

# Job Satisfaction and Professional Commitment in Early Childhood Education Teachers

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## ABSTRACT

Early childhood education is an essential foundation for a child's future development. For this reason, when learning at the early childhood education level, teachers are needed who have professional commitment in carrying out their duties. Teachers who have professional commitment will be able to display optimal performance for early childhood learning. Many factors influence professional commitment, one of which is job satisfaction. Job satisfaction factors are the topic of study in this research. This research aims to determine the relationship between job satisfaction and professional commitment in early childhood education teachers. This research was conducted using quantitative methods. The sampling technique for this research is convenient. The number of research subjects was 120 Early Childhood Education teachers. Data were collected using a psychological scale developed by the research team. The psychological scale consists of job satisfaction and professional commitment scales. Data analysis was carried out using the Pearson Correlation analysis technique. The research results show a significant positive relationship between job satisfaction and professional commitment in early childhood education teachers. The results of the correlation analysis show that the higher the job satisfaction, the higher the professional commitment. The novelty of this research is that there is still limited research regarding the relationship between job satisfaction and professional commitment among early childhood teachers. Previous studies discussing job satisfaction and professional commitment used research subjects, such as nurses, auditors, employees and teachers at higher education levels.

**Keywords:** Job Satisfaction, Professional Commitment, Teachers, Early Childhood Education

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## INTRODUCTION

Education has a vital role in life. Education refers to all the learning knowledge experienced throughout life in all places and situations that can have a positive influence on individual growth (Pristiwanti et al., 2022). In Indonesia, education itself is divided into several levels that facilitate children to develop according to their age, including early childhood education, elementary school, junior high school, senior high school. Three developments occur in early childhood physically they will experience an increase in gross motor skills, which will cause them to do more exploration; cognitive development where children will start to reason so that many questions will be raised, and finally related to language development, they begin to experience increased understanding related to language rules, and begin to be sensitive to phonology (Santrock, 2018).

Early childhood, once in a while known as the early years, is the most fundamental formative phase of life, during which basic advances are made in the physical, social, mental, profound, family climate, and semantic spaces. A significant improvement in early life is refining engine capacities that require dexterity and little development and those that connect with the body's essential muscles. Apart from motoric development, there is also language development that can be observed, profound improvement modifies by different social and social elements perspectives, to give some examples foundations. Nostalgic capacities arise because of a

development cycle in which a specific ability that is supported arises exclusively with different periods (Likhar et al., 2022).

Therefore, early childhood education teachers have a significant role to play in helping children achieve their developmental tasks and preparing children for the first level of formal education, namely Kindergarten. Early childhood is an incredible chance to foster a kid's character, which will decide his future. Before they can think logically and understand abstract things and don't know how to differentiate between good and evil, they must be taught good values from an early age and be able to learn these values (Khulusinniyah, 2023). This is why the profession of a teacher must have specific qualifications, not only the ability to teach. According to Law No. 14 of 2005 states that teachers must have pedagogical, professional, personal and social competencies.

Professional early childhood education teachers will be able to carry out good learning plans, and be able to apply them and be able to carry out assessments and evaluations of learning on children (Sufiati & Afifah, 2019; Shofwan et al., 2023). Early childhood education teachers are required to have a commitment to their profession in carrying out their work. Individuals who have a strong commitment will show a desire to develop personal competencies that can contribute to the organization, with a solid commitment to teachers will encourage increased performance (Nainggolan et al., 2020). Rayo et al., (2022) says that strong professional commitment will improve teacher performance.

Professional commitment is a set of individual beliefs related to the acceptance of values for the profession they have chosen and the ability to maintain their membership in the profession or work (Bagraim, 2003). Professional commitment is a demeanor that gives a physical, mental and close to home association with one's work. It is likewise the amicability between a singular's convictions and their assurance to work in their calling (Zhao et al., 2022). Individuals who are dedicated to professionalism will keep any demonstrations of extortion from happening. Proficient responsibility expands an individual's goal to uncover or report any inconsistencies and infringement (Khairunnisa et al., 2023). According to Susanto (2018), professional commitment is also interpreted as the level in which people take on the attributes of the profession and the points of view it has. Meanwhile, based on Isnaeni et al., (2023), professional commitment is fundamentally a discernment that depends on dedication, assurance, and assumptions for an individual directed by an arrangement of values or standards that will guide that individual to act or work as per specific methodology with an end goal to complete his obligations with an elevated degree of progress.

According to Meyer et al. (1993) states that there are three dimensions of professional commitment namely, Affective professional commitment, continuous professional commitment and normative professional commitment. Affective professional commitment refers to an individual's ability to identify his involvement in and attachment to his profession. Continuance professional commitment refers to an individual's acknowledgment of the costs that will be incurred if he leaves his current profession. Normative professional commitment relates to feelings of responsibility for one's profession.

Professional commitment originates from the strength of a worker's relationship with his calling. Somebody who has a highly expertly dedicated mentality is described by having a high feeling of trust and acknowledgment determined to be a worker. An individual can be supposed to be focused on his calling when his activities and words are as one with the direction or objectives of his profession (Supardi et al., 2022). Teacher commitment is a form of teacher dedication to effective teaching that increases interest, involvement, and practical learning, especially for students who are academically at risk. This commitment is closely related to affective attachment to students such as individual concern (Ostad et al., 2019).

Also, teachers' professional solid commitment is proven to result in higher quality teaching and more effective learning outcomes for student (Kalai et al., 2021). In accordance with what Dar (2019), makes sense of, successful teachers have a high expert obligation to society and add to the government assistance of society. Successful instructors add to the dynamic turn of events and progress of humanity. Compelling educators are expertly dedicated to their calling and consistently center around individual development so later on they can add to society.

Based on the results of interviews conducted with several school principals, it was found that most of the teachers stated that their decision to choose the profession of early childhood education teacher was because this had become a choice for their career desires. Teachers mentioned that the responsibility of early childhood education teachers is a challenging task, even so teachers still make this profession their career path. The teachers feel comfortable in their work environment and the environment of their colleagues, this can be seen from the behavior of the teachers who help each other both towards school goals and assisting fellow colleagues to.

Early childhood education is a profession that demands excellent responsibility and assignments; even so, the salary received by early childhood education teachers is not always as big as their duties and responsibilities, considering the views on early childhood education where many parents perceive its importance is still not as urgent as the initial formal education, namely kindergarten. Even so, there are still many teachers who are committed to their profession and make it part of their career path.

Professional commitment is strongly influenced by several factors, including transformational leadership, empowerment, work motivation, and trust (Suryadi et al., 2023). In addition, other factors that influence professional commitment are work life quality (Hasanati, 2018), tenure (Izzati et al., 2022), personality (Ucar et al., 2020), work experience, type of health facility, monthly net salary, organizational support, organizational commitment, personal characteristics, and job satisfaction (Anshebo et al., 2021). Elements in job satisfaction such as satisfaction with superiors, co-workers, income and workload can influence teacher professional commitment (Winarsih & Fariz, 2021).

In addition, other factors that influence teachers' professional commitment are school culture, value system, beliefs about student learning and attitudes towards the teaching profession (Bett et al., 2020). Meanwhile, other factors that can influence professional commitment in different professions such as nurses are the type of medical institution, professional category, department, patient trust, and the relationship between doctor and patient (Chen et al., 2021). Based on the various factors that influence professional commitment described above, the researchers chose the job satisfaction factor as a variable that influences professional commitment.

Job satisfaction is the result of employees' perceptions of how good their work is, which provides things that are considered essential (Luthans et al., 2021). Job satisfaction emphasizes positive feelings about work and work situations; satisfaction can be defined as the degree to which individuals feel positive or negative feelings about their jobs. Job satisfaction represents positive feelings related to the work produced and its evaluation. Individuals who have a high level of job satisfaction tend to have positive feelings about their work. Job satisfaction results from employee perceptions of how good their job is and how it provides something necessary. At this point, job satisfaction is understood as a reflection of positive affection towards work. Job satisfaction shows an individual's attitude towards his job, which is shown in positive behavior at work (Nabawi, 2019).

According to Herzberg's theory (Holmberg et al., 2018) related to job satisfaction, it states that job satisfaction and job dissatisfaction are the result of different factors, satisfaction depends on the motivator, while dissatisfaction comes from the results of hygiene factors. Teachers are required to have exemplary commitment in order to referring to the fact that any instructional degree has critical importance and has acquired lots of crucial attention (Ma, 2022). The administration of the job satisfaction requires a superior master responsibility of instructors, which is portrayed as a connection, affiliation, and consent to the work environment and obligations to fulfill the errands and obligations (Zhang et al., 2021). Besides that, according to Abdulahi (2020), is a critical figure efficiency. Teachers' attitudes toward their jobs are influenced by their level of satisfaction, which may have an impact on their performance and the performance of the students with whom they interact. This is especially evident and noticeable in the growing experience, as educators affect their understudies' learning.

In theory, motivators are intrinsic in work, such as challenging or stimulating work, recognition, a sense of personal accomplishment, opportunities for advancement and personal growth. Hygiene factors are extrinsic to work such as salary and benefits, company policies and administration, good interpersonal relationships and perceived status (Herzberg et al, 1959; Holmberg et al., 2018). In line with the results of research conducted by Najimuddin & Abeysundara (2019) who used factory workers as research subjects, concluding that work arrangements in the workplace, workers' family problems are the factors that most influence job satisfaction, as well as gender, workers' distance traveled and workers' mode of transportation are demographic factors related to job satisfaction.

The results of the study conducted by Watkins & Fusch (2022) showed that an employee's level of monetary compensation has a statistically significant positive relationship with the employee's general, extrinsic, and intrinsic job satisfaction. On the teaching profession, according to research by Kang (2023) teacher job satisfaction can be improved when teachers perceive that they are furnished with proper pay rates and government assistance to support their lives. Alternately, assuming pay rates and government assistance are lesser than teachers' abstract discernment level, educator work fulfillment might lower. Additionally, teachers' needs for social recognition may be met by policymakers because of their influence. Therefore, it

tends to be reasoned that fair rewards like compensation, advantages, and social acknowledgment are fundamental variables for educator job satisfaction.

According to Luthans (2011), there are several dimensions of job satisfaction, namely: 1) the work itself, the extent to which work can encourage a person to learn and develop, 2) salary, related to the perception of salary received with the workload given, 3) Promotion relating to promotion to provide opportunities for workers to develop, 4) Supervision, related to supervision given by superiors, 5) Coworkers, related to the support of colleagues which creates a positive atmosphere, 6) work environment, related to the conditions of the work environment what is considered conducive and comfortable will create a feeling of comfort at work.

Job satisfaction is an exciting factor studied. Job satisfaction is attractive to research because it influences various impacts, including several studies conducted by Baluyos et al., (2019) job satisfaction can also improve teacher performance. Job satisfaction can affect the subjective well-being of workers to, when job satisfaction is high, subjective well-being will increase and vice versa (Cannas et al., 2019).

Previous research shows that there is an attachment between job satisfaction and several worker factors. Therefore researchers want to examine further and analyze the relationship between job satisfaction and professional commitment; the difference with previous research is related to research subjects where some previous research focused or used industrial research settings so that this research will be focused on the most critical education, namely early childhood education. The urgency of this research is that when the hypothesis is accepted, the hope is that it can become material for information to improve the performance of early childhood education teachers through specific strategies.

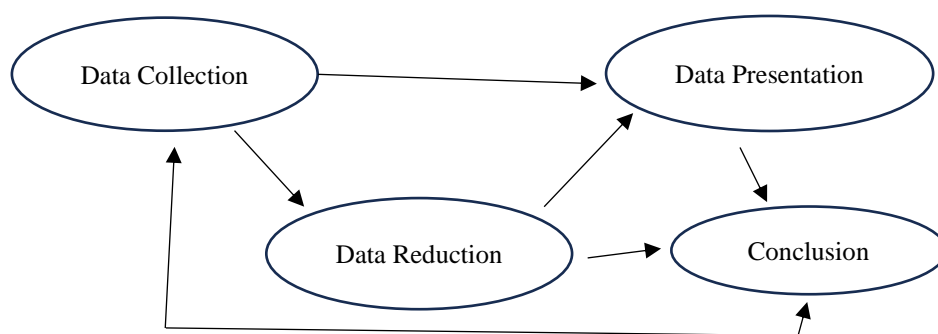
## METHOD

This research uses a type of research that is quantitative. The quantitative approach focuses on careful measurement of variables to answer research hypotheses guided by theory (Creswell & Creswell, 2018). Quantitative research methods are research methods that have a more complex level of variation because they investigate a more significant number of samples. However, quantitative research is more systematic and involves conducting research from start to finish. Quantitative research emphasizes objective results. By distributing questionnaires, data can be obtained objectively and verified through a validity and reliability process (Sahir, 2021).

The sampling technique used convenience. The subjects in this study were the research used in this study were early childhood education teachers in Surabaya with 120 participants. Data collection was carried out by distributing psychological scale on job satisfaction instruments and professional commitment instruments. The data analysis technique used in this study to test the hypothesis is the Pearson Product Moment Correlation. The Pearson Product Moment is used in the validity test, which is helpful in determining the instruments used by researchers to measure and collect research data from respondents' responses (Hidayati et al., 2023). Apart from testing the hypothesis, the researcher carried out the normality test, linearity test and homogeneity test. Normality test using the One-Sample Kolmogorov-Smirnov Test, the data is said to be normally distributed when the data criterion is more significant than 0.05 ( $p > 0.05$ ). The linearity test uses ANOVA, this test can determine the value of each component to its name utilizing the F-test to measurably assess the method for various gatherings (Siraj et al., 2022). The data is said to be linear when the data criterion is more significant than 0.05 ( $p > 0.05$ ).

Early childhood education is an essential basis for a child's future development. During this stage, the premise is set whereupon kids will later develop their insight and character (Pérez-Ferra et al., 2020). In this case, there is a need for the role of early childhood education teachers who can carry out their duties as mentors, facilitators, mediators and motivators. Many things can influence how early childhood education teachers carry out their duties. Early childhood education teachers who are satisfied with their work are teachers who are able to demonstrate professional commitment in carrying out their responsibilities as educators of children's character and essential health from an early age.

This research aims to test whether there is a relationship between job satisfaction and professional commitment among early childhood education teachers in Surabaya with a sample of 120 teachers using data collection techniques using psychological scale.



**Figure 1.** Data Analysis Table

Data collection was carried out through stages of research methods including field observations and implementation of training programs, documentation through institutional profile books, institutional websites, field photos and training activities, and interviews conducted with several research informants including organizers, trainers and trainees. Data reduction was carried out by sorting and summarizing the results of data collection obtained and then adjusted to the research objectives, including context input, process, and product. After data reduction, the next step is data presentation. Data presentation is presented by writing the information obtained from the results of data reduction, then processed to become an information sentence that can explain and describe the results of research, so that the data presented can explain the information from the results of research conducted. The data that has been collected from the results of data reduction and presentation, then conclusions are drawn regarding the results of the CIPP evaluation of the sewing training program that has been implemented.

## RESULTS AND DISCUSSION

Early childhood education is an essential basis for a child's future development. During this stage, the premise is set, whereupon kids will later develop their insight and character (Pérez-Ferra et al., 2020). In this case, there is a need for the role of early childhood education teachers who can carry out their duties as mentors, facilitators, mediators and motivators. Many things can influence how early childhood education teachers carry out their duties. Early childhood education teachers who are satisfied with their work are teachers who can demonstrate professional commitment in carrying out their responsibilities as educators of children's character and essential health from an early age.

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**Table 1.** Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Job Satisfaction	120	78.00	99.00	94.2000	4.13349
Professional Commitment	120	45.00	74.00	62.4000	5.60822
Valid N (listwise)	120				

Based on the data description table above, it is known that the job satisfaction variable has a minimum score of 78 and a maximum score of 99. The average score is 94.2, with a standard deviation of 4.1. This shows that there is a difference in the value of job satisfaction to the average value of 4.1. The professional commitment variable has a minimum score of 45 and a maximum score of 74. The average score is 62.4 with a standard deviation of 5.6. This shows that there is a difference in the value of professional commitment to the average value of 5.6.

Before testing a hypothesis, it is necessary to test the assumptions for the research data with the normality test and linearity test. The normality test is used to determine if the data is normally distributed or not. In this research, the normality test uses the Kolmogorov-Smirnov which is in the event that two gatherings

are said to have massive contrasts assuming the significance value is less than (Gunawan & Rohman, 2023). The following is a category table for the normality test:

**Table 2. Data Normality Categories**

Variable	Sig (p)	Interpretation
Job Satisfaction	0,200	Normal data distribution
Professional Commitment	0,200	Normal data distribution

Based on the table above, it proves that the data has a significant value of 0.200, which means it is greater than 0.05, so the data is normally distributed. Apart from the normality test, a linearity test is also needed to determine whether the two variables have a linear relationship. The linearity test in this study used the ANOVA test type with the help of SPSS 20.0 with the condition that the significant value was  $> 0.05$ , which could be said to be a linear relationship.

The following are the results of the linearity test on the job satisfaction variable with professional commitment using SPSS for Windows:

**Table 3. Linearity Category**

Variable	Sig.	Interpretation
Job Satisfaction	.000	Linear Data
Professional Commitment	.000	Linear Data

The results obtained show a significance of 0.00, which means less than 0.05, so it can be said to have a linear relationship. After testing the data for normality and linearity, the next step is to test the hypothesis. Hypothesis testing is carried out to find the relationship between the independent variable (job satisfaction) and the dependent variable (professional commitment) to prove how accurate the hypothesis in the research is. The hypothesis that will be proven reads, "There is a relationship between job satisfaction and professional commitment in early childhood education teachers." Test the theory in this research using correlation analysis.

Correlation analysis uses Pearson Product Moment correlation with the help of SPSS. Based on the results of the calculations above, a significance value of 0.000 ( $p < 0.05$ ) was obtained, so it can be concluded that there is a relationship between the job satisfaction variable and professional commitment.

**Table 4. Correlation Coefficient Criteria**

Coefficient Interval	Criteria
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

The following are the results of calculations using Pearson Product Moment to determine the hypothesis in this research as follows.

**Table 5. Pearson Product Moment**

Variabel	Pearson Correlation	Sig.	Interpretation
Job Satisfaction	0,605**	0.000	Significant
Professional Commitment	0,605**	0.000	Significant

Pearson correlation shows a value of 0.605, the figures in table 4 fall within the interval range of 0.600 – 0.799 with a strong relationship between job satisfaction and professional commitment and has a positive relationship direction.

This study identifies the relationship between job satisfaction and professional commitment among early childhood education teachers in Surabaya, consisting of 120 samples. The data collected from this questionnaire is then analyzed with several tests, namely the linearity test, normality test and hypothesis testing.

The hypothesis analysis that has been carried out shows a value of 0.605; in the table of criteria, the correlation coefficient this number is in the interval 0.60-0.799, which indicates the level of closeness of a strong relationship between job satisfaction and professional commitment and has a positive relationship direction. These results suggest that the hypothesis "There is a relationship between job satisfaction and professional commitment" is accepted.

The results of this study are in line with those conducted by Khan & Kaur (2021) which show that there is a positive significant relationship between job satisfaction and professional commitment on teachers. This demonstrates that job satisfaction and professional commitment are significantly related. Job satisfaction and professional commitment have a significant relationship on teachers (Wardani et al., 2023). Teacher professional commitment is very dependent on teacher job satisfaction (Zhang, 2022).

Previous research showing that there is a positive and significant relationship between job satisfaction and professional commitment is shown by (Sharma, 2019). The results of the study concluded that more than 60 percent of teacher educators showed average and below average levels of job satisfaction. Similarly, fifty percent of the teacher educators possessed average and less than average professional commitment. On the other hand, significant differences were found in teacher educators' job satisfaction and professional commitment based on marital status. Unmarried teachers are proven to have better professional commitment and job satisfaction compared to married teacher educators.

## CONCLUSION

In this study, it was found that there was a significant relationship between job satisfaction and professional commitment. The findings of this study provide a deeper understanding of the factors that influence work commitment in the workplace. Higher job satisfaction is positively related to more substantial professional commitment. Teachers who are satisfied with their jobs tend to show a higher commitment to their profession. This suggests that factors that increase job satisfaction such as superior support, a comfortable work environment, and career development opportunities are essential. However, this research also has limitations that need to be considered because the subject of our research is limited, so we must be careful in generalizing the findings. Based on the findings and limitations of this study, we have several suggestions for future research that may help expand our understanding of the relationship between job satisfaction and professional commitment. Future research may include more diverse samples from different schools and educational levels. This will expand the generalizability of the research findings and help understand differences in the relationship between job satisfaction and professional commitment at different levels of education. Future research could explore parameters influencing the relationship between job satisfaction and professional commitment.

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