

**DINAMIKA *MULTI ROLES CONFLICT* PADA MAHASISWI MAGISTER
PSIKOLOGI PENDIDIKAN: PENDEKATAN AUTOETNOGRAFI**



TESIS

diajukan untuk memenuhi sebagian dari syarat memperoleh gelar
Magister Pendidikan dalam Bidang Psikologi Pendidikan

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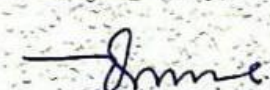
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ABSTRAK

Penelitian ini mengeksplorasi dinamika *multi roles conflict* (konflik multi peran) yang dialami oleh mahasiswi magister psikologi pendidikan melalui pendekatan autoetnografi. Dengan menjadikan pengalaman pribadi peneliti sebagai sumber data utama, penelitian ini mengungkap berbagai bentuk konflik peran, yaitu *time-based conflict*, *strain-based conflict*, dan *behavior-based conflict* yang saling berkaitan dalam keseharian peneliti, dalam hal ini saya sebagai istri, ibu, mahasiswa, dan pekerja. Temuan penelitian menunjukkan bahwa *multi roles conflict* bukan hanya bersumber dari tuntutan waktu dan tanggung jawab, tetapi juga dipengaruhi oleh relasi kuasa dan ekspektasi sosial yang tidak setara. Di tengah tekanan tersebut, peneliti mengembangkan berbagai strategi coping, baik yang berfokus pada redefinisi peran, *emotional focused*, *problem focused*, juga melibatkan spiritualitas. Melalui refleksi kritis dan dialog internal, peneliti merekonstruksi makna identitas dan menemukan agensi dalam menghadapi konflik. Perspektif feminisme *postmodern* digunakan untuk memahami bahwa identitas perempuan bersifat plural, kontradiktif, dan tidak harus koheren secara utuh. Penelitian ini memberikan kontribusi terhadap kajian konflik peran perempuan dalam konteks pendidikan tinggi, serta membuka ruang bagi validasi pengalaman subjektif sebagai bentuk pengetahuan yang sah. Hasil penelitian ini diharapkan dapat menjadi sumber inspirasi dan penguatan bagi perempuan lain yang menghadapi dinamika serupa.

Kata kunci: *multi roles conflict*, autoetnografi, mahasiswi magister, feminisme *postmodern*, strategi coping.

ABSTRACT

This study explores the dynamics of multi-roles conflict experienced by female master's students in educational psychology through an autoethnographic approach. Drawing on the researcher's personal experiences as the primary source of data, the study reveals various forms of role conflict time-based conflict, strain-based conflict, and behaviour-based conflict that intertwine in daily life, particularly in my roles as a wife, mother, student, and worker. The findings indicate that multi-roles conflict arises not only from the demands of time and responsibilities but also from unequal power relations and social expectations. Amidst these pressures, the researcher developed multiple coping strategies, including role redefinition, emotion-focused and problem-focused approaches, as well as the integration of spirituality. Through critical reflection and internal dialogue, the researcher reconstructs the meaning of identity and discovers agency in facing conflict. A postmodern feminist perspective is employed to understand that women's identities are plural, contradictory, and not necessarily coherent as a whole. This study contributes to the discourse on women's role conflict in the context of higher education and legitimizes subjective experience as a valid form of knowledge. The findings are expected to serve as a source of inspiration and empowerment for other women navigating similar dynamics.

Keywords: *multi-roles conflict, autoethnography, female master's student, postmodern feminism, coping strategies.*

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