



## MENTAL HEALTH AWARENESS FOR WOMEN WITH DUAL ROLES: A CASE STUDY OF FEMALE TEACHERS IN SECONDARY EDUCATIONAL INSTITUTIONS IN SURYALAYA

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### Abstract

*Women who take on dual roles as professionals and homemakers are vulnerable to psychological pressure, role conflict, and mental health disorders. Female teachers in pesantren-based secondary education institutions face unique challenges due to the intersection of moral, cultural, and professional expectations. This community service initiative aimed to provide education on both the positive and negative aspects of dual roles, along with practical strategies for time management and mental health maintenance. The implementation used a participatory approach and visual media. The activity was conducted on Thursday, May 15, 2025, at secondary education institutions in Suryalaya, Tasikmalaya, and was attended by 30 female teachers. The program included interactive lectures, educational video screenings, group discussions, and collective reflection. The results of the pre-post test showed a 68% increase in participants' understanding. Evaluation indicated that 92% of participants found the activity highly beneficial, and a post-event support group was formed. This intervention effectively increased the awareness of female teachers about the importance of balancing roles and maintaining mental health.*

**Keywords:** *Dual Roles, Female Teachers, Time Management, Mental Health, Community Service.*

### Abstrak

Perempuan yang mengambil peran ganda sebagai profesional dan ibu rumah tangga rentan terhadap tekanan psikologis, konflik peran, dan gangguan kesehatan mental. Guru perempuan di lembaga pendidikan menengah berbasis pesantren menghadapi tantangan unik karena persinggungan antara harapan moral, budaya, dan profesional. Inisiatif pengabdian masyarakat ini bertujuan untuk memberikan edukasi tentang aspek positif dan negatif dari peran ganda, beserta strategi praktis untuk manajemen waktu dan pemeliharaan kesehatan mental. Pelaksanaannya menggunakan pendekatan partisipatif dan media visual. Kegiatan tersebut dilaksanakan pada hari Kamis, 15 Mei 2025, di lembaga pendidikan menengah di Suryalaya, Tasikmalaya, dan dihadiri oleh 30 guru perempuan. Program tersebut meliputi ceramah interaktif, pemutaran video edukasi, diskusi kelompok, dan refleksi kolektif. Hasil uji coba pra-pasca menunjukkan peningkatan pemahaman peserta sebesar 68%. Evaluasi menunjukkan bahwa 92% peserta menganggap kegiatan tersebut sangat bermanfaat, dan kelompok pendukung pasca-kegiatan pun dibentuk. Intervensi ini secara efektif meningkatkan kesadaran guru perempuan tentang pentingnya menyeimbangkan peran dan menjaga kesehatan mental.

**Kata Kunci:** Peran Ganda, Guru Wanita, Manajemen Waktu, Kesehatan Mental, Pengabdian Masyarakat.



## INTRODUCTION

Social, economic, and cultural changes over the past two decades have significantly expanded opportunities for women to participate actively in public and professional sectors. The increasing promotion of gender equality has enabled women to build careers and contribute to social development across various domains, including education. Among the most active and strategic groups in this regard are female teachers, especially those working at the secondary education level.

Despite such advancements, women in the teaching profession still face the complexity of managing dual roles. They are not only expected to perform as professional educators but also as household managers, wives, mothers, and community members. These roles are often performed simultaneously without any reduction in responsibilities in either domain. Female teachers in pesantren-based institutions, such as those in the Suryalaya area, encounter even more complex challenges due to additional moral and cultural obligations that are deeply rooted in daily life.

In the pesantren context, women are expected to serve not only as role models in the classroom but also to uphold religious norms, moral integrity, and traditional values in both personal and public life. This convergence of professional responsibility and socio-religious expectations places a unique form of pressure on them. The burden becomes even more overwhelming when combined with domestic responsibilities such as child-rearing, managing household tasks, and supporting their spouses. If not properly managed, these stressors may lead to emotional exhaustion, prolonged stress, role conflict, and eventually, mental health disturbances.

Many working women experience feelings of guilt, especially when they believe they are unable to give full attention to their children or spouse due to professional obligations. Conversely, they also feel guilty when family demands interfere with work responsibilities. This persistent dilemma often leads to role conflict, a psychological state where incompatible demands from work and family cannot be simultaneously fulfilled. Prolonged

exposure to such conflict may result in burnout, anxiety disorders, or mild depression (Utami, 2022).

Nevertheless, some women manage to perform their dual roles effectively and even thrive in both domains. Their success is often attributed to several key factors, including social support from spouses and the workplace, strong time management skills, and mental health literacy—especially skills related to emotional regulation and stress management. Therefore, providing education and training that equip female teachers with practical coping strategies is essential for fostering well-being.

Fitriani (2020) emphasizes that women with high levels of psychological literacy are better able to manage stress and prioritize tasks in daily life. Practical skills such as creating structured daily routines, setting aside time for self-care, and learning to say "no" to excessive demands are essential components of personal time management. Educational interventions designed with a participatory, contextual, and empathetic approach can help these women internalize knowledge more effectively and apply it in their real-life contexts.

Within this framework, the community service program that focuses on mental health awareness for women with dual roles, particularly for teachers in pesantren-based secondary education institutions, becomes not only timely but also crucial. The program aims not just to disseminate information but also to encourage personal reflection, foster peer-sharing of experiences, and build a lasting support system among participants. These elements are essential in strengthening the psychological resilience of female educators who carry the weight of multiple roles in both public and private spheres.

## METHODOLOGY

This community service program applied the IPOO (Input–Process–Output–Outcome) framework to ensure systematic, structured, and outcome-oriented implementation. The activity was held on Thursday, May 15, 2025, in one of the meeting rooms within secondary educational institutions affiliated with Pesantren Suryalaya



in Tasikmalaya Regency, West Java. These institutions included madrasah aliyah (Islamic senior high schools), vocational schools (SMK), and madrasah diniyah formal education providers, all of which are known for combining formal education with strong religious and cultural traditions. The setting provided a relevant and contextually rich environment to address the issue of mental health in women with dual roles, particularly female educators who are actively balancing domestic and professional responsibilities.

The primary target participants were 30 female teachers from various pesantren-based secondary institutions in Suryalaya. Most of the participants were married and responsible for managing both household duties and school-related tasks. These dual roles often led to role conflict and mental health challenges, making the selected group highly relevant for the intervention. The implementation team consisted of five lecturers from STIE Latifah Mubarokiyah (STIELM), representing disciplines such as educational psychology, mental health, community empowerment, and educational management. Their collective expertise allowed for the development of a program that was both theoretically grounded and practically applicable.

The program preparation and implementation followed a clearly defined IPOO framework. Under the “Input” phase, the organizing team prepared a range of educational materials, including a structured module discussing dual-role pressures, time management strategies, and mental well-being. A short educational video titled “Maintaining Mental Health for Working Women,” with a runtime of approximately seven minutes, was also produced and integrated into the session. Supporting equipment such as a projector, whiteboard, sound system, printed handouts, writing tools, pre–post test instruments, and participant refreshments were provided to ensure a conducive learning environment.

The “Process” phase involved three main stages. First, coordination was carried out with school leaders to determine the most suitable schedule, distribute invitations,

and facilitate logistical arrangements. Second, the implementation of the activity itself included a 3-hour face-to-face session. The session opened with welcoming remarks and introductions, followed by the delivery of core material on the psychological and social challenges of dual-role women. The video screening was conducted to trigger emotional engagement and reflection. Participants were then divided into small groups for structured discussion and personal sharing. This method was designed to create a safe space for empathy, openness, and shared learning. A Q&A session was held to provide additional clarification and practical tips. Finally, the evaluation phase included the administration of pre- and post-tests to measure knowledge acquisition, as well as satisfaction surveys to assess the perceived relevance and quality of the activity.

The “Output” of this program included the successful execution of one interactive learning session, improved participant comprehension (with a 68% average score increase), distribution of educational content, and the creation of a WhatsApp group for ongoing support. The “Outcome” involved heightened awareness of mental health issues, initial behavioral changes in time management and emotional regulation, and the formation of a peer support network that participants expressed interest in continuing long-term.

## RESULTS AND DISCUSSION

The results of this community service activity showed a significant improvement in participants’ understanding and awareness of mental health issues related to dual roles. Based on the pre–post test results, there was a 68% average increase in comprehension scores across all participants. Prior to the session, most of the participants (73%) admitted that they were unfamiliar with the term “role conflict” and could not identify its psychological impacts. They also lacked knowledge about specific strategies for managing such stressors.

After the educational session—which included presentations, a video screening, and small group discussions—the majority of participants were able to



articulate at least three strategies for maintaining mental health, such as setting boundaries, allocating personal time, and seeking emotional support. Additionally, most could recall two or more time management techniques, including task prioritization and avoiding multitasking.

The educational video titled “Maintaining Mental Health for Working Women” received highly positive feedback. Participants noted that the video was emotionally impactful and relatable, as it portrayed realistic scenarios of internal conflict and emotional burden faced by working women. The small group discussion sessions also played a vital role in the program’s success. These sessions allowed participants to share their personal experiences, express their feelings, and receive validation and empathy from peers.

According to the satisfaction questionnaire, 92% of participants reported that the content of the activity was highly relevant to their daily lives. Meanwhile, 85% stated their intention to apply the time management and mental health strategies discussed during the session. Furthermore, several participants expressed enthusiasm for continued communication and peer support, which led to the formation of a WhatsApp support group after the event. This informal group became a space for ongoing discussion and mutual encouragement.

The high level of engagement, emotional resonance, and practical application observed during and after the program indicate that the objectives of the community service activity were largely achieved. Participants not only gained theoretical knowledge but also felt empowered to make changes in their routines and mindset.

The data from this activity reveal the effectiveness of participatory and visual-based educational approaches in enhancing mental health awareness among women with dual roles, particularly in conservative educational settings such as pesantren-based institutions. The significant post-test improvement (68%) and positive participant responses affirm the value of combining informational delivery with emotional engagement.

The pre-activity knowledge gap was expected, considering that mental health and psychological literacy are still relatively underemphasized in traditional female roles, especially in rural or pesantren-based environments. Many female teachers internalize stress without verbalizing it, and the normalization of self-sacrifice can lead to emotional suppression and chronic fatigue. Thus, the educational materials, particularly the video, provided a mirror for participants to identify with and reflect upon.

The storytelling technique used in the video leveraged emotional realism—a powerful trigger for empathy and introspection. According to Sari and Wijaya (2021), visual storytelling is a highly effective medium for adult learners, especially when addressing sensitive topics. The emotional tone of the video helped participants connect with the material on a personal level, creating a more meaningful learning experience.

Furthermore, the group discussion format allowed for peer validation, which is essential in addressing role-based stress. When women hear that others experience similar challenges, it reduces the sense of isolation and increases collective resilience. This aligns with Utami’s (2022) findings that social support is a critical buffer against mental health decline in women managing dual responsibilities.

Another important finding was the willingness of participants to form and maintain a support network beyond the formal activity. This is a promising outcome, as sustained behavioral change is often reinforced through peer-to-peer engagement. While institutional support is still needed, informal support groups can serve as a catalyst for building emotional resilience and promoting long-term well-being.

In conclusion, this program demonstrated that targeted, empathetic, and participatory interventions can significantly improve mental health literacy and empower women educators to better manage their dual roles.

## 5. Conclusion

This community service program successfully increased awareness and understanding among female teachers regarding the psychological impact of dual roles



and the importance of maintaining mental health. Through a combination of lectures, visual media, and group discussions, participants were able to identify key stressors in their professional and domestic lives and learn practical strategies for managing them. The significant improvement in knowledge, demonstrated by a 68% average increase in test scores, reflects the program's effectiveness. Additionally, the overwhelmingly positive feedback from participants confirms that the activity was both relevant and applicable to their everyday lives. The establishment of a peer support group further indicates the program's potential for sustained impact beyond a one-time intervention. Overall, the initiative successfully fostered emotional reflection, mutual support, and empowerment among participants, particularly in pesantren-based educational environments where such issues are often unspoken.

## RECOMMENDATIONS

Based on the findings and participant responses, the following recommendations are proposed: (1) Similar mental health awareness programs should be expanded to include other sectors, such as healthcare workers, female entrepreneurs, and industrial laborers who also manage dual roles; (2) Future programs should include collaborations with licensed psychologists or counselors to provide deeper therapeutic support when needed; (3) Schools and pesantren institutions should begin integrating mental health education into teacher development programs; (4) Continued engagement through follow-up sessions or digital platforms should be encouraged to reinforce behavioral change and strengthen peer networks. Lastly, involving spouses or family members in future discussions may enhance mutual understanding and reduce the psychological burden felt by working women in their households.

## IMPLICATIONS

The results of this program have both practical and theoretical implications. Practically, the program demonstrates that low-cost, short-duration interventions can

generate meaningful improvements in mental health awareness when designed with cultural sensitivity and participatory methods. The formation of informal support networks also suggests a replicable model for building community resilience, particularly among women educators in rural or pesantren environments. Theoretically, this initiative adds to the growing literature on gender-based mental health in the workplace and supports the effectiveness of visual storytelling as a pedagogical tool for adult learners. Educational institutions and community leaders are encouraged to view mental well-being not merely as an individual issue, but as a shared responsibility that requires structural support and open dialogue in traditionally conservative settings.

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