

Pursuing Work-Life Balance through Life Crafting: A Qualitative Study on Muslim Women with Triple Burden

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Abstract

This article introduces a qualitative study to explore the process of life crafting to attain work-life balance (WLB) for Muslim women as academia has a triple burden in the context of career women in Indonesia. This study uses a phenomenological approach, collecting data using semi-structured in-depth interviews, and thematic analysis as a data analysis technique. Participants are full-time employed women (academics), have families, are continuing their studies, and have professional qualifications (N = 8). The findings show the dynamics of Life Crafting that underlies the work and non-work domains that affect the attainment of work-life balance in women participants working while studying. Participants were found to understand and achieve their work-life balance differently according to their personal traits. This study contributes to current knowledge about career and life issues through the perspectives and work-life experiences of professional women in Indonesia.

Keywords: academia, career women, life crafting, work-life balance

Abstrak

Artikel ini merupakan studi kualitatif yang memanfaatkan wawancara semi-terstruktur untuk mengeksplorasi proses life crafting dalam mencapai work-life balance pada wanita sebagai profesional, ibu rumah tangga dan mahasiswa (triple burden) dalam konteks wanita karir di Indonesia. Penelitian ini menggunakan pendekatan fenomenologi kualitatif, pengumpulan data menggunakan wawancara mendalam semi terstruktur, dan analisis tematik sebagai teknik analisis data. Partisipan merupakan wanita pekerja penuh waktu, berkeluarga, sedang melanjutkan studi dan memiliki kualifikasi profesional (N = 8). Temuan mengungkapkan dinamika Life Crafting yang mendasari domain pekerjaan dan non-pekerjaan yang mempengaruhi pencapaian keseimbangan kehidupan-pekerjaan pada partisipan wanita bekerja sambil kuliah. Peserta ditemukan untuk memahami dan mencapai keseimbangan kehidupan-pekerjaan mereka secara berbeda sesuai dengan sifat pribadi mereka. Studi ini berkontribusi pada pengetahuan terkini tentang karir dan masalah kehidupan melalui sudut pandang dan pengalaman kehidupan kerja wanita profesional di Indonesia.

Kata kunci: akademisi, keseimbangan kehidupan-pekerjaan, merakit makna hidup, wanita karir

Introduction

Career women have multiple roles that increase their burden through work and non-work life demands. Career women are expected to be committed to work, with many of them still being seen as responsible for the family as a housewife. This dual role can lead women to an unbalanced condition due to the conflict between their dual work and life roles (Duxbury & Higgins, 1991). Women having a career is still a controversial issue, Indonesian society generally has the view that women are individuals who are primarily responsible for taking care of the household and children (Ford & Parker, 2008). Lakshmi and Prasant (2018) said that efforts to strive hard both at home and work by sacrificing personal health and well-being for every married working woman are to have a better quality of life. However, the expected quality of life is often influenced by the balance in multiple roles, especially for married women. Any imbalance in a person's work and family can hinder the overall quality of life for that individual.

Difficulty in achieving work-life balance can cause working women to be vulnerable to experiencing problems in balancing work and life (Farradina & Halim, 2016). Research shows that women report greater mental health problems than men due to a lack of work-life balance (Barreira et al., 2018; Evans et al., 2018; Haynes et al., 2012; Kulp, 2020). Meanwhile, working women's work-life balance influences the way they live their lives. Managing the balance between one's work and various aspects of one's life has become a source of growing public concern in recent years, as more and more employees recognize the need for what is now known as "work-life balance". Most work-life balance research evidence shows that work-life conflicts are exacerbated by the long working hours, high job demands, high workloads, and high work responsibilities that professional women often face.

In certain cases, there are several professions, especially in the academic field, which usually require further education. This need for further educational qualifications makes women continue their studies while continuing to work (Thilagavathy & Geetha, 2021). Especially in academic fields at the tertiary level, research is the main task to complete education. There is a lot of literature and empirical studies related to work-life balance that women who work are required to continue to juggle both work and home matters (Priyatna, 2013). For some professional workers coupled with study demands. It is especially difficult for academic women (Perista & Nunes, 2014), who try to balance careers, and duties as wives and mothers of children, by sleeping less and working more (Acker & Armenti, 2004).

Working hours in higher education and research environments are considered more flexible, thus benefiting women, as they can more easily care for children at home. However, they still have demands to complete their tasks, so they have less sleep time (Acker & Armenti, 2004). In this sense, mothers with young children have no choice but to write whenever they can—it is very difficult to do research and publication, which requires one to escape from childcare and housework duties completely. In addition, it can be very difficult for mothers with new babies to divide their time between academic tasks and caring for newborns and young children (O'Brien & Hapgood, 2012). For families with children, WLB is understood as satisfaction and good functioning, with minimal conflict between parental roles at work and home (Clark, 2000).

Previous studies related to work-life balance were mostly conducted in WEIRD or Western, Educated, Industrialized, Rich, and Democratic countries (Schulze et al. 2018). Meanwhile, the context of society in Asia which is more collective-based can show different dynamics (Le et al., 2020). Previous studies on work-life balance among professional women in China show that this balance is influenced by personal traits and social and family support (Pan et al., 2022). Furthermore, a study in Indonesia on female entrepreneurs showed that efforts were made to achieve work-life balance, including delegating work and building family relationships (Wijaya & Layman, 2018). Several studies show that WLB status affects mental health and well-being, especially for individuals who have become parents. The previous studies has shown job crafting enhances work engagement and well-being, indirectly contributing to work-life balance (Tims, et al., 2019), job crafting can enhance stress managing, prevent work-related strain and reduce emotional exhaustion (Chen, et al., 2020), employees who proactively crafted their remote work roles were able to achieve greater work-life balance through setting clear time boundaries and adjusting workloads.

A proportional work-life balance plays a role in overall well-being and quality of life (Greenhaus, Collins & Shaw, 2003). Having a proportional and good WLB is very important for individuals to be able

to live life with a healthy mentality because this affects a person's effectiveness in living life. Parents who raise children are the main subject in the WLB literature in understanding family life and career roles. For both men and women, balancing work and family roles is becoming increasingly important. Working parents experience not only struggles and hardships, but also rewards and joys, and the balance between the two can vary greatly depending on life goals.

The process of achieving work-life balance in previous studies focused more on contextual and environmental aspects, even though motivational aspects are no less important (Ismajli et al., 2015). The motivational aspect explains how individuals are encouraged to continue trying to achieve non-work and work-life balance. There have been previous qualitative studies on job crafting as a framework for exploring how young workers manage WLB (Sturges, 2012). Job crafting involves the act of changing aspects of a task to shift task boundaries to achieve two things, namely first, control over one's work, and second, identity at work (Wrześniewski and Dutton, 2001). When individuals are actively engaged in activities they find meaningful, they tend to be happier (Steger, 2019), physically healthier (Czekierda et al., 2017), and less likely to experience depression, stress, or depression. anxious (Steger et al., 2014; van Zyl et al., 2020a). When individuals are facilitated to discover what is truly important to them and are given the flexibility to pursue these life goals/aspirations, they show less psychopathology and demonstrate better organizational citizenship behavior, work engagement, job satisfaction, and performance in the workplace. work (Maharaj and Schlechter, 2007; Van Zyl et al., 2010; David and Iliescu, 2020).

Based on this description, life crafting has a role in performance in the workplace. Life crafting (Chen, van der Meij, van Zyl, and Demerouti, 2022) was designed as an effort to conceptualize the overlapping construct of crafting because it is limited to contextualization (job-, home-, leisure-, crafting). The conceptualization of life crafting is seen as a meta-level concept that goes beyond limitations to certain specific life domains. Crafting is considered a process of conscious effort that individuals make to create meaning in their lives through (a) cognitively reframing how individuals view life, (b) seeking social support systems to manage life challenges, and (c) actively seeking challenges to facilitate personal growth. Specifically, these behaviors are performed to better align life goals, personal needs, values, and overall abilities.

Referring to the description of life crafting above, as a meaning-making strategy, the process of trying to achieve work-life balance for a woman who has a dual role is interesting for further research. Apart from that, research on work-life balance is growing rapidly both in demographic settings and sectors (social, organizational, educational, and so on). However, it is interesting to see how the life crafting process works for women with multiple roles (career, wife and mother, and doctoral student) to achieve WLB. Research on the integration of work-life balance with life crafting is still limited, especially specific research on women who have careers as academics with a triple burden. Only very little research was found on police, defense, chief executives, researchers, lawyers, journalists, and road transport. (Thilagavathy and Geetha, 2021). Therefore, this study aims to explore how work-life balance efforts can be achieved by Indonesian Muslim women who work in academia while studying using the theoretical framework of life crafting.

Life Crafting

Chen, van der Meij, van Zyl, and Demerouti (2022) define *Life Crafting* behavior as a conscious effort of individuals to make meaning in their lives through cognition, social support, and personal growth. Chen, van der Meij, van Zyl, and Demerouti (2022) conceptualize *life crafting* because it is a relatively new concept with few theoretical references underlying it. Explicitly only three academics have examined *life crafting* as a strategy for achieving meaning. First, Schippers and Ziegler (2019) define *life crafting*, as "a process to reflect on life and take action to increase fit among their life, values, and wishes". Second, de Jong et al. (2020) developed four theoretical stages of *life crafting interventions*, "discovering the values and passions, reflecting on one's ideal life, setting specific goals and plans, and making the public commitment to the goals set". Third, Dekker et al. (2020) argue that *life crafting* "might enhance the individual's goal pursuit, performance, and mental health". Of the three concepts, Chen, van der Meij, van Zyl, and Demerouti (2022) identify *overlapping strategies* that are divided into (a) cognitive crafting, (b) relational crafting, (c) resources crafting, (d) challenges crafting, and (e) demands crafting. Seeing the limited development of Life Crafting Scale measuring instruments for academic purposes, the conceptualization of the three definitions

developed by previous researchers (Schipper and Ziegler, 2019; de Jong et al., 2020; Dekker et al., 2020) conducted by Chen, van der Meij, van Zyl and Demerouti (2022) are assessed as measurements of strategies to achieve meaning. Then the *Life Crafting Scale* is defined and has three dimensions as follows, "the conscious efforts of individuals exert to create meaning in their lives through":

- (a) *Cognitively (re-)framing how they view life*, is an important component of *one's* life crafting strategy. *Cognitive crafting* is defined as an individual's ability to proactively reshape or cognitively reframe physical, cognitive, or social features of work or life to be perceived as more meaningful. In other words, it is an essential aspect of the strategy of assembling meaning in life. Defined as the ability of individuals who proactively reshape or cognitively reframe physical, cognitive, or social features of work or life to be judged more meaningful. With the example item "I think about how my actions positively impact my community".
- (b) *Seeking Social Support Systems to Manage Life Challenges*, serves as a strategy for managing challenges, with an understanding of the extent to which individuals seek social support systems and networks to achieve personal/professional goals and assistance in managing difficulties. Therefore meaning is created through building mutually beneficial relationships with others. With the example item, "I seek support from my family when I am down".
- (c) *Actively challenge seeking to facilitate personal growth*, is an active effort applied by individuals to expand their current abilities and to learn new skills/abilities aimed at facilitating personal growth and mastery of the environment. With the example item "I seek out opportunities that challenge my skills and abilities".

In other words, the three dimensions of *life crafting*, refer to the conceptualization of the basic human principle of consciously searching for sources of meaning in their lives through a view of life (cognitive-reframing), social support to overcome challenges (affective-social support), and creating challenges for self-growth (conative-self growth). Chen, van der Meij, van Zyl, and Demerouti (2022) have developed the *Life Crafting Scale* through literature review, conceptualization, *nomological phases*, or compiling crafting from various definitions and domains, dimensions, and scale constructions. The work-life balance of women muslim who has a triple burden, life crafting can be integrated to review the process of striving for a balance between personal life and work through the meaning-making process which plays a role in encouraging the management of challenges through internal (cognitive reframing and self-growth) and external aspects (considering the social support situation).

Work-Life Balance

The term 'work-life balance' refers to the relationship between work and non-work aspects of an individual's life, where achieving a satisfactory work-life balance is usually understood as limiting one side (usually work), to having more time for other work (Kelliher, Richardson, and Boiarintseva, 2018). Some researchers value 'balance' as an equal distribution of time, energy, and commitment to work and non-work (Greenhaus, Collins, & Shaw, 2003).

Work-life balance is defined as "an individual's subjective assessment of the fit between one's work and activity and non-work life" (Brough et al., 2014, p. 5). Haar (2013, p. 3308) defines WLB as "the extent to which an individual can adequately manage various roles in his or her life, including work, family, and other key responsibilities". The perceived balance between work and non-work is related to one's well-being (Fisher, 2002; Greenhaus et al., 2003). According to Fisher (2002), work-life balance is a construct that has multi-dimensions related to the use of time, energy, goal achievement, and tension between work and personal life (Fisher, 2002). The dimensions of work-life balance include work interference with personal life, personal life interference with work, work enhancement of personal life, and personal life enhancement of work. Referring to this understanding, work-life balance is a balance of roles and responsibilities in work and non-work life that moves in harmony. Furthermore, the four dimensions of WLB are divided into two categories, namely (Fisher, Bulger, & Smith, 2009) demands and resources.

1. Demands

The work-life balance consists of demands and resources. Job demands are generally defined as time-based demands (e.g., overtime and non-standard work schedules), cognitive-based demands (e.g., task

difficulty and mental load), affective or emotional-based demands (e.g., negative moods and disagreements of leaders or coworkers), or physical demands (e.g., manual work requiring hard work; Brough & Biggs, 2015). Job demand has a positive and negative role for WLB. For example, the negative role of job demands such as pressure on working hours (Syrek et al, 2013), and negative perceptions of WLB (Brough et al, 2014b; Haar et al., 2018). Then, examples of the positive role of job demand such as LePine et al. (2005) who distinguish between challenging demands and inhibiting demands, say challenging demands may have the potential to increase personal growth or achievement, positive emotions, and active style of coping.

(a) Work Interference with Personal Life (WIPL)

The WIPL dimension is a measure of the extent to which work interferes with a person's personal life. This measure also relates to the work pressure on the individual. For example, the work that a person does makes it difficult to manage time against personal life.

(b) Personal Life with Interference Work (PLIW)

The PLIW dimension is the antithesis of WIPL, the extent to which personal life interferes with his work situation. For example, if an individual has problems in his or her personal life, it can interfere with the individual's performance at work.

2. Resources

Hobfoll (2001) defines resources as "objects, personal characteristics, conditions, or energy that are valuable in their own right, or valuable because of their actions as channels to reach or protect valuable resources" (p. 339). Job resources are physical, psychological, social, or organizational aspects of work that facilitate the achievement of job goals. In general, employees strive to protect their current resources and acquire new resources, which allows them to cope with the demands of their work (Halbesleben et al., 2014). Similar to job demand, job *resources* are also categorized as time-based resources (e.g., job flexibility and alternate work schedules), cognitive-based resources (e.g., mental resilience and attention), emotional-based resources (e.g., mood and optimism), or physical-based resources. (e.g., strengths and skills). In addition, having a supervisor who supports the demands of his employee's family is positively related to the level of work-life balance (Greenhaus et al., 2012; Brough et al., 2005). In line with Halbesleben et al. (2014), Hobfoll (2001) identified many potential resources including time, self-esteem, having a positive challenging routine, having control over life, and the ability to organize tasks. Having an excellent WLB results in higher levels of confidence, control, and self-esteem which has a beneficial effect. Conversely, the lack of balance between work and non-employment roles (low WLB) employees tend to be pressured by demands, and hence their dedication and commitment to work tend to decrease. A person with better *resources*, whether time or other factors such as control over work, will increase the fit between work roles and life which thus leads to a higher WLB.

(a) Work Enhancement of Personal Life (WEPL)

This dimension refers to the extent to which a person's personal life improves an individual's performance at work. Dimensions contribute to resource renewal, thus negatively correlating with overall job stress. WEPL is also positively associated with life satisfaction. For example, the skills that individuals acquire at the time of work, allow individuals to implement knowledge and training in everyday life.

(b) Personal Life Enhancement of Work (PLEW)

This dimension is the opposite of WEPL, which is a measure of the extent to which an individual's work life can improve the quality of his or her personal life. This dimension is positively related to life satisfaction as well. For example, individuals who feel happy in their personal lives then the mood of the individual at work becomes pleasant.

Methods

This research used a qualitative design to answer the research questions. The approach used in this research is phenomenology because this approach can facilitate reflective information in exploring a person's subjective experience (Poth & Creswell, 2013). In a phenomenological approach, researchers

focus on individual experiences (Gambetti et al., 2012). Phenomenology describes what participants experience and how they experience it in a particular context. This method is suitable for exploring personal experiences regarding individual efforts to achieve work-life balance with a triple burden. Phenomenology delve deeply into how women in academia experience work-life balance, capturing their personal narratives. Since every individual's experience of juggling professional responsibilities, family, and other personal roles is unique, phenomenology provides a method to understand how these women perceive and navigate these challenges. It goes beyond the quantitative data of work-life balance measures to explore the emotional, psychological, and social complexities these women face. A phenomenological study helps reveal how these roles interact, create conflict, or demand sacrifices.

Participants

Participants were recruited using purposive and snowball sampling with the criteria of being married and currently working and studying. The total number of participants was eight people with an age range of 30 to 45 years (see Table 1). Seven people are continuing their doctoral studies, and one person is continuing their master's studies. The participants' residences are around Bandung, Jakarta and Malang.

Table 1. Participants Demographics Data

| Participant | Age | Number of Children | Job Title | Domicile | Code |
|-------------|-----|--------------------|--------------------------------------|----------|------|
| P1 | 45 | 2 | Lecturer (Head of the study program) | Bandung | R |
| P2 | 41 | 0 | Lecturer (Unit Leader) | Jakarta | W |
| P3 | 33 | 2 | Lecturer | Bandung | D |
| P4 | 44 | 2 | Lecturer (Head of the study program) | Malang | I |
| P5 | 30 | 0 | Lecturer | Bandung | C |
| P6 | 40 | 2 | Lecturer (Unit Leader) | Jakarta | I |
| P7 | 33 | 4 | Lecturer (Unit Leader) | Bandung | A |
| P8 | 32 | 1 | Education staff | Bandung | N |

Sources: Personal Data (2023)

Procedure

The researcher initially contacted potential participants who fit the criteria of being married, having caring responsibilities, and studying while working. The researcher conducted initial interviews with them. Additionally, recommendations were sought from acquaintances of the first participant who was also studying while working. The author then contacted potential participants who were recommended for interviews. Before data collection, all participants were informed about the research process and were asked for their willingness to participate. The confidentiality of participants' identities was ensured by using initials with numbers (P1 to P8). Semi-structured interviews were conducted with all 8 participants either face-to-face or via end-to-end encrypted audio software. The use of audio software was expected to make participants more comfortable in sharing their experiences (Tan et al., 2021). Out of the 8 participants, 7 were interviewed via audio conversation, while 1 was interviewed directly. The interviews were conducted throughout May 2023 and lasted an average of 30 minutes. During the interviews, participants were asked about their experiences in balancing work, study, and life. The interviews were conducted in semi-formal Indonesian.

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Data analysis

The interview results were recorded word for word and analyzed using thematic analysis. Thematic analysis is a research technique that involves examining written or verbal material to identify the key themes that are present in it. The thematic analysis focused on identifying the dimensions and factors of work-life balance that were most relevant to the research question, as well as providing an overall summary of the data (Howitt, 2019).

Results and Discussion

Based on the results of the analysis, five themes can explain efforts to achieve work-life balance for women who work, have families, and continue their studies. This process is framed in two aspects of work-life balance, namely demands and resources, which are processed through the first aspect of life crafting, namely cognitive reframing. The efforts made to achieve this balance are studied through another aspect of life crafting, namely social support seeking. Thus, five themes were obtained, namely reflection on the balance of work, study, and life; multiple demands; partner and family support; institutional support; and providing communication to get support. Where reflection, demands, and support systems (resources) represent the cognitive reframing process and communication as a form of social support seeking.

Theme 1: Reflection of Balancing Between Family, Work, and Study

The cognitive reframing process begins when participants think about whether or not their family life, work, and studies are balanced. One participant sample described feeling balanced because giving *positive judgement* and engage with God in facing the obstacles and to achieve purpose (P6).

P6: I felt that I does not harm or disappoint my family, nor my boss. The thing that helps me the most is, of course, Allah help.

As for the other one participant sample, who demands too much of himself shows difficulty in carrying out multiple roles (P7).

P7: *It's quite tiring, although no one demands it explicitly, but I demand myself to be able to carry out the role well in all aspects ranging from family, work, and studies so that when it is not achieved it adds pressure and sucks energy.*

Demands in all three areas of life (family, work, and study) made it difficult for participants to achieve balance.

Theme 2: Demands from Different Directions at the Same Time

All participants were demanding and experiencing problems in almost every area of their lives from work, study, and family. Participants who held certain positions felt more role demands (P1). In addition, some feel that working in these positions can hinder studies (P2).

P1: *...Quite busy of my daily activity as a mother and my job demands makes me often out of town work and completion of my studies, especially for demands at the same time made me exhaustion but I could.*

P2: *Work demands that cannot be reduced can only be made a little more flexible. The main job often takes up time outside working hours, thus hampering the progress of studies.*

Other participants mentioned demands and problems that arise from different sides of life. Starting from internal problems physically and psychologically, family, and study demands. These various problems are the main demands experienced by the participants.

P1: *(It is necessary) to manage time, ... (also) through various obstacles such as guidance that is usually routine offline to Yogyakarta and Jakarta every Sunday forced to go online due to Covid with the risk of a signal suddenly disappearing.*

P2: *Relationships between family members that are not too harmonious play a role in disrupting concentration and causing emotional fluctuations. Health conditions are also the next challenge. During the study, there was pain that had to end in major surgery, and took months to recover*

P3: ...*Often stress yourself if there is a lot of office and homework that has not been completed.*

P4: *The challenge is distance. Study at UI, family in Malang. Also, the load of college assignments, work, and roles in the family exceeded my capacity. Sometimes deadlines come together, sick children, exam children, etc. It also happens that during the pandemic yesterday, many things need to be adapted. If you force it, it hurts.*

Theme 3: Spouse and Family as Main Supporters

All participants mentioned the role of family support, especially husbands, which encouraged participants to live their lives, including doing work and completing studies. The form of support provided is by sharing household duties. In addition, it is also a place for participants to tell their problems.

P1: *Internal family support, family is fantastic and plays a role in supporting me through everything.*

P2: *Life is supported by a supportive partner, ART, and does not have to be involved in domestic chores such as childcare, cooking, and other household chores.*

P3: *Husband support is important, the husband supports office work and studies, wants to share home and children, and can be a friend to discuss and vent office and study problems. Thank God.*

P4: *Pair support is primary. ...*

P7: *...Externally I have a supportive husband and family so that I can complete my studies and work*

Theme 4: Support from Institutions

In addition to support from family, participants also mentioned the role of support from where they worked. An example of support is by providing flexibility in the implementation of work. In addition, there is a reduction in workload and assistance from colleagues in carrying out work.

P1: *External support from the Faculty in supporting my studies considering that I carry out the duties of the Head of Study Program more flexibly to fulfill his obligations², the leadership and academic community of the Faculty of Psychology are extraordinarily supportive of my studies.*

P2: *Work, supported by a supportive boss, good teamwork, time flexibility even though the workload must undergo 2 versions of KPIs. Study, supported by a strong mentor and support system. Although undergoing studies with the remaining time and energy possessed.*

P4: *...Institutions that reduce workload can help. When there were still classes, the lecturer who was willing to reschedule so that I could manage time with my family was also a valuable support for me.*

P7: *...My boss gave me the flexibility to get work done so I could focus more on my studies.*

Theme 5: Assertive Communication of Needs to Related Parties

Efforts made by participants to carry out a multi-role life include communicating things needed both in the family, work, or study environment. In the family environment, participants communicate with their partners to distribute household tasks. In the work environment, namely by discussing the workload with superiors. As for the context of the study, participants made sure to have friends who were feeling the same way to share with each other.

P1: *Manage and condition various things according to their respective levels, always maintain communication, and update information related to family, work, and continuity Study guidance is maintained*

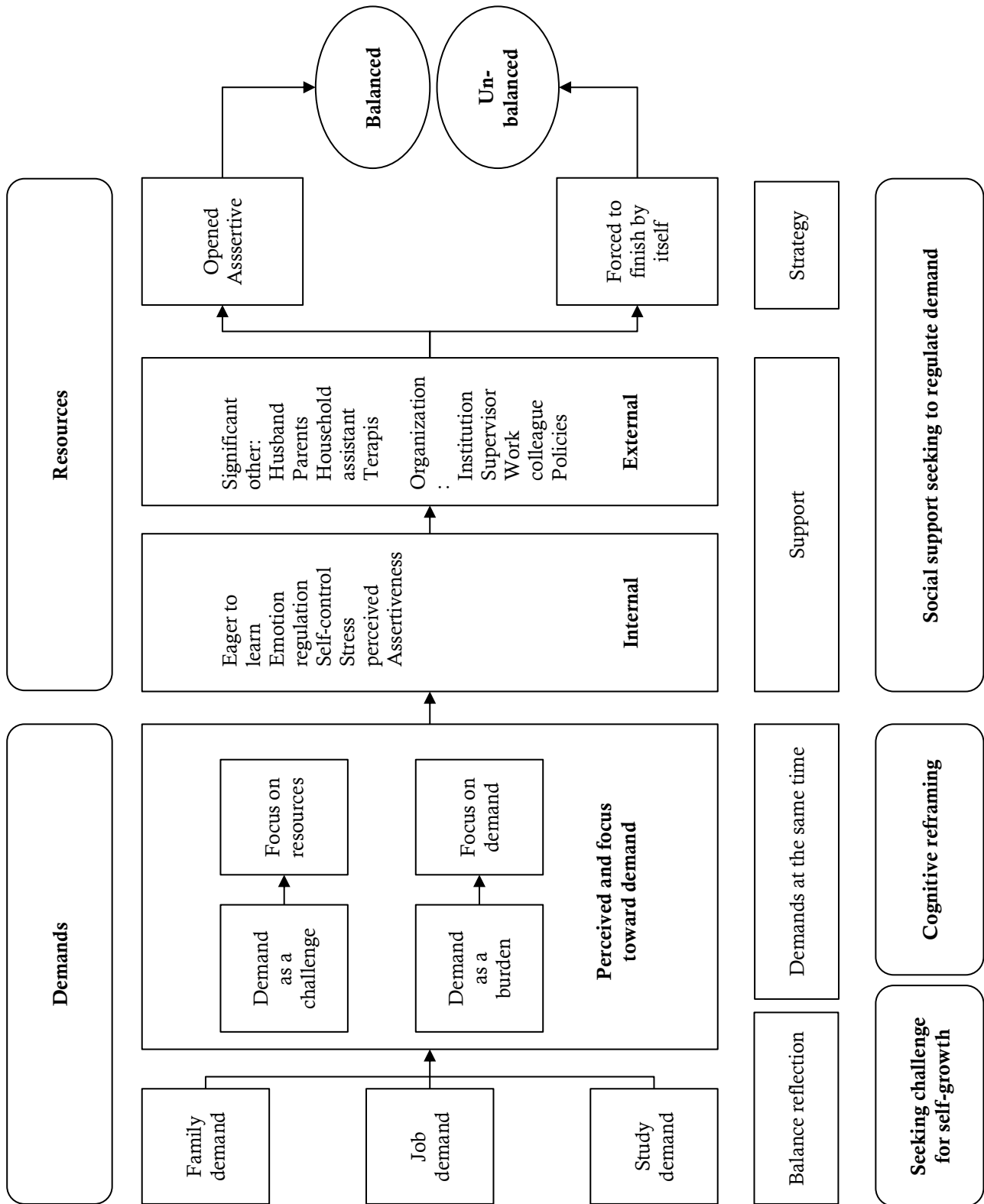
P4: *Discuss the distribution of duties with your husband. Ask the University to reduce the teaching load. Having friends to release stress and confide in each other. Exercise for stamina and releasing stress as well.*

P7: *do not let negative feelings drag on either by self-healing, just confide in close friends, even consult a psychologist either online or in person when necessary.*

This study contributes to the development of theoretical studies on work-life balance by exploring life crafting in the context of women who work and are studying. Efforts to achieve balance in the lives of women who have multiple roles – work, taking care of the family, and further studies – through life crafting as a strategy for interpreting various domains in life consisting of cognitive reframing and social

support seeking. In the cognitive reframing aspect, participants reflect and rethink the implementation of their roles in the context of family, work, and study.

Some people think that the efforts made are considered to be balanced, although others think that it has not yet resulted in balance. Then, in the social support-seeking aspect, participants felt a supportive response to the process of seeking support to maintain a balance of activities in the work and non-work domains. As for the challenge-seeking aspect of personal growth, previous participants considered that the situation in the three domains (family, work, and study) was already challenging. The choice to continue studying is not easy. Individual perceptions of work and non-work activities to assess the suitability between the two can encourage growth according to their current life priorities (Rashmi & Kataria, 2021), which is influenced by work-life balance. Some of the participants were able to continue to manage the balance between work and non-work domains with the resources they had both internally and externally. Apart from thinking about life balance, the cognitive reframing process also involves how participants perceive the problems they face when they carry out various roles in their lives. The ability to reflect positively can influence stress perception, which can play a role in work-life balance conditions (Karkoulian, Srour & Sinan, 2016).



Source: Personal Data (2023)

Figure 1. The dynamic of life crafting to regulate work-life balance

An individual's capacity to be unable to meet work and family demands can harm psychological and physical health. High work pressure and family demands lead to poor physical, psychological, and emotional well-being (Jensen & Knudsen, 2016), causing concern for employers as this leads to reduced productivity and increased work absenteeism (Jackson & Fransman, 2018). Couples who have careers with dual roles in their nuclear family tend to find it difficult to balance work and life without help in their household (Dumas & Perry-Smith, 2018; Srinivasan and Sulur Nachimuthu, 2021). Previous studies show that family demands negatively predict WLB (Haar et al., 2019). Apart from demands, in balancing work and life there is also a resource aspect that focuses more on social support, especially family. Besides that, partner support has the opportunity to direct WLB to be better (Dumas and Perry-Smith, 2018). Family support has a positive impact on WLB, especially in career couples with dual roles (Groysberg and Abrahams, 2014). Apart from family support, support from where someone works is also no less important. Support from colleagues, supervisors, and institutional leaders encourages the achievement of WLB (Ehrhardt & Ragins, 2019). Organizations with family-friendly policies positively influence WLB for the better (Haar and Roche, 2010). Resources in the form of social support are relevant to the efforts made in terms of social support seeking by communicating with the social environment to support participants' lives. It is also important to pay attention to gender aspects specifically. Students who work while studying have higher stress levels in women than men. Then, women have a lower level of life satisfaction than men in the work-study interface (Ayadurai, 2018).

The findings in this study also support recent research showing that collectivistic societies tend to rely on the support of family members (Le et al., 2020; Zhang et al., 2020; Pan & Sun, 2022). Social support can increase an individual's self-esteem which helps achieve better career achievements and protects against emotional exhaustion, so fostering a supportive environment should help improve the quality of life (Li et al., 2018; Pan & Sun, 2022). Thus, there is a theoretical application of work-life balance based on the West. There is a need to further examine work-life balance research in Asia, especially in Indonesia. Research conducted by Martinez et al., (2013) outlined several findings made by their research participants, including: (a) managing their time, priorities, and roles and responsibilities; (b) seeking well-being by managing stress levels, looking after their mental and physical health, and creating personal time; (c) seek support from various individuals and their institutions; and (d) making exchanges (Martinez et al., 2013). The results of this research are in line with previous studies conducted by Haddon and Hede (2009). They found a series of strategies to achieve work-life balance consisting of seven ways, including:

Boundaries management, it is important for someone to manage the boundaries between home and work. One needs to find a 'fit' between boundary management strategies relating to policies, and workplace practices and for employers to understand that employees have preferences, as research evidence shows that when there is a mismatch, employees experience lower job satisfaction and commitment.

Support, the importance of a supportive work environment is a necessity in efforts to achieve work-life balance, especially the impact of having a supportive boss and workplace culture. Numerous studies show that support from others is an effective coping strategy. Specifically, spouses of employees who provide support experience less difficulty in balancing work and home domains (Beautell & Greenhouse 1982; Halbesleben & Rotondo, 2007; Quick et al. 2004). Quick et al. (2004) emphasize the need for individuals to actively understand themselves, and their personal needs and communicate effectively as communication plays a key role in fostering support. Flexibility is a general factor in efforts to achieve work-life balance. With flexibility between work and non-work activities, a person can adjust their attitude so that they see demanding situations both at work and at home more openly.

Cognitive strategies, building positive cognitive reframing such as acceptance, humor, and positive assessment play a role in achieving work-life balance. Specifically, how cognitive appraisal involves reinterpreting situations to align with one's values and beliefs leads to active management of expectations and reassurance in work life. Behavioral strategies, planning and organizing strategies which include time management, priority scale and goal-setting, are two keys to behavioral strategies. Institutions can also play a significant role in this strategy towards their employees. Institutions focus on enabling workers to

allocate their time effectively, thereby improving work-family control and balance by implementing flexible work arrangements at the organizational level and developing time management practices at the individual level. The benefit of this approach lies in the recognition that responsibility for achieving work-life balance rests on collaboration between organizations and individuals.

Conclusion

This research explores efforts to manage work-life balance through the life crafting process among Indonesian women who have families, work and are continuing their studies. The research results show that work-life balance is a major concern for success in both work and non-work domains. The work-life balance of Indonesian women who have a family, work and continue their studies is influenced by complex interactions by cognitive frameworks, activities seeking social support and challenges for self-growth based on demands and resources. Qualitative studies explain that women choose to assess demands from the three work and non-work domains. In addition, they also have an alternative perspective on the resources they use to navigate daily work and life responsibilities and maintain their relationships, thus proving that their personal traits also help them to overcome obstacles to professional achievement and the need for personal growth. Apart from that, it is very important for working women who are married and continuing their studies to have social support that they can seek through people in the family and the institutions where they work. In this research, participants have the characteristics of academic institutions that tend to be flexible and implement policies that are family in nature. Thus, women who work and take care of their families while continuing their studies can produce a different work-life balance, through meaning in different work and non-work domains. Thus, intervention in the meaning of life (life crafting) is important to help them achieve a proportional work-life balance.

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