Life Experiences which Shape Dual Roles of Indonesian Women : A Phenomenological Study of Entrepreneur and Educator Figures

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Abstract

This study aims to gain a deep understanding of life experiences of the Indonesian women entrepreneur and educator figures in carrying out their dual roles by applying phenomenological research method. Research participants were Indonesian women figures who are not only considered success in their profession but also in family life, which make them being recognized by the society. Drawing on data collected from semi-structured in-depth interviews supported by an examination of documents and observation. Using interpretative phenomenological analysis, the findings in this study explore that the experience of life in their family, school, and the community before their marriage form dual roles of women entrepreneurs and educators figures. Meanwhile, the experiences of having variety of roles in the family, workplace, and society environment form the dual roles of women figures in this study after their marriage. Based on the results of this study suggests, among others, the importance of giving a woman a chance to study both formal and non formal even after she married. This study is limited to the women figures who work as an entrepreneur and an educator. So that research on women figures in other professions is very recommended.

Keywords : phenomenology, life experience, dual roles, women, leader, entrepreneur, educator, competency.

1. Introduction

Increased economic needs and rising educational levels of women Indonesia (Badan Pusat Statistik, 2015) led to the opportunity and the diversity of choice for women's activities. Women take care of household activities in carrying out the role as a wife and a mother, also increased the role of female workers, or so-called dual roles. As research from Mufune (2013) which concludes that the level of education is the main predictor for Namibian women's participation in the workforce. The higher the level of education a woman, the more likely to enter the workforce.

For a woman who runs several roles at once in life are often faced with several dilemmas when faced with the choice to meet the demands of the role of professional career or meet the demands of the role in the family. The demands of this role could lead to conflicts, especially the conflict between work and family. Research on work and family conflict (Work Family Conflict) for women who work include research conducted by Lee and Zenglim (2013) who found that the hours of work and a source of job stress affect positively and significantly associated with family work conflict.

See the above phenomena would need to show role models of women who successfully manage their multiple roles well to learn things related to how they run the dual role through the experiences of her life. So why this research, must be carried by a variety of reasons: First, the studies related dual roles in this ten-year period is still very rarely done with the subject of research with Indonesian background. Second, research on dual roles have not been previously recognized character name used by the wider community as a research partisians.

2. Theoretical Studies

2.1. Dual roles of women

   Some experts provides a definition of the role is diverse. Mintzberg (2013) defines the role as "sets of behavior". While Covey (2013) defines the role of the areas where a person to invest the time and energy on a regular basis. According to Covey (2013), each person has several roles in her life, so basically allows someone to have dual roles (multiple roles). Although the dual roles can be performed by both men and women, but in Indonesia, the term dual roles also associated with married women who also work. They are active in the two environments, namely: domestic (household / family) and the public (work profession). As the dual roles according to Rosaldo and Lamphere (1990), is a cultural dualism, namely the concept of domestic sphere and public sphere.

   Based on some of the above theory, in this study women's dual roles can be defined as a set of patterns of behavior that is expected of a woman by her position or function and to invest time and energy on a regular basis to carry out the responsibility of their domestic role in the family and running a public role outside the family with practicing a profession that generate revenue.

2.1. Life experience

   McShaneand Von Glinow (2015) stated that the live experience, especially in early life formed personality. The experience of one's life to grow in line with the situation. While Wibowo (2015) suggested that personality (personality) is influenced by heredity are factors that are determined by the conception, the environment that is the culture in which we grow live experience. The influence of all three of personality or personality is also affected by the situation. According Sarwono (2012), past experiences that shape a person's personality are composed of two types: First, a common experience, that is experienced by each individual in a particular culture in which the person lives. This experience is closely related to a person's function and role in society. For example, as male or female, the majority of ethnic or race, the person has rights and obligations of its own. But the influence of culture on someone are not the same, influenced by the differences in media delivery (parents, teachers, neighbors, relatives, mass media) to each person. Second, a special experience, the experiences that happen and experienced by the individual, regardless of the person's status and role in society. For example, there is a history in and out of a job, divorce and remarriage, or a number of times to repeat grades. Experience (experience) is also one of the factors that affect the competency of a indivividu. This was stated by Zwell (2000) which states that adequacy of competence is influenced by several factors: believes and values, skills, experiences, personality characteristics, motivation, emotional issues and intellectual capabilities. So in other words life experiences can shape a person's competence in addition to other factors.

2.3. Life experience of women who play dual roles

2.3.1. before married

   How to experience life before the family then influences the dual roles of women in the profession found in studies Murniati (2014). Research conducted in 2009 using a qualitative descriptive approach to determine how the eight female senior academic administrators of two public research universities in Indonesia underwent a dual roles as a wife and a mother as well as take on the role they occupy positions of leadership at the institution where they work. The participants were having some personal characteristics that are common among them : First, all participants formerly a prominent students in their department, where future career opportunities available and the whole of them had worked as a teaching assistant. Second, six of the eight participants have parents who worked as a lecturer or teacher who took the initiative and support their interest in higher education and academic and professional life. Third, that participants come from middle-class families.

   Further research is the study of Mufune (2013) about the various factors that lead women participating in the workforce Namibia's age, level of education, and shelter. In this study concludes that the level of education is the main predictor for the level of participation of women in the workforce. The higher level of education a woman, the more likely to enter the workforce.

   Another particularly relevant research is research in which dual role women who later became leaders in their business is from Kattan (2016). This research examined the factors that influence the success of

women's leadership in Saudi Arabia. The study concluded that education, skills, experience, society, culture, and knowledge influence the success of a female leader.

2.3.2. after married

Research on how the experiences of the women included in this is the background, the situation and problems faced in carrying out its dual role, emerging from some of the following studies. The first is research Murniati (2014), which has been described previously involving senior academic two public research university in Indonesia who underwent dual roles as a wife and a mother as well as take on the role they occupy positions of leadership in the institution where they work, in one of the research results show that one aspect that the biggest challenge in their life is trying to balance the role of personal and professional roles. At home the women were mainly mothers and wives. While at work, they are involved in all domestic tasks.

Problems faced by women who play doubles among others appear on the following results of several studies. First, the study of Husni, et al (2015), about the problems of a few families with a working wife or has dual roles in Malaysia is the lack of knowledge of each couple of rights and obligations that must be obeyed. Next is the research conducted by Anafarta and Kuruuzum (2012) who took the subject of research both women and men who work in the manufacturing and service sectors in Antalya Turkey. One of the results of these studies relevant is work and family conflict experienced by women negatively correlated with education and positively correlated with marital status. The age of the children in the family also have an impact on family conflict and work for women. Women who have children aged pre-school and school age in this study more often experience conflicts between work and family than women who have children over the age of school.

Other relevant research about the situation experienced by women who play dual roles performed by Burke, et al (2015) who studied 48 women with a manager or professional positions in various industry sectors and different cities in Turkey. The results of this study showed that the average career priority for the research subjects or respondents who are married and have children, including lower category. The respondents have more to give priority to the family.

Future studies are from Dewi and Rahmawati (2014) examine the experiences that shape women leaders in some state-owned enterprises in Indonesia. The results of this study found that some of the experiences that have ever experienced and established their leadership skills are networking, reward and recognition, being a role model, job rotation plus special assignments, and mentoring.

3. Research Methodology

When the study, ranging from pre-study orientation, proposal writing until the writing of research reports lasted from March 2014 to March 2016. The research process will be carried out through several stages: First, a preliminary study, which includes a close watch on events or topical issues which is often discussed in the media, looks at statistical data report presented by certain institutions, reviewing articles in scientific journals, to observation to spot an interesting phenomenon appears. The second stage is to determine the design of the study include, among others, to formulate the problem of research, reviewed the literature to find relevant theory, determine the appropriate research methodologies. The third stage is the data collection phase of the study. The fourth stage is the stage of data analysis include organizing and preparing the data for analysis and application of data analysis methods that have been predetermined. In the process of data analysis examined the validity of data. If the data analysis stage has met the criteria and data validity checking has produced research findings, to do the sixth stage is the stage of presentation of research results. This stage includes the conclusions and discussion on the research findings, limitations, and further research suggestions. If the data analysis stage has met the criteria and data validity checking has produced research findings, to do the sixth stage is the stage of presentation of research results.

The research subject is a female character who meet the following criteria: (1) have dual roles; (2) recognized her contribution by the community (ever get an award for their work minimal national level and the listed figures published by the media), (3) is a businesswoman and educator; (4) have an intact family (husband is still there Sand monogamy); (5) Having a successful child (minimum has an undergraduate education, free of delinquency, as well as having a profession and achievement); and (6) Based in Jakarta, Indonesia. Research data collection techniques using semi-structured in-depth interviews that include inspection of documents, and observation.

At the stage of determining the appropriate methodological design of the study, the approach used is a qualitative approach with phenomenological method, which according to Cresswell (2009) is "describes the meaning for several individuals of their lived experiences of concept or phenomenon". In this study, where researchers lot of digging experiences of the participants in the past or the present, the data for this study are as follows: in-depth interviews semi-structured in the form of transcripts and examination of documents from diaries, photos of activities, writings well which was published as a book or article on the subject of research. The study also supported by the results observed in the form of field notes, photographs and video documentation.

In this phenomenological qualitative research, data analysis method used is Interpretative Phenomenological Analysis (IPA). IPA is a data analysis method which is a group of interpretative phenomenological approach, as expressed by Smith (2009) that the IPA method involves a two-stage process of interpretation or double hermeneutic, the participants tried to understand her world and researchers trying to understand the efforts of the participants in understanding their world. The data analysis method used in this research is basically as recommended by Smith (2009), but with some modifications. The steps of the data analysis on the study include: first, to prepare and organize the data. Second, read many times verbatim transcript of the first participants in order to gain a holistic view, interpret and create the code. Third, do a triangulation on the codes that appear. Fourth, linking and classifying the existing codes to be the theme. To be more systematic, some related code grouped into sub-categories, some sub-categories are grouped into categories, and categories are grouped into themes. Fifth, continue the analysis with the other figures. Sixth, look for patterns of linkages between the themes to be sub-focus. The final step is to write a research report. The steps in this research can be seen in Figure 3.1.
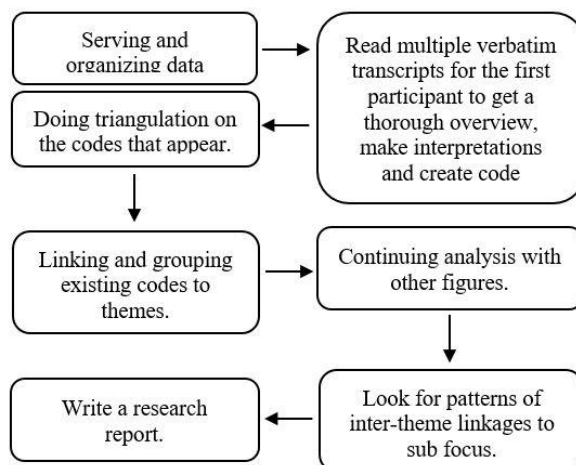

Figure 3.1: Flow of Data Analysis Methods

In order to perform the data validity testing techniques, strategies used to meet the test of the credibility of this study is to do triangulation and discussion of findings with colleagues. Triangulation process is done by a different interview to the partisipans, their husbands, their children, and their staff. Triangulation is also done with comparing interviews with different data sources, observation and checking of supporting documents. Transferability test conducted by researchers to describe in detail the results of research. To fulfill the terms of dependability test, the necessary materials were prepared, such as recording, data analysis, and notes during the process of the study. While confirmability test in this study involves research supervisor, to assess the quality of research results by tracking data and information submitted.

4. Research Findings
4.1. Research participants profile
The first figure in this study was 65 years old when the study was conducted. Her final educational background is a doctorate in population education and the environment. This figures also had received her education in the field of domestic economy, the arts, and the assessment of national security. Her husband was an employee of an Indonesian state owned company. This figure has a daughter and a son. Her daughter has education background in English literature and has married. She is a television presenter as well as an entrepreneur. While her son god master degree from one of university in UK. Nowdays he is a managers of a national network television station in Indonesia. Since the 1980s this first figure known as a national

model and entrepreneur who also actively developing small and medium-scale entrepreneurship in Indonesia. Numerous awards from governments and society often she received. Currently, she is still active in the organization as a builder, as a builder in the foundation that belongs to her family who set up a primary school in central Jakarta, and as a teacher in a non-formal schools that educate prospective entrepreneurs in the field of culinary which she founded with her friends , as well as a speaker in various forums entrepreneurship. This figures also a lecturer in the field of entrepreneurship and business in some private universities in Jakarta.

The second figure was 73 years old when the study took place. Her educational background is a scholar in the field of education. She has a husband who before retirement is a middle official of a multinational oil company which has a project in Indonesia. This second figure has two sons who have already married. The first son got doctorate degree from University of Indonesia and received a bachelor and a master degree in the United States. He is currently managing the family foundation whose mission is to promote entrepreneurship in Indonesia by providing education scholarships and training for young people in Indonesia. The second son who got educational background as a master from a university in the United States. He is become a successful young businessman. Currently he is become one of the officials government in Indonesia. Since the 1980 The second figure known as etiquette field speaker, consultant at various companies, also founded several companies with her friends. She was known to be close to the family leaders of the country at that time. She is also often awarded numerous accolades from community and government. Currently the figure is still actively teaching and managing a non-formal educational institutions of Indonesia's foremost in the personality development field which she founded with her friend. Figures still an active speaker at various places in Indonesia as well as a variety of science activities in the family foundation named after her name.

The third character in this study was 77 years old. Undergraduate educational background is in education and also a beautician. The third character is married to a professor of a state university in Indonesia. she has four children who have educational background of masters in various fields drawn from universities abroad. The four children have already married and have children. Since the 1980s the third figure has known as a businesswoman who developed the Indonesian traditional beauty products. The products of her company has been widely known in the country and also marketed abroad. Activeness explore and develop knowledge of beauty that comes from natural resources in Indonesia drove her to gain an appreciation of government and society, including also holds an doctorate honoris causa from a university in the United States. Currently the figure served as a commissioner on the company she founded with her family where the magnitude and character of children today who manage and lead operations. Company leaders are also actively implementing its social responsibility by educating farmers who are supplying the raw materials of the products produced by the company in ways that are more modern. Figures also established a foundation to educate practitioners in the field of beauty as well as being an entrepreneur in the field without charge. Because of her work on this activity, she are then invited in various international forums, including as a speaker at the forum of the United Nations in New York, United States.

4.2. Results of analysis
From the analysis of the data using interpretative phenomenological analysis found that, in the sub-focus experience life before married that affect the dual roles of the figures of women entrepreneurs and educators are formed from three themes. Those are experiences life in family environment, school environment and society environment.

The theme of experience in a family environment formed of groups categories socioeconomic status and education in the family. The category socioeconomic status were formed of six sub-categories: economic conditions of the upper middle class, father was an educator dad, father was an entrepreneur, father was an organizational, mother had dual roles, and the descendants of prominent families. While the category of education in the family experienced figure in this study are formed of seven sub-categories, instilled values, parents became role models, parents gave verbal motivation, parents encouraged to learn various competencies, parents inculcated vision, parents gave responsibility doing tasks according to their children's interests and abilities, and the mother teached entrepreneurship.

The theme of experience in the school environment is formed of groups of categories built core competencies of knowledge and skills, built achievements and actions competencies, built manage themselves competency, built leadership competency, built business competency, built serve customers

competency, and built self attribute competency. The category established basic competency skills and knowledge is formed of two sub-categories, namely the opportunity to learn a variety of knowledge and skills according to their interests and learning opportunities various skills according to ability. The category built competency achievement and action made up of two categories of academic achievement-oriented and achievement-oriented non-academic. The categories built manage themselves competencies formed of two sub-categories that do manage time and make time to hang out. The categories built leadership competency formed of one sub-category leadership opportunities. The category built business competency is formed of one sub-categories: entrepreneurship learning opportunities. The category built serve customers competency is formed of one sub-category of the opportunity to earn as workers. The category developed attributes themselves competency is formed from of sub-category: education of honesty and discipline.

The third theme of this sub-focus is experience in the community environment. This theme is formed from the category to build interpersonal competency. This category is formed of one sub-categories, namely respect for diversity.

The second focus is life experience after married that affect the dual roles of women entrepreneurs and educators figures formed of the themes: undergo a variety of roles in the family environment, work environment, and society environment. The theme of experience in the family environment is formed of categories: take on the role as a wife, mother, and household manager. The category of role as wife formed of the six sub-categories: the husband of different cultures, professions and personalities but one vision; husband has egalitarian concept; occasional conflicts with her husband because of disagreements and personality; the opportunity to accompany her husband to study and live abroad; dilemma between duty as a wife and a worker; husband often accompanied figures activities after he had retired. The category as a mother is formed of seven sub-categories: shared the task of parenting with her husband, used caregivers to care her children, child care in infancy assisted extended family, being a full housewife until the beginning of children school age, the children get used to seeing her mother work, seek children's education expenses in abroad, conflict with child occasionally. While the category of experience as manager of the household formed of two sub-categories: used household assistants since the beginning had a child, and used household assistants after her children in secondary schools.

The theme of experience in the work environment is formed of categories: take on the role as learners, worker, employer, and educator. The category of a learners is formed of the two sub-categories: actively participated in various activities on national institutions and deepen the required competence to overseas interests. The category of a worker where the meaning is the life experience when leaders work on others as a professional is formed of the nine sub-categories: a dual roles since the start of a family, the achievements on the profession, working abroad, inspired to develop the culture of Indonesia, doing dual roles gradually, opportunity known to the public, the opportunity to network, the opportunity to become a leader of international education, supplement the family income to pay for college children abroad. The category experience as an entrepreneur is formed of: run the business since her husband was a career, do networking, the opportunity to represent Indonesia in international forums, often experience problems with the business, the opportunity to promote Indonesian culture, founded the organization. The category as an educators formed of three sub-categories, namely: the opportunity to teach at various places in Indonesia, publishes books, and established educational institutions, opportunity to promote Indonesian culture, founded the organization.

The last scene is formed of the sub-focus is the experience in the society. This theme is formed of the categories: take on role as a community member and as a figure. The category as a member of society is formed of two categories: hanging out with different people with different backgrounds, and feel less suitable to hang out with housewives in the area. While the category as a figure formed of three sub-categories: known to the wider community, establish a foundation of community empowerment training, and invited in international forums. Theme, category, sub category and figures data source can be seen in Table 4.1. until 4.6.

Table 4.1: life experiences before married that shape the dual roles of women figures of entrepreneur and educator on theme : experience in the family environment

SUB CATEGORY	Figure			CATEGORY	THEME
	1	2	3		
the economic condition of the upper middle class family	√	√	√	socioeconomic status	Experience in the family environment
the profession of the educator's father,	√	√	√		
the business father's profession,	√		√		
the organizational father	√				
the mother's double role	√	√	√		
the descendant of a respected family	√	√	√		
implanted values	√	√	√	education in the family	
parents become role models	√	√	√		
parents provide verbal motivation,	√		√		
parents encourage to learn various competencies	√		√		
parents immune vision	√				
parents give the task responsibilities according to their interests and abilities		√			
mother teaches entrepreneurship			√		

Table 4.2: life experiences before married that shape the dual roles of women figures of entrepreneur and educator on theme: experience in the school environment

SUB CATEGORY	Figure			CATEGORY	THEME
	1	2	3		
the opportunity to learn a variety of knowledge and skills according to interest	√	√	√	built the basic competencies of knowledge and skills	Experience in school environment
opportunities to learn knowledge and skills according to ability			√		
orientation towards academic achievement		√		built the achievement and action competency	
orientation towards non academic achievement	√				
practice the ability to plan activities	√	√		built self-managing competency	
providing time to get along	√	√			
opportunity to be a leader	√		√	built leadership competency	
opportunity to learn entrepreneurship	√		√	built business competency	
the opportunity to earn an income as a worker	√	√		built customer service competency	
honesty and discipline education		√	√	built self-attribute competency.	

Table 4.3: life experiences before married that shape the dual roles of women figures of entrepreneur and educator on theme: experience in the community environment

SUB CATEGORY	Figure			CATEGORY	THEME
	1	2	3		
appreciate diversity	√			built interpersonal competency.	Experience in the community environment

Table 4.4: life experiences after married that shape the dual roles of women figures of entrepreneur and educator on theme : experience in the family environment

SUB CATEGORY	Figure			CATEGORY	THEME
	1	2	3		
husband has different culture, profession, and personality but one vision	√	√	√	as a wife	Experience in their family environment
husband has egalitarian concept	√	√	√		
occasional conflict with husband due to differences of opinion and personality	√	√	√		
opportunities to accompany husband to study and live abroad		√	√		
dilemma between duties as wife and work		√			
after retirement husband often accompany activity	√	√	√		
sharing of parenting with husband	√	√	√	as a mother	
child caring assisted by caregiver	√		√		
parenting for children under five helped by extended family		√	√		
become full housewife at school age of children		√			
children are accustomed to seeing their mothers work	√	√	√		
paid tuition fees overseas		√	√		
occasional conflicts with children	√		√		
used a household assistant from the beginning have a child	√		√	as a manager of housekeeper	
used a household assistant after the child on middle school		√			

Table 4.5: life experiences after married that shape the dual roles of women figures of entrepreneur and educator on theme: experience in the work environment

SUB CATEGORY	Figure			CATEGORY	THEME
	1	2	3		
actively participated in various activities at the national scale institution		√		as a learner	Experience in the work
deepen the competence according to the interest to abroad			√		
dual roles since early marriage	√		√	as a worker	
achievement of the profession	√	√			
Work abroad			√		
inspired to develop Indonesian culture			√		
dual role gradually		√			
opportunities known to the public		√			
networking opportunities		√			
opportunities to become leaders in international educational institutions		√			
supplement family income to pay for foreign college students		√			
run a business since the husband is still a career	√	√	√	as an entrepreneur	
doing networking,	√	√	√		
the opportunity to represent Indonesia in international forums	√	√	√		
often experience business problems	√		√		
the opportunity to promote Indonesian culture		√	√		
founded the organization.	√				
the opportunity to teach in various places in Indonesia	√	√		as an educators	
publish books	√	√	√		
establish educational institutions	√	√	√		

Table 4.6: life experiences after married that shape the dual roles of women figures of entrepreneur and educator on theme: experience in the society environment

SUB CATEGORY	Figure			CATEGORY	THEME
	1	2	3		
mixing with different people with different backgrounds		√		as a member of society	Experience in the society environment
feeling less sociable with the housewives in the area.		√			
known to the wider society	√	√		as a public figure	
founding community empowerment training foundation		√	√		
invited in international forum.			√		

5. Discussion

5.1. Life experience before married that forms dual roles

   In sub-focus experience life before married that make up the dual roles of the three figures of women entrepreneurs and educator appear three main themes, namely experience in the family environment, experience in the school environment and experience in the community. As with research McShane and Von Glinow (2015) stated that the experience of life especially in early life also shape the attitudes of one's personality and Sarwono (2012) past experiences that shape the personality of a person's general experience and specific experience that happened and experienced individual.

5.1.1. Experience in a family environment that shape the personality and values.

   According to Papalia and Fieldman (2014), socio-economic status is a combination of economic and social factors that describe individuals or families, including income, education, and employment of adults in a household. Socio-economic status have an impact on the processes and results of the indirect, through a variety of related factors, such as the type of home and neighborhood people live and the quality of nutrition, medical care, and schools that are available to them. In this study also found that a good economic status background of the women figures figures give an opportunity to get nutrition, education, and a good social environment. Socio-economic status also affects parenting as well as that expressed by Santrock (2012).

   In the category of education in the family includes also the pattern of upbringing of women before marriage, which is part of the environmental theme of the figures in the field of research, formed of sub-categories: instilled values, parents became role models, parents gave verbal motivation, parents encouraged to learn various competencies, parents inculcated vision, parents gave responsibility doing tasks according to their children's interests and abilities, and the mother teached entrepreneurship. Still according Santrock (2012), authoritative parenting (authoritative parenting) is a parenting style that encourages children to be independent but still impose limits and against their actions. Parents allow verbal deliberation, and warm in raising children. If you look at the characteristics of parenting figures, that is motivating, encouraging to learn many things and given responsibilities according to their ability and interest, the women figures in this research using authoritative parenting style. Just as expressed by the above theory the women figures in this study who received care authoritative associated with her social personality.

   Being part of the education in the family, the study found that the three women figures had mothers who also had another profession other than as a housewife or had a dual roles. Santrock (2012) revealed that children (especially girls) of working mothers do not have gender stereotypes and more egalitarian view of gender. These three figures of women entrepreneurs and educators in this study had a mother who was also had a dual roles, beside as housewives, she also run a variety of professions, such as entrepreneur or

educators. In harmony with the existing theory that the women figures in this study and then have an egalitarian mindset and the mindset that women may have other roles in addition to her role as a housewife.

While according to the Thames and Thomason (2013) tahat value is an important part of the experience that influence individual behavior. Values include individual attitudes as the standard for action and faith (belief) and leads the individual to make decisions is learned from family, culture, and people around the individual. Three of woman figures in this study has been embedded values by her parents and her extended family who also an example of such implementing that values.

5.1.2. Experience in the school building competencies

This study found the experience life of the characters in the school environment also affects their dual roles. Experience in the school environment for these figures particularly are building a basic competencies and diverse types of competencies. Competency according Wibowo (2013) means that level of skills, knowledge, and behavior that is owned by an individual in carrying out the tasks assigned to them within the organization. Lyle M. Spencer, Jr. And Signe M Spencer (2013) provides five types or basic characteristics of competence, namely: (1) motive, something which is constantly thinking and someone who poses a desired action. (2) traits, physical characteristics and respondent consistent with the situation and information. (3) self-concept, the behaviors, values and personal impressions of a person. (4) knowledge, information about a person who has a particular substance field. (5) skill, the ability to perform mental tasks and specific. If it is associated with the above theory, the research findings in the form of experience in a family environment that includes socio-economic status and education in families formed the personal attributes of figures such as motive, character, and self-concept. While many established knowledge and expertise from the environment outside the family in this case is the school environment and the community. If it is associated with the above theory, the research findings in the form of experience in a family environment that includes socio-economic status and education in families formed the personal attributes of figures such as motive, character, and self-concept. While many established knowledge and expertise from the environment outside the family in this case is the school environment and the community. If it is associated with the above theory, the research findings in the form of experience in a family environment that includes socio-economic status and education in families formed the personal attributes of figures such as motive, character, and self-concept. While many established knowledge and expertise from the environment outside the family in this case is the school environment and the community.

As for some of the competencies built over the past three figures of women in this study when studying or in the school environment are: built base competency of knowledge and skills, achievement and action competency, self-management competency, leadership competency, business competency, customer service competency, and attributes self competency.

In the category built base competency of knowledge and skills, as well as that expressed by Spencer (2013) had mensioned before, that knowledge and skills are two of the five basic characteristics competencies. This category is formed of the opportunity to learn a wide range of knowledge and skills according to their interests and the opportunity to learn knowledge and skills according to the ability of a female figure in this study.

The next category had found is built achievement and action competency. According to Spencer & Spencer (2013) achievement and action competency is one of the competencies required of a leader, comprising: an orientation toward achievement, attention to order, quality and accuracy, initiative, and information retrieval. In this study, women figures built achievement and action competency by making oriented toward academic achievement and oriented towards non-academic achievements.

Experience of women figures in the school environment also formed of manage themselves. Competence to manage ourselves (self-management competency) by Wibowo (2013), consists of the ability to motivate yourself, act with confidence, to manage their own learning, demonstrate flexibility and initiative. In this study was found to build competence in self-managing research leaders practiced ability to plan activities and provide time to learn and get along.

Competence that is built from experience in the school environment is a leadership competency. According Wibowo (2013) leadership competencies (leadership competency) consists of the ability to develop and build the organization's vision. The female figures on building competencies had the opportunity to be leaders.

The next category, which is part of the theme of experience in the school environment is to build business competence. Competence in business (business competency) by Wibowo (2013) consists of the ability of financial management, business decision making skills, using business acumen, make business decisions, and increase revenue. Parda women leaders of this study build business competence with the opportunity to learn entrepreneurship.

The serve to customers competency was found from the women figures as the experience in the school environment is formed of opportunities to earn money as workers. The service orientation competency is part of relationship competencies, which according Zwell (2000) is the ability to satisfy customer needs. This capability is of interest to the end of the company's organization. So that this competence is the basis of all business.

The built self attributes competence in this study is made up of education honesty and discipline. According Zwell in Wibowo (2013) personal attribute competencies reflects the nature and characteristics of an individual's belief that connect what, how they think, how and what they feel, and how they learn to develop. Included in this group category is the integrity and truth which is a competence that reflects how we feel about ourselves, how well we accept ourselves, and we know the rate at which we can accept, no matter how good we are. These competencies built inside the women figures in this study when there is a match the value which was embedded in the family, namely honesty and discipline, in harmony with the values that was built the school environment.

5.1.3. Experience in community building competencies

From the experience of life in society, women figures in this study get interpersonal competence when interacting with the public. Interpersonal competency by Wibowo (2013) consists of the ability for empathy, build consensus, networking, persuasion, negotiation, diplomacy, conflict management, respect for others, and a team player. Women leaders in this study build interpersonal competence by friendship, learn basic networking as well as learning to appreciate diversity to know the other people of diverse backgrounds.

5.1.4. Experience life in a family environment, school environment, and society shape the personality and competency.

According Santrock (2012) based on a study there are some characteristics of the self and the environment in which children grow into resilient or persistent, namely: First, individuals have intellectual functioning, attractive, sociable, outgoing, confident, self-esteem height, talent, confidence. Second, being in the proximity of a family environment and a parent figure loving, authoritative parenting, warmth, structured, high expectations, have a socio-economic advantages, and connections with a large family to support. The third experience in the environment outside the family have attachment with adults affectionate outside the family, a connection with the organization of positive and effective school.

According Zwell (2000) where competence is influenced by beliefs and values, skills, experience, personality traits, motivation, emotional state, and intellectual capabilities. In this study, beliefs and values, personality traits, motivation of many formed in the family environment, while many established skills in the school environment, while the experience gained from a variety of environments, the family, school, and community. The findings of the women figures in this study are also consistent with research from Kattan (2016) which examined the factors that affect the success of a woman becoming a leader in Saudi Arabia was the education, skills, experience, society, culture, and knowledge.

5.2. Life experiences after married that forms dual roles

In this study the experiences of women figure of entrepreneur and educator after married which forming a dual roles are formed of three themes, namely experience in family environment, work environment, and society. 5.2.1. The experience of various roles in the family environment forms the factors that drive and inhibit dual roles.

Experience in family environment of women figures play the role as a wife, as a mother, and as the manager of the household. The category role as a wife formed of several groups of sub categories: the opportunity to accompany her husband to study and live abroad; dilemma between duty as a wife and a worker; husband often accompanied figures activities after he had retired.

These three female figures in the study had a husband with egalitarian concept. This is in line with that expressed Hurlock (1980) which means emphasizing the egalitarian concept of individuality and equality between men and women. The men who embrace this concept at home and in the outside men working with women as colleagues. He does not feel "colonized by wife" when he treats his wife as a co-equal. Similarly, he does not feel embarrassed if his wife has more prestige jobs or earning more than him.

The women figures in conflict with her husband occasionally. According Janasz and colleagues (2012) sources of interpersonal conflict are limited resources, the difference in goals and objectives, miscommunication, different attitudes, values, and perceptions, as well as different 'style' (personality style). In this study the conflicts that arise between a female character and her husband more because of differences in personality style, just a moment for the little things. In this study also found that there are times when a woman figure in a dilemma between the role as a wife and a woker in line with research conducted by Anafarta and Kuruuzum (2012) which concluded that work and family conflict experienced by women was positively correlated with marital status.

Performing the role as a mother, women figures in this study appeared several findings : shared the task of parenting with her husband, used caregivers to care her children, child care in infancy assisted extended family, being a full housewife until the beginning of children school age, the children get used to seeing her mother work, seek children's education expenses in abroad, conflict with child occasionally. Sharing the task of parenting with her husband carried out by women figures in this study, according to Santrock (2012) called coparenting, which is the support given by each parent to each other in care, identifies more control over the children than if the mother or father does it alone.

Role as manager of the household is formed of the sub-category using household assistant from the beginning of having a child and using a household assistant after children in secondary schools. As well as researchof Murniati (2014) which took the subject of research is women educators of the several universities institution found that they had an assistant to help doing homework in order to ensure their families unnoticed so that they can focus on job responsibilities. This study found that when using the services of a family household assistant on this women figures was determined by the child's age and the time when the figures start a dual roles.

5.2.2. Experience in the work environment undergo a variety of roles to develop competency

While experience in the working environment of the women figures in this study consists of experience while running role as a learners, as a worker, as an entrepreneurs and as an educator. According to Certo and Certo (2012), the general stages of one's career by age as follows: exploration stage (15-20 years old), establishment stage (25-45 years old), maintenance stage (45-65 years old), and decline stage (> 65 years old). The exploration stage at the age of 15 to 20 years old traversed by this female figures as a life experience before married in which they can explore themselves and their environment by actively participating in various activities in the school environment and society as described in the previous sub-focus of this study. While the stage of career establishment as mentioned in the above theory, the female figures run his role as a learner, a worker, an entrepreneur, and an educator.

The theme of experience in the work environment as a learner means that the woman figures had the opportunity to learn useful skill in subsequent figures professions. Experience the figures this role are: participated actively in various activities at national institutions and deepen the desired competencies abroad. If it is associated with competency, at that time the women figures had opportunity to develop self development competency, which according to Zwell (2000) that competency is categorized as one of the personal attribute competencies. That is a competency that shows the desire to sustainably grow, learn and develop.

While runing a role as a working, the women figures in this study have experiences vary widely, namely: dual roles since after marriage, achievement in the profession, work abroad, inspired to develop Indonesian culture, gradually dual roles, public opportunities, opportunities to network, opportunities to become leaders in international standard education institutions, supplement family income to pay tuition abroad. Meanwhile, when the female characters take on the role as an entrepreneur, various experiences that are running the business since her husband was a career, do networking, the opportunity to represent Indonesia in international forums, often experience problems with the business, the opportunity to promote Indonesian culture, and established organization.

The time to start a dual role (dual roles from the start of marriage or dual roles gradually) is tailored to the conditions faced and chosen by the female figures in this study. The conditions to account for that figure gradually perform dual roles is related to the child's age. Still with research conducted by Anafarta and Kuruuzum (2012) concluded that women who have children aged pre-school and school age in this study more often experience conflicts between work and family than women who have children over the age of school. One of women figures in this study chosed to be a full-time housewife when she had pre-school aged children and started to become a part-time worker when her children had elementary school age and started to full-time worker when her children become middle school student.

Research from Dewi and Rahmawati (2014) who found that some of the experiences experienced by women leaders in some Indonesian state-owned companies are networking , got reward and recognition, being a role model, job rotation and special assignment, and mentoring. Building networks (networking) in line with the experience of women figures in this study when they become as a worker and a entrepreneur. Janasz and colleagues (2012) defines networking as establishing and personal and professional relationships to create a system or chain of information, contacts and support. If associated with competency, by networking the figures of this study as well as developing the competence to build relationships. According to Zwell (2000) relationship competencies are important competencies for both individual contributors and managerial positions. While the experience got reward and recognition of the research findings Dewi and Rahmawati (2014) mentioned above is in line with the women figures in this reseach who taken on experience as a worker when they got the top achievements of their profession. While the experience of job rotation and special assignments (job rotation and special assignment) in line with the experience of a women figures who was asked to become head of an educational institution with an international scale which opened a branch in Indonesia. From this experience This figures got opportunity went to different places in Indonesia and abroad for making consolidation and comparation study. Besides that when running role as an entrepreneur, they got the opportunity to represent Indonesia in international forums are certainly broaden their horizons.

In addition, experience representing Indonesia at international forums and opportunities forum promote Indonesian culture strengthens interpersonal competency of these women figures. According to Wibowo, interpersonal competency consists of the ability to empathize, develop consensus, networking, persuasion, negotiation, diplomacy, conflict management, respect for others, and be a team player.

Life experiences of establishing an organization by women figures in research when undergoing the role as an entrepreneurs hone organizational intelligence (organizational savvy). This ability, according Zwell (2000), is part of the competence of a relationship (relationship competencies), which is the ability to understand and exploit the dynamics of the organization with the intention of achieving the goal. Building organizational commitment (to build organizational commitment) in leadership competencies according Zwell (2000) is the ability to build unity and harmony with the organization's mission, vision, and goals of the organization.

Life experience while undergoing role as an educators, the women figures in this study had the opportunity to teach at various places in Indonesia, published books, and established educational institutions. If those are associated with Certo (2012), at that time, the woman figures were on the stage of formation, maintenance phase, up to a career decline. When viewed from the standpoint of competency according to Zwell (2000) life experience of figures in the work environment to build and hone managerial competencies consist of: building teamwork, motivating others, empowering others, and developing others. This competency is important to create a learning organization that supports employees to be the best.

5.2.3. Experience in society undergoing various roles to develop competency.

Experience in society made up the role as society members and as leaders. As a member of society is formed women figures in this study and is part of the formation stage career if it is associated with the Certo theory (2012) above, have the opportunity to get along with a variety of people with different backgrounds, and there was less suited to hang out with housewives in the area. A chance to get along with different people with different backgrounds, forming competence sensitivity of cross-cultural (cross-cultural sensitivity) which is part of competence building relationships (relationship competencies), which according Zwell (2000) This competence has benefits for the development of the organization or company because organization to attract and develop talent from the widest possible set of workers will gain a competitive advantage in their field. Research from Kayes and Yamasaki (2005) some competencies related to cross-

cultural knowledge contains some capabilities are: judge differences in various cultures, building relationships, ability to listen and observe, resolve ambiguities, managing others, translate the complex thinking, and take action. Thus the experience as a members of the society which had the opportunity to mingle with different people with different backgrounds, it can develop the ability to understand the cultural differences, relationships, managing others and take decisions in complex situations.

While women figures as a figure widely known, established a foundation of society empowerment training, and invited in international forums. When connected to the stages of career from Certo (2012), then this period is the maintenance stage and decline. But if it is associated with competence, in the role as leaders, women figures or woman leaders in this study, develop influence competency, which according to Wibowo (2013), is often attributed to the impact on others, forcing others to do or make decisions particular, inspired in order to achieve certain goals.

6. Conclusion
In this study, numbers of conclusions, namely:

First, the experience before married that affect the dual role of the figures of women entrepreneurs and educators is the experience in the family environment, school environment and community environments. These experiences form the basis of personality and competencies of the women figure of entrepreneurs and educators on running dual roles.

Second, the experience of undergoing a variety of roles in the family environment, work environment, and the society environment affects dual roles of women figures of entrepreneur and educator . These experiences shaped personality, shaped competency, and formed supports as well as obstacles for women figures in running dual roles.

7. Recommendations
Research about women figures who successfully manage their dual roles or multiple roles in the lives of both the domestic role and the role of the public to be very interesting. While this research is still limited to the life experiences that build dual roles of these figures. How do the women figure manage their dual roles, what supporting factors and inhibitors, as well as the results of the double role of women figures is also interesting to be explored in more depth. Those subjects can become an advanced research topics.

In addition, this study is limited to the women figures who work as entrepreneurs and educators. So research on women figures in other professions is very recommended.

While the recommendations that can be applied to the practice of management are the need to have many opportunities for women to pursue formal and non formal education even after they has married, develop character education and entrepreneurship in the family and in the school environment.

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