

## Analysis of Work-Family Conflict and its Effect on Turnover Intention of Civil Servant Teachers at the Bogor Regency Education Office

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**Abstract:** Imbalance in the number of teachers has led to the emergence of new teacher turnover proposals. This contradicts the mutation policy outlined in Minister of Administrative and Bureaucratic Reform Regulation (*Permenpan RB*) Number 36 of 2018 and Number 23 of 2019 regarding the Criteria for Determining Civil Servant Needs and the Implementation of Civil Servant Candidate Selection. The trend of proposals for civil servant teacher turnover has shown an increasing tendency over the past 3 years, particularly from 2020 to 2022. This study aimed to identify and analyze the impact of family conflicts on the turnover intention of civil servant teachers. The research methodology employed a mixed-method approach (MMR), combining qualitative and quantitative analyses. Primary data collection involved distributing questionnaires to 394 teacher respondents, conducting interviews with experts, and employing Structural Equation Model (SEM) PLS for data analysis. The research findings indicated that Work-Family Conflicts significantly influenced the turnover intention of civil servant teachers, with a path coefficient of 0.506, a p-value of  $(0.000 < 0.005)$ , and a t-value of  $(12.830 > 1.96)$ . Recommendations that could be implemented by the Bogor District Education Office to reduce the number of proposals for civil servant teacher turnover include policies aligning civil servant placements with residential zones, conducting a comprehensive analysis of school-specific teacher requirements, fostering commitment and support from school leadership, and implementing sanctions and incentives (such as providing scholarships) as outlined in the *PermenpanRB*.

**Keywords:** Teacher; Turnover Intention; *Work-Family Conflicts*

## INTRODUCTION

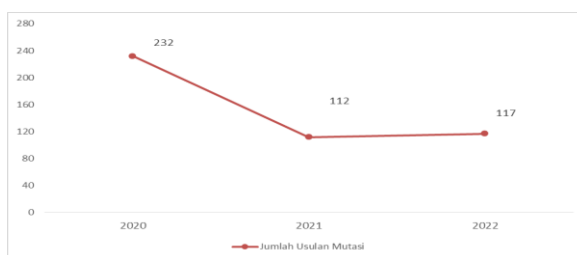
Teachers play an immensely crucial role in every school where they teach, including at the Elementary (*SD*) and Junior High School (*SMP*) levels, as these educational tiers serve as the foundation for academic knowledge and aid

in optimizing children's development (Heri Ristiano, et al., 2022). Educational institutions, whether managed by the government or private entities, should maintain an ideal number of teachers based on the teacher-to-student ratio.

Presently, the government's, particularly the Bogor District government's, number of teachers is not yet at an optimal level. There remains an imbalance in the distribution of teachers between the western and eastern regions compared to the central area. This disparity in teacher allocation has led to a surge in proposals from new teachers seeking transfers or reassignments.

Proposals for reassignment among new teachers' conflicts with the transfer policy outlined in the Minister of Administrative Reform and Bureaucratic Reform Regulation No. 36 of 2018 and No. 23 of 2019 regarding the Criteria for Determining Civil Servant Needs and the Implementation of Civil Servant Candidate Selections. Candidates who have successfully passed the selection process or aspiring teachers are obliged to submit a statement agreeing to serve in the respective institution and refrain from requesting transfers for any reason for at least 10 (ten) years from the Initial Appointment Date as a Civil Servant (Minister of Administrative Reform and Bureaucratic Reform Regulation No. 36 of 2018 and No. 23 of 2019).

The trend of proposed transfers among civil servant teachers in the Bogor District Education Office has seen a noticeable increase in the past 2 years, particularly in 2021-2022 (Figure 1). This issue necessitates substantial attention from the Bogor District government due to the high desire for job transfers within the Bogor District Education Office. This situation has the potential to disrupt all teaching and learning activities, potentially hampering students' learning achievements.



Source: Secondary data processing results

Figure 1: Trend of teacher transfer proposals in the Bogor District Education Office over the last 3 years (2020-2022)

There are factors contributing to the increase in teacher transfer proposals in the Bogor District Education Office, and one of them is the work-family conflict factor. This aligns with the findings of Syarifah Farradinna's research (2016), stating that an imbalance in responsibilities between work and

family, or unbalanced work-family conflict, can affect one's commitment to the organization, thereby disrupting organizational goals due to suboptimal employee performance.

The involvement of both men and women in the workforce and household can create serious issues, namely work-family conflict, leading to voluntary employee turnover. When work demands interfere with an individual's family responsibilities, work-family conflict arises. Conversely, in more collectivist societies, work and family are perceived as interdependent domains; work is seen as a contribution to the family rather than a competition with it (Lu et al., 2006; Spector et al., 2007).

Meanwhile, in Indonesia, it is common to have domestic help (Friedman and Greenhaus, 2000) from family members or household assistants who manage household activities such as childcare, cooking, and housekeeping. These practices provide support to employees by freeing up their time that would otherwise be allocated to home and family (Friedman and Greenhaus, 2000). Men and women may also differ in their experiences of work-family conflict.

Indonesian society still tends to perceive the ideal role of women as within the home, while the ideal role of men is as the head of the household responsible for providing for the family. Consequently, women working outside the home are more vulnerable to experiencing work-family conflict compared to men. Conversely, because the ideal role of men is in the office, household activities are more likely to interfere with their role in the work domain. Marital status adds complexity to working women's lives.

Taking into consideration the points raised above, the factor of work-family conflict becomes one of the underlying reasons for teacher transfer proposals. Work-family conflict is indicated by work pressure, job demands, lack of family togetherness, being occupied with work, commitments and responsibilities within the family, parental pressure, marital stress, lack of involvement of one partner, and insufficient involvement as a parent (Yavas et al., 2008:8). Conflicts arising between roles in the family and roles at work result in negative effects, thereby impacting the performance and achievements of civil servant teachers. When combined with factors such as the distance between home and school, these issues further stimulate the inclination to propose job transfers.

The research aims to analyze work-family conflict and its influence on the job transfer intentions of civil servant teachers in State Elementary Schools (*SDN*) and State Junior High Schools (*SMPN*) in the Bogor District Education Office. To enhance this objective, in-depth interviews will be conducted with

key policy holders such as the Head of the Education Office, School Supervisors, Human Resource Managers, and School Principals.

## **RESEARCH METHOD**

The research method employed is a Mixed Method Research (MMR), which combines or integrates qualitative and quantitative methods for simultaneous utilization in research activities, thereby obtaining more comprehensive, valid, reliable, and objective data (Sugiyono, 2014:404). The research design followed a sequential explanatory model. It began with the collection and quantitative data analysis in the initial phase. This was followed by the collection and qualitative data analysis in the subsequent phase. The goal was to enhance the findings of the quantitative research conducted initially.

The research population comprised civil servant teachers from State Elementary Schools (*SDN*) and State Junior High Schools (*SMPN*) within the Bogor District Education Office, totaling 5495 teachers. The sample size was determined using the Slovin's formula, resulting in a minimum sample of 373 teachers. The sampling technique employed a random sampling method (probability sampling), ensuring that each sample held equal value within the entire population.

## **RESULT AND DISCUSSION**

### **Work-Family Conflicts**

Work-Family Conflict (WFC) has two forms: work-to-family conflict and family-to-work conflict (Yavas et al., 2008:8). Conflicts arising between roles in the family and roles at work generate negative effects. Work-family conflict, as perceived by experts, is consistently associated with stress sources affecting physical and psychological aspects (Adams et al., 1996). Frone, Russel, & Barnes (Major et al., 2002) state that work-to-family conflict correlates with depression and somatic complaints. Prolonged conflicts not only decrease performance but also induce stress. Stress occurs due to prolonged conflict creating a physical and psychological imbalance as a reaction to excessively high levels of pressure.

The involvement of men and women in the workforce and household may lead to serious issues, such as work-family conflict, prompting voluntary turnover among employees. According to (Spector et al., 2007; Yang et al., 2000), demographic characteristics and the desire to relocate in individualistic societies depict work and family as independent areas competing for the same resources (time, effort, and energy).

When work demands interfere with an individual's family responsibilities, work-family conflict arises. Conversely, in more collectivist societies, work and family are perceived as interdependent domains. Work is seen as a contribution to the family rather than a competition with it (Lu et al., 2006; Spector et al., 2007). In line with those research findings, family-to-work conflict could have affected the interest of civil servant teachers in Bogor District, as it was analyzed using SEM PLS based on reliability values and factor loading scores.

### Reliability Values

The criteria for measuring convergent validity involve assessing the values of outer loading and average extracted variance. The initial test for assessing convergent validity is outer loading. An indicator is considered to have convergent validity if its outer loading value is greater than 0.7 (Jogiyanto, 2011; Haryono, 2015; Sarwono, 2015).

The reliability values for work-family conflict in this measurement were a Cronbach's alpha of 0.877, Composite Reliability of 0.907, and an average variance extracted (AVE) value exceeding  $> 0.5$ . Therefore, the latent variables demonstrated good reliability in measuring the response variables. The reliability values table is presented in Table 1.

Table 1. Reliability Values

| Variable              | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|-----------------------|------------------|-------|-----------------------|----------------------------------|
| Work-Family Conflicts | 0.877            | 0.878 | 0.907                 | 0.620                            |

### Factor Loading Values

The factor loading value ( $p$ -value) for work-family conflict was 0.000, the path coefficient was 0.506, and the  $t$ -value was 12.830. Because the  $p$ -value was  $< \alpha$  value ( $0.000 < 0.05$ ) and the  $t$ -value was  $>$  the critical  $t$ -value ( $12.830 > 1.96$ ), work-family conflict significantly and positively influenced the intention to relocate among civil servant teachers in Elementary and Junior High Schools in Bogor District. The regression estimation values of the SEM model are presented in Table 2.

The coefficient path's effect/strength was categorized as follows: (1) 0.05-0.09: weak, (2) 0.10-0.29: moderate, (3)  $\geq 0.30$ : strong (Jöreskog, K. G., & Sörbom, D. (1993)). Based on the analysis data, the influence of work-family conflict on the turnover intention was 0.506, indicating that work-family conflict

has a strong impact on increasing the rate of turnover intention among civil servant teachers.

Table 2. SEM Model Regression Estimation

| Path   | Path Coefficient | T Statistics t count | P Values | t-Table Value | Conclusion  | Direction of Correlation |
|--|------------------|----------------------|----------|---------------|-------------|--------------------------|
| Work-Family Conflict on Civil Servant Teachers' Turnover Intention | 0.506            | 12.830               | 0.000    | 1.96          | Significant | Positive                 |

The factor loading values of indicators that significantly and positively influenced work-family conflict towards the turnover intention of civil servant teachers in Elementary and Junior High Schools in Bogor District were as follows: (1) high work pressure from the school with a factor loading value of 0.769 (76.9%), (2) numerous task demands from the school at 0.765 (76.5%), (3) reduced family time at 0.806 (80.6%), (4) conflict between family commitments and responsibilities at 0.824 (82.4%), (5) significant parental pressure at 0.810 (81%), and (6) Partner's support regarding work performance targets at 0.723 (72.3%). The factor loading values of indicators in work-family conflict could be seen in Table 3.

Table 3. Factor Loading Values of Indicators in Work-Family Conflicts

| No. | Indicators   | Loading Factor Values |
|-----|--|-----------------------|
| 1   | High Work Pressure from School                           | 0.769                 |
| 2   | Numerous Task Demands from School                        | 0.765                 |
| 3   | Reduced Family Time Together                             | 0.806                 |
| 4   | Conflict between Family Commitments and Responsibilities | 0.824                 |
| 5   | Significant Parental Pressure                            | 0.810                 |
| 6   | Partner's Support towards Work Performance Targets       | 0.723                 |

From the six indicators influencing teachers' turnover intentions, conflict between family commitments and responsibilities was the primary cause with the highest percentage, standing at 82.4%. The conflict between family

commitments and responsibilities stemmed from factors like commuting distance due to differences in residency and workplace, fatigue during travel, and household work exhaustion.

Based on interviews with policy experts, a distant commute tended to endure only for a few years as individuals aged, and the fatigue from the commute also impacted work concentration, subsequently reducing the performance of civil servant teachers and leading them to propose turnover. This aligns with the secondary workforce data analysis regarding the turnover trend of civil servant teachers in Elementary and Junior High Schools at the Bogor District Education Office from 2020 to 2022, which was predominantly influenced by female civil servant teachers. This scenario becomes more complex for female teachers as they need to manage family responsibilities alongside work commitments.

Another triggering factor for the pace of civil servant teachers' turnover interest is the lack of commitment and support from leadership. To mitigate the pace of civil servant teachers' turnover interest, local government policymakers and schools must play a crucial role in fostering a conducive, secure, comfortable, and tranquil work environment. Upholding reciprocal organizational commitments, fostering a conducive work climate, and nurturing a healthy organizational culture will undoubtedly impact the interest of civil servant teachers in job transfers. When schools, teachers, and the Education Office are committed to their respective roles and functions, the pace of civil servant teachers' turnover interest can be reduced.

Recommendations that could be implemented by the Local Government and the Education Office of Bogor District to reduce the number of teacher turnover proposals include policies for placing civil servant teachers based on residential zones or local areas, analyzing the teaching staff needs for each school, fostering commitment and support from school leadership for teachers, and enforcing sanctions and appreciation (such as providing scholarships) in the implementation of PermenpanRB (Minister of Administrative and Bureaucratic Reform Regulation).

## **CONCLUSION**

The research findings indicate that Work-Family Conflict significantly and positively influences the turnover intention of Civil Servant Teachers, with a path coefficient of 0.506, a p-value of ( $0.000 < 0.005$ ), and a t-value of ( $12.830 > 1.96$ ). One aspect contributing to work-family conflict is the long commuting distance, which tends to endure only for a few years as individuals age. The fatigue resulting from this distance impacts work concentration, eventually

diminishing the performance of Civil Servant Teachers and prompting turnover proposals. This circumstance becomes more complex, particularly for female Civil Servant Teachers, as they have to cater to family needs while dealing with work. Another triggering factor for teachers' turnover interest lies in leadership commitment and support. Effective leadership plays a pivotal role in creating a comfortable and secure work environment, thereby reducing teachers' inclination to relocate. Considering the challenges regarding civil servant teacher turnover proposals in Bogor District, the Local Government and the Bogor District Education Office could mitigate the number of teacher turnover requests through policies aligning civil servant teacher placements with residential zones, conducting a thorough analysis of each school's teaching staff requirements, ensuring commitment and support from school leadership, and implementing sanctions and incentives (such as providing scholarships) as outlined in the Minister of Administrative and Bureaucratic Reform Regulation (*PermenpanRB*).

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