

PENGARUH DUKUNGAN SOSIAL PASANGAN TERHADAP SUBJECTIVE WELL-BEING PADA IBU BEKERJA SEBAGAI GURU

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INTISARI

Tuntutan peran ganda sebagai pendidik dan ibu rumah tangga rentan memicu tekanan emosional yang dapat menurunkan *subjective well-being* (SWB) pada ibu bekerja yang berprofesi sebagai guru. Dalam mengatasi penurunan kesejahteraan tersebut, kehadiran dukungan pasangan memegang peranan krusial bagi ibu bekerja. Penelitian ini bertujuan untuk mengetahui pengaruh dukungan pasangan terhadap *subjective well-being* (SWB) pada kelompok tersebut. Penelitian ini menggunakan pendekatan kuantitatif asosiatif dengan sampel 164 ibu bekerja berprofesi sebagai guru. Pengumpulan data dilakukan secara *online* menggunakan kuesioner yang mencakup instrumen *Satisfaction with Life Scale* (SWLS) oleh Diener (1985) dengan $\alpha=0,913$, *Positive and Negative Affect Schedule* (PANAS) oleh Watson (1988) dengan nilai reliabilitas NA = 0,882 dan PA = 0,789, serta *Receipt of Spousal Support* oleh Dorio (2009) dengan nilai $\alpha = 0,914$. Metode analisis dalam penelitian ini dilakukan dengan metode korelasi regresi sederhana. Hasil analisis regresi menunjukkan bahwa dukungan pasangan memiliki pengaruh signifikan terhadap SWB ibu bekerja dengan persentase 3,9% dan dengan arah negatif terhadap *subjective well-being* pada ibu bekerja sebagai guru ($\beta=-0,197$; $p < 0,05$; $R^2=0,039$). Intensitas bantuan pasangan yang makin tinggi justru memicu penurunan SWB pada ibu bekerja sebagai guru. Arah pengaruh negatif dijelaskan melalui fenomena *supportive equity*, di mana penerimaan bantuan yang tidak seimbang (*overbenefit*) memicu emosi negatif akibat terancamnya kemandirian dan munculnya rasa berutang budi. Implikasi penelitian ini menekankan pentingnya pemberian dukungan pasangan yang benar-benar dibutuhkan ibu bekerja dan efektivitas pembagian peran tanpa mengikis otonomi ibu bekerja.

Kata Kunci: dukungan pasangan, guru, ibu bekerja, *subjective well-being*,

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1. Peneliti
 2. Dosen Pembimbing I
 3. Dosen Pembimbing II

THE EFFECT OF SPOUSAL SOCIAL SUPPORT ON SUBJECTIVE WELL-BEING AMONG WORKING MOTHERS EMPLOYED AS TEACHERS

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ABSTRACT

The demands of dual roles as an educator and a housewife are vulnerable to triggering emotional pressure that can decrease the subjective well-being (SWB) of working mothers who work as teachers. To address this decline in well-being, the presence of spousal support plays a crucial role. This study aims to determine the effect of spousal support on subjective well-being (SWB) within this group. This study employed an associative quantitative approach with a sample of 164 working mothers working as teachers. Data collection was conducted online using questionnaires comprising the Satisfaction with Life Scale (SWLS) by Diener (1985) with a Cronbach's alpha of 0.913, the Positive and Negative Affect Schedule (PANAS) by Watson (1988) with reliability values for negative affect (NA) of 0.882 and positive affect (PA) of 0.789, and the Receipt of Spousal Support scale by Dorio (2009) with a Cronbach's alpha of 0.914. The data analysis method used was simple linear regression correlation. The regression analysis results indicate that spousal support has a significant effect on the SWB of working mothers with a percentage of 3.9% and a negative direction toward the subjective well-being of working mothers as teachers ($\beta = -0.197$; $p < 0.05$; $R^2 = 0.039$). Higher intensity of spousal assistance actually triggers a decrease in SWB among working mothers who work as teachers. This negative direction of influence is explained through the phenomenon of supportive equity, wherein the receipt of unbalanced assistance (overbenefit) triggers negative emotions due to threatened autonomy and a sense of indebtedness. The implications of this study emphasize the importance of providing spousal support that is genuinely needed by working mothers and the effectiveness of role-sharing without eroding the autonomy of working mothers.

Keywords: spousal support, subjective well-being, teachers, working mothers

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1. Research
 2. Supervisor 1
 3. Supervisor 2