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The Relationship between Hardiness and Work Family Conflict in Teachers Implementing the Independent Curriculum in North Aceh

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Abstract:
The purpose of this study was to understand the relationship between hardiness and work family conflict in teachers implementing the Merdeka Curriculum in North Aceh. The research method used in this research is quantitative research with a correlational research design and a sample size of 385 teachers. This study used Nonprobability Sampling technique, namely Incidental Sampling. The results of this study indicate a significant relationship between hardiness and work family conflict in teachers, with a negative correlation value of -0.483, therefore the hypothesis (Ha) is accepted, namely the relationship between hardiness and work family conflict. One of the causes of the emergence of work family conflict is because of the great demands of work, so that high hardiness tends to reduce the level of work family conflict to low. This shows the importance of hardiness in reducing the level of work family conflict in individuals because the higher the hardiness, the lower the level of work family conflict, and vice versa, the lower the hardiness, the higher the work family conflict.

Keywords: *hardiness, teacher, work family conflict*

1. Introduction

The independent curriculum was launched by the Minister of Education and Research as a new curriculum. Where the independent curriculum is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress- free and pressure-free, to show their natural talents. Independent learning focuses on freedom and creative thinking. One of the programs presented by the Ministry of Education and Culture in the launch of independent learning is the start of the driving school program. This school program is designed to support each school in creating a generation of lifelong learners who have the personality of Pancasila students. For the success of all

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this, the role of a teacher is needed (Rahayu et al, 2021). Curriculum changes organized by the government, in this case the Ministry of Education, have an impact on several components of education, including teachers whose implementation of an independent curriculum faces various obstacles. Teacher constraints are problems that occur in the learning process due to a sense of inability to deal with the learning environment. Teacher constraints can be said to be obstacles that are based or not based on a teacher, both psychological, sociological and physiological obstacles in the teaching and learning process (Rohani, 2010).

The main characteristics of this curriculum that support learning recovery are project-based learning to develop soft skills and character according to the Pancasila learner profile and focus on essential material so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy (Berlian, Solekah and Rahayu, 2022).

The times have also proven that women's roles and men's roles tend to be the same, both in the family and at work. They work together to take care of the family, children and household chores. It is no longer considered taboo if men take part in childcare tasks and other household tasks (Darmawati, 2019).

2. Methode

This research uses a quantitative approach, which is a type of research involving data collection with the help of instruments and statistical data analysis with the aim of describing and proving predetermined hypotheses. In this study using a correlational approach, which is to determine whether or not there is a relationship between two or more variables (Sugiyono, 2019).

The population in this study is unknown population. The population is unknown (unidentified population) called infinite, namely a population whose number of population members cannot be known with certainty (Supardi, 1993). The sampling technique used in this research is Nonprobability Sampling , namely Incidental Sampling. The sample to be used is 5% and is based on a table developed by Cochran (Sugiyono, 2019). Based on this formula, the sample used in this study was 385 teachers who implemented the independent curriculum in North Aceh.

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3. Result

Table 1.
Normality test results

One-Sample Kolmogorov-Smirnov Test	
Significance value	.000c

Source: data processed by SPSS (2024)

Based on the normality test that has been carried out, it can be seen that the significance value for this data is .000 (p<0.05), so it can be concluded that the data in this study are not normally distributed.

Table 2.
Linearity test results

Anova Table	
Significance value	.000

Source: data processed by SPSS (2024)

Based on the tests that have been carried out on the two research variables, namely on the hardiness scale and work family conflict , it is obtained that the significance value on linearity is 0.000. The significance value is less than 0.05 (0.000 <0.05) Therefore, between the hardiness scale and work family conflict there is a linear relationship.

Table 3.
Correlation Test Results of Hardiness Variables with Work Family Conflict

Spearman Rho	
Correlation Coefficient	-0,483
Sig. (2-Tailed)	.000

Source: data processed by SPSS (2024)

From the results above, it can be seen that the Spearman Rho correlation value with a correlation level of -0.483. The amount of correlation that occurs between the two variables is -0.483 with a sig (2-tailed) number of 0.000 (p <0.05), so there is a significant relationship between the two variables of hardiness and work family conflict. From the SPSS results, the correlation coefficient is -0.483, meaning that the level of correlation strength or relationship is a strong relationship, then there is a contribution of 48.3% of hardiness affecting a person's work family

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conflict.

4. Discussion

The data that has been analyzed shows a significant negative relationship between hardiness and work family conflict . This can be assessed from the results of the correlation coefficient between the dependent variable work family conflict with the independent variable hardiness obtained Spearman Rho correlation value with a significance value of 0.000 (Sig 0.000 <0.05) then Ha is accepted and Ho is rejected. Teachers who have high hardiness tend to have lower levels of work family conflict. Qurratul Aini and Ratnaningsih (2020), said the higher the hardiness score, the lower the work family conflict, conversely the lower the hardiness score, the higher the work family conflict experienced by the subject.

Teachers who carry out their duties will experience high work family conflict due to factors that occur, namely from within themselves such as lack of accuracy, intelligence, proficiency, skills and personality, then this also happens because of external things such as demands in the family and work, where individuals will experience conflict when getting criticism from family and superiors, then the difficulty of dividing time in the family with work, (Bellavia & Frone, 2005) with high family and work conflicts individuals have low hardiness, individuals with lowhardiness often perceive many things as a form of threat and source of stress, so that when he feels stressed, the negative consequences he must face become increasingly severe (Vogt, Rizvi, Shipherd and Resick, 2008 in Fitroh, 2011).

Based on the correlation per aspect, it can be seen that the aspect ofstrain-based conflict in work family conflict has the greatest influence on hardiness in teachers who implement the independent curriculum in North Aceh, namely where one role can make it difficult for teachers to carry out the demands of their duties in other roles, one of the causes of the emergence of work family conflict due to large job demands, stress due to work and negative feelings obtained at work enter the family sphere (Minnotte et al., 2015).

When viewed from the correlation of hardiness aspects, it can be seen that the results of the correlation of the highest aspects are the challenge aspects, from the test results it is found that the aspects that contribute most to overcoming work family conflict are challenges, where individual

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steps in dealing with conflict are to consider conflict as a challenge to get better according to Kobasa (in Rahmawan, 2011).

5. Summary

This study aims to investigate the relationship between hardiness and work family conflict in teachers who implement the Merdeka Curriculum. The results showed a significant negative relationship between the two variables. Teachers with low hardiness tend to have higher levels of work family conflict. This shows that low hardiness can reduce the teacher's ability to deal with conflicts experienced while carrying out two roles at once. This study makes an important contribution to the understanding of how hardiness can influence the tendency of work family conflict in teachers and can increase enthusiasm and can achieve goals and psychological well-being in teachers.

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