

ABSTRAK

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**Pengaruh *Home-To-Work Interference*
Terhadap Kepuasan Kerja Guru
Perempuan Sekolah Dasar dengan *Perceived
Stress* Sebagai Variabel Mediasi**

Dosen Pembimbing

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Tujuan penelitian ini adalah untuk menguji dan menganalisis hubungan pengaruh *home-to-work interference* terhadap kepuasan kerja guru perempuan sekolah dasar di Lagan dengan *perceived stress* sebagai variabel mediasi. Penelitian ini merupakan penelitian kuantitatif yang berjenis kausalitas dengan metode analisis menggunakan analisis jalur dengan alat analisis *SmartPLS3.00*. Responden penelitian ini adalah guru perempuan sekolah dasar yang berdomisili di Lagan yang berjumlah sebanyak enam puluh satu orang guru perempuan. Hasil analisis data menunjukkan bahwa terdapat hubungan pengaruh tidak langsung serta negatif namun tidak signifikan antara *home-to-work interference* dengan kepuasan kerja melalui *perceived stress* pada guru perempuan Sekolah Dasar di Lagan. Artinya *perceived stress* dapat memediasi hubungan antara *home-to-work interference* dengan kepuasan kerja namun pengaruhnya tidak signifikan.

The purpose of this study was to examine and analyze the relationship effect of the home-to-work interference on job satisfaction of elementary school female teachers in Lagan with perceived stress as a mediating variable. This research is a quantitative research which is a type of causality with a analysis method using path analysis with SmartPLS3.00 analysis tool. Respondents of this study were elementary school female teachers domiciled in Lagan, totaling sixty one female teachers. The results of data analysis showed that there was a relationship between indirect and negative but not significant effects between home-to-work interference and job satisfaction through perceived stress on female elementary school teachers in Lagan. It means that perceived stress can mediate the relationship between home-to-work interference with job satisfaction but the effect is not significant.

Kata kunci: *Home-to-work interference*, kepuasan kerja, *perceived stress*, *COR Theory*, *PLS*.
