

Contribution of Perceived Social Support and Job Enrichment to Job Satisfaction in *PAUD* (early childhood education programs) Teachers

Rini Indryawati*
Fawzia Aswin Hadis
Wahyu Rahardjo*

riniindryawati@gmail.com
wahyu.rahardjo.mwa@gmail.com
Gunadarma University, Jl. Margonda Raya 100, Depok, 16424, Indonesia

Abstract

This research aims to determine the contribution of perceived social support and job enrichment to the job satisfaction in *PAUD* (early childhood education programs) teachers. The number of respondents is as many as 178 people who work as *PAUD* teachers. The scale used in this research is the teacher's job satisfaction scale with reliability of 0.876, *Multidimensional Scale of Perceived Social Support (MSPSS)* with a reliability of 0.875, and a job enrichment's scale with a reliability of 0.928. Based on the results of the hypothesis analysis, it is known that perceived social support and job enrichment together and separately have a significant effect ($p \leq 0.01$) on job satisfaction. It is also known in this research that perceived social support and job enrichment contributed very significantly by 27.2 % (R^2) to job satisfaction ($p < 0.01$).

1. Introduction

Education is the main capital for individuals to be able to increase their knowledge and change their knowledge and change their lives for the better. The main education is taken in childhood where at this time the cognitive growth of children is able to receive new information. *PAUD* is a pre-school education, which in its learning activities, they emphasize more on the development of children's potential which includes activities for the development of physical-motor, cognitive, language, socio-emotional, religious values, and artistic aspects. These six aspects must develop optimally so that the child can move on to the next development until the child becomes an adult (Sulistiani, 2009; Bukatko & Daehler, 2004; dan Gestwicki, 2007). One of the determinants of the quality of *PAUD* education is the quality of the teaching staff. In order for the quality of educators to be good, the organization must pay attention to job satisfaction. Dharma and Akib (in Noermijati, 2013) describe organizations that are successful in achieving their goals, one of which is because the organization is able to meet the job satisfaction of its employees. Employees who are happy or have job satisfaction are productive employees (Lawler III, 1973 in Noermijati, 2013). In other words, productive employees are employees who have high job satisfaction.

According to Lester (in Hughes, 2006) teacher job satisfaction is the extent to which a teacher accepts and values aspects that exist in a job such as evaluation, co-worker relations, responsibility, and recognition. According to Strauss and Sayles (1980) job satisfaction is also important for self-actualization, teachers who do not get job satisfaction will never reach psychological maturity and in turn will become frustrated. Teachers like this will often daydream, have low morale, get tired and bored quickly, emotionally unstable, often absent and do not do activities that have nothing to do with the work to be done.

Teachers who get job satisfaction have better attendance records and regulations, but are less active in teacher union activities and perform better than teachers who do not get job satisfaction (Handoko, 2001). Based on the description above, teacher's job satisfaction is a positive attitude possessed by teachers related to their work. Teachers will feel satisfied if their work is carried out well. Teachers' lives are important in determining policies in the world of education, because teachers must be mentally, emotionally and socially healthy to provide quality assignments in the education of future generation.

Based on the literature review, there are factors that can affect teacher's job satisfaction including openness to experience (Bowling, 2010; Blanty, Kveton, Jelinek, Solcova), work ethic (Hutagaol, 2015; Sapada, Modding), social support (Bradley & Cartwright, 2002), job enrichment (Aninkan, 2014), organizational culture (Hosseinkhanzadeh, Hosseinkhanzadeh & Yeganeh, 2013), working conditions (Ma & MacMillan, 1999). This research will focus on two external factors, namely perceived social support and job enrichment.

A teacher's job satisfaction can include relationships between co-workers, superiors and social support obtained from the closest people such as superiors, coworkers, teaching staff, family and people in the teacher's environment. Acceptance of social support depends on the individual's interpretation of the social support. Interpretation of social support occurs because of the perception process. Social support is the overall level of beneficial social interaction in the workplace from coworkers and supervisors (Karasek & Theorell, 1990).

Bradley & Cartwright (2002) revealed that there is a relationship between perceived social support and job satisfaction. Employees who feel support from the organization is an important factor in job satisfaction. Brough & Pears (2002), explained that the social support from superiors felt by employees had a greater impact on increasing job satisfaction than the social support received from coworkers.

The duties, challenges and responsibilities of teachers are sometimes getting heavier, teachers are required to be able to develop and empower themselves. One of the things that teachers can do to empower themselves to achieve maximum performance is to engage in job enrichment. Job enrichment is an increase into a job by adding responsibility for planning, organizing, controlling, and evaluating the job (Mathis & Jackson, 2006).

Job enrichment is an effort to increase the number of tasks in a particular job and give workers the authority and control to make meaningful decisions about work (Williams, 2009). Robbins. Stephen and Judge (2009) job enrichment is increasing the extent to which the worker controls the planning, execution, and evaluation of his work. Orpen (1979) in his research revealed that job enrichment can produce substantial benefits for employees and organizations. Employees with job enrichment have high job satisfaction and work engagement.

Yang & Lee (2009) in revealing job enrichment as a motivational program designed to reduce turnover must first targeting job satisfaction. Sanda, Asikhia, Magaji & Nanle (2015) job enrichment provides a variety of skills, responsibilities, challenges, manifests competence, freedom, and growth as well as sense of achievement that results in employee job satisfaction. Palomo, Gomez & Garcia (2020) job enrichment plays a role in job satisfaction, enriched work will produce high quality work resulting in great job satisfaction.

Based on the background description, the problems to be studied can be formulated, namely: do perceived social support and job enrichment affect *PAUD* teacher's job satisfaction?

2. Research Method

The purpose of this research was to determine the effect of perceived social support and job enrichment on *PAUD* teacher's job satisfaction. Participants in this research amounted to 178 individuals who work as *PAUD* teachers with a minimum age of 19 years and a

minimum working period of 1 year. In general, the research participants were in the category of early adulthood (19-40 years old) (70%), and the latter was followed by middle adulthood (30%). Based on educational background, it is known that participants with higher education background (86,11%) and participants with secondary education background (13,89%). As for the working period, it is known that the majority of the participants' tenure in this research was 5-10 years (33%) then 10 years and over (25%), 3-5 years (23%), 2-3 years (10%), and the last 1-2 years (9%).

Data were collected using a questionnaire. This research questionnaire consists of five parts, namely informed consent, self-identity, job satisfaction scale, perceived social support scale and job enrichment scale. The Teacher's Job Satisfaction scale developed by Pepe (2017) TJJS-9 which is arranged based on the dimensions: satisfaction with coworkers, satisfaction with parents and satisfaction with student behavior, in a total of 9 items. This scale has a reliability value of 0.876.

Tabel 1. Reliability Kepuasan Kerja Guru

Reliability Statistics	
Cronbach's Alpha	N of Items
.876	9

The perceived social support scale uses the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet, Dahlem, Zimet & Farley (1988). The dimensions measured are family support, friends support and significant other support. This measuring instrument has a reliability value of 0.875 with 12 items.

Table 2. Reliability of Perceived Social Support

Reliability Statistic	
Cronbach's Alpha	N of Items
0,875	12

Measurement of job enrichment uses 5 dimensions of job enrichment developed by Hackman & Oldham (1975), namely skill variety, task identity, task significance, autonomy, feedback, in a total of 15 items. This scale has a reliability value of 0,928.

Table 3. Reliability of Job Enrichment

Reliability Statistic	
Cronbach's Alpha	N of Items
0,928	15

Data analysis technique in this research is by using regression test to explain the relationship between each of these variables. The regression test in this research will be assisted by using SPSS (Statistical Program for Social Science) version 21 for windows.

3. Result and Discussion

In this research, it is known that there is no significant effect of perceived social support and job enrichment ($p > 0.05$) on job satisfaction.

Tabel 3. Regression Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,521 ^a	,272	,264	3,564

a. Predictors: (Constant), Job Enrichment, Perceived Social Support

Based on the results of the hypothesis analysis, it is known that perceived social support and job enrichment together and separately have a significant effect ($\rho \leq 0.01$) on job satisfaction. It is also known in this research that perceived social support and job enrichment contributed very significantly by 27.2 % (R^2) to job satisfaction ($\rho < 0.01$).

The hygiene factor in this research is represented by perceived social support. Herzberg (in Noermijati, 2013) states that hygiene factors include company and administrative policies, supervision, interpersonal relationships with supervisors, interpersonal relationships with subordinates, relationships with coworkers, salary, job security, personal life, working conditions, and status. Several hygiene factors mentioned by Herzberg, such as supervisors, interpersonal relationships with subordinates, relationships with coworkers, and personal life, intersect with the concept of perceived social support. Perceived social support is an individual's belief that others will be available to provide assistance and comfort if needed (Srivastava and Angelo, 2009).

In this research, it is known that the perceived social support of *PAUD* teachers is in the high category. Which means, *PAUD* teachers feel that the people around them, both family and friends, are willing to provide assistance and comfort for them. When *PAUD* teachers feel that they are supported, especially in carrying out their profession, they will also feel happy and satisfied with their profession, so that job satisfaction is achieved. This can be caused by being a *PAUD* teacher does not bring up many interpersonal conflicts. In addition, being a teacher does not only involve interaction with students, but also relationships with parents, fellow teachers and involvement with families in supporting all teaching and learning activities.

Responsibility is also one of the motivating factors according to Herzberg (Noermijati, 2013). This factor can be explained by the job enrichment variable. Job enrichment is a vertical extension of work in which job enrichment gives workers the opportunity to experience feelings of responsibility, achievement, growth, and recognition (Hackman & Oldham, 1976). Based on the results of the research, it is known that the job enrichment of *PAUD* teachers is in the medium category, meaning that teachers feel they are given sufficient responsibility to teach their students. When this is fulfilled, the motivator factors are fulfilled, and the teachers are satisfied with their work. This is in line with Raza & Nawaz (2011) the activities carried out will foster independence in work, recognition of increasing skills and knowledge in oneself and being fully able to control the carried-out activities. This situation will foster commitment to work and commitment to institutions, this has an impact on job satisfaction.

4. Conclusions and Suggestions

The findings of job satisfaction research on *PAUD* teachers show the compatibility between theoretical concepts and empirical data. Based on the results of the hypothesis test, it

is known that the variables; perceived social support and job enrichment, together contribute 45.5% to the job satisfaction of *PAUD* teachers. This means that the better the perceived social support and job enrichment, the better the job satisfaction.

Based on the results of the research, the researchers gave the following suggestions:

- For *PAUD* teachers, they should have a high sensitivity and open themselves to the progress that occurs in education. Teachers are advised to increase their creativity and that of their students in many ways.
- For schools and general public, the involvement of institutions, coworkers, and parents in contributing economically, energy and thoughts to the implementation of the *PAUD* education program will be further enhanced so that the *PAUD* program can run even better. *PAUD* managers should provide opportunities for teachers to implement and develop learning so as to motivate teachers. The need to prepare facilities and infrastructure to stimulate children's development through playing while learning.
- For further research, it is expected to be able to develop the results of this research by using other variables, such as work engagement, leadership style, organizational culture, and others. For various parties, it is suggested to overcome the weaknesses in an effort to increase the job satisfaction of *PAUD* teachers.

References

- Aninkan, D.O. (2014). The Impact of Reward Management and Job Enrichment On Job Satisfaction among Employees In The Ogun State Polytechnics. *International Journal of Business and Management Invention ISSN (Online): 2319 – 8028, ISSN (Print): 2319 – 801X* www.ijbmi.org Volume 3 Issue 3| March. 2014| PP.19-26
- Bradley, J.R & Cartwright, S. (2002). Social support, job stress, health, and job satisfaction among nurse in the United Kingdom. *International Journal of Stress Management, Vol. 9, No. 3.* Human Sciences Press, Inc.
- Blatny, Marek., Kveton, P., Jelinek, M., Solcova, I., Zabrodska, K., Mudraj, J., Machovcova, K. (2018). The influence of personality traits on life satisfaction through work engagement and job satisfaction among academic faculty members. *Studia Psychologica, Vol. 60, No. 4,*
- Bowling, Nathan. (2010). Effects of job satisfaction and conscientiousness on extra-role behaviors. *Journal of Business and Psychology.*
- Bukatko, Danuta & Marvin W. Daehler. (2004). *Child Development: A Thematic Approach, 5th edition*, U.S.A: Houghton Mifflin Company.
- Gestwicki, Carol (2007). *Developmentally appropriate practice: Curriculum and development in early childhood education, 3rd edition.* Australia: Thomson Delmar Learning
- Hackman J. R. & Oldham (1980): Development of the Job Diagnostic Survey, *Journal of Applied Psychology* Vol.60 (2), pp. 159-170
- Handoko T. Hani, (2000), *Manajemen personalia dan sumberdaya manusia*. Edisi II, Cetakan Keempat Belas. Penerbit BPFE. Yogyakarta.
- Hackman J.R. & Oldham G.R. (1980). *Work redesign*. Reading, M.A: Addison-Wesley.
- Hosseinkhanzadeh A.Ali., Hosseinkhanzadeh, A., Taiebeh, Y. (2013). Investigate relationship between job satisfaction and organizational culture among teachers. *Procedia - Social and Behavioral Sciences* 84, 832 – 836.
- Hughes, Victoria M. (2006). *Teacher Evaluation Practices And Teacher Job Satisfaction*. Makalah dipresentasikan untuk the Faculty of the Graduate School University of Missouri Columbia
- Hutagaol, Said. (2015). Efikasi diri dan etos kerja dengan kepuasan kerja guru smk Penabur Harapan Indah Kota Bekasi. Program Studi Magister Manajemen Pendidikan. *Tesis*. Universitas Kristen Indonesia. Vol. 4. No. 2. 187-204.

- Johnston, Jane dan John Halocha (2010) *Early Childhood and Primary Education: Readings and reflections*, London: Open University Press,
- Karasek R.A. & Theorell T. (1990) *Healthy work : Stress, productivity and the reconstruction of working Life*. Basic Books, New York, NY
- Ma, Xin & MacMillan, R.B. (1999).) Influences of workplace conditions on teachers' job satisfaction, *The Journal of Educational Research*, 93:1, 39-47.
- Mathis, R. L., dan Jackson J. H., (2006), *Manajemen Sumber Daya Manusia*, Edisi 9, Jakarta: Salemba Empat.
- Noermijati. (2013). *Aktualisasi teori Herzberg, kepuasan kerja dan kinerja spiritual manajer operasional*. Universitas Brawijaya Press.
- Orpen, Christopher. (1979). The effects of job satisfaction on employee satisfaction, motivation, involvement, and performance : A field experiment. *Human Relations*, Volume 32, Number 3, pp 189-217.
- Pepe, Alessandro., Addimando. L., Veronese. G. (2017). Measuring teacher job satisfaction : Assessing invariance in the teacher job satisfaction scale (TJSS) across six countries. *Europe's Journal of Psychology*. Switzerland.
- Raza M.A. & Nawaz M.M (2011). Impact of enrichment on employees job satisfaction. *European Journal of Social Sciences*. 23(2) 220-226.
- Robbins, Stephen P., & Judge, Timothy A. (2009). *Perilaku organisasi* (Edisi 12). Jakarta: Salemba Empat.
- Ruiz-Palomo, D., León-Gómez, A., & García-Lopera, F. (2020). Disentangling organizational commitment in hospitality industry: The roles of empowerment, enrichment, satisfaction and gender. *International Journal Of Hospitality Management*, 90(June)
- Sanda, A.O., Asikhia, O.U & Nanle, Magaji. (2015). Effect of job enrichment on employee satisfaction in selected private universities in south-west Nigeria. *International Journal of Development Research*. Babcock University.
- Sapada, Achmad.F.A., Modding, H.B., Gani, Achmad., Nujum, Syamsu. (2017). The effect of organizational culture and work ethics on job satisfaction dan employees performance. *The International Journal of Engineering and Science*. University of Muslim Indonesia.
- Srivasta, S., & Angelo, K.M. (2009). Optimism, effect on relationships dalam H.T. Reis & S.K Sprecher (Eds), *Encyclopedia of human relationships*, CA: Sage.
- Sulistiani W. (2009). Penerapan Metode Bermain untuk Meningkatkan Kemampuan Sosial Anak Usia Dini. *Jurnal Ilmiah Psikologi dan Psikologi Kelautan-Kemaritiman*. Vol. 3 No. 2. Surabaya : Fakultas Psikologi Universitas Hang Tuah.
- William, Chuck. (2009). *Manajemen*. South Western : Cengage Learning
- Yang, Seung-Bum., Lee, Keon-Hyung. (2009). Linking empowerment and job enrichment to turnover intention : The influence of job satisfaction. *International Review and Public Administration*. University of Auckland Library.
- Zimet, G.D., etc (1990). Psychometric characteristics of the ultidimensional scale of perceived social support. *Journal Of Personality Assesment*, 1990, 55(3&4), 610-617
- Copyright.