

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)

Suparji^{1*}, Tinuk Esti Handayani^{2*}, & Nurlailis Saadah^{3*}

^{1,2&3}Lecturer at Health Polytechnic of Health Ministry at Surabaya, Indonesia Email: 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.

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.

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	<ul style="list-style-type: none"> ▪ Descriptive statistisc ▪ Linear regression test

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 $p\text{-value} = 0.012 (<0.05)$, so it was concluded that the perceived organizational support significantly affect the performance of teachers in the implementation of ESDIGDC.

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

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.

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.

References

1. Depkes RI, 2007. *Pedoman Pelaksanaan Stimulasi, Deteksi dan Intervensi Dini Pertumbuhan dan perkembangan Anak Ditingkat Pelayanan Kesehatan Dasar*. Jakarta: Depkes RI.
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Comment [U1]: the problem in research is less focused or too general

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