

Developing and Validating Role Commitment Module Toward Working Mother

Handayani, Arri^{1*} Yulianti, Padmi Dhyah² Dian M, M.A. Primaningrum³

^{1,2,3}*Guidance and Counseling, Faculty of Education, Universitas PGRI Semarang, Semarang, Indonesia*

^{*}*Corresponding author. Email: arri.hdy@gmail.com*

ABSTRACT

This research is research and development research. This study aims to 1) development of the role commitment module for working mothers, 2) Testing the validity of the module in terms of content and readability, 3) Improving the module based on the results of the readability test. This role commitment module was tested by four expert judgments family psychologists, industrial psychologists, media experts and module experts. Based on the results of the expert judgment test, the results are obtained 1) modules can be accepted in terms of content and readability, 2) Module Commitment to the role of showing results can be used without the need of a companion, 3) Researchers make improvements to the module by revising the background of the problem, writing, adding drawings, arrange sentences to be more systematic at each stage, and include reference lists.

Keywords: *module, role commitment, working mother*

1. BACKGROUND

As long as with the times, a woman's opportunity to pursue a career has a greater opportunity than in previous eras. Where in the past the role of women is still in the domestic sector. But now when times are increasingly modern, many opportunities are owned by a woman to continue to develop themselves one of them through work. Two factors are causing an increase in the percentage of working women, from the supply side to the increase and the demand side (Tjiptoherianto in Tjaja, 2000). The first relates to the supply side of the increase due to the increasingly improved level of education of women and accompanied by a decrease in mortality. It also is driven by conditions of increasing acceptance of social status for women who work outside the home. Second, on the demand side, economic development requires female workers, as does the textile and garment industry. While other phenomena that increasingly encourage the entry of women into employment are due to the higher cost of living, thus if only supported by a trestle of family income will feel heavy.

The phenomenon that exists in the community, a working mother, sometimes has an assessment that tends to be negative. It happens because of the position of women who tend to be subordinate. The position of men in this case father considered to be the right figure as the main breadwinner in the needs of the family compared to women, in this case, mother. All this time, mother has only played a role domestically taking care of work related to household and childcare. Other assessments are related to ability or competence at work. There are still many assumptions that women are judged weak, slow and put a lot of emotion in handling certain cases. However, judging

from the data obtained, the number of women in the workforce is currently increasing. The level of female workforce participation (TPAK) in 1980 was 32.43%, in 1990 it was 38.79%, in 2014 the TPAK shot rapidly to 50.22% and considered as progress in development. Thus, this report becomes an important report on the quality of women's life. This announces that there is an increase in the number of women working each year. This figure is an important factor in achieving the aim of welfare women in particular and the entire population in general (Rahayu, 2015)

When a married woman decides to work, this naturally makes a woman have a dual role that must be served at the same time. The dual role is an encumbrance that caused domestic duties must remain prioritized by women in addition to public duties (work). There is one important thing to note that a balance is needed to be able to carry out the two mandates as well as possible. A woman must be able to have self-management in terms of physical and psychological. Management from the physical side is related to the ability to maintain body stamina to be able to provide optimal services both in the family and occupation's domain. Whereas the management of emotions is related to the ability to manage emotions when dealing with or spending quality time with family, friends or colleagues.

Thus, being a working mother requires high commitment to achieve a work-family balance. This is because these women have to undergo a double burden or multiple roles that become their choice. Day & Chamberlain (2006) suggested that role commitment is defined as the importance of a perceived social norm, and may involve emotional inclusion in that role. There are advantages and

disadvantages when a woman works. From the positive side can improve mental, physical, and worker's health relationships (Barnett & Hide, 2001), gain skills, positive emotions, price life satisfaction (Ruderman, Ohlott, Panzer & King 2002). Meanwhile, losses that may occur are the existence of life problems at work and family, such as conflicts between the role of work and family (Handayani, 2008, 2012), depression (Aycan & Eskin, 2005), stress (Judge & Colquitt, 2004; Parasuraman & Simmers, 2001), family time is reduced, so that they cannot fully care for the child.

In fact, not all women who carry a double burden are capable of high commitment. Often a mother works because of certain demands in the realm of work or the family experiences conflict due to lack of ability to manage work and family. This opinion is similar to that conveyed by Gordon & Whelan-Berry (2004) in his research which shows that women must still be responsible for the home and family even if they work.

To help working mothers to be able to have a high commitment to work-family balance and to minimize the occurrence of role conflict, researchers compiled a Role Commitment module intending to help working mothers commit to being able to achieve work-family balance. This module is part of a series of work-family balance modules, but in this paper, the researcher only examines one module namely role commitment with a focus on expert validation testing.

2. LITERATURE REVIEW

When a woman has decided to work, indirectly someone has committed to his choice, that in addition to working a woman is required to remain responsible for family matters.

Role commitment reflects the importance of a role in individual self-identity (Greenberger & O'Neil, 1993). Easman & McElroy (quoted by Day & Chamberlain, 2006) explains that role commitment is the level at which an individual absorbs his duties. Day & Chamberlain (2006) suggested that role commitment is defined as the

importance of a perceived social norm, and may involve emotional inclusion in that role.

A working mother who has high role commitment will be able to show: a). strong belief in the goals of the commitments they do, both in their work and in their families, b). willingness to prioritize the commitment of his role to work and family, in this case, means the willingness to try his best to commit to his work and family role. And c) a strong desire to maintain a commitment to that role (Handayani, 2017).

According to O'Neil, Greenberger, & Stephen (1994) when there is high commitment, a person will have demands of time, energy and emotions that might increase stress and anxiety. According to Bielby & Bielby (1989), the dimensions of the commitment role include the allocation of time and energy.

Based on the literature review, it can be concluded that role commitment is how a working mother is involved and is responsible for the role she is doing so that a strong identity is built on that role.

3. RESEARCH METHODS

This research uses research and development design. There are ten steps in this research according to the steps set by Borg and Gall (2003). However, in this paper, researchers only discuss the validation side of expert judgment. Data collection techniques using open and closed questionnaires. The researcher gave 23 questions with four alternative answer choices, to four expert judges consisting of media experts, industrial psychologists, family psychologists and module experts. Questions closed to the researcher to get an entry into the perfection of the Role Commitment module.

4. RESULTS

Validation test conducted by the expert judgment was given to four experts according to their fields. Based on the test results from expert judgment from the aspects of quantitative assessment the following results are obtained:

Table 1 Handout of scores from expert judgment

Aspect	Number of Questions	Media Expert	PIO Expert	Family Psychologist	Module Expert
Material	10	35	35	40	40
Language and Communication	5	15	20	18	20
Presentation	7	25	27	28	28
Score	22	75	82	86	88

Based on table 1. The handout of scores from the expert judgment, it can know that in the first expert, the material aspects get score 35, language and communication 15, and the presentation of the module get score 25. Thus obtained a total score of 75. On the second expert is the expert industrial and organizational psychology obtained a score of 35 in the mater, 20 in the aspects of language and communication, a score of 27 in the aspect of the test. In family psychologists, in the assessment of the material aspects of the module obtained a score of 40, 18 on language and communication aspects and 28 on the presentation aspects. The module expert gave a score of 40 on material aspects, 20 on language and communication aspects, and 28 on the presentation aspects. Thus based on the results of four expert judgments, the highest score was obtained from expert module judgment with a total score of 88, whereas the lowest score was obtained from media experts with a score of 75.

As for relating to the qualitative assessment of module improvement recommendations and module eligibility if used in research are as follows:

The first expert judgment is the media expert who gives suggest that the module title "Role Commitment" can be enlarged, not the module writing, the type and font size selection must be adjusted, the module position is not landscape but a portrait. The need for the front page is given a Paris page and the addition of photographs that support so that the module display does not look blank and change the font size in the bibliography. Overall, this module is worth continuing because it is quite informative and very useful for working mothers, however in terms of appearance it can be improved.

Based on input from family psychology lecturers, there are several materials in the module whose sentences have not been systematically arranged. Thus, it should be rearranged to be clearer and easier to understand. On the reading sheet, on the typology of commitment matter, the role can be removed so that the theory is not too much. Overall the contents of the module are very good and complete and do not make you bored because the presentation given is done with varied techniques.

Based on suggesting from industry psychologists, the results are obtained that this module should be placed as the ultimate material because it can wrap the core of the implementation of the training provided because of its applicative nature. The presentations given in this module are very comprehensive because participants are not only asked to do a task by writing but are also asked to do relaxation, self-introspection, reinforcement and fun play. Thus the participants will not be bored. On the appendix page, the picture "ship" can be replaced with a picture of the house or office, so that when the game subjects have alternative choices that are closer to the conditions of working mothers. Some writing errors are still found, but, the material in the module is good and helps working mothers to commit in the work-family sphere.

5. DISCUSSION

Based on quantitative and qualitative results from expert judgment, it can be concluded that this module can be used but some improvement notes are: a) Display of letters and fonts, b) Color matching, c) Position of module display, d) Additions of photos and images, and e) Writing material to be more systematic.

Display letters / fonts. Discussion of letters and fonts is part of typography. Typography is the art of designing, arranging and managing the layouts of letters and types of letters by distributing them to the available spaces, creating a special impression so that it will eventually be able to help the reader to be able to get the maximum reading comfort possible (<http://staff.uny.ac.id/sites/default/files/diktat%20dkv.pdf>).

Furthermore, Herbert Spencer (in Sudiana, 2001) said that the history of literacy research has been going on since 150 years ago. A number of investigations carried out revolved around the shape and face of letters, how to compose, how to spaced letters or words and lines, and the use of capital letters and spare parts, all of which were intended to make the essay presented quite clear, easy to read, and visibly pleasing and cause soul satisfaction (Adi and James D, 2016).

The color match in the module, the expert judgment suggested that the module and the display in it have a color match. This is in accordance with the opinion of Kasiyan (2013) which states that the essential role of color elements in artwork is caused by its ability to create psychological effects, for example related to aspects: distance, motion, tension, expression, space, shape and various kinds or other things related to certain symbolic meanings. Color is a graphic element that is the most powerful and provocative because color can play a role in all aspects of human life. Color is able to speak as the color itself, color as a representation of nature, color as a symbol or symbol and color as an expression.

Another suggestion from the expert judgment relates to the display position of the module so that it is printed in portrait rather than landscape. The purpose of the layout stage is to find or get a good and communicative composition. In a sense, it is easy to read, easily captured, persuasive (impressions), giving rise to suggestions, both images and texts quickly. The principle in determining whether a design is good or not is a balance of focus points, visual hierarchy, rhythm, unity, these rules with each other will influence each other and produce something that looks have aesthetic (<http://staff.uny.ac.id/sites/default/files/diktat%20dkv.pdf>).

Adding photos and images. The addition of photos / images in the module makes the module not empty because it contains several ornaments so that the module becomes more interesting and more capable in providing a concrete example. Hamalik (2013) asserted that images should be arranged in a specific order and connected with broader problems, images can be used for the purpose of a

learning relationship, provide experience in language, illustrations and explain concepts.

Harp (1997) explains further that information with interesting visuals will help people to stay focused on information. Research which is comparing standard message design on the reading book format found that standard information with formatted essential message design provides more applied ability than similar information with attractive displays and illustrations. The presence of interesting details will increase attention so that attention to essential information is reduced. Meanwhile, according to the arousal theory, the addition of visual and/or auditory elements as aesthetic power considered necessary, so that the instructional interaction process is more interesting. This view says that these elements will have consequences in an increase in user generation levels so that more material can be processed and this will have consequences on the more perfect performance on the retention and transfer capabilities (Pranata, 2004).

Another suggestion relates to adding and writing material to be more systematic. More systematic material will help the facilitator in explaining the contents of the material to participants. This is in line with the opinion expressed by Kusriyanto (in Tobari 2015) that in training the material provided or delivered must be clear, in-depth and in accordance with the technical background.

In addition to the input or suggestion delivered, the expert judgment also mentioned that the strengths contained in this module include: a) The module can accommodate the needs of working mothers related to the topic of role commitment. b) The learning methods in the module are varied so that they are not boring when implemented in the field. As for this module, learning is done with relaxation techniques, imagery, and self-assessment. Kaplan and Saddock (2010) explain that guided imagery is a relaxation method for imagining places and events related to pleasant relaxation. This delusion allows the client to enter into a state or experience of relaxation.

Furthermore, Brannon and Feist (2000) explain that guided imagery emphasizes that the client imagines things that are comfortable and soothing. The use of guided imagery cannot focus on many things at one time, so the client must imagine a very powerful and pleasant imagination. The term 'guided imagery' refers to a variety of techniques used by simple and direct visualization using imaging, metaphors, narrative stories, fantasy explorations and games, interpreting, describing, actively imagining subconscious elements invited to emerge as images that can communicating with the conscious mind (P. Kodeeswara Prabu and Jeyagowri Subash, 2015).

6. CONCLUSION

Validation tests from four expert judgments consisting of media experts, industrial and organizational psychologists, family psychologists and module experts were carried out. From the quantitative side, the highest score was obtained from the module experts by 88 and the lowest score from the media experts with the acquisition of a score of 75.

Based on the suggestion from expert judgment this module can be used in further research but, by making revisions. Based on input from expert judgment, the researcher will make revisions for the perfection of the module.

ACKNOWLEDGMENT

The researcher would like to thank Ristekdikti who funded this research in the PT UPT Research scheme in the 2019 fiscal year and to LPPM Universitas PGRI Semarang for facilitating the implementation of this research.

REFERENCES

- [1] Adi, L., D.W dan James, A. D. 2016. *Pengantar Desain Grafis*. Direktorat Pembinaan Kursus dan Pelatihan
- [2] Aryee, S. (1992). Antecedents and outcomes of work-family conflict among married professional women: Evidence from Singapore. *Human Relations*, 45, 813–837.
- [3] Aycan, Z. & Eskin, M. (2005). Relative contribution of childcare, spousal support, and organizational support in reducing work family conflict for men and women : The case of Turkey. *Sex Roles*, 53(7/8), 453-471. DOI: 10.1007/s11199-005-7134-8
- [4] Barnett R.C., & Baruch G.K. (1985) Women's involvement in multiple roles and psychological distress. *J Pers Soc Psychol*, 49, 135–145.
- [5] Berg, P, Kalleberg, A.L., & Appelbaum, E. (2003). Balancing Work and Family: The Role of High-Commitment Environments. *Industrial Relations*, 42(2), 168-188 .
- [6] Bielby, W.T. & Bielby, D.D. (1989). Family ties: balancing commitments to work and family in dual earner households. *American Sociological Review*, 54(5) 776-789.
- [7] Borg, W.R., Gall, M.D. 2003. *Educational Research: An Introduction*. London: Longman, Inc.
- [8] Brannon Linda & Feist, Jess. 2000. *Health Psychology: An Introduction to Behavior and Health*. United States of America. Matrix Production Inc.
- [9] Day, A.L., & Chamberlain, T.C. (2006). Committing to your work, spouse, and children : Implications for work-family conflict. *Journal of Vocational Behavior*, 68, 116-130. DOI : 10.1016/j.jvb.2005.01.001
- [10] Gall, M.D.,Gall,J.P.,& Borg, W.R. (2003). *Educational Research : An ntroduction (7thed)*. Boston : Allyn & Bacon.

- [11] Gordon, JR; Whelan-Berry, & Karen, S. (2004). It takes two to tango: an empirical study of perceived spousal/ partner support for working women. *Women in Management Review*, 19(5), 260-273
- [12] Greenberger, E, & O'Neil, R. (1993). Spouse, parent, worker : Role Commitment and role-related experiences in construction of well being. *Developmental Psychology*, 29, 181-197.
- [13] Handayani, A. (2008). Pengaruh dukungan suami terhadap konflik peran ganda pada dosen-dosen wanita. *Psiko Wacana*. 7 (1), 1-9
- [14] Handayani, A., Maulia, D., Yulianti, P.D. (2012). Kinerja dosen berdasarkan konflik kerja keluarga dan motivasi berprestasi. Dalam Suwarno Widodo, Nur Hidayat, Suyoto, Arisul U. (Eds.), *Prosiding Seminar Hasil-hasil Penelitian* (hal 111-116). Semarang : Lembaga Penelitian dan Pengabdian Kepada Masyarakat. IKIP PGRI Semarang.
- [20] Kasiyan. 2013. Nirmana Warna. <http://staffnew.uny.ac.id/upload/132243650/pendidikan/Nirwana+Dwimatra+Warna.pdf>.
- [21] Parasuraman, S., & Simmers, C. A. (2001). Type of employment, work-family conflict and well-being: A comparative study. *Journal of Organizational Behavior*, 22, 551-569.
- [22] P. Kodeeswara Prabu dan Jeyagowri Subash, 2015. Guided Imagery Therapy. *IOSR Journal of Nursing and Health Science (IOSR-JNHS)* e-ISSN: 2320–1959.p- ISSN: 2320–1940 Volume 4, Issue 5 Ver. III (Sep. - Oct. 2015), PP 56-58 www.iosrjournals.org
- [23] Pranata, M.(2004). Efek redundansi: desain pesan multimedia dan teori pemrosesan informasi. *Jurnal Nirmana*, 6(2):171--182..
- [24] Tjaja, R. 2000. Wanita Bekerja dan Implikasi Sosial. Naskah No. 20, Diakses https://www.bappenas.go.id/files/6513/5228/3053/ratna_20091015151137__2386__0.pdf pada tanggal 5 oktober 2019.
- [15] Handayani, A., Afiatin, T., Adiyanti, M.G., & Himam, F., 2017. Model keseimbangan kerja-keluarga pada ibu bekerja. Disertasi. Tidak diterbitkan. Yogyakarta : Fakultas Psikologi Universitas Gadjah Mada.
- [16] Hamalik, Oemar. 1994. Media Pendidikan. Bandung: Citra Aditya Bakti.
- [17] Harp, S.F. (1997). The role of interest in learning from scientific text and illustrations: On the distinction between emotional interest and cognitive interest. *Journal of Educational Psychology*, 89, 92-102.
- [18] Judge, T.A., & Colquitt, J.A. (2004). Organizational justice and stress : The mediating role of work family conflict. *Journal of Applied Psychology*, 89 (3), 395-404.
- [19] Kaplan dan Sadock, 2000. *Sinopsis Psikiatri Ilmu Pengetahuan Perilaku Klinis, Jilid 2*. Tangerang: Bina Rupa Aksara Publisher.
- [25] Rahayu, Angger Wiji. 2015. Perempuan dan Belunggu Peran Kultural. Diakses <https://www.jurnalperempuan.org/wacana-feminis/perempuan-dan-belunggu-peran-kultural> pada tanggal 1 oktober 2019.
- [26] Ruderman, M.N., Ohlott, J.P., Panser, K. & King, S.N. (2002). Benefits of multiple roles for managerial women. *The Academy of Management Journal*. 45(2), 369-386.
- [27] Sudiana, Dendi. 2001. Tipografi: Sebuah Pengantar. Mediator. *Jurnal Komunikasi*, eISSN : 2581-0753 diakses melalui <https://ejournal.unisba.ac.id/index.php/mediator/article/view/740/408>
- [29] Tobari. 2015. *Membangun Budaya Organisasi Pada Instansi Pemerintah*. Edisi 1. Cetakan 2. Yogyakarta. Deepublis
- [30] Weer, C.H., Greenhaus, J.H., & Linnehan, F., (2010). Commitment to nonwork roles and job performance: Enrichment and conflict perspectives. *Journal of Vocational Behavior*, 76, 306–316