# Family Education Starts from Empowering Women in Communities: Seeing from the Relationship between Self-Acceptance, Happiness, and Work-Family Balance

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**Abstract**

This research aims to know the relationship between self-acceptance, happiness, and work-family balance on the empowerment of communities. The respondents of this study were 54 women in Serang City, Banten Province, Indonesia. Sampling by purposive sampling with restrictions on the subject of women, married, living in a single house with a partner, living with the nuclear family. The procedure of collecting data by summated rating method. The scale of self-acceptance, happiness, and WFB. From F-test there are values F = 43.28; R = 0.793 (> 0.5) with p = 0.001 (<0.01), there are positive meaning relationships between self-acceptance and happiness with WFB. Partially from the t-test, the scale of self-acceptance of WFB obtained a value of R = 0.747 and p = 0,000 (<0.01), meaning there is a positive relation between self-acceptance and WFB. Adjudication whereas from happiness to WFB obtained the value of R = 0.739 and p = 0.007 (<0.01), meaning there is a positive relationship between the happiness of WFB.

Keywords: Self-acceptance, Happiness, Work-family Balance

## INTRODUCTION

The role of education in preparing a superior generation is very important (Azmiyah and Astutik, 2021). Various educational programs are made by the government to be able to produce a faithful generation, have character, and be competitive. The goal is to be able to prepare a good quality future generation of the nation (Rahmat, 2016). But sometimes we need to realize that the process of educating a superior generation requires a collaborative role where there is the involvement of education policyholders, education implementers, community social support and it is also important to pay attention to the active role of the family. The family is the basic foundation of education in the home in forming a superior personality, from nutrition for the growth of the child's body to stimulation of education in the home in shaping the child's personality (Van Voorhis et al, 2013).

Some cases of problems, for example, maybe in the family reduce the potential for good intelligence and talent, but in fact, the achievement has not shown low results (underachiever) (Makharia et al. 2016). But some children have sufficient potential intelligence and talent, but in achievement, they show satisfactory/high results (overachiever). This is the existence of a

personality that is important to note. The existence of family activities, working fathers, and/or working mothers. Often the role of educators in the home is transferred to other family members. This is what makes the pattern of education in the home not well communicated consistently (Hill, 2005). In addition, the condition of the family experiencing psychological problems also makes education in the home with the previous parenting style. In theory Bateson's "double-bind" states that contradictory messages and communication by parents are the root cause of the problem (Bateson et al, 1963). In some cases, mental illness is caused by a parenting style that is too strict or too permissive, and the family is unfairly blamed for causing psychological harm.

In Indonesia, the role of caregiver is more given to women where women can care for, and educate children patiently. Meanwhile, in line with the development of economic needs, the role of women is increasingly widespread in the economic sector. Where women are also required in the family to work. An increase in the female labor force participation rate in 2017 from 55.04 percent to 52.71 percent. One reason for increasing female work participation is the fact that there is economic pressure (Austen and Birch, 2000). In urban areas, today's families not only depend on their husbands 'income but also rely on their wives' income. Women's participation in the public sector seems to be demanded by family economic factors. That is what contributes to the emergence of a shift in the role of women in the family which has an impact on interactions with other family members. The role of women is increasingly widespread when women are not only as mothers and wives in the domestic sector but also play a role as a driver of their household economy (Abdullah, 2001).

The involvement of women in the world of work provides several consequences that must be faced. For working women, he experiences a "shift" which can cause conflict in the form of "overload" and the inability to balance demands at work and roles in the family (Hoschild in Tingey, Kiger, Riley, 2006). The Conflict between the balance of work roles and responsibilities within the family because women have a greater sense of responsibility for household tasks than men (Mederrer in Tingey, Kiger, Riley, 2006). In these conditions, women often experience difficulties in carrying out responsibilities in family and work compared to men (Guest, 2002). Therefore, in the process of undergoing work and home responsibilities a woman needs to understand her role to maintain work-family balance. Work-family balance is a condition "the extent to which individuals are equally involved in work and family roles and feel satisfied in achieving them" (Clark, 2000; Kirchmeyer, 2000). The work-family balance will not occur perfectly if women's psychological feelings are not noticed. Among the things that need to be considered are self-acceptance and happiness.

**Work-family balance (WFB)**

Women who have a dual role both as workers, wives, and mothers for their children, people naturally wonder how a woman can achieve a balance between these two domains, work, and family. Bird (2006) stated that balancing work and family is often more difficult for women than men because of the disproportionate burden of family responsibilities. In these conditions, women face uneven distribution of childcare and other domestic work which is a major obstacle to the progress of their careers (Cross and Linehan, 2006). The balance between work and family is not consistently defined even though academic interests are broad. Historically, and most often, researchers see the balance of work-family as the absence of work-family conflict, or the frequency and intensity at which work interferes with family or family disrupt work. Clark, (2000) and Kirchmeyer (2000) define the balance of work-family as "the degree to which individuals are equally involved in work and family roles and are satisfied in achieving them".

**Work-family and Gender**

Therefore, work-family conflicts are seen as a dilemma in failure to balance the demands of work and family roles and responsibilities. This conflict causes psychological distress. This puts the domain of work and family balance into a psychological effort. Generally, women do more domestic work than men in addition to their jobs to get money, and this is especially true for married men and women. This is still taken to be given, as an implicit element of marriage ties, that women take primary responsibility for domestic work (Coltrane, 2000; Kluwer). Because many economically independent Javanese women, typical women have difficulties in supporting themselves and their children, as he wants (Geertz 1961, quoted by Partini 2012). In these conditions, it is necessary to accept the role of self in carrying out multiple roles between work and family.

From the results of the Nyaphisi study (2013), the main mechanisms in work-family balance were obtained:

1. Effectively WFB is planned and structured for its responsibilities and programs

2. They have a social support system, especially from nuclear families and extended families.

They spend quality time with children and families wherever they are.

**Acceptance**

Self-acceptance according to Hurlock (1973) is a level of ability and desire of individuals to live with all the characteristics of themselves. Individuals who can accept themselves are interpreted as individuals who do not have problems with themselves, who do not have the burden of feeling towards themselves so that more individuals have the opportunity to adapt to the environment. Rubin (in Ratnawati, 1990) states that self-acceptance is an attitude that

reflects feelings of pleasure in connection with the reality of yourself. Self-acceptance can be interpreted as an attitude of acceptance of the picture of the reality of yourself.

Lack of unconditional self-acceptance will disrupt individual well-being (Flett, Besser, Davis, and Hewitt, 2003). Because the existence of self-acceptance is useful in suppressing panic disorders (Levitt, Brown, Orsillo, Barlow, 2004). So that someone can achieve psychological well-being, it is necessary to develop self-acceptance without conditions. Through self-development without conditions, individuals with psychological well-being problems can accept themselves as human beings who can make mistakes (Macinnes, 2006).

From some of the results of high self-acceptance research, it will withstand the impact of emerging anxiety (Chamberlain and Haaga (2001). The existence of low self-acceptance is related to the presence of mental disorders (Chamberlain, and Haaga 2001, Macinnes, 2006). unconditional self can cause emotional difficulties including controlled anger and depression (Carson and Langer, 2006).

**Happiness**

Happiness is a state of positive emotional feeling that is interpreted subjectively by some people. This term is rarely used in research because in it there is little agreement of meaning. Seligman (2002), in his book entitled "Authentic Happiness" says that marriage is a happiness factor that is stronger than satisfaction with work, finance, or community. Close relationships have greater meaning than personal satisfaction or one's view of the world as a whole (Magen, Birenbaum, and Pery in Niven, 2002). Happiness has the first two aspects, affective aspects, in the form of emotional experiences of feelings such as joy, elation, and contentment. Both cognitive aspects, in the form of cognitive evaluation of life satisfaction (Carr, 2004). Living part according to Aristotle (in Grace, 2008) is a perfect life because it has all the good things like health, wealth, friendship, knowledge, and virtue. While the notion of hedonic happiness is a balance between pleasant and unpleasant experiences (Eid & Larsen, 2008).

In western culture, the concept of happiness focuses on material achievement (material gratification) and achievement/success (personal achievement). Happiness according to Comte (Glatzer, 2000) is a systematic connection of knowledge about the world as a human space and understanding the facts that are in it. From this understanding, happiness is subjective about how humans understand life in the world they experience. The way of thinking gives a big influence on achieving life happiness. Lyumbomirsky and King's (2005) study of connecting positive thoughts and life success proves that positive people will live happily.

**The relationship between self-acceptance, happiness with the work-family balance**

Both work and roles in the family have a significant impact on psychological well-being and satisfaction (Adriel & Bujang 2012). Psychological well-being is intended to mean the

existence of self-acceptance (accuracy) of the role and happiness in carrying out the role. The difference in happiness orientation between Americans and Chinese conducted by Lu and Gilmour (2004) reveals happiness for Chinese people is a harmonization of life both in relations with others or creators. The concept of happiness like this is harmony, balance, and fit not found in Americans. The Chinese concept of harmonizing its implications is at the core of happiness which is a dynamic process between accepting and harmonizing external and internal factors in life.

**Family Education start from empowering women in communities**

Family education that's important for children there capture about the education achievement of an individual's parents (Father Education and Mother Education). Parent education is an important socio-economic status that affects an individual's success in school and his/her future achievements. (White, 1982; Sirin, 2005; Gustafsson and Yang Hansen, 2018). Father and Mother Education are proxies for parents' ability or capability for providing proper family education. Many researchers have shown that parents' active involvement in providing a home learning environment for their children is a more powerful force for success than other family background variables, such as social class, family size, and level of parental education, and can overcome the influences of other factors (Melhuish et al., 2001; Siraj-Blatchford et al., 2002; Sylva et al., 2003). That's parents have the greatest influence on the achievement of children (Harris and Goodall, 2008). In Indonesia and Africa, the role in educating children is more emphasized the women. women have a role other than as educators but also as caregivers in the home. Women are considered as agents of change in their communities and even in a wider spectrum (Luke & Munshi, 2011). The skills, qualities, and expertise possessed are unique so that they can be useful in improving quality governance (Ahrens & Rudolph, 2006) through accuracy and transparency in the decision-making process. Therefore, it is important in this research to pay attention to education in the family through empowerment in particular to women's psychological well-being related to the condition of self-acceptance, happiness with the work-family balance.

**METHOD**

. Respondents of this research were 54 women from Serang City, Banten Province, Indonesia. The sampling used was purposive sampling. taken based on the basic characteristics with the subject restriction of women, married, living in a single house with a partner, and living with their nuclear family. Internal factors such as self-acceptance and happiness, according to Bruce and Marry (2006, in Aminjafari et al. 2012), play a role in achieving work-family balance.

Data collection technique using a summated rating method with Likert scaling model (Azwar, 2012). Through scaling a method-oriented response to the scale of self-acceptance, happiness, and work-family balance, four alternative answers are provided: very appropriate, compliant, inappropriate, and very unsuited. The way of measuring, such as items, favorable, 5,4,3,2,1 and unfavorable, 1,2,3,4,5. The self-acceptance scale test consists of 36 items (26 favorable and 10 unfavorable). From the results of the test, the reliability value of the data is 0.91. Meanwhile, for a happiness scale, researchers adapted the Oxford Happiness Questionnaire scale developed by psychologists Michael Argyle and Peter Hills from Oxford University. The happiness scale consists of items (23 favorable and 6 unfavorable items).

After the first test, they obtained a reliability coefficient value of 0.929 with no item elimination. While the work-family balance scale consisted of 17 items (10 favorable and 7 unfavorable), from the results of the tray test, the reliability value of the data is 0,785. Otherwise, the data analysis method used is multiple regression analysis because this research uses 3 predictors (self-acceptance, $(X_1)$ and happiness, $(X_2)$ to see the magnitude of influence on work-family balance (Y).

**RESULTS AND DISCUSSION**

The majority of respondents with the age of 21-35 years as much as 50%, the rest <20 years = 6%, 36-50 years = 41%, and> 51 years 4%. From the data on the number of respondents based on the length of majority marriage in the <5 years = 31%, the remaining 6-12 years = 22%, 13-20 years = 26% and more than 21 respectively 24.3%. Besides the distribution of respondents when viewed from the number of children, the largest distribution of respondents with the number of children 1-2 children = 76%, the remaining 3-5 children = 19% while for none children = 6% and more than 5 children 0%. Of those who live with nuclear family 67% and live with extended family 33%.

Respondent's research category based on the scale of self-acceptance, happiness, and work-family balance be seen in Table 2, Table 3, and Table 4.

Table 1. Statistics description of hypothetic and empirical average

| Variable | Hipotetic | | | | Empiric | | | |
|---|---|---|---|---|---|---|---|---|
| | Min | Max | Mean | SD | Min | Max | Mean | SD |
| Self-acceptance | 36 | 180 | 126 | 24 | 109 | 177 | 136.09 | 17.74 |
| Happiness | 24 | 120 | 84 | 16 | 65 | 118 | 86.26 | 13.45 |
| Work-family Balance | 17 | 85 | 51 | 11.34 | 42 | 85 | 63.76 | 9.21 |

Table 2. Subject category based on self-acceptance

| Category | Formula | Value Range | $\sum$ | % |
|---|---|---|---|---|
| Low | $X < 102$ | 36-101 | 0 | 0 |
| Medium | $102 \leq X < 150$ | 102-149 | 39 | 72.2 |
| High | $X \geq 150$ | 150-180 | 15 | 27.8 |

Table 3. Subject category based on happiness

| Category | Formula | Value Range | ∑ | % |
|---|---|---|---|---|
| Low | X < 68 | 24-67 | 1 | 1.9 |
| Medium | 68 ≤ X < 100 | 68-99 | 45 | 83.26 |
| High | X ≥ 100 | 100-120 | 8 | 14.8 |

Table 4. Subject category based on work-family balance

| Category | Formula | Value Range | ∑ | % |
|---|---|---|---|---|
| Low | X < 40 | 17-39 | 0 | 0 |
| Medium | 40 ≤ X < 62 | 40-61 | 29 | 53.7 |
| High | X ≥ 62 | 62-85 | 25 | 46.3 |

Table 2 shows that the majority of respondents have high expectations with 72.2% on moderate and 27.8 % had high expectations. In addition, Table 3 shows that 14.8 % of respondents stated that they have high happiness, and 83.26% at medium and 1.9 % low level. At the WFB the majority is 53.7% moderate, the rest 46.3% high. From the assumption test the data obtained by the normality test results obtained significance value of self-acceptance scale $p = 0.734$ (p> 0,05), happiness $p = 0.692$ (p> 0,05), WFB $p = 1.028$ (p> 0,05). So, it can be concluded that the three variables have a normal scale distribution. While from linearity test, from relation between self-acceptance and WBF got $p = 0.091$ (p> 0,05). From the relationship happiness and WFB obtained p-value $= 0.904$ (p> 0.05). Based on the linearity test that shows the value of p> .05, then the data is considered linear. The influence magnitude of each independent variable to the dependent variable of regression coefficient test partially t-test obtained data in Table 5.

Table 5. Regression coefficient test results partially t-test

| Variable | Beta | T | R | P | Keterangan |
|---|---|---|---|---|---|
| Self-Acceptance | 0.747 | 8.094 | 0.747 | 0.000 | Significant |
| Happiness | 0.739 | 7.918 | 0.739 | 0.000 | Significant |

T table = 0.2262

Based on Table 5, self-acceptance partially has the value of $R = 0.747$ and $p = 0.000$. This means that there is a positive and significant relationship between self-acceptance with WFB. In happiness, the variable got the value of $R = 0.739$ and $p = 0.000$ This means there is a positive and significant relationship between happiness with WFB.

Table 6. Effective Contribution

| Variable | B | Cross Product | R Square | Regression | SE | % SE |
|---|---|---|---|---|---|---|
| Self-acceptance | 0.228 | 6466.204 | 0.629 | 2831.616 | 0.3275 | 32.75% |
| Happiness | 0.280 | 4857.370 | | | 0.3021 | 30.21% |
| Effective contribution self-acceptance and happiness to WFB | | | | | 0.6296 | 62.96% |

Individually the effective contribution of each variable can be assessed by the following formula:

$$\underline{\text{B X Cross Product X R Square}} \quad \text{X 100 \%} \qquad (1)$$
$$\text{Regression}$$

The magnitude of the correlation of effective contribution from the variable self-acceptance is 32.75 % and variable happiness is 30.21 %. Overall, the amount of effective contribution together to the WFB variable is 62.96 % and the rest 37.04 % is influenced by other variables not included in this study.

Based on the above research, the data shows that the majority of respondents are aged 21–35 years old, as much as 50%, the rest 20 years = 6%, 36–50 years = 41%, and > 51 years = 4%. 67% live with their nuclear family and 33% live with extended family. Major respondents have 1-2 children = 76%, the others have 3-5 children = 19%, while for none of the children = 6%, and more than 5 children = 0%. Working conditions and considering household needs make the majority of families choose only 1-2 children. This follows the observational learning theory delivered by Bandura (1977) that suggests behavior can at the same time provide information on how the environment and the individual or organism are concerned. More clearly, the environment and the individuals themselves interact with one another, meaning that individual behavior not only affects individuals but can also affect the environment, as well as that the environment can affect individuals.

From empirical and hypothetical data (Table 1), the hypothetical mean of the self-acceptance scale is obtained at 126 values, which is not much different from the empirical mean of 136. The hypothetical mean of the happiness scale is around 84, while the empirical mean is 86. The same thing, on a scale where WFB means empirical 51 and the hypothetical mean is only 63.

This is similar to Table 2, in that 72.2% of respondents stated medium self-acceptance and 83.26% got happiness. While from Table 3, the values show that 27.8% of respondents were at "high acceptance" and 14.8% of respondents were at "high happiness." The medium and high levels of self-acceptance are influenced by cultural factors, especially in the Javanese culture where the research was conducted. Patience, love, and sincerity are some of the typical attitudes developed by Javanese as a sign of moral maturity (Handayani & Novianto, 2004). Patience means having a long breath of awareness that, in time, good fortune will arrive. *Nerima* means receiving something without protest and rebellion. Although in a state of disappointment and difficulty, someone still reacts rationally, does not fall, and does not oppose uselessly. *Ikhlas* means 'willing', which includes the willingness to let go of one's individuality and match yourself to the great harmony of the universe as determined. The achievement of the peak of spiritual progress, namely *"manunggaling kawula gusti"* (fused with the command of God), is achieved by the Javanese community if the joint-life is carried out with the principle of

harmony, respect, and tolerance (Handayani & Novianto, 2004). These principles regulate the overall movement of Javanese society in harmony. There is no chaos or conflict.

The condition of 72.2% of tinsel respondents was moderate self-acceptance and 27.8% of them were high conditions. This is in line with the conditions of 83.26% of respondents in moderate happiness and 14.8% in high conditions. Nevertheless, the condition of WFB respondents was 53.7% in moderate conditions and 46.3% of respondents were in high conditions. This follows the research by Ayesha and Chiso (2018) that the condition of gratitude will affect psychological well-being. Whereas the condition of WFB is a positive result of psychological conditions that are accepted and happy.

Therefore, after conducting research, the results of the R correlation between the variables of self-acceptance and happiness towards WFB are 0.793, namely the existence of a correlation or strong relationship between the dependent and the two independent variables (because of the magnitude > 0.5). Supporting that, the F test obtained a value of F = 43.28 and a significance level of 0,000 (<0.01). This means that there is a very significant influence between variable self-acceptance and WBF. The magnitude of the influence of each variable has been written in the table such that from the SA variable there is a correlation R = 0.747 and p = 0,000. This means that there is a positive relationship between self-acceptance and WFB. The higher the self-acceptance, the higher the WFB. In contrast, if self-acceptance gets lower than the WFB, the WFB is lower. These results support opinions (research results). This relationship is also explained by the effective contribution of self-acceptance to the WFB of 32.75%. Therefore, self-acceptance is very important for mental health, where low self-acceptance is applied in the presence of mental disorders (Chamberlain & Haaga, 2001; Macinnes, 2006). In addition, the absence of the ability to accept yourself unconditionally can cause a variety of emotional difficulties, including uncontrolled anger and depression (Carson & Langer, 2006). Although there is a difference in the percentage of effective donations compared with previous studies, self-acceptance remains useful in suppressing panic disorder (Levitt, Brown, Orsillo, & Barlow, 2004).

Besides that, from the happiness variable, R = 0.739 and p = 0.007. This means that there is a positive relationship between happiness and WFB. The higher the happiness, the higher the WFB, and vice versa, the lower the happiness, the lower the WFB. These results support the research. The effective contribution of happiness to the WFB is 30.21%. This value is still smaller when compared with other studies.

Both self-acceptance and happiness significantly influence WFB with a total effective contribution of 62.96%, and the remaining 37.04% is influenced by other variables not

explained in the study. However, for researchers, this effective contribution is very good. Because there are still other factors not included in this study that could affect WFB.

## CONCLUSION

Based on the research that has been done, the statistical calculation concludes that there is a positive relationship between self-acceptance and WFB. Higher expectations make WFB higher. If self-acceptance is low, WFB is also low. In the happiness variable, there is also a positive relationship between happiness and WFB. Happiness is low if it is lower than the WFB. The variables of self-acceptance and happiness significantly affected WFB, with a total effective contribution of 62.96%. From this study, there are limitations in the form of restrictions on the emotional maturity of the respondents and whether there are psychological disorders in the respondents. Based on the findings, we conclude that self-acceptance and happiness have a significant impact on WFB. Therefore, it is very important in future research to pay attention to this. If we look at the cultures of Indonesia and Africa, the role in educating children is more focused on women. Women have roles other than as educators, but also as caregivers at home. Women are considered agents of change in their communities and even on a wider spectrum (Luke & Munshi, 2011). The skills, qualities, and expertise possessed are unique so that they can be useful in improving the quality of governance (Ahrens & Rudolph, 2006) through accuracy and transparency in the decision-making process.

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