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[The Influence of Perceived Organizational Support on Kindergarten Teacher Performance in Implementation of the Early Stimulation, Detection and Intervention for Growth and Development of Children \(ESDIGDC\)](#) Suparji1\*, Tinuk Esti Handayani2\*, &Nurlailis Saadah3\* 1,2&3Lecturer at Health Polytechnic of Health Ministry at Surabaya, Indonesia Email: [suparjibrisa@yahoo.co.id](mailto:suparjibrisa@yahoo.co.id)

Abstract In order to achieve national development goals in the field of children health, the government is committed to enhancing the growth and development of children through the program ESDIGDC. Efforts to improve the health status of children is very important, because in addition to being the target of health development, it also becomes an indicator of the health status of children is to prepare children to achieve optimal growth and development. This study aimed to analyze [the influence of perceived organizational support on the kindergarten teacher performance in implementation of](#) ESDIGDC Program. [The](#) subjects of this cross sectional study were 68 kindergarten teacher at Panekan Sub District, Magetan District, East Java, Indonesia. Data were collected through questionnaires and then analyzed using linear regression. The results showed that p-value = 0.012 (significant), so it could be concluded that there was [the influence of perceived organizational support on the kindergarten teacher performance in implementation of](#) ESDIGDC. Keywords: ESDIGDC, kindergarten teacher performance, perceived organizational support. I. INTRODUCTION In order to achieve national development goals in the field of children health, the government is committed to enhancing the growth and development of children through the program ESDIGDC. Efforts to improve the health status of children is very important, because in addition to being the target of health development, it also becomes an indicator of the health status of children is to prepare children to achieve optimal growth and development (Depkes RI, 2007). Based on data from Dinkes Provinsi Jatim (2012), "The health profile of East Java in 2012", coverage of services for

children under five has reached 70.79%, while for Magetan District has reached 93.79 (Dinkes Kabupaten Magetan, 2012). In East Java province in 2013, health care for children (including growth and development) has reached 79.41% (target = 83%). The problem shows that the efforts of child health services related to services growth and development of children actually require serious attention. To improve implementation ESDIGDC program, the Indonesian government issued Handbook of ESDIGDC, also organizes ESDIGDC training for health workers, as well as a kindergarten teacher (Depkes RI, 2007). Until now, the implementation of the program ESDIGDC in Magetan District coordinated by the public health centers, which one of them is in Panekan Public Health Center. In this case the activities carried out in the Integrated Service Post ("IHC": in Indonesian language) and kindergarten. Thus, the kindergarten teachers should also participate actively to support the success of efforts to increase the growth and development of children. Thus, it takes a good performance of teachers in the implementation of ESDIGDC program, in addition to the performance in learning tasks everyday. Obviously, this requires the support of the organizations in which they work. This study aimed to analyze [the influence of perceived organizational support on the kindergarten teacher performance in implementation of ESDIGDC Program](#). II. METHOD Table 1 show the summary of the methods that had been implemented in this research. Table 1. Research Methods Type of research Analytic, observational Research design Cross sectional Population All of kindergarten teachers at the Panekan Sub District, Magetan District, East Java, Indonesia, which is still actively teaching until June 2015. Population size = 58 Sample Sample size = 58 Sampling technic = total sampling Variables Independent variable = perceived organizational support Dependent variable = teacher performance Data collection Filling out the questionnaire Data analysis • Descriptive statistisc • Linear regression test III. RESULTS Table 2 and Table 3 show the results of descriptive analysis about [perceived organizational support](#) and [teacher performance in implementation of The ESDGDC](#). Table 2. Distribution of Perceived Organizational Support Perceived Organizational Support Frequency Percent Low 4 5.9 Moderate 32 47.1 High 32 47.1 Total 68 100.0 Table 3. Distribution of Teacher Performance in Implementation of The ESDIGDC Teacher Performance Frequency Percent Moderate 39 57.4 High 29 42.6 Total 68 100.0 Based on the results of the linear regression test, it was known that p-value = 0.012 (<0.05), so it was concluded that the perceived organizational support significantly affect the performance of teachers in the implementation of ESDIGDC. IV. DISCUSSION The results showed that perceived organizational support significantly affect the performance of teachers of kindergarten in implementation of ESDIGDC program. Organizational support is meant in this case is of concern given by the organization to employees. In this case if the organization (institution kindergarten) have a commitment to the employees (teachers), then they will respond with dedicating themselves to their organizations. In other words, if the promises have been realized by the organization, then the teachers as employees will give their commitment to the organization. According to Rhoades & Eisenberger (2002), there are three factors that affect the perceived organizational support, namely: 1) fairness of treatment, in this case the employee will always consider how leaders treat them, because this is a reflection of the organizational support. 2) Supervisor support, in this case required a supervisor Dama International Journal of Researchers, [www.damaacademia.com](http://www.damaacademia.com), [editor@damaacademia.com](mailto:editor@damaacademia.com) 24 who can provide "understanding and prize" to the contributions of employees. 3) Rewards and work conditions, in this case, the amount of awards and favorable working conditions, indicates a good organizational support. Thus, these three factors will be beneficial to the kindergarten teachers itself, such as: increasing job

satisfaction, creates a positive feeling, and reduce stress; also gives the advantage to the organization, such as: increasing employee commitment and employee performance. Thus, it is logical that the organizational support provides a significant positive effect on the performance of kindergarten teachers in the implementation of the program EDIGDC. Thus, in the implementation of ESDIGDC in kindergarten, the management of the organization should always provide support in various forms, such as: encouragement by supervisors, equipment supply, create a social climate of mutual help, the helpdesk to overcome the difficulties, as well as existence financial or non-financial rewards.

V. CONCLUSION Perceived organizational support affect the performance of teachers in the [implementation of the Early Stimulation, Detection and Intervention for Growth and Development of Children \(ESDIGDC\)](#). Furthermore, it is recommended that during the implementation of the ESDIGDC program, there should be efforts to improve the organizational support, such as encouragement from supervisors, conducive working environment, and rewards from organizations.

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