Negeri 1 Bandar Lampung was once the best SMK in Lampung based on the National Examination Year (2018/2019).

In advancing schools, the most important human resource management is the performance factor of the educators, by having the performance of competent educators in their fields, they will be able to make very useful contributions to the sustainability or progress of a school. The success of a school is strongly influenced by the performance of a teacher. The performance assessment of female teachers at SMK Negeri 1 Bandar Lampung is categorized as lacking, which means that they are not maximal in carrying out their duties and responsibilities as a teacher in learning. According to Rachmawati (2013) [4], teacher performance is the ability and effort of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes. In looking at teacher performance for school resources, Rachmawati (2013, pp. 121-126) [4] argues that it can be seen through Teacher Performance Indicators, including: Planning of learning programs, Implementation of learning activities, and Evaluation or assessment of learning outcomes. With these 3 indicators, schools can measure whether the performance of their employees has met the standards or not. If the author connects the problems that occur at SMK N 1 Bandar Lampung with indicators of female teacher performance, it can be concluded that the performance of SMK N 1 Bandar Lampung has not been maximized based on learning program planning, implementation of learning activities, and evaluation or assessment of learning outcomes. Many factors that affect teacher performance are not optimal, including the work environment, work discipline, work motivation and so on.

Based on the results of interviews that the author conducted at SMK N 1 Bandar Lampung, it is known that the performance of female teachers is still not optimal, it can be seen from the delay in completing the work as a teacher so that the work is not completed within the allotted time. In addition, the implementation of teaching activities is not optimal because there are many demands for married female teachers. These problems are caused by the Work Family Conflict experienced by female teachers, it can be seen from the presence of teachers who feel that the demands of the teacher's responsibilities are increasing with the new life they have, namely the family. In addition, household problems experienced by teachers often occur so that it can reduce their performance at work.

2. METHOD

2.1 Types and Data Source

This type of research uses quantitative research. This study uses associative because in this study it will examine the relationship between the independent variable (independent variable) namely Work Family Conflict (X1) and Work Life Balance (X2) on the dependent variable (dependent variable) namely Female Teacher Performance (Y). The research category is based on the relationship that aims to determine the relationship between 2 or more variables and this research has a causal relationship (causality). This study wanted to find a relationship between 3 variables, in order to determine the effect of Work Family Conflict and Work Life Balance on the Performance of Female Teachers.

The data source of this research is primary data. Methods of collecting data from field research. The data obtained in the form of answers to questionnaires distributed to female teachers at SMK

Negeri 1 Bandar Lampung. . The sample of this study amounted to 35 female teachers of SMK Negeri 1 Bandar Lampung, researchers used the purposive sampling technique.

2.2 analysis Method

The research instrument requirements test tested the validity and reliability. Test the data requirements using normality, linearity and multicollinearity tests. The data analysis tool uses multiple linear regression. Hypothesis testing using t test and f test.

3. RELUST AND DISCUSSION

3.1 Description of Respondents Characteristics

Characteristics of respondents based on their age, it is known that the highest number of female teachers is 41-50 years old, meaning that female teachers at SMK Negeri 1 Bandar Lampung who are respondents are dominated by female teachers aged 41-50 years, namely, as many as 13 female teachers or 37.1 %. Characteristics of respondents based on their working period, it is known that the highest age of female teachers is 11-20 years, meaning that female teachers at SMK Negeri 1 Bandar Lampung who are respondents are dominated by teachers aged 11-20 years, namely, as many as 15 employees or 42.9% . Characteristics of respondents based on their education, it is known that the number of undergraduate education occupies the highest level, meaning that female teachers of SMK Negeri 1 Bandar Lampung who are respondents are dominated by female teachers with undergraduate education as many as 19 or 54.3%.

3.2. Test Data Requirements

3.2.1. Validity test

Validity test results for the Work Family Conflict (X1) variable by displaying all relevant statement items regarding compensation. The results obtained are the value of $r_{count} > r_{table}$ (0.333). Thus, all statement items regarding the Work Family Conflict (X1) variable are declared valid. the results of the Validity Test for the Work Life Balance (X2) variable by displaying all relevant statement items regarding compensation. The results obtained are the value of $r_{count} > r_{table}$ (0.333). Thus, all statement items regarding the Work Life Balance (X2) variable are declared valid. the results of the Validity Test for the Female Teacher Performance variable (Y) by displaying all relevant statement items regarding compensation. The results obtained are the value of $r_{count} > r_{table}$ (0.333).

3.2.2. Reliability Test

The cronbach' alpha value for the Work Family Conflict variable (X1) is 0.785 with a high level of reliability and for Work Life Balance (X2) it has a cronbach's alpha value of 0.704 with a high level of reliability, and for the Female Teacher Performance variable (Y) has a cronbach's alpha value. ie 0.798 which means the level of reliability is very high.

3.3. Data Analysis Requirements Test Results

The normality test shows that Work Family Conflict on the Shapiro Wilk Test with a significant level is obtained $0.061 > 0.05$, then the data comes from a sample that is normally distributed. The value for Work Life Balance with a significant level is $0.247 > 0.05$, so the data comes from a normally distributed sample. The value for female teacher performance with a significant level obtained data $0.073 > 0.05$, then the data came from a normally distributed population.

Linearity test results show that the significance value for Work Family Conflict (X1) and Female Teacher Performance (Y) is 0.164, which is greater than 0.05, which means H_0 is accepted and the significance value for the Work Life Balance (X2) and Female Teacher Performance (Y) variables. of 0.436 is greater than 0.05 which means H_0 is accepted. The results of the significance value for all variables are greater than the Alpha value (0.05), which means that the data from the sample is linear.

The results of the Multicollinearity Test show that the Tolerance value of the Work Family Conflict (X1) and Work Life Balance (X2) variables is greater than 0.1 and the Variance Inflation Factor (VIF) value is below 10, which means that the two variables indicate that there are no symptoms of multicollinearity in this research variable

3.4. Data analysis

The results of the Multiple Linear Regression Test in table 4.15 above are the results of multiple linear regression calculations, the results of the regression equation can be obtained as follows:

$$Y = 5.662 + 0.656X1 + 0.179X2$$

3.5. Hypothesis test

The results of the calculation of t-count the independent variable, namely Work Family Conflict (X1) on the dependent variable, namely Female Teacher Performance (Y) of 5.114, thus tcount $5.114 > t_{table} 2.034$, which means H_0 is rejected and H_a is accepted. The results of the t-count calculation of the independent variable, namely Work Life Balance (X2) on the dependent variable, namely Female Teacher Performance (Y) of 3.225, thus tcount $3.225 > t_{table} 2.034$, which means H_0 is rejected and H_a is accepted.

Based on the results of the f test, it is known that the calculated f is 13,701 while the f table with $\alpha = 0.05$ and $df_1 = k-1 (3 - 1 = 2)$ and $df_2 = nk (35 - 3 = 33)$ is 3.29. So the value of $f_{count} > f_{table}$ is $13,705 > 3.29$, so the proposed H_0 is rejected and H_a is accepted.

Discussion

The Effect of Work Family Conflict on the Performance of Female Teachers

Based on the results of the tests that have been carried out, it can be seen that there is an influence between the Work Family Conflict (X1) variable on the performance of female teachers at SMK Negeri 1 Bandar Lampung. Work Family Conflict on the Performance of Female Teachers at SMK Negeri 1 Bandar Lampung has a strong relationship in school institutions, the better managing the conflict between work and family the better the performance of female teachers at SMK Negeri 1 Bandar Lampung. Vice versa if you are not able to manage the conflict between work and family will reduce the performance of a teacher. Greenhaus & Buetell in Naibaho and Ratnaningsih (2018: 406), Work Family Conflict is one of the conflicts experienced by employees, namely pressure or role imbalance between work roles and roles in the family.

Effect of Work Life Balance on Female Teacher Performance

Based on the results of the tests that have been carried out, it can be seen that there is an influence between the Work Life Balance (X2) variable on the Performance of Female Teachers at SMK Negeri 1 Bandar Lampung. Work Life Balance on the Performance of Female Teachers at SMK Negeri 1 Bandar Lampung has a strong relationship in school institutions, namely to increase the sense of responsibility as female teachers in order to balance work and personal life in order to improve the performance of female teachers at SMK Negeri 1 Bandar Lampung. On the other hand, if you cannot balance work and family life, it will reduce the performance of a teacher. Greenhaus et al in Valen (2017: 10) is a work-life balance where a person is tied in a balanced way between work responsibilities and responsibilities in family or personal life. This is supported by previous research, namely Yayang Kartika Sari (2020) which states that Work Life Balance has a direct effect on the performance of female teachers.

Effect of Work Family Conflict (X1) and Work Life Balance (X2) on the Performance of Female Teachers (Y)

Based on the results of the tests that have been carried out, it can be seen that there is an influence between the variables of Work Family Conflict (X1) and Work Life Balance (X2) on the Performance of Female Teachers at SMK Negeri 1 Bandar Lampung. Work Family Conflict and Work Life Balance have a strong relationship within the agency, namely to be able to manage and balance work responsibilities and family responsibilities in order to improve the performance of female teachers at SMK Negeri 1 Bandar Lampung. If you can't manage and balance work

responsibilities and family responsibilities, it will reduce the performance of a teacher. Greenhaus & Buetell in Naibaho and Ratnaningsih (2018: 406), Work Family Conflict is one of the conflicts experienced by employees, namely pressure or role imbalance between work roles and roles in the family. Greenhaus et al in Valen (2017: 10), is a work-life balance in which a person is tied in a balanced way between work responsibilities and responsibilities in family or personal life. This is supported by previous research, namely Anisa Minarika (2020) which states that Work Family Conflict and Work Life Balance have a direct effect on teacher performance.

4. CONCLUSION

Based on the results of data analysis and hypothesis testing about the effect of work family conflict (X1) and work life balance (X2) on the performance of female teachers at SMK Negeri 1 Bandar Lampung. Then the following conclusions can be drawn: *Work Family Conflict*(X1) has an effect on the performance of female teachers (Y) at SMK Negeri 1 Bandar Lampung *Work Life Balance*(X2) has an effect on the performance of female teachers (Y) at SMK Negeri 1 Bandar Lampung *Work Family Conflict*(X1) and *Work Life Balance* (X2) affect the performance of female teachers (Y) at SMK Negeri 1 Bandar Lampung Based on the results of the research that has been done, in the effort of Teacher Performance at SMK Negeri 1 Bandar Lampung in order to overcome Work Family Conflict and Work Life Balance in a teacher. For the Work Family Conflict variable, you don't need to work hard to handle Work Family Conflict. As long as the Work Family Conflict is handled well by the female teacher personally, the female teacher's performance will not experience problems because actually if a woman works, she will definitely experience Work Family Conflict. The author also suggests that based on the lowest statement "able to complete all work assignments", this is the author suggest not to delay postponing work assignments and immediately complete all work if it is difficult to do the easy work first to do. For the Work Life Balance variable, the school must make a policy so that work performance and productivity are maintained. The author also suggests that based on the lowest statement "Being able to set aside time for other activities (holidays/refreshing)" the authors suggest that the school organizes recreational activities for teachers with their families. For the female teacher performance variable, the author also suggests that based on the lowest statement "Able to plan effective learning activities", the author suggests making an effective learning strategy approach during this pandemic. For further researchers, it is suggested that they can develop this research with the same theme by adding other variables and considering other factors

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