



Teachers' Quality of Work Life In Early Childhood Education

Sesilia Monika ✉

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Tarumanagara University, Faculty of Psychology, Jakarta, Indonesia

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Abstract

The high demand for the education in early childhood is demanding the quality of early childhood program itself, starting from the quality of curriculum, facilities, and infrastructure, and also the quality of teaching, assisting and educating the early childhood students. Early childhood teachers are required to have competence in various fields, including personal, professional, pedagogical and social competence. The aim of this research is to describe teachers' Quality of Work Life in Early Childhood Education. The concept of teacher quality of work life was measured with a QWL (Indonesian version), which refers to the eight-dimensional construct of Walton and five sub-dimensions of Hackman and Oldham (Walton, 1980). The composition of QWL instrument including a) adequate fair and compensation, b) safe and healthy working condition, c) balance of work and family (non-work-life), d) social integration in the work organization, e) supervisory (the social relevance of work life), f) constitutionalization in the work organization, g) opportunity for career growth, h) opportunity to use and develop human capacities and i) job characteristic. This research uses descriptive statistical analysis method and the results in which shows that the teachers' quality of work life in early childhood education in Jakarta is in the average category. The dimensions of quality of work life, which are included in the high category, are the dimensions of the co-worker, personal development, work-life balance, work culture, supervisory and job characteristic. Otherwise, the dimensions of quality of work life, which are included in the low category, are the dimensions of pay and benefit, promotion and working condition.

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INTRODUCTION

In a previous study, the researcher (Monika, 2014) conducted a research on "Quality of Life Overview Early Childhood Education (ECE) in Jakarta". Results from these studies showed that the quality of life of ECE in Jakarta were quite good, in the sense of ECE in Jakarta has already met the standard of all the positive dimensions of Quality of School Life which are general satisfaction, social integration, achievement, opportunity, adventure and teacher.

One of the findings in that study showed that teachers were instrumental in the formation of the quality of school life. Thus the required qualified teachers in assisting and educating early children (early childhood) in entering their education for the first time.

In carrying out their duties as ECE teachers, the teachers are required to have competence in various fields including personal competence, professional competence, pedagogical and social competence. Demands like these are certainly not easy faced by ECE teachers in Jakarta today, given their educational background are very diverse, the lack of attention of the government and private sector on training to equip the various competencies required by these ECE teachers (Aqib, 2011). The other crucial evidence of teachers competency is based on Self-efficacy it is very important for teachers because teacher beliefs of their ability for student teaching and affecting student achievement is a very strong indicator of the effective learning. (Sugiana, S., & Formen, A, 2015:55).

Pedagogical competence is a person's ability to manage the learning of learners that includes the understanding of the learners, the design and implementation of learning, evaluation and learning outcomes and the development of learners to actualize various potentials. Personality competence is the steady, stable, mature, wise and authoritative and noble personality, which could become role models for the learners. Professional competence is the ability of a person in control of the learning materials widely and deeply in guiding the learners and meeting the standards of competency. Social competence is the ability of a person as a part of the community to communicate and interact effectively with learners, fellow teachers, staff, parents/guardians of learners, and surrounding communities (Aqib, 2011).

In addition, to become ECE teachers, the established academic qualifications are a minimum education level of Diploma or Undergraduate, the background of higher education in the

field of ECE, other education, or psychology, as well as professional certificate for ECE teachers. Given the many demands of ECE teachers, of course is not an easy thing to be able to meet all the competence and qualifications expected. This condition is very influential on the quality of work life of ECE teachers. The study of job stress and job satisfaction in the context of the quality of life of teachers is an important research area to do as it relates to the welfare of teachers in the present and future (Leonard, 2008).

In general, according to Walton (1980), quality of work life (QWL) is the term used to evaluate and improve various activities or work activity. Quality of Work Life essentially aims to make working life more positive and reduce the negative things perceived by workers. In addition, the quality of work life aims to reduce social and psychological discomfort felt by workers at work.

Walton (in Srivastava and Kanpur, 2014) proposed eight criteria of quality of work life, namely: a) adequate fair and compensation, b) safe and healthy working condition, c) immediate opportunity to use and develop human capacities, d) opportunity for continued growth and security, e) social integration in the work organization, f) constitutionalization in the work organization, g) work and the total life span and h) the social relevance of work life.

METHOD

The subject of research that acts as participants in this study have the characteristics of ECE teachers in Jakarta, who have worked as an ECE teachers at least for 1 year. This study successfully gathered as many as 58 participants, with a participation rate of women more than the male participants. The details are as follows: a) female participants amounted to 57 people (98.3%) and b) male participants numbered 1 (1.7%).

The study design was a non-experimental quantitative research. As this study was a descriptive study that describes the quality of work life in ECE in Jakarta. Measuring instrument used in this study is a measure QWL (Indonesian version), which refers to the eight-dimensional constructs of Walton and the five sub-dimensions of Hackman and Oldham borrowed from Research and Measurement Section of the Faculty of Psychology of Tarumanagara University, Jakarta.

RESULTS AND DISCUSSION

Measuring instrument of Quality of Work

Life has a scale of 1-5, which shows the mean hypothetical owned by measurement tool for 3. From the data processing, known minimum value of 2.05 and a maximum value of 4.37 with DS value of 0.50742 and the empirical mean value of 3.0549. Thus, we can conclude that the variable overview of Quality of Work Life of ECE Teachers tend to be high because the empirical mean score is greater than the hypothetical mean score.

Table 1. Descriptive Statistics of Quality of Work Life Dimension

Dimension	Min	Max	Mean	Dev Std
<i>Job Characteristic</i>	1.29	4.14	3.16	0.62
<i>Pay and Benefit</i>	0.00	4.50	2.36	0.93
<i>Work Life Balance</i>	1.00	4.67	3.58	0.81
<i>Co-Worker</i>	1.67	4.67	3.71	0.59
<i>Personal Development</i>	0.75	4.75	3.71	0.69
<i>Promotion</i>	0.00	4.00	2.44	1.00
<i>Working Condition</i>	0.67	5.00	2.80	0.94
<i>Supervisory</i>	1.88	4.60	3.44	0.58
<i>Work Culture</i>	1.71	4.29	3.50	0.54
<i>Quality of Work Life</i>	2.05	4.37	3.0549	0.50742

Based on the above table can be seen that the highest level of Quality of Work Life of the participants are the dimensions of Co-Worker ($M = 3.71$, $SD = 0.59$) and Personal Development ($M = 3.71$, $SD = 0.69$). The second highest is the Work Life Balance ($M = 3.58$, $SD = 0.81$), followed by Work Culture ($M = 3.50$, $SD = 0.54$). Then the fourth highest is Supervisory ($M = 3.44$, $SD = 0.58$) and the fifth is Job Characteristic ($M = 3.16$, $SD = 0.62$). These six dimensions have a mean score above the hypothetical mean, meaning that the participants have a high level of Quality of Work Life on the six dimensions.

The highest dimension is the dimension Co-Worker and Personal Development to the value of the empirical mean score of 3.7. The high dimension of co-worker shows high social relationships or friendships with colleagues, existing communication or intimacy among peers, existing emotional and non-emotional support from colleagues, and mutual help among peers. Meanwhile, the high score in the dimension of

personal development shows the opportunities for training, the opportunity to improve career or promotion, an opportunity to increase the skills required and the reward system to employees.

The second highest dimension is the Work Life Balance premises a score empirical mean of 3.58, which indicates the availability of time to perform the role as a member of the family (at home), the availability of time to accompany the family, time or opportunity to be together (communicating) with family, their institutional support in resolving problems in the family, the opportunity to work on a hobby outside of work, as well as the opportunity to work out a deal or household tasks.

The third highest dimension is the Work Culture with a score of empirical mean of 3.50, which shows their culture or value of the orderliness or discipline in work, their culture or values to always learn to be better, cultural or value to be creative or find a new way of working, culture or the value of honesty in work, culture or values respect among peers, cultural or value of tidiness or cleanliness of the work space, the recording system or the orderly administration, the implementation of the vision and mission of the company, as well as the implementation of the Labor Law.

The fourth highest dimension is the Supervisory with a score of 3.44 empirical mean. The high scores on these dimensions indicate the ability of the supervisor to direct subordinates, their concern for the boss to the personal problems of subordinates, their exemplary of superiors, their confidence superiors to subordinates, their opportunity to submit suggestions or opinions to the boss, the willingness of superiors to support subordinates, their attitude of respect from superiors to subordinates, and their consistency in implementing the regulations.

The fifth highest dimension is Job Characteristic with empirical mean score of 3.16. The amount of scores on this dimension indicates a clear duties and responsibilities in the work, the clarity of the system and work procedures, their flexibility in determining how to work, the opportunity to use a special expertise in working, the availability of feedback by superiors to subordinates, feedback submitted amicably without offending.

Other three dimensions of Quality of Work Life are Working Condition ($M = 2.80$, $SD = 0.94$), Promotion ($M = 2.44$, $SD = 1.00$) and Pay and Benefits ($M = 2.36$, $SD = 0.93$). These three dimensions have a mean score under the hypothetical mean. This means that participants

have a low level of Quality of Work Life in these four dimensions.

The first dimension of Quality of Work Life, which is included in the low category is Working Conditions with the empirical mean score of 2.80. The low score on this dimension indicates that ECE teachers feel the lack of security and health in the workplace, lack of facilities of information technology (such as computers, signal, and the Internet), as well as the lack of comfort in the workplace.

In addition, the next lowest dimension is the dimension Promotion with an empirical score of 2.44. The low score on this dimension indicates a lack of clarity of career enhancement mechanisms, the lack of opportunities to develop or improve careers or promotions, as well as the lack of a reward system to workers in accordance with the performance.

The lowest dimension of Quality of Work Life is Pay and Benefit with an empirical score of 2.36. The low score on this dimension indicates low wages or salary in accordance with the needs of everyday life, the lack of facilities/health insurance, lack of medical aid facilities, lack of financial support for recreation (family gathering), lack or absence of pension plans

CONCLUSION

This study aims to determine the Quality of Work Life of the ECE teachers in Jakarta. Measuring tool used in the study is Indonesian version of QWL (Research and Measurement Section, Faculty of Psychology, Tarumanagara University) which includes the following criteria: a) adequate and fair pay, b) safe/healthy working conditions, facilities, and work environment, c) balance of work and family (non work-life), d) social integration in the work organization, e) supervisory (social relevance of employers), f) constitutionalism in the work organization, g) the opportunity for career growth, h) the opportunity to use and develop human capacities and i) job characteristic (skill variety, task identity, task significant, autonomy, and feedback from the job).

The results of this study indicate that the quality of working life of ECE teachers in Jakarta tend to be high with the empirical mean value of 3.0549. From the data processing, known minimum value of 2.05 and a maximum value of 4.37 with DS value of 0.50742. The mean value of the hypothetical in QWL measurement tool (Indonesian version) is 3.

Dimensions of Quality of Work Life that are in the high category are the dimensions of co-

worker, personal development, work life balance, work culture, supervisory and job characteristic. Thus, we can say that in general the ECE teachers in Jakarta are quite satisfied with the quality of social relationships with colleagues in ECE, the ECE teachers also feel a pretty good chance to improve the skills required and the availability of sufficient time to balance the role as workers and as members of the family (at home). In addition, ECE teachers also feel the culture or values that exist in the workplace is in conformity with her, their own leadership role to meet their expectations, as well as the clarity of duties and responsibilities at work.

The dimensions of Quality of Work Life that are included in the low category are Working Conditions, Promotion and Pay and Benefit. Thus, in general it can be concluded that ECE teachers feel less uncomfortable in the workplace (for lack of safety, health, or technology), the lack of clarity regarding the mechanism of career advancement, lack of reward system to the workers in accordance with the performance, as well as low income or salaries according to their daily needs.

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