

Dual Role Conflict and Resilience of Working Mothers During the COVID-19 Pandemic: A Phenomenological Study in Ponorogo, Indonesia

Siti Rohmaturosaidah Ratnawati^{1*}, Restu Yulia Hidayatul Umah²

¹Institut Agama Islam Negeri Ponorogo; rosyidah@iainponorogo.ac.id

²Institut Agama Islam Negeri Ponorogo; umah@iainponorogo.ac.id

* Corresponding author: rosyidah@iainponorogo.ac.id

ORCID ID: <https://orcid.org/0009-0001-7578-1169>

Article History

Received: 2024-12-06

Revised: 2025-01-25

Accepted: 2025-01-26

Published: 2025-01-27

Keywords

dual role conflict, working mothers, COVID-19 pandemic, resilience

Citation: Ratnawati, S. R., & Umah, R. Y. H. . (2025). Dual Role Conflict and Resilience of Working Mothers During the COVID-19 Pandemic: A Phenomenological Study in Ponorogo, Indonesia. *Ascarya: Journal of Islamic Science, Culture, and Social Studies*, 5(1), 27–44. <https://doi.org/10.53754/iscs.v5i1.725>.



Copyright: © 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

This study discusses the dual role conflict and resilience of working mothers during the Covid-19 pandemic, a new event that has provided many challenges for working mothers in carrying out both their roles in the domestic and public spheres. The Covid-19 pandemic presents extraordinary and unprecedented situations, such as the implementation of work from home, distance learning for schoolchildren, and social restrictions. These conditions created new pressures that were more intense than those before the pandemic. Using qualitative methods and a phenomenological approach, data in this study were collected through in-depth interviews and non-participatory observations and then tested for validity using triangulation techniques and bracketing of interview transcripts. This research was conducted in Ponorogo Regency, East Java, for approximately six months using eight working mothers as research subjects or informants. The results showed that: 1) all eight working mothers experienced dual role conflict in the form of time-based conflict and strain-based conflict, especially during the early days of the Covid-19 pandemic; 2) efforts that have been made by working mothers to be resilient in undergoing both roles during the Covid-19 pandemic represent seven aspects of forming individual resilience, namely, emotion regulation, impulse control, causal analysis, self-efficacy, optimism, empathy, and reaching out. These findings emphasize the need for support for working mothers facing various challenges and difficulties in difficult times, such as a pandemic. The support needed can come from various parties, ranging from family members themselves, especially spouses, friends, and the surrounding environment, to the government.

DOI: <https://doi.org/10.53754/iscs.v5i1.725>



Public Interest Statement

This study discusses the dynamics of dual-role conflict experienced by working mothers in Ponorogo Regency, Indonesia, and the resilience strategies they employ to manage various pressures during the Covid-19 pandemic. The findings of this study offer valuable insights for working mothers on the importance of stress coping, cooperation, and role-sharing with other family members, especially husbands. This study also offers recommendations for policymakers and governments to develop responsive and solutive social policies for working mothers. Overall, this study provides theoretical and practical insights to support the well-being of working mothers, especially in crisis situations, such as pandemics.



Introduction

The Covid-19 (Corona Virus Disease) pandemic has hit Indonesia for approximately three years, starting from the first case announced on March 2, 2020, until the pandemic status was lifted by the government on June 21, 2023,

when President Joko Widodo declared Indonesia to enter the endemic period (Setpres, 2023). To break the chain of the spread of Covid-19 in Indonesia, the government has imposed a policy of limiting community activities in the form of Large-Scale Social Restrictions (PSBB) and enforcement of restrictions on community activities (PPKM), which requires people to work, school, study, and worship from home (Rakhmawati, 2022). The implementation of these policies has caused many workers in the public sector to work from home, including working mothers (Elanda, 2021). What is meant by working mother is a mother who carries out a dual role as a caregiver for her children in the family as well as a worker in the professional realm (Wijayanto et al., 2022)

In this regard, the Covid-19 pandemic and the policies enacted in it, such as work from home for workers, learning from home for students, and the replacement of face-to-face learning with online learning, are in fact present as two sides of a coin. One side is in the form of benefits because it is an alternative solution so that all activities can continue even with various limitations, but one other side actually contains new problems that have never been thought of before (Hayes & Lee, 2023), especially for women who have children in the PAUD to SD age range and also work in the formal sector (Sulaeman & Salsabila, 2020), or what in the context of this study is called a "working mom/mother". This statement aligns with the findings of research by Power (2020) and Dinella et al. (2023), which confirmed that the Covid-19 Pandemic has put more pressure and burden on women, especially working mothers.

This happens because working mothers are not only required to be able to carry out all kinds of activities in the domestic area from serving husbands, cooking, cleaning the house, washing, shopping, to having to accompany children to study online, but at the same time they also have to fulfill their duties and demands as workers even at home (Kusumastuti, 2020, p. 2). This often makes the mother experience conflict between the role of "being a housewife" and the role of "being a worker."

The dualism of multiple roles experienced by many working mothers during the Covid-19 pandemic makes it possible to trigger stress for them. In addition, the indifference of the spouse to share roles in completing domestic affairs certainly directly or indirectly has the potential to worsen the situation because this causes an imbalance in the burden between the two, so that there is a double burden on the wife. The National Commission on Violence Against Women states that changes in place of work and study at home have resulted in an increase in the burden of household chores, especially for women who often have to carry out additional roles and obligations in the form of feminine workloads attached to them. This is very vulnerable, especially in couples with unequal relationships (Perempuan, 2021). This double role and burden are often interrelated. This certainly puts women in a difficult position and can trigger tension and stress. When the stress experienced is not managed properly, it can certainly have a very negative impact on both themselves (physical and psychological health) and others around them (Kusumastuti, 2020, p.5; Setiawan, 2020). Frone et al. (1992) also emphasized that if stress due to dual-role conflict is not handled properly and is left unchecked until it peaks, it can cause physical and psychological decline in individuals.

However, many mothers with dual roles are still or eventually able to adapt, be resilient, and have high resilience when facing various challenges during the Covid-19 pandemic (Merida et al., 2023), especially those related to the problem of dual roles and burdens. This raises an important area of inquiry: how do working mothers navigate and implement strategies to survive amidst the complex demands of their dual roles? The ability to cope with and mitigate the effects of stress is closely linked to psychological resilience, defined as the capacity to adapt positively and effectively in the face of adversity (Solichah & Shofiah, 2021, p. 204).

Several previous studies have discussed this theme, such as that of Handayani (2020), which discusses the tough challenges faced by working mothers during the Covid-19 pandemic and Kusumastuti (2020), which mentions the negative impact of stress due to dual role conflict on working mothers during the Covid-19 pandemic. However, no study has provided an overview of the ways and steps that mothers can take to overcome this problem. Therefore, the author considers it important to dig deeper into the picture of dual-role conflict experienced by working mothers from home and how they can adapt well so that they become resilient individuals during the Covid-19 pandemic.

Another reason for conducting this research is because the Covid-19 pandemic has created new dynamics in people's lives, especially in women, who are often vulnerable groups (Qibtiyah, 2020). Although the pandemic has now passed, the dual role conflict and resilience of women, especially working mothers, are still relevant to study as learning to face similar situations in the future. Meanwhile, the choice of location in Ponorogo Regency is a form of location limitation or limitation of the research location and also considering that there is no research that focuses on discussing dual-role conflict and women's resilience and their relationship with the Covid-19 pandemic in Ponorogo. Ponorogo is a district where the Covid-19 rate is also quite high. On March 10, 2022, the number of positive cases in the district was 14, 135. The number of positive cases is relatively high and ranks eleventh compared to 38 cities and districts in East Java with the number of patients died 1,368 which ranks fifth in East Java (Utomo et al., 2022). This Regency was also once in the red zone (Febrianti, 2021). The Covid-19 pandemic and the WFH policy therein not

only impacted the health and economy of the Ponorogo community, but also triggered increased burdens for women who had dual roles as housewives and professional workers

The results of this study are expected to provide theoretical and practical contributions regarding the challenges faced by working mothers in the form of dual-role conflict in times of crisis, such as a pandemic, and also what strategies can be done to be resilient in facing various difficulties and challenges experienced. This research is also expected to provide input for policy makers, especially the Ponorogo Regency government, in supporting the welfare of women as a vulnerable group who are always affected by many things during a disaster such as the Covid-19 pandemic.

Literature Review

Dual Role Conflict

In general, the roles people play in their social positions are divided into productive and reproductive roles. A productive role is the role of a person who works in the hope of earning income for the fulfillment of life. The reproductive role is the role of a person as a guardian in the continuity of human and family life, such as conceiving, giving birth, breastfeeding, educating children, and taking care of household activities (Oppong, 2012). In social aspects, a person who has two roles at once, both productive and reproductive, is referred to as having a dual role. Dual roles are two or more roles that a person performs simultaneously. This dual role is significant in women, especially those who are married (Aziz, 2023). At the same time, in addition to being the wife of her husband and mother of her children, women work outside the home as employees or career women (Denrich, 2004).

Both roles, with a large list of work in each role, often cause conflicts in those who experience it. This conflict is called dual-role conflict. Conflict can occur if there are two motives for working simultaneously (Sarwono, 2004). 160). Dual role conflict is a form of role conflict in which the mutual demands of the role of family and work cannot be equated in several ways in which fulfillment is influenced by one's interrelated abilities (Frone et al., 1992).

Greenhaus and Beutell (1985) mentioned that there are three forms or types of dual-role conflict: a) time-based, b) strain-based, and c) behavior-based. Time-based conflict occurs if the time used to perform one role interferes with the fulfillment of other role responsibilities. This form of conflict is caused by, among others, overtime, number of working hours, control of working hours, attendance levels, and shift irregularities. Furthermore, pressure-based conflicts occur when one role exerts pressure and affects the performance of the other. For example, a mother who is exhausted all day after working makes it difficult to assist her child with schoolwork. Meanwhile, conflict based on behavior occurs because of the misalignment of the two roles between expectations of one behavior and expectations of other behaviors (Greenhaus & Beutell, 1985). There are two components of dual-role conflict: Family Interference with Work (FIW) and Work Interference with Family (WIF). FIW is a form of conflict between roles where time spent and busyness in the family interfere with responsibilities at work outside the home, while WIF is a form of conflict between roles where time spent and busyness at work outside interfere with the implementation of responsibilities in the family (Macewen & Barling, 1994).

Resilience

Resilience is the ability to cope with changes in life at a high level, even in depressed conditions; health is maintained; difficult situations can be overcome; rise from adversity; change life in a positive and new way; and face difficulties without violence (Siebert, 2005). In other words, resilience is the ability of individuals to rise in the face of obstacles, difficulties, problems in life, and the ability to solve them well so that they become stronger. Resilience is a dynamic process that is determined by various external and internal factors related to an individual's life against difficult situations, significant obstacles, or stressors. Resilience involves the existence of stress concepts, strategies related to coping, and individual adaptation to things that trigger stress (Hendriani, 2019).

According to Karen & Andrew (2002), a person's resilience can be formed through several aspects, namely: 1) emotion regulation, which is a person's ability to control the overflow of feelings, stay calm when under pressure; 2) impulse control, which is the ability of individuals to manage desires or urges, pressures, and difficulties within themselves, so that individuals do not easily lose control; 3) causal analysis, which is the ability of individuals to identify and accurately analyze the causes of the problems faced; 4) self-efficacy, which is a person's belief that he will achieve success and success and be able to solve existing problems effectively; 5) optimism, which is a person's ability to see the future by continuing to think positively, believing that everything experienced will change for the better and be able to control the problems of life to come; 6) empathy which describes a person's ability to understand the signs shown by others regarding emotional and psychological conditions and the ability to position themselves in what is experienced; and 7) reaching out, which is the ability of individuals to view and interpret and improve the positive aspects of their lives by daring to take risks and new opportunities as a challenge (Karen & Andrew, 2002).

Materials and Methods

This study uses qualitative research methods and a phenomenological approach that serves to reveal what the research subjects feel, motives, mindsets, or informants' perspectives on understanding, responding, or responding to a phenomenon (central phenomenon) in a natural setting, which in this context is Covid-19 (Bogdan & Taylor, 1975, p. 2). The data in this study were collected through in-depth interview techniques, namely through oral questions and answers, with the aim of obtaining in-depth information and ideas, and non-participatory observation (Prastowo, 2012; Sukmadinata, 2010, p. 220). The selection of these two techniques aimed to obtain in-depth, complete, and comprehensive information. The validity of the data obtained was tested using triangulation techniques and bracketing of interview transcripts, namely, by asking the research subjects to read the interview transcripts and ensuring that the transcripts actually recorded or described the answers as they were (objective). The data analysis in this study was conducted using the Miles and Huberman analytical framework, which offers an iterative analysis method, namely, simultaneous and continuous data analysis from the start to the end of the data collection process within a certain period of time through the stages of data reduction, display, and drawing/verification (Miles & Huberman, 1992, p. 20 ; Emzir, 2012, p. 134)

This study was conducted in Ponorogo, East Java, for approximately six months, starting from April-September 2022. The participants of this study were eight working mothers in Ponorogo. They are women who carry out two roles: both as housewives (domestic sphere) and workers or career women (public sphere). These eight informants were chosen for this study with several considerations: First, all informants were married and had children aged PAUD to grade 6 SD or in the age range between 2 to 12 years; second, all informants work in the formal sector, which at a certain period during the Covid-19 pandemic they was affected by the policy to work from home (WFH), where five of them are lecturers, and three others are educators or teachers; third, all informants do not have household assistants; and fourth, all informants are aware of what they experience and do, considering that this is a special requirement in research conducted with a phenomenological approach. The eight informants in this study were 1/IM, 2/YA, 3/FNP, 4/YUA, 5/WW, 6/AM, 7/NH, and 8/AK. The informants' names were initialized to maintain their confidentiality and privacy, in accordance with the principles of research ethics. The use of initials aims to protect informants' identities from potential unwanted disclosures so that they can provide information honestly and openly without worrying about the negative impacts that may arise. This step is also in line with ethical standards in social research, which prioritize respect for the privacy and security rights of participants (Mirza et al., 2023).

Result and Discussion

Forms of Dual Role Conflict Experienced by Working Mothers in Ponorogo Regency During the Covid-19 Pandemic

Ponorogo Regency, a region in East Java, Indonesia, has also felt the significant impact of the Covid-19 pandemic. As of March 10, 2022, the number of positive cases in this district was 14, 135 with a death rate of 1,368 (Utomo et al., 2022). Meanwhile, on January 15, 2024, the number of positive cases in this district reached 16,088, with a death rate due to Covid-19 of 1,469 people (Andrafarm,2024). The pandemic has not only affected the health and economic sectors but has also brought social challenges, especially for women who have dual roles as housewives and professional workers. Social distancing policies, distance learning, and working from home (WFH) are factors that increase domestic and professional burdens.

The collected research data showed that all working mothers who were subjects in this study experienced pressure due to the Covid-19 pandemic, especially those related to increased workload due to the merging of public and domestic workloads. This has the potential to cause stress and dual-role conflict in working mothers. This was conveyed by all eight informants in this study. Some of the difficulties and challenges they face are as follows.

1. Time Based Conflict

Time-based conflict in dual-role conflict occurs if the time used to perform one role can interfere with the fulfillment of other role responsibilities (Riskasari, 2016). Based on the interviews conducted by the researchers, the eight research subjects stated that they experienced dual-role conflict in the form of time-based conflict, especially during the early days of the pandemic and the adjustment period for working and learning policies from home. This is conveyed by informant I/IM in the following interview excerpt.

"I find it difficult to manage my time. In particular, when checking for children's many assignments. Holidays also feel that there are no holidays. My working hours have also

increased and my resting hours have automatically decreased. It is almost like insomnia, because I rarely sleep at night. I can only work at night when the kids are asleep."

From this quote, it can be understood that informant 1/IM experiences dual role conflict in the form of time-based conflict, which is reflected in his admission that he has difficulty managing time to do the work of each role and feels that his rest time is getting less due to the increasing workload. In fact, she also admitted that her weekends were often taken away because she had to do work that she did not have time to do during working days and hours. Informant 2/YA was prepared in the same way. She also feels time-based dual-role conflict. This is, as she stated when interviewed:

"My difficulty is dividing my time, and the challenge is that all work and children's assignments must be completed on time. The problem is that my work had deadlines. Because I teach, my teaching hours often coincide with my children's school schedules, so I am chasing time."

The same thing was also expressed by Participant 3/FNP, as illustrated in the interview excerpt below:

"Yes, at first it was difficult because the little one was still holding her a lot, the big one couldn't be left alone, so of course I as her mother helped with her tasks coupled with a teaching schedule that had to be online, online also had to have special time to teach, so in the beginning it was really difficult, it was difficult."

Informant 4/YUA also conveyed what she felt when interviewed regarding her time-based dual-role conflict:

"Honestly, I have difficulty managing my time. Yes, I have to follow my children's wishes. So I follow when my children want to study. Therefore, my work schedule also became messy. So, if I am asked if my work is overloaded, yes. So yes, it's quite chaotic."

Informant 5/WW also admitted that he experienced dual-role conflict, especially with regard to time. This was based on the results of the interview with Participant 5/WW, who stated:

"Of course I find it difficult. Because I have a lot of work to do at the office that also has to be done at home, the time to be with the child is automatically limited."

Informant 5/WW also added that the amount of office work that must be done at home, which also makes the time to accompany children to study at home very limited, sometimes makes her feel guilty. On the other hand, she also sometimes felt burdened and overwhelmed when she ran out of time to perform planned office tasks, because she had to follow the willingness and mood of her two children to study (WW).

Furthermore, informant 6/AM also said that one of the challenges and difficulties she experienced while carrying out both roles as a kindergarten teacher and housewife, who had to work from home during the Covid-19 pandemic was the difficulty in managing time. This is based on her statement, which is fully described in the interview excerpt below.

"The first challenge, of course, is the challenge of managing time. At home, I have to divide my time between schoolwork, which is teaching, and teaching my child, who is also studying at home. Thus, even though they work at home, there are things that need to be done, even a lot, such as teaching via Zoom, or maybe via video calls, then also making learning videos. Then, you have to add to the schedule to teach the children, which is often irregular. Sometimes, it is in the morning if the assignment is there, but sometimes it is until noon. Then, when it is noon, the children have to go off first, and then do it again in the afternoon or evening. Teaching services were the same. Children who cannot attend the morning session are also asked to be served in the afternoon or at night. So it's like all the time is spent on this, and in between I have to use it for homework and teaching my children to learn as well."

Meanwhile, informant 7/NH said that the time-based dual-role conflict she experienced was more about the increasing burden and working hours that multiplied during the Covid-19 pandemic. She also had difficulty managing her time, especially during the early days of the Covid-19 pandemic when she had to make various adjustments. Participant 7/NH's statement is included in the interview snippet below:

"During the pandemic, work feels like a full 24 hours. Not 12 hours anymore. In the morning, I had to teach, give materials to the children, and then correct the assignments. In addition, parents of students also work, so they can deposit their children's homework in the afternoon or evening. Therefore, I corrected their assignments in the afternoon or evening. Thus if before Covid-19, school responsibilities were usually only half a day, it was up to 24 hours. At home, there are also other tasks such as washing, cooking, ironing, and guiding children. In particular, school work, which Masya Allah has piled up during the pandemic. Therefore, when correcting until night, waking up must also be early. Even on weekends, it often feels like no holiday because I have to correct my students' assignments. Online learning requires a significant amount of time. And at the beginning of the pandemic, I really struggled to manage my time."

Informant 8/AK also said that the time-based dual-role conflict he experienced was in the form of a clash of time to carry out activities from both roles:

"Yes, it is very difficult, because at one time it can be that several roles must be carried out, for example, I myself teach, then my child learns so I have to accompany him. My two children are all in school; one is still in kindergarten, so I have to focus on mentoring, the other is in grade 1 elementary school, and needs mentoring with different materials to assist him is certainly very extraordinary because I also have to teach online at that time. I sometimes get confused and do not know what to do. So, activities are often overwhelmed, how come it's suddenly at this time when not all have been carried out, as if time is running very, not finished yet, you have to change activities."

2. Strain Based Conflict

This pressure-based conflict occurs when one role puts pressure on the individual's experience and affects the quality of the performance of the other role (Riskasari, 2016). The research data show that all informants experienced several

kinds of difficulties in carrying out both their roles in the public and domestic spheres, which during the Covid-19 pandemic were centered at home. For more details, the following researchers present data related to the difficulties and challenges of the research subjects while carrying out these two roles during the Covid-19 pandemic which can be categorized as strain-based conflict.

- Informant 1/IM, who worked as a lecturer at one of the universities in Ponorogo, conveyed the challenges she faced during the Covid-19 pandemic. She shared that her very busy activities in carrying out her role as a housewife, especially those related to caring for and accompanying children to study during the Covid-19 pandemic, disrupted her activities in carrying out her duties and mandate as a lecturer who must teach her students. Her duties as a mother are further increased by having to spend *extra time* studying the materials and assignments of her first son, who was then in Grade 2 of elementary education. She also added that the increase in her domestic duties during the Covid-19 pandemic was enough to hamper her performance in the public area, namely her work as a lecturer, especially regarding her reduced productivity in producing academic works or writings. She said:

"So I want to be able to do everything and finish it, but in reality it's really difficult. My productivity in the office has decreased. If the children are fussy or sometimes someone is sick, my concentration on writing is lost. Stress and end up producing nothing." (1/IM)

This shows that the dual role conflict experienced by informant 1/IM is more directed towards *Family Interference with Work* (FIW) because his activities in the family realm have interfered with his outside work, causing dual role conflict in him.

- Informant 2/YA experienced the same thing, although not exactly the same. He stated that the demands of him as a lecturer who must carry out his teaching duties even from home must be prioritized because of his relationship with many people. She often had to beat the time to accompany her children to study during school hours, because she had to prioritize her duties to teach students. She also admitted that her children often had to be late in doing and submitting assignments to their teachers. Furthermore, she often feels guilty because she often gets angry with her child. Related to this, he said

"I often teach via Zoom, and that coincides with my child's school schedule. I cannot do both at the same time, so my son is often late in doing his assignments and submitting them to his teacher. Actually, I also feel guilty for my child, because I can't fully support him and often get angry with him." (2/YA)

This often happens because her expectations of being able to do everything are not met, so she feels stressed and depressed, particularly at the beginning of the Covid-19 pandemic. Moreover, at that time, she often had to be far away from her husband (long-distance marriage), because her husband had to work outside the city. The data show that the dual role conflict experienced by informant 2/YA leads to more *Work Interference with Family* (WIF).

- Informant 3/FNP also felt pressure-based dual-role conflict. This is based on the indication that one of her roles, namely as a housewife with various activities in it, is quite consuming her attention, time, thoughts, and energy, so that it has an impact on reducing her performance in the public

sphere, namely as a lecturer. Moreover, at that time, she had just given birth to her second daughter, while her first daughter was still 5 years old. She shared the following story:

"The obstacle is having to guide or accompany them at different ages and then both need their mother's assistance from morning to night, even though I also have other responsibilities on campus. For teaching duties, it is actually safe, but for other tasks such as research, community service, writing, applying for promotion and others, it is difficult."
(3/FNP)

This shows that the dual role conflict experienced by informant 3 / PNP is more directed towards Family Interference with Work (FIW) because his role in his domestic life has hampered his activities and role as a lecturer on campus, who has the tri dharma of higher education.

- Participant 4/YUA also experienced strain-based conflict. This is based on the informant's statement that having to carry out both roles simultaneously is enough to make him feel heavy, especially with regard to how to condition children to study because their children are often moody and do not want to study because they think that not going to school means a holiday. She also has to fulfill her role as a lecturer who must teach her students from home during the Covid-19 pandemic. She admits that these difficulties have affected her performance in her role as a lecturer. This is stated in the following interview excerpt:

"It affects me, of course. On campus, there are demands for reports, journal articles, etc.. For me, this affected me. I feel overwhelmed. I often fall behind my friends. But when it comes to teaching, it can still be conditioned as much as I can." (4/YUA)

This shows that the dual role conflict felt by informant 4/YUA leads more to Family Interference with Work (FIW), because her activities in the domestic sphere, especially those related to childcare and assistance, affect her performance and productivity in carrying out her formal duties and roles as a lecturer.

- Informant 5/WW was also the same. She also feels a strain-based conflict because of the many office tasks that must be performed at home, which causes a less-than-optimal role in assisting children in learning from home. This is based on her statement in the interview excerpt below:

"Yes, it must be hard. Even at home, I have much office work. Children also go to school from home and have a lot of work. However, it is often difficult to condition children. As I recall, not all bills of the many tasks were fulfilled. So when the children want to do it, they do it and send it to the teacher, but when it's not possible, they follow up or recycle it"
(5/WW).

This shows that the conflict she experiences is more directed towards Work Interference with Family (WIF), because her formal work activities, namely as a lecturer, interfere with her activities or responsibilities in family life, especially those related to childcare and learning assistance.

- Informant 6/AM also shared his story about the challenges he faced while simultaneously performing both roles from home during Covid-19. She said that her work as a teacher during the Covid-19 pandemic has increased from making videos and materials to having to serve students and their parents to deposit assignments and memorization at hours outside of her working hours. This made her often have to make peace with the situation because she could only accompany her three children in between the schoolwork she had to complete. In this regard, she says,

"My job as a mother teacher is more dominating than assisting the children. Sometimes, there are student services in the morning, some in the afternoon, and until the evening. Not to mention the work of making this and learning videos. However, this is a very time-consuming process. So, my children learn while I am doing school work or when I have finished doing those jobs. Sometimes I feel sorry for them." (6/AM)

This story confirms that informant 6/AM also experienced strain-based conflicts. In addition, the story also shows that the dual role conflict that informant 6/AM has felt leads more to Work Interference with Family (WIF), because her activities and work in the public sphere, namely as a kindergarten teacher who dominates, have affected or interfered with other tasks, namely as a mother that she must also carry out at home, especially for parenting and assisting children to learn online.

- Participant 7/NH, who also worked as a teacher, experienced almost the same thing as Participant 6. She also felt an imbalance between the two roles, which caused guilt. This imbalance occurred because she felt that her duties as a teacher were increasing and consuming her energy and thoughts, so she could not handle or accompany her second daughter's online learning and schooling, who was still studying in Grade 4 elementary school. This is as she told the researcher during the interview

"For me, the influence is on my children. Insha'Allah, household matters such as cooking and washing, are safe. But the assistance for children to learn online is less than optimal, because I have to focus on teaching online too." (7/NH)

Participant 7/NH also experienced strain-based conflict, and the dual-role conflict experienced by participant 7/NH was more towards Work Interference with Family (WIF). This is because activities related to her role as a teacher make the fulfillment of her responsibilities as a mother in accompanying children to study from home during the Covid-19 pandemic less than optimal.

- Participant 8/AK also shared her experience of increased homework in the form of parenting and learning assistance during school hours, which affected her performance and productivity in doing her office work. However, she also added that a lot of office work, having to be done at home, and having to meet deadlines also affected her psychological condition, so that she became a bad mood and fond of nagging or scolding children. She said:

"Both have an impact on me. From morning to noon, I have to household chores, assist my children with their work, and do office work at the same time. So I am already tired. Evenings when I can usually work overtime on office tasks; during the pandemic, I can no longer do so because I have run out of energy. On the other hand, because there are

demands from the office that must be brought home and completed, it indirectly affects my psychology as well. When there is work that is required to be completed according to deadlines, my emotions sometimes become unstable due to stress. Accompanying my children is not total, doing homework is not total, and I even get angry with my children."
(8/AK)

Participant 8/AK experienced strain-based conflict but also confirmed that the dual role conflict led to two aspects: Family Interference with Work (FIW) and Work Interference with Family (WIF).

As for the third form of dual-role conflict, namely behavior-based conflict, none of the eight informants who were interviewed experienced it. This means that none of the eight working mothers in Ponorogo who were the subjects of this study experienced confusion or confusion in behaving in each role, both in their work and in the domestic space.

Several important points can be drawn from the data exposure described above. First, a time-based conflict occurs if the time used to perform one role interferes with the fulfillment of other role responsibilities. In the context of this study, all eight informants admitted that they had experienced pressures that fell into this category of time-based conflict. The time-based dual-role conflict felt by the eight informants varies from difficulty managing time, activities from both roles that often clash, increasing hours and workload, and increasingly minimal rest hours, which often causes excessive fatigue, stress, anxiety, and guilt for not maximizing one role because it has to prioritize one other role.

Second, in addition to time-based dual role conflict, pressure-based conflict was also felt by all "working mother" informants in this study. However, the form of experience is certainly different, such as decreased writing productivity and performance at work because they are too busy with caring for and assisting children's learning, obstruction of functional promotion because they do not produce writing during the pandemic, not maximizing the process of assisting children because their energy has been used for office work, and so on. Third, behavior-based dual-role conflict relates to the absence of alignment between the two roles between the expectations of one behavior and other different behaviors. For this form of conflict, researchers did not find informants' experiences that fell into this category of behavior-based dual role conflict

To obtain a more detailed and clearer picture of the forms of dual-role conflict experienced by the eight working mother informants in Ponorogo Regency, the following researchers display the details in the table below.

Table 1. Dual Role Conflict of Working Mothers in Ponorogo Regency

Informant	Forms of Dual Role Conflict		
	Time Based Conflict	Strain Based Conflict	Behavior Based Conflict
Informant 1/IM	Difficulty managing time, holidays don't feel like holidays, rest hours are drastically reduced	Increased domestic activities (especially child care and assistance in online learning) interfere with and affect their performance as lecturers (lecture process is not maximized, writing productivity is reduced, etc.) - Family Interference with Work (FIW)	-
Informant 2/YA	Difficulty dividing time, work and children's assignments both have deadlines, activities often clash	The demands of being a lecturer with various tasks and bills affect her work in the domestic sphere, especially those related to child care (children are late for assignments, learning is not optimal, etc.). - Work Interference with Family (WIF)	-
Informant 3/FNP	Difficulty managing time	Domestic activities that rely on childcare have affected her performance in the public sphere, as a lecturer (productivity in writing and producing work, applying for promotion, etc.). - Family Interference with Work (FIW)	-

Informant 4/YUA	Difficulty managing time and having to adjust to the child's will, a lot of work so struggling	Domestic activities, especially taking care of 3 children, affected her performance and productivity as a lecturer (some of her public duties were neglected and completed beyond the deadline such as reports, etc.). - Family Interference with Work (FIW)	-
Informant 5/WW	Increased office work, limited time for children	The increasing work and demands as a lecturer make her tired and exhausted, then she still has to replace the role of teacher while the children are at home, so this becomes less than optimal (children do assignments over time or even all the work is done at one time). - Work Interference with Family (WIF)	-
Informant 6/AM	Difficulty managing time, increased workload and hours in both roles, large amounts of time for school work, even into the night	The increasing work and demands as a teacher (making videos, materials, and serving students and guardians beyond working hours) have an impact on not maximizing the process of mentoring their three children). - Work Interference with Family (WIF)	-
Informant 7/NH	Difficulty managing time, Workload and working hours have increased dramatically (feels like 24 hours), working hours are no longer only in the morning, but until the night, weekends do not feel like a holiday because of overtime.	Her increasing duties and working hours as a teacher have made it impossible for her to be with her daughter during the pandemic. This made her feel guilty). - Work Interference with Family (WIF)	-
Informant 8/AK	Difficulty managing time, activities from 2 roles often clash	The jobs in both roles influence each other. - Family Interference with Work (FIW) and Work Interference with Family (WIF)	-

From Table 1, it can be understood that among several jobs in the domestic sphere, caring for and assisting children in learning during the Covid-19 pandemic is the one that most dominantly causes double-role dilemmas and conflicts, while other household chores, such as cleaning, cooking, and washing, are not too much of a problem because everyone is used in the routine. The dilemma arises in choosing which should be prioritized first between accompanying children to study or work at the office, campus, and school, which ultimately results in different preferences for each research subject. The difference in priority preferences between the two roles has an impact on the imbalance of the two roles, so that dual role conflict itself arises. This also gave birth to a dual-role conflict with different aspects in the eight subjects of this study. Some of the dual role conflicts they experience lead to Work Interference with Family (WIF), as happened to informants 2/YA, 5/WW, 6/AM, 7/NH, and 8/AK because activities related to their roles in the public sphere affect or hinder their roles in the domestic sphere; conversely, there are also those that lead to Family Interference with Work (FIW) as happened to informants 1/IM, 3/FNP, 4/YUA, and 8/AK because their priority preferences for domestic duties and roles affect their performance and productivity at work.

In addition, from the research data previously described, all eight informants admitted that dual-role conflict with various kinds of experiences was often felt during the early days of the Covid-19 pandemic and the WFH and LFH policies were implemented. Various challenges in the form of difficulties, obstacles, and challenges that they face have put pressure, stress, and dual-role conflict on themselves, which are characterized by several symptoms such as guilt, anxiety, fatigue, and frustration (Shaevitz, 1991, p. 93). They have just experienced new things that are difficult and full of opposition, and have not been able to adapt well at that time. In addition, the dual role conflict they experience during this pandemic is also very closely related to the double burden that occurs to them (Febrianto et al., 2022), including multiple burdens due to too much work from both roles that must be carried by working mothers and because of the absence of help from their spouses.

Based on the researcher's analysis of the research data, informants who experience dual-role conflict are not only unable to adapt to new habits, but also because they experience a double burden. This happens because they get more

workload than the other party, which in this case is their husband. The absence of a division of roles between husband and wife to complete all housework certainly also contributes to the potential for dual-role conflict. When the wife is relieved of her burden with the help of a partner to complete all the housework, which is a shared responsibility, the potential for the emergence of dual-role conflict will be reduced (Wieringa, 2015).

The causes of the double burden they experience are twofold, namely, because the husband is not with them due to long-distance marriage as happened to informants 1/IM, 2/YA, and 3/FNP, or the husband is actually with them, but does not help the wife complete housework from cooking, washing, cleaning, caring for, and assisting children to study and school as felt by informants 4/YUA and 7/NH.

Resilience of Working Mothers in Ponorogo Regency in Facing Dual Role Conflict During the Covid-19 Pandemic

To identify a person's resilience or resilience, there are generally two components that need to be raised: a) exposure to difficult and stressful conditions, or it could also be obstacles or threats in life; and b) positive adjustment to the conditions experienced by the individual (Hendriani, 2019, p. 24). In the context of this study, the data that has been presented in point 1, namely regarding the form of dual role conflict experienced by working mothers in Ponorogo Regency is data that represents the first component of resilience, which is related to difficult or stressful conditions and obstacles felt by working mothers in Ponorogo

At first, the working mothers who were the subjects of this study experienced the toughest and most difficult times when they had to carry out both roles simultaneously; they could adapt well so that they could finally be resilient in facing everything. Thus, at this point, the researcher presents data related to the resilience of working mothers in Ponorogo Regency in dealing with dual role conflict during the Covid-19 pandemic which is a representation of the second component mentioned above, namely about positive adjustment to difficult conditions experienced by individuals. To compare efforts and coping strategies in each research subject or informant, the following researchers describe in detail the efforts made by the eight research subjects to be resilient in living their dual roles during the Covid-19 pandemic in detail in tabular form:

Table 2. Comparison of Research Subjects' Efforts/Strategies to Be Resilient in Living Dual Roles during the Covid-19 Pandemic

Informant	Transcript	Interpretation of Efforts/Strategies to Achieve Resilience
Informant 1/IM	<i>"Because I realize that I can't do everything myself, when I have my husband, I share the work with him. My husband helps cook and look after the children. The other chores are still mine to do. But that's enough to ease my burden, Dek."</i>	Sharing roles with husband to do domestic work (after husband is at home)
	<i>"Because of the social distancing policy, we pray more intensely at home. So that it can further increase faith."</i>	Get closer to Allah and pray for strength and protection.
	<i>"Being alone while listening to music. Usually at night. When everyone else is sleeping, I put on my headset and listen to music. I watch YouTube too, for entertainment so I don't get stressed."</i>	Take time for "me time" by listening to music or watching videos on YouTube
	<i>"By sharing with my husband. My husband told me to be grateful and not to complain too much. Because many people have it harder than us."</i>	Doing deep talk and sharing with husband
	<i>"I think the wisdom of Covid is that I can have more time for family time. Children also become more directed in character, more obedient also because there is their father. Because during this pandemic, they can only have a lot of time with their father."</i>	Make an effort to encourage yourself Manage emotions so you can calm down and think clearly Strive to always think positively
Informant 2/YA	<i>"I try to balance office work with my children." "So, my priorities are office work and my child's schoolwork. If the course is difficult, I put the lecture first. So, I teach first, if it can be done at the same time, thank God, if not, my child is late in submitting the assignment. But I tell the teacher."</i>	Trying to balance both roles Prioritizing what is more important, public: teaching, domestic: nurturing and assisting children to learn from home

	<i>"I leave the housework alone; the main thing is the office work. The most important thing for me is office work and children, homework is the last thing."</i>	Making peace with the situation when the expectation of balance between the two roles is not realized
	<i>"I asked permission from the teacher to postpone the submission of my child's assignment, so thank God it's understandable. Because sometimes you can't do both roles at the same time."</i>	Communicating with her son's teacher to ask for tolerance when submitting the assignment, when it really can't be done at the same time as her teaching duties.
	<i>"If it's office work, I don't get any help, but if it's housework, I sometimes get help from my husband when he's at home."</i>	Sharing roles with husband to do domestic work (when husband is at home)
Informant 3/FNP	<i>"By dividing time, of course. When the younger one is asleep, I help finish the older one's assignments. When that's done, I continue to check student assignments and focus on teaching assignments that need to be completed. Then the homework comes last."</i>	Time management at its best
	<i>"As much as possible, outside of teaching hours, the focus should be full on the child."</i>	Allocate time for each role so you can both go all out
	<i>"Yes, even though it was hard at the beginning, the pandemic has its lessons. I know more about my children's development because I'm with them more often."</i>	Always try to think positively
	<i>"When my husband is at home during WFH, it is quite helpful because my husband is willing to help me, especially in taking care of the children, so I can do other work."</i>	sharing roles with her husband when he is at home
	<i>"Yes, because I have a big responsibility. The responsibility of being a lecturer and being a parent. I have to try to balance both."</i>	Holds that they have responsibilities to fulfill, so they are willing to try to be resilient
Informant 4/YUA	<i>"The trick is to do the office work first, then the children, then other household chores. I just adjust the time, adjust the moment too, if the office work is clear, the time is scheduled, but if the children can be conditioned, the housework can also be conditioned."</i>	Prioritizing work that is truly prioritized, namely duties as a lecturer for the public sphere and replacing the role of teacher for children for the domestic sphere.
	<i>"If I have time, I do it myself. I often buy food outside. Then for washing, I also often leave it to the laundry service."</i>	Other chores are done by yourself if you can afford them, but if not, you can outsource them (for laundries) or buy them (for cooking).
	<i>"Because there are two children who are already in school, so my husband and I divide our time and roles, one waiting for his brother and the other waiting for his sister."</i>	Husband helps, but not in many ways
	<i>"To cope with stress, I often take my children out for refreshing, so I need to refresh because that's the only healing."</i>	Take time to unwind by traveling, refreshing, or traveling in the car with your husband and children.
Informant 5/WW	<i>"Alhamdulillah, it helps with my husband. So indeed, we divide the tasks for housework. Because we have two children, we divide the tasks of each of them handling one child. House chores are the same, for example, if I wash the clothes, then my husband helps to dry them."</i>	Sharing roles with your husband to do housework
	<i>"Online school children are task-oriented, so sometimes it can be done while doing office work, or often help with children's work in between teaching."</i>	Organize time as best as possible, especially for teaching and assisting children to learn
	<i>"I often make things or cook. That's my entertainment during the pandemic."</i>	Taking time to entertain yourself, e.g. by cooking
	<i>"It turns out that Covid has its hikmah. I came to understand that it turns out that educating children when we do it ourselves is not easy."</i>	Strive to always think positively

	<i>So, yes, of course we must appreciate the role of teachers who have really taken a lot of their time to assist children."</i>	
	<i>"Because my work and my children are part of my responsibility, I have to try to stay strong so that I can do everything to the best of my ability."</i>	Realizing her work responsibilities and the existence of her two sons who need her so that she is eager to try to be resilient.
Informant 6/AM	<i>"The beginning of the pandemic was very difficult. Gradually we can adapt, start building good time management so that all my tasks can be done well. As much as possible, I finish my homework in the morning before my working hours, which are 8 to 11 am for the morning session. In between, sometimes I also make videos and other work."</i>	Doing the best possible <i>time management</i> so that both roles can be balanced
	<i>"Continue to be patient, manage emotions, and pray, so that the pandemic will pass soon, then also always tell the children to continue to be patient with the current conditions so that they are also patient to deal with it, and follow the process, so that we can both survive."</i>	Patience, grace, emotional management, and prayer
	<i>"Alhamdulillah, while undergoing various challenges during this Covid period, we can still think positively. That this pandemic is a test. The test is not only for myself, but also widespread, and this can all be resolved soon if we want to WFH, work to learn from home. We have to be patient with that. What can be learned from this covid outbreak is that we can be closer, know more about how children learn, then also learn to manage time, also I as a teacher also learned a lot about how the online learning model is."</i>	Strive to always think positively and interpret the Covid-19 pandemic positively
	<i>"I coordinate with my husband about what work I can do and what he can do. So, we both do it happily. And that has also helped me quite a lot so far."</i>	Build good communication with your husband so that he takes part in doing the housework together.
	<i>"I share my role with my husband. So, for example, if the work assigned to our children is in the form of a project, then I ask my husband to be able to accompany the children."</i>	Sharing roles for housework with your husband
	<i>"Because I work with WFH, automatically the salary cannot be full, unlike when we go to work. Meanwhile, there are more needs because our family members are all at home. So that also makes me as a mother also try to be stronger in terms of the economy as well, so I also try to do business as well."</i>	Started a business to supplement her family's <i>income</i> , which was reduced during the pandemic due to salary cuts at the school where she taught during the pandemic.
Informant 7/NH	<i>"The housework starts early in the morning, obviously. I have to wake up early in the morning to cook first. I also have to wake up earlier than usual. Every day I wake up around 3. In the morning, I focus on the kitchen, and then clean up in the afternoon."</i>	Organize your time as best you can
	<i>"So you have to be good at entertaining yourself and managing your emotions. Because the tasks are piling up, if you don't manage your emotions, you can get more stressed."</i>	Managing emotions
	<i>"My entertainment is gymnastics or karaoke on YouTube. Sometimes I also sing to myself in my room or watch YouTube videos that contain recitations for motivation."</i>	Take time to entertain yourself and unwind by exercising gymnastics, watching YouTube, karaoke, etc.
	<i>"The wisdom from Covid is that we can get closer to Allah. We also take better care of ourselves, maintain cleanliness, and be more careful. so, we read more, learn to make videos and learning media, and become more creative."</i>	Strive to always think positively
	<i>"I have a responsibility to teach the children. My responsibility is not only to the children and guardians, but number one is my responsibility to the one above (Allah). So, I have to try to keep my spirit and strength."</i>	Empathize with students who really need their role, so that they are more enthusiastic about trying to be resilient during the pandemic.

Informant 8/AK	<i>"By doing my homework before work and school hours. So, I start early. So, when the office hours and the kids' school hours start, the homework is already done."</i>	Organize your time as best you can
	<i>"For me, I have to be smart in managing my emotions. Honestly, I haven't felt balanced actually to carry out both roles, there are still some that sometimes when I have a lot of work, I feel heavy at work like that, finally the children are neglected, or vice versa, sometimes I have to focus more on assisting children then my work is neglected. But that's okay. I'm capable of that, so it doesn't matter."</i>	Managing emotions and expectations
	<i>"By accepting reality. Actually, of course I want everything to be perfect, but it can't be. So, I just accept the conditions that are like this, living as much as possible."</i>	Accept gracefully when expectations are not maximally realized
	<i>"The important thing is to enjoy yourself so that you don't get stressed and can do all your activities."</i>	Strive to always enjoy

Based on Table 2 on the resilience of working mothers in Ponorogo, it can be understood that the aspects of resilience that each research subject or informant goes through in an effort to be resilient in their dual role during the Covid-19 pandemic are not the same. Some informants emphasized aspects of emotion regulation, impulse control, and others, while others emphasized optimism, self-efficacy, and others. In general, if the data are associated with the seven aspects of resilience, the resilience aspects of the eight working mothers who were the subjects of this study are as follows:

1. Emotion regulation

Working mothers have experienced a variety of stressful obstacles and difficulties during the pandemic, but some have shown that they are trying to manage their emotions as best as possible by lowering expectations and managing stress.

2. Impulse control

During the pandemic, working mothers experienced various uncomfortable feelings and stressors. However, some of them showed that they tried to accept, be patient, and be patient with all the uncomfortable conditions and expectations that were not fully realized, as well as by getting closer to Allah and praying.

3. Causal analysis

Working mothers can identify the problems they face, especially during the early days of the Covid-19 pandemic. They see the problem as a process that must be endured so that they can find the best solution to the problems they face in relation to their two roles.

4. Self-efficacy

Working mothers have individual beliefs that what they strive for can lead them to adapt positively and be able to go through difficult situations and times during the Covid-19 pandemic.

5. Optimism

Among the eight working mothers, there are those who show that while going through the difficult times of the pandemic, they try to be optimistic that the Covid-19 pandemic will end and that the various difficulties in it will pass well.

6. Empathy

Some working mothers also show empathy for their students and children, who always need them and are their responsibilities that must be fulfilled, so that they become their own motivation to try their best to become resilient individuals in the midst of the onslaught of activities, obstacles, and difficulties that arise due to the Covid-19 pandemic.

7. Reaching out

Among the working mothers who were the subjects of this study, some were able to reach the reaching out phase, where they were able to view and interpret the Covid-19 pandemic outbreak test positively. In addition,

some of them are also willing to build communication, which in this context is with their partners to be able to help them do some domestic work, so that the potential for dual-role conflict can be reduced. In fact, this effort really works for some couples because their husbands are actually willing to step in to do domestic chores.

The dual role conflict experienced by the research subjects during the Covid-19 pandemic as described above is a difficult situation with various obstacles that make working mothers experience negative emotional experiences such as stress, panic, anxiety, guilt, and frustration. Then, with a strong will and various ways willing to try to survive and be resilient in the face of all kinds of obstacles that press until finally able to become resilient working moms. This also confirms that a resilient working mother in the midst of the Covid-19 pandemic does not mean that she does not feel difficulties, obstacles, or obstacles at all, but rather that she can survive, be resilient, have resilience, and be able to bounce back (the ability to bounce back) from difficult times full of obstacles, that is, resilience (Turner et al., 2022).

Conclusions

The forms or types of dual-role conflict experienced by working mothers in the Ponorogo Regency are time-based conflict and strain-based conflict. The time-based dual-role conflict felt by the eight informants varies from difficulty managing time, activities from both roles that often clash, increasing hours and workload, and increasingly minimal rest hours, which often causes excessive fatigue, stress, anxiety, and guilt for not maximizing one role because it has to prioritize one other role. Meanwhile, dual-role conflict based on the pressure experienced by informants includes decreased writing productivity and performance at work because they are too busy with caring for and assisting children's learning, obstruction of functional promotion because they do not produce writing during the pandemic, not maximizing the process of assisting children because their energy has been used up for office work, and so on. The informants experienced this dual-role conflict not only because they had not adapted to new habits at the beginning of the pandemic, but also because they experienced a double burden because there was no division of roles between husband and wife to complete all housework, which of course also contributed to the potential for dual-role conflict itself for working mothers. A strong will and various efforts have been made by working mothers to survive, be resilient, and get back up to face all kinds of obstacles and pressing obstacles until they are finally able to become resilient working mothers.

This study was inherently constrained by its scope, focusing on a specific group of working mothers in the Ponorogo Regency during the Covid-19 pandemic. These findings are shaped by the unique social, cultural, and temporal context of the pandemic and cannot be detached from these circumstances. As such, the results are not intended for universal generalization, but rather for understanding resilience and dual-role conflict within this particular setting. This context-bound nature of the study reflects deliberate methodological choice and cannot be expanded beyond its framework. Future research is recommended to explore the resilience and dual-role conflict of working mothers in diverse settings, including different cultural, socioeconomic, and temporal contexts, to capture a broader range of experiences. Expanding the number of informants and employing a mixed-method approach could provide a more comprehensive understanding by combining in-depth qualitative insights with quantitative generalizability. Additionally, future studies could investigate the role of external factors, such as workplace policies, community support systems, and technological adaptations in shaping resilience strategies among working mothers.

Author Contributions: The entire research process, including determining the concept, methodology, data collection, data analysis, data accuracy, drafting the article, and editing, was performed by Siti Rohmaturosyidah Ratnawati as the main author. Restu Yulia Hidayatul Umah, as the second author, also contributed to finalizing the research concept and methodology, as well as data collection and analysis.

Funding: This research was funded by the Output Cost Standards (SBK) Research at Islamic Religious Higher Education Institutions under the Ministry of Religious Affairs, available at <https://litapdimas.kemenag.go.id/index.php/>

Declaration of Generative AI: Not applicable, as there is no indication that generative AI and AI-assisted technologies were used in the process of writing this paper.

Acknowledgements: The authors would like to thank IAIN Ponorogo for the support provided, including research funding and the facilities needed for publication preparation. The authors are also very grateful to all informants who were willing to provide complete information to the authors and to all those who participated and supported the completion of this research.

Conflicts of Interest: The authors declare no conflicts of interest.

References

1. Andrafarm. (2024). *Simak Perkembangan COVID-19 (Corona) seluruh Kabupaten Ponorogo per Hari Sampai 14 Januari 2024*. https://m.andrafarm.com/_andra.php?_i=daftar-co19-kota&noneg=151-11&urut=1&asc=01100000000
2. Aziz, M. (2023). Women's Double Burden in the Family Between Culture and Discrimination. *Potret Pemikiran*, 27(2), 227–244.
3. Bogdan, R., & Taylor, S. J. (1975). *Introduction to Qualitative Research Methods: A Phenomenological Approach to The Social Sciences*. John Wiley & Sons, Inc.
4. Denrich, S. (2004). Gambaran Konflik Emosional Dalam Menentukan Prioritas Peran Ganda. *Jurnal Ilmiah Psikologi Arkebe*.
5. Dinella, L. M., Fulcher, M., & Weisgram, E. S. (2023). Understanding Women's Work, Children and Families during the COVID-19 Global Pandemic: Using Science to Support Women around the Globe. *Journal of Social Issues*, 79(3), 847–860.
6. Elanda, Y. (2021). The Construction of an Ideal Mother Amid the Covid 19 Pandemic: Gender Injustice Experienced by Career Women While Working From Home. *Humanisma: Journal of Gender Studies*, 5(1), 24–39. <http://dx.doi.org/10.30983/humanisme.v5i1>
7. Emzir. (2012). *Metodologi Penelitian Kualitatif Analisis Data*. RajaGrafindo Persada.
8. Febrianto, P. T., Mas'udah, S., & Megasari, L. A. (2022). Female Teachers' Double Burden during The Pandemic: Overcoming Challenges and Dilemma Between Career and Family. *Sociologia, Problemas e Práticas*, 100, 87–105.
9. Frone, M. R., Russell, M., & Cooper, M. L. (1992). M.R Frone, M Russell, dan Cooper, Antecedents and Outcomes of Work-Family Conflict: Testing a Model of the Work-Family Interface. *Journal of Applied Psychology*, 77(1), 65–78. <https://doi.org/10.1037/0021-9010.77.1.65>
10. Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, Vol 10 No.
11. Handayani, R. (2020). Multi Peran Wanita Karir Pada Masa Pandemi. *Jurnal Kajian Gender Dan Anak*, 4(1), 1–10.
12. Hayes, A. R., & Lee, D. (2023). Women, Work, and Families during the COVID-19 Pandemic: Examining the Effects of COVID Policies and Looking to the Future. *Journal of Social Issues*, 79(3), 1088–1105.
13. Hendriani, W. (2019). *Resiliensi Psikologis: Sebuah Pengantar* (2nd ed.). Prenadamedia Group.
14. Karen, R., & Andrew, S. (2002). *The Resilience Factor*. Broadway Books.
15. Kusumastuti, A. N. (2020). *Dampak Konflik Peran Ganda di Masa Pandemi Covid-19 pada Ibu yang Bekerja*.
16. Macewen, K. E., & Barling, J. (1994). Daily Consequences of Work Interference with Family and Family Interference with Work. *Work & Stress: An International Journal of Work, Health & Organisations*, 8(3), 244–254.
17. Merida, S. C., Febrieta, D., & Fitriani, Y. (2023). Resilience as a “Working Mom” Dealing with Changing Situations in Era Pandemic Covid 19. *E3S Web of Conferences*, 447, 1–8. <https://doi.org/10.1051/e3sconf/202344705002>
18. Miles, M. B., & Huberman, A. M. (1992). *Analisis Data Kualitatif*, terj. Tjetjep Rohendi Rohidi. UI Press.
19. Mirza, H., Bellalem, F., & Mirza, C. (2023). Ethical Considerations in Qualitative Research: Summary Guidelines for Novice Social Science Researchers. *Social Studies and Research Journal*, 11(1), 441–449.
20. Opping, C. (2012). Family Structure and Women's Reproductive and Productive Roles: Some Conceptual and Methodological Issues. In R. Anker, M. Buvinic, & N. H. Youssef (Eds.), *Womens' Roles and Population Trends in the Third World*. Routledge.
21. Perempunan, K. N. A. K. T. (2021). *Policy Brief 2: Melibat Dampak Pandemi COVID-19 dan Kebijakan PSBB melalui Kacamata Perempuan Indonesia*.
22. Power, K. (2020). The COVID-19 Pandemic has Increased the Care Burden of Women and Families. *Sustainability: Science, Practice and Policy*, 16(1), 67–73.
23. Prastowo, A. (2012). *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*. Ar-Ruzz Media.
24. Qibtiyah, A. (2020). Indonesian Women's Experiences in Dealing with the Impacts of Pandemic Covid-19. *Jurnal Perempuan*, 25(4), 25–35.
25. Rakhmawati, F. Y. (2022). Experience of Indonesian Working Mothers during Covid-19 Pandemic. *Islamic Research: The International Journal of Islamic Civilization Studies*, 5(1), 62–68. <https://doi.org/10.47076/jkps.v5i1.128>
26. Riskasari, W. (2016). Konflik Peran Ganda Wanita Berkarir. *Al-Qalb: Jurnal Psikologi Islam*, 8(2), 74–81.
27. Sarwono, S. W. (2004). *Teori-teori Psikologi Sosial*. PT Grafindo Persada.
28. Setiawan, R. (2020). *Survei KPAI: Kekerasan Anak Akibat Beratnya Beban Ibu Saat COVID-19*. Tirto.Id. <https://tirto.id/fS2L>
29. Setpres, B. (2023, June 21). *Pemerintah Putuskan Indonesia Masuki Masa Endemi*. <https://www.presidentri.go.id/siaran-pers/pemerintah-putuskan-indonesia-masuki-masa-endemi/>
30. Shaevitz, H. H. (1991). *Wanita Super. Alih Bahasa: A.G. Luanandi*. Kanisius.

31. Siebert, A. (2005). *The Resiliency Advantage*. Practical Psychology Press.
32. Solichah, N., & Shofiah, N. (2021). Mengapa Ketahanan Orangtua diperlukan? Studi Fenomenologi Tingkat Resiliensi Orangtua dalam Mendampingi Anak Belajar dari Rumah. *Psikoislamika: Jurnal Psikologi Dan Psikologi Islam*, 18(1), 201–217.
33. Sukmadinata, N. S. (2010). *Metode Penelitian Pendidikan*. Remaja Rosdakarya.
34. Sulaeman, K. M., & Salsabila, F. R. (2020). Dampak Covid-19 terhadap Kaum Perempuan: Perspektif Feminisme. *Jurnal Sentris*, 1(2), 159–172.
35. Turner, L. H., Ekachai, D., & Slattery, K. (2022). How Working Mothers Juggle Jobs and Family during COVID-19: Communicating Pathways to Resilience. *Journal of Family Communication*, 22(2), 138–155. <https://doi.org/10.1080/15267431.2022.2058510>
36. Utomo, B. S., Pradana, A. W., Baihaqi, F. A., Althof, M. A., Wicaksono, A., & Ziaulhaq, F. (2022). Manajemen Krisis Dinas Kesehatan Ponorogo dalam Menghadapi Covid-19 Varian Baru Omicron. *Jurnal Komunikasi Dan Budaya*, 3(1), 75–88. <https://doi.org/10.54895/jkb.v3i1.1399>
37. Wieringa, S. E. (2015). Gender Harmony and the Happy Family: Islam, Gender and Sexuality in Post-Reformasi Indonesia. *South East Asia Research*, 23(1), 27–44. <https://doi.org/10.5367/sear.2015.0244>
38. Wijayanto, A., Novitasari, K., & Dewi, A. A. (2022). Problems in Working Mothers in Early Children's Care. *Edukasi*, 16(2), 159–165.
39. Wulanyani, Swasti, dan Lilik Sudiajeng. (2006) Stres Kerja Akibat Konflik Peran pada Wanita Bali. *Indonesian Psychological Journal*. Vol 21.