INFLUENCE OF WORK-FAMILY CONFLICT, FAMILY-WORK CONFLICT AND WORK STRESS ON THE PERFORMANCE OF FEMALE TEACHERS IN-STATE HIGH SCHOOL GROUP 05 TANGERANG DISTRICT OF BANTEN PROVINCE

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Abstract: The main problem in this research was the discovery of work-family conflicts, family-work conflicts, and work stress on female teachers in The State High School Cluster 05 Tangerang Regency of Banten Province, which is an indication-based on the low performance of the teacher. This study uses descriptive methods with quantitative approaches, and those subjects are all female teachers in cluster 05 with a total of 150 people, and the sample turns into 60 female teacher respondents who have a family. The analysis method is multiple linear regression analysis, to obtain valid and reliable data so the results can be used to understand and anticipate problems in school organizations. The results partially showed that work-family conflict, family-work conflict, and work stress did not significantly affect the performance of female teachers, but still had an impact on the performance of female teachers of Cluster 05 High School in Tangerang Regency, Banten Province. Therefore, female teachers should be able to balance professionalism as a teacher by exploring performance competencies in female teachers, both in innovative and creative teaching initiatives, and building good communication in the family to create family harmony that can support a woman's career, and reduce the work stress with all ambiguities due to her dual role.

Keywords: Work-Family Conflict, Family-Work Conflict, Work Stress, Teacher Performance.

INTRODUCTION
Education is the main point to produce quality Human Resources (HR). The role of the school as an educational institution closely related to education, then who is the shield or the front line highlight to determine the quality of education at the elementary education and secondary education? The answer is a teacher, a figure who is disturbed and imitated by learners. The performance of teachers is the main point seen in the progress of education. Effective teacher performance can compare between the high work responsibilities and dedication to his

organization.

Based on the supervision data of high school supervisors in group 05 shows the teacher performance has a gap, especially the value in the education and learning process that has decreased, and at it is seen that the highest target in group 05 is only 65% which is this result is still low. (supervisory supervision data source 2020).

The role of women as educators in the world of education is not outdated. It can be seen based on the percentage of high school teachers in Banten province dominated by female teachers as much as 65% which if stored based on the number is 4781 people, this data is following the base data of educators. (Source: Principal data of educators of Banten Province 2020).

The demands of the female teachers who are married and have children are various compared with male teachers. Working women must feel a clash in balancing between work and position in the family. In addition to professionalism in work, the psychological need for the mother figure's presence in the family will cause conflict. When viewed based on the facts, the duties of teachers today are different from the past, the fulfillment of the burden of teacher administrative tasks is increasing. On the other hand, the role of women in the family as a wife and also housewives are required to be able to carry out their duties properly.

This phenomenon is interesting to study considering the many impacts caused, both on her family and the organization in which she works, in this phenomenon, school organizations must conduct further assessment of the achievement of teacher performance targets that have not been fulfilled. To further research, the authors conducted a pre-survey on female teachers in SMA Negeri group 05 Tangerang Regency to look for influencing variables. Based on the results of the pre-survey, the work-family conflict, family-work conflict, and work stress are the biggest factors in the achievement of female teacher performance. Therefore, the author decided to study and conduct research related to this issue entitled work-family conflict, family-work conflict, work stress on the performance of female teachers in SMA Negeri group 05 Tangerang district of Banten province.

LITERATURE REVIEW
Teachers Performance
 Hasibuan (2017: 94) said that performance has interpretation as achievements obtained by individuals against the burden of their work based on their competence. Indonesian Law No. 14 of 2005 concerning Teachers and Lecturers, teachers are interpreted as professional educators with the task function not only to educate but still have other tasks according to their level of education. Citing Saondi's opinion in Manullang (2017:1) that teacher performance is the competence of educators in carrying out their main tasks and functions, target performance is said to be appropriate if met internal targets in the organization like the field of education.

Work-Family Conflict

Quoting from Antonius, and friends (2002) in Roboth, J, Y (2015: 34) conflict is a picture of the attitudes of a person who can hinder and interfere with others, the occurrence of both individuals and between community groups. Greenhaus and Beutell (1985) in Herwanto and Dewi Rustina (2016: 17) define conflict as a form of inter-role problems caused by the imbalance between work and family, where participation in one of the roles becomes more difficult because of the duties as a wife in her family.

Family-work conflict

The result of a quote from Carlson, K (2000) in Prajogo, W (2014: 58) Family-work conflict is a problem that occurs in the household of an employee to interfere with his role as a worker in an organization. Netemeyer and friends. (1996) in Sulistyowati (2012: 198) states that the source of family-work conflict is categorized into three types, namely based on time, tension, and behavior.

Work Stress

Stressor or cause of stress is a condition where stress caused from various sources is seen from physical, psychological, and social environments and can occur at work, at home, or in other social environments of society. Work stress according to Greenberg (2006) in Putra, T, D, A, and Farida Elmi (2020:813) is a psychological condition of stress experienced by individuals as employees in their jobs. Excerpt from Luthans (2011) in Aris Setyawan and friends (2020: 48) work stress is interpreted as a person's response to external environmental conditions that cause conflict in the behavior of someone who is attached to an organization, basically the cause of stress according to Hidayanti (2016) in Nadia Antonita Christy (2017: 76) there are three dimensions and indicators of work stress, including the ambiguity of roles, career development, and work relationships.

Previous Research

The results of Mangkunegara and Puspitasari research, M (2015) found indicators of work stress the results of his analysis did not affect the performance of high school teachers in South Tangerang, while Roboth, Y, J (2015) in his study the results of his partial analysis stated that work-family conflict had no significant effect on women's performance.

Conceptual Framework

Following the explanation in the background of the problem, as well as theoretical studies and results of previous research, it can be seen according to the conceptual framework figure below
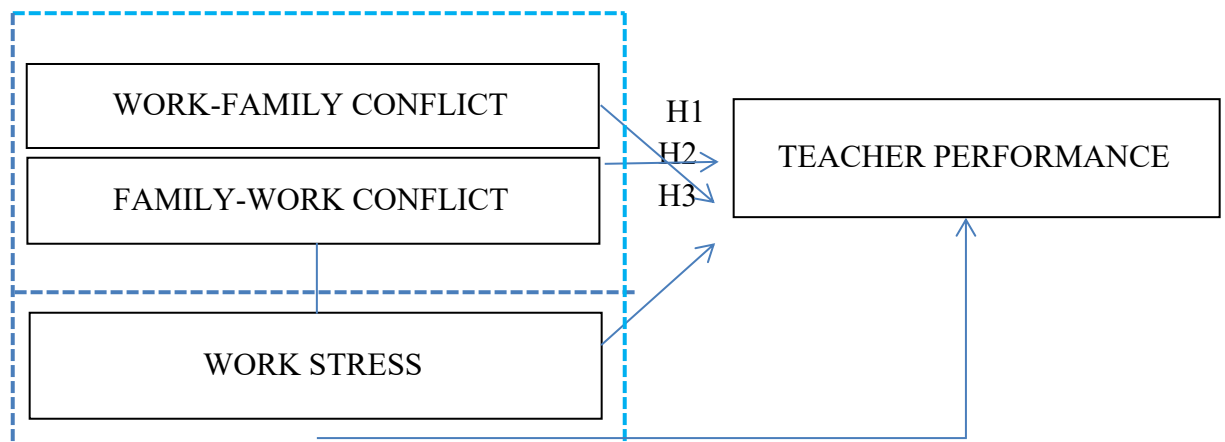
Figure 1. Conceptual framework

Hypothesis

From the description of the theoretical framework above, the research hypothesis is:

H1   : Work-family conflicts positively affect the performance of female teachers.

H2   : Family-work conflict positively affects female teacher performance.

H3   : Work stress positively affects female teacher performance.

H4   :Work-family conflict, family-work conflict, work stress together affect the performance of female teachers.

RESEARCH METHODS

This type of method in this journal is quantitative research, through data obtained directly from the dissemination of questionnaires to respondents. The free variables in the study were work-family conflict, family-work conflict, and work stress, while the bound variables were female teacher performance. The measurement using the likert scale. The population is all-female teachers of State High School in group 05 Tangerang Regency of Banten province who are married or has a family of 150 people. The sampling method is Proportionate Stratified Random Sampling and using the Slovin formula because, in the sample with drawal, the minimum number must be able to represent, and obtained as many as 60 female teachers who have a family. The method to analyze the data uses multiple linear regression analysis as a reference to assess research hypotheses.

FINDING AND DISCUSSIONS

Characteristics of Respondents

Based on the facts from the survey results, showed that the frequency of each characteristic of respondents included, based on age, dominated by female teachers aged over 30-40 years as many as (46.7%), who had the number of children 1-2 as many (76.7%), and who had a working period of more than 10 years as much as (45%), then from the level of education, undergraduate female teachers as much as (83.3%), and based on the status of civil servants (68.3%), and lastly based on the husband's work, dominated by female teachers whose husbands worked as many as

others (TNI, POLRI, self-employed) as much as (40%).

Test validity and reliability

As per the results of the validity test of each variable indicator, the work-family conflict variable has an r-calculated value between 0.584 - 0.819, the family-work conflict variable indicator has an r-calculated value between 0.736 - 0.893, the work stress variable indicator has an r-calculated value between 0.288 - 0.799 and the teacher performance variable indicator has an r-calculated value between 0.659 - 0.825. If viewed based on data, the value of the calculated r is greater than the value of r in the table (0.2542), then the entire research indicator is declared valid.

Table 1. Validity Test Results

Variable	Indicator	r-calculated	Result
Work Conflicts -Family	KPK 01- KPK 10	0.584 – 0.819	Valid
Family Conflict- Work	KKP 01- KKP 6	0.736 – 0.893	Valid
Work Stress	SK 01 – SK 15	0.288 - 0.799	Valid
Teacher Performance	K 01-K 14	0.659 – 0.825	Valid

Source: The Processed SPSS data in 2021

Based on reliability tests of research variables, it shows that if all variables and values Cronbach alpha > 0.60 then the conclusion is reliable.

Table 2. Reliability Test Results

Variable	Alpha	Result
Work Conflicts -Family	0.916	Reliable
Family Conflict- Work	0.902	Reliable
Work Stress	0.878	Reliable
Teacher Performance	0.920	Reliable

Source: The Processed SPSS data in 2021

Classic Assumption Test

Judging from the results of the normality test based on the residual distribution is said to be normal, referring to the signification value of more than 0.05 (Asymp. Sig. 0.20).

Table 3. Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		77
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.32836603
Most Extreme Differences	Absolute	.067
	Positive	.067
	Negative	-.049
Test Statistic		.067
Asymp. Sig. (2-tailed)		.200[c,d]

Source: The Processed SPSS data in 2021

Multicollinearity Test

Based on data from multicollinearity test results obtained that all tolerance values are greater than 0.10 with VIF values smaller than 10, it can prove that there is no multicollinearity in each independent variable.

Table 4. Multicollinearity Test

Model	Collinierity Statistic	
	Tolerance	VIF
(Constant)		
Work-Family Conflict	.359	2.787
Family-Work Conflict	.423	2.363
Work Stress	.403	2.480

Source: The Processed SPSS data in 2021

Heterogeneity test results show that the dots are spreading or are around the number 0, so it can be concluded that the data is homogeneous or there are no symptoms of heteroscedastic.
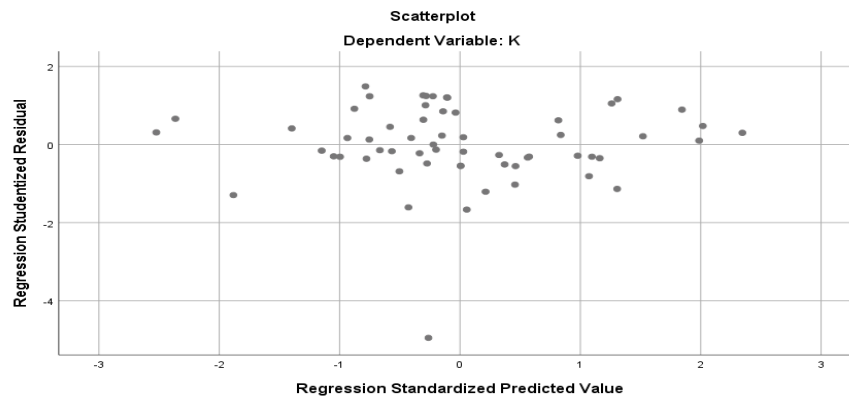

Figure 2. Heterocity Test Results

Multiple Linear Regression Analysis

The regression equation is the result of a statistical test with a 5% signification level.

$$Y= 57,104 + 0,094\ X1 - 0,663\ X2 + 0,115\ X3$$

From the regression can be concluded below:

1) In the variable of work-family conflict with a significance value (0.697 > 0.05) and a calculated t value of 0.392. The hypothesis test was rejected.

2) In the family-work conflict variable with a significance value (0.99 > 0.05) and a calculated t value of -1,676. The hypothesis test was rejected.

3) In the work stress variable with a significance value (0.598 > 0.05) and a calculated t value of 0.531. The hypothesis test was rejected.

Table 5. Multiple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	57.104	5.803		9.840	.000
	KPK	.094	.239	.085	.392	.697
	KKP	-.663	.396	-.335	-1.676	.099
	SK	.115	.217	.109	.531	.598

Source: The Processed SPSS data in 2021

F test results were obtained, with the F count value of 1.056 smaller than the F value table (2.77) and the Sig value. 0.375 is greater than Sig. value table (0.05). This means that together the variables of work-family conflict, family-work conflict, and work stress have a significant effect on the performance of female teachers with an influence value of determination coefficient value, which can be seen based on the value of R Square which is 0.054 or 5.4%. For more details see the table below:

Table 6. Results of Test Analysis F

			ANOVAᵃ			
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	215.101	3	71.700	1.056	.375ᵇ
	Residual	3801.632	56	67.886		
	Total	4016.733	59			

Source: The Processed SPSS data in 2021

Table 7. Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.231ᵃ	.054	.003	8.239

Source: The Processed SPSS data in 2021

Correlation Between Dimensions

Based on the results of the correlation matrix analysis test between dimensions, it concluded that the work-family conflict variable has the biggest correlation in the correlation matrix between dimensions Time-based conflict with performance variables of 0.043 (medium), then the family-work conflict variable has the biggest correlation in the correlation matrix between dimensions Strain based conflict with teacher performance variables of - 0.276 (very low), and work stress variables have the greatest correlation in correlation matrix between dimensions of career development with teacher performance variable of 0.113 (very low).

Table 8. Correlation Matrix Between Dimensions

Variable	Dimension	Teacher Performance				
		Quality of work	Timeliness	Initiative	Ability	Communication
		Y1	Y2	Y3	Y4	Y5

Work conflict - family	Time-based conflict (X1.1)	**0.043**	-0.089	-0.005	-0.056	0.019
	Strain-based conflict (X1.2)	-0.011	-0.069	-0.082	-0.115	-0.036
	Behaviour based conflict (X2.3)	-0.013	-0.057	-0.194	-0.204	-0.176
Family-work conflict	Time-based conflict (X2.1)	-0.056	-0.126	-0.117	-0.207	-0.054
	Strain-based conflict (X2.2)	-0.121	-0.147	-0.205	**-0.276***	-0.130
	Behaviour based conflict (X2.3)	-0.147	-0.191	-0.153	-0.184	-0.097
Work Stress	Ambiguity of role (X3.1)	-0.003	-0.106	-0.100	-0.118	0.058
	Career development (X3.2)	0.024	-0.024	-0.039	0.009	**0.113**
	Working relationship (X3.3)	-0.126	-0.140	-0.155	-0.145	-0.036

Source: The Processed SPSS data in 2021

Discussion

The results showed that family-work conflict did not affect the performance of female teachers. Based on the correlation matrix between dimensions, work-family conflict variables have the largest relationship in the Time based conflict dimension with the teacher performance variable in the quality dimension of work of 0.043 (medium). This fact shows that the Time based conflict dimension is important to improve teacher performance, especially from the quality dimension of work. In addition, it is in line with Jane Y Roboth's research (2015: 40) that partial work-family conflicts have no significant effect on the performance of female teachers. This result shows that female teachers still have good performance because a woman who has the status of a teacher remains professional in carrying out duties as an educator, especially high school female teachers who have families or are married and expected to be able to manage various conflicts that occur and balance them both in the family and the professionalism of work.

The results showed that family-work conflict did not affect the performance of female teachers. Based on the correlation matrix between dimensions, the family-work conflict when the variable has the biggest correlation in the Strain based conflict dimension with the teacher performance variable in the Ability dimension of -0.276. This fact shows that the dimension of Strain based conflict is important for improving teacher performance, especially in terms of ability dimensions. Referred from the teacher performance in Permendiknas No.41/Th. 2007, teacher performance is an achievement in teaching competence, carried out by the teachers following the picture of his work real and reasonable. Then it concluded that the performance of state high school female teachers in group 05 has a good quality and unaffected by family-work conflicts, the results showed that the conflict of family-work did not have a significant impact

that could affect performance. Therefore, it concluded that female teachers can take care of their families and also their work with professionals as teachers in schools.

The results showed that work stress does not influence the performance of female teachers. Based on the correlation matrix between dimensions, the work stress variable has the biggest correlation in the career development dimension with the teacher performance variable in the communication dimension of 0.113 (very low). This fact shows that the dimension of career development is needed to improve teacher performance, especially in terms of communication dimensions. Based on Mangkunegara and Puspitasari, M (2015: 147) can be concluded that work stress does not have a significant impact on the performance of South Tangerang State High School teachers. It shows that if the teachers experience work stress it will result in low quality of performance, and it will happen the opposite if the stress can be Handled and the teacher's performance will be fulfilled. It concluded that work stress did not have a significant impact and will affect the performance because the level of stress while working can be overcome professionally as her role as a housewife.

Work-family conflict, family-work conflict, work stress together affects the performance of female teachers in State High School cluster 05 Tangerang district, or it can interpret that regression work-family conflict, family-work conflict, work stress together positively affect. Improvising the performance of female teachers can be done by minimizing based on work-family conflict, family-work conflict based on time, tension, behavior, and work stress, due to role ambiguity, career development, and work relationships.

CONCLUSIONS AND SUGGESTIONS
The discussions described above can be concluded, among others, as follows:
1. Work-family conflict does not significantly affect the teacher performance, based on matrix correlation related because it can determine the quality of work of female teachers, in SMAN group 05 Tangerang regency of Banten province.
2. Family-work conflict does not significantly affect the teacher performance, based on matrix correlation related because it can determine the quality and competence of female teacher work, in SMAN group 05 Tangerang regency of Banten province.
3. Work stress does not significantly affect the performance of female teachers, because based on the results of the correlation matrix between work stress and performance, teacher performance remains effective due to good communication in Sma Cluster 05 Tangerang Regency Banten province.
4. The results of the F test can show that the three variables simultaneously affect the performance of female teachers in Cluster 05 High School in Tangerang Regency, Banten Province with a value of R square 5,4%.

SUGGESTIONS

From the results of this study, the advice in writing can be seen as follows:

1. Work-family conflict is an indicator of the cause in influencing the performance of female teachers because female teachers are led must still have good performance, but women who already have a family have two roles, as a wife, and as workers who can manage their responsibility to minimize conflict in employment to improve teacher performance, through evaluation of teacher performance.
2. Family-work conflict is an important indicator in influencing teacher performance. For this reason, it is necessary to improve the performance of female teachers, by building emotionally healthy family communication to be fair between family and work by playing an active role in teaching ability improvement activities through teacher performance evaluation.
3. Work stress occurs due to the ambiguity of the role of women, for that it needs a refresher that can improve teacher performance through good communication while still mastering the psychological double role and always upgrading teaching skills that are relaxed and fun through the evaluation of teacher performance.
4. For the authors, concerning gender issues related to performance, it is recommended that they can use other variables outside of this study like work environment, motivation, turnover, and others.

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