

RELATIONSHIP BETWEEN PSYCHOLOGICAL WELL-BEING AND SOCIAL SUPPORT WITH THE PERFORMANCE OF PAUD TEACHERS IN KARO DISTRICT

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Abstract

The performance of early childhood teachers currently has many problems in implementing learning services. The performance of early childhood teachers is certainly influenced by many factors. This study aims to analyze and determine the relationship between psychological well-being and social support with the performance of PAUD teachers. This research is included in the quantitative associative causal research. The sample for this study was 153 PAUD teachers spread across 16 sub-districts in Karo District. Research data was collected using a research scale that was declared valid and reliable. Technical data analysis using multiple linear regression analysis. The results of the study show that (1) there is a relationship between psychological well-being and teacher performance. From the results of statistical analysis, it was found that the correlation coefficient r_{xy} was 0.262 with $p < 0.05$, this means that the level of psychological well-being possessed by the teacher will be able to increase or decrease his performance. (2) there is a relationship between social support and teacher performance. From the results of statistical analysis it was found that the correlation coefficient r_{xy} was 0.572 with $p < 0.05$, thus it can be concluded that the amount of social support received by teachers will be able to increase or decrease their performance. (3) there is a relationship between psychological well-being and social support with teacher performance. From the results of statistical analysis it was found that the coefficient $F_{reg} = 28.539$ with $p < 0.05$, and the correlation coefficient $R = 0.593$ with $p < 0.05$ and $R^2 = 0.352$. Thus it can be concluded that psychological well-being and social support together have an effect on teacher performance,

Keywords: *Psychological Welfare, Social Support, PAUD Teacher Performance*

1. INTRODUCTION

Early Childhood Education (PAUD) is a process of fostering the growth and development of children from birth to the age of 6 years, which is carried out thoroughly, covering all aspects of development by providing stimulation for physical and spiritual development so that children grow and develop optimally. Child development can be stimulated properly, so a professional teacher is needed. A professional teacher is a teacher who prioritizes quality and service quality, teacher services must meet the standardization of the needs of society, the nation, and maximize the abilities of students (Martinis, 2004). The most important resource for organizations is human resources, namely people who give their energy, talent and creativity to the organization. Therefore good organizational performance, both business organizations and government organizations cannot be separated from individual performance. In this case the factor of placement of teachers/employees as human resources in certain task areas within the organization influences job satisfaction which can improve individual performance which in turn improves organizational performance. The right consideration factor in placing someone in the field of duty, whether initial placement, transfer or promotion, is very important and interesting to study. The placement of teachers is expected to provide an adequate contribution to the organization as well as an effort to develop human resource competencies within the organization. The suitability of the teacher's placement with the task field greatly influences the job satisfaction and performance of the teacher concerned. (Nitisemito, 2000:20).

In order to meet the needs of the community, of course the teacher must first meet their needs, both physical needs and psychological needs. Psychological well-being is the level of

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individual ability to accept himself as he is, form warm relationships with others, be independent from social pressures, control the external environment, have meaning in life, and realize his potential continuously (Ryff & Keyes, in Colvin, 2009). Psychological well-being is also an individual effort to realize goals in order to develop themselves as completely as possible (Ryff, in Papalia, 2009). Psychological well-being is a multidimensional concept regarding the extent to which a person carries out his psychological functions positively. Based on mental health theory, developmental psychological theory, and elements of gerontology, Ryff (Adiputra & Moningka, 2012) suggests six dimensions of psychological well-being, namely 1) Self-acceptance, which refers to how individuals accept themselves and his experience; 2) Interpersonal relationships (positive relations with others), which refers to how individuals build close and trusting relationships with other people; 3) Autonomy, which refers to the ability of individuals to be free from the influence of others in assessing and deciding everything; 4) Environmental Mastery (environmental mastery), which refers to how the ability of individuals to deal with things in their environment; 5) Life goals (purpose in life), which refers to things that are considered important and want to be achieved by individuals in life; and 6) Personal growth (personal growth), which refers to how individuals see themselves in relation to human dignity to always grow and develop.

In fact, learning in Indonesia is still not well measured by the learning process or student learning outcomes. Various studies reveal that the learning process in the classroom generally does not run interactively so that it cannot foster students' creativity, critical thinking and analytical abilities. Basically learning in PAUD aims to introduce active learning through direct activities in small groups, individuals and large groups. Teachers do not actually take over children's ideas, where children must follow the teacher's ideas, but encourage children to become active learners who have their own ideas and ways of learning (Suryana, 2015). The implementation of education in schools involves teachers and students, manifested by teaching and learning interactions (Haingu, 2018). In learning activities the teacher has competence or ability in the form of knowledge accompanied by action in realizing the goals to be achieved (Darmiatun, 2019). The teacher is defined as someone who is trusted with education and mind formation (Roza, 2020). Teachers are also interpreted as people who provide knowledge to students (Massalim, 2019). Teacher performance can be interpreted as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set for a certain period within the framework of achieving educational goals. Assessment or evaluation of teacher performance is a process that determines whether the goals of early childhood education have been met or not. Teachers are assessed on their ability to implement educational goals. Teacher performance standards relate to the quality of teachers in carrying out their duties. Teacher workload standards have been regulated in Law Number 14 of 2005 concerning Teachers and Lecturers. In article 35 it is stated that the teacher's workload includes the main activities, namely planning lessons, carrying out learning, assessing learning outcomes, guiding and training students and carrying out additional assignments.

Then the implementation of core activities is dominated by giving assignments to work on children's magazines so that children are more passive in carrying out activities, bored children choose to carry out other activities, so they do not pay attention to teachers, low teacher motivation, do not carry out assessments of the results of daily activities, teacher salary gaps, in carrying out teacher activities there is less interaction with students, parents of students, and there are still many teachers who cannot operate computer technology. Researchers found that many PAUD teachers did not meet competency standards. The competency standards in question are academic qualification standards, and the four competencies that an PAUD teacher must have, namely pedagogic, professional, social, and personality competencies. This happens because early childhood education comes from different educational backgrounds, educators have limitations in accessing self-development programs, and limited financial support (Editor, 2012). The low competency standards of PAUD educators can be seen from the academic qualifications of

educators. One of the obstacles to the low quality of teachers is because the average PAUD teacher is not from a study program or PAUD department (Puspita, 2012).

Educators in PAUD institutions play a very important role for the growth and development of early childhood (Yusutria, 2019). Because they are professionals whose role is to educate early childhood to reach their developmental stage. Therefore, PAUD teachers are required to be professional. (Kunandar, 2014) states, "A professional teacher is a person who has special abilities and expertise in the field of teacher training so that he is able to carry out his duties and functions as a teacher with maximum abilities. One of the ways to improve teacher work is to continue to improve their competence either through training, workshops or other activities. The problem of the lack of competency of PAUD teachers indicates that teachers are less able to create good psychological well-being. According to Ryff (Fitri, Luawo & Noor, 2017), that conditions that indicate low achievement, self-acceptance, personal growth, and negative feelings in teachers are low psychological well-being. Good psychological well-being can help teachers to cultivate positive emotions, feel life satisfaction and happiness, and reduce depression (Akhtar, 2009).

Psychological well-being itself is influenced by several factors, namely: demographic factors, such as: age, gender, socioeconomic status, and culture. Other factors are social support, evaluation of life experience, personality, and religiosity (Ryff and Keyes, in Susanti, 2012). Eddington & Shuman (Faturochman, 2012), also said that psychological well-being can be influenced by several factors including differences in gender, age, education, income, marriage, job satisfaction, health, religion, free time, events in life, abilities or competencies, social support and personality. Psychological well-being is an idea that is considered relatively complex, namely a psychological state which is indeed strongly influenced by the quality of the teacher's relationship in the family, parents, and environment (Ryff & Burton, 2007). Colleague support is defined as a sense of comfort, attention, appreciation, or help perceived by the teacher. Support from the environment, in this case colleagues, refers to providing comfort, caring for and appreciating it (Sarafino, 2006). The results of Desiningrum's research (2010), show that social support from the environment makes a high contribution to the psychological well-being of teachers, this is because individuals feel that their family loves and accepts themselves as they are and can understand their strengths and weaknesses. This is also supported by the results of research conducted by Devi Risma, Nurlita (2015), showing that there is a relationship between psychological well-being and the performance of PAUD teachers in the city of Pekanbaru, meaning that the higher the psychological well-being of PAUD teachers, the higher their performance, and vice versa. According to Sarafino (Wijanarko, 2017), social support is defined as comfort, attention, appreciation, or assistance that individuals feel from other people. Positive support will shape positive behavior and vice versa.

2. IMPLEMENTATION METHOD

This type of research uses a survey approach, the identification of research variables consists of vThe dependent variable is teacher performance (Y) while the independent variables are psychological well-being (X1) and social support (X2). operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. The population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by the researcher to study and then draw conclusions (Sugiyono, 2017). In this study, 153 samples were taken based on the total sampling technique. The data collection method is obtained through a scale instrument. According to Azwar (2015) a psychological scale is a measurement tool that measures aspects or attributes of psychological samples through behavioral indicators translated into question items or statements. The data needed in this study were obtained through three kinds of scale instruments, namely the Teacher Performance, Psychological Welfare, and Social Support scales.

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Basic Assumption Test Results

1. Normality test

The distribution normality test was analyzed using the research data normality test using the Kolmogorov-Smirnov technique. From the results of the assumption test for normality of the distribution of the dependent variable data on teacher performance, the independent variables of psychological well-being and social support it is known that the data distribution is normally distributed. Here's the explanation;

a. Teacher Performance Normality Assumption Test

From the results of the normality assumption test for the distribution of teacher performance data, it is known that the data distribution is normally distributed. It is known from the Kolmogorov-Smirnov normality test coefficient with a distribution of 0.093 with $p = 0.083$ or $p > 0.05$. Complete normality test results can be seen in the following table:

Table 1. Results of the Normality Test for the Distribution of Teacher Performance Data

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	Df	Sig.
TEACHER PERFORMANCE	.093	108	.083	.980	108	.099
a. Lilliefors Significance Correction						

b. Psychological Welfare Normality Assumption Test

From the results of the normality assumption test for the distribution of psychological well-being data, it is known that the data distribution is normally distributed. This is known from the Kolmogorov-Smirnov normality test coefficient of 0.084 with $p = 0.060$ or $p > 0.05$, the results of the calculation of the normality test can be seen in the following table:

Table 2. Results of the Normality Test for the Distribution of Teacher Psychological Welfare Data

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
PSYCHOLOGICAL WELL-BEING	.084	108	.060	.979	108	.092
a. Lilliefors Significance Correction						

c. Social Support Normality Assumption Test

From the results of the normality assumption test for the distribution of social support data, it is known that the data distribution is normally distributed. It is known from the Kolmogorov-Smirnov normality test coefficient of 0.075 with $p = 0.070$ or $p > 0.05$, the normality test calculation results can be seen in the following table:

Table 3. The results of the normality test for the distribution of Teacher Social Support data

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
SOCIAL SUPPORT	.075	108	.070	.977	108	.063
a. Lilliefors Significance Correction						

Furthermore, a summary of the results of the normality test of the three variables in this study can be seen in the following table.

Table 4. Summary of Normality Test Results

Variable	Kolmogorov-Smirnov	P (Significance)	Information
Teacher Performance	0.093	0.083	Normal
Psychological Well-being	0.084	0.060	Normal
Social Support	0.075	0.070	Normal

2. Linearity Test

The linearity test is intended to determine the degree of linearity of the independent variable and the dependent variable. That is, does psychological well-being and social support affect the performance of PAUD teachers in Karo District.

- From the results of the linearity test between the variables of psychological well-being and teacher performance it is known that there is a linear correlation between the variables of psychological well-being and teacher performance. This is indicated by the linearity coefficient $F = 7.644$ with $p < 0.05$, the complete calculation results can be seen in the following table:

Table 5. Linearity Test Results of Psychological Welfare Variables with Teacher Performance

ANOVA Table						
			Sum of Squares	Df	Mean Square	Sig.
TEACHER PERFORMANCE * PSYCHOLOGICAL WELL-BEING	Between Groups	(Combined)	2947,885	18	163,771	.243
		Linearity	1003,283	1	1003,283	.007
		Deviation from Linearity	1944,602	17	114,388	.872
	Within Groups		11681.189	89	131,249	
	Total		14629074	107		

- From the results of the linearity test between social support and teacher performance, it is known that there is a linear correlation between social support and teacher performance. This is indicated by the linearity coefficient $F = 56.631$ with $p < 0.05$, the complete calculation results can be seen in the following table:

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Table 6. Linearity Test Results of Social Support Variables with Teacher Performance

ANOVA Table							
			Sum of Squares	Df	MeanSquare	F	Sig.
TEACHER PERFORMANCE * SOCIAL SUPPORT	Between Groups	(Combined)	6613.111	12	551,093	6,531	.000
		Linearity	4778,413	1	4778,413	56,631	.000
		Deviation from Linearity	1834,699	11	166,791	1977	.039
	Within Groups		8015963	95	84,379		
	Total		14629074	107			

Table 7. Summary of Linearity Test Results

Correlational	F	P	Information
X1 – Y	1238,166	0.000	linear
X2 – Y	114,482	0.000	linear

Information :

X1 =Psychological Well-being

X2 =Social Support

Y =Teacher Performance

F = Linearity Coefficient

p.s = Significance of Linearity

Hypothesis Test Results

In detail, the hypothesis test can be seen in the following explanation:

1. The first hypothesis is the relationship between psychological well-being and teacher performance

From the results of statistical analysis it was found that there was a significant relationship between psychological well-being and teacher performance. This is shown by the X1Y coefficient of 0.262 with p 0.05. It can be concluded that the higher the psychological well-being of the teacher, the higher the teacher's performance will be.

2. The second hypothesis is the relationship between social support and teacher performance

From the results of statistical analysis it was found that there was a significant relationship between social support and teacher performance. This is indicated by the X2Y coefficient of 0.572 with p <0.05. It can be concluded that the greater the social support the teacher receives from his environment, the more his performance will increase.

3. Third Hypothesis Relationship of Psychological Welfare and Social Support with Teacher Performance

From the results of statistical analysis it was found that there was a relationship between psychological well-being and social support with teacher performance. This is indicated by the coefficient F reg = 28.539 with p < 0.05, and the correlation coefficient R = 0.593 with p < 0.05 and R² = 0.352. Thus it can be concluded that psychological well-being and social support are jointly related to teacher performance, and their contribution to creating psychological well-being is 35.2%.

4. Analysis of Hypothetical Means and Empirical Means

The following table presents the calculation of the hypothetical mean and the empirical mean of each variable involved in this study.

Table 8. Calculation of Hypothetical Mean and Empirical Research Variables

Variable	SD	Average value Empirical Hypothesis	Information
psychological well-being	4.04	57.5 58.17	Moderate/normal
social support	2.49	45 41.04	Low
TEACHER PERFORMANCE	11.69	87.5 112.91	Good

4. RESULTS AND DISCUSSION

Based on the results of the study, the hypothesis that there is a relationship between psychological well-being and performance is accepted. This is shown by the r_{xy} coefficient of 0.262 with $p < 0.05$, thus it can be concluded that there is a significant relationship between psychological well-being and teacher performance. From these results it can be concluded that the better the psychological well-being of the teacher, the better his performance will be. According to Ryff psychological well-being is a condition in which individuals have a positive attitude towards themselves and others, can make their own decisions and regulate their own behavior, can measure an environment that is compatible with their needs. Have a purpose in life and make their life more meaningful and try and explore themselves.

The teacher is able to make his own decisions and manage his behavior, is able to create and maintain a beneficial environment for himself, has a purpose in life and makes his life more meaningful, and tries to explore and develop his potential, accepts himself as he is, forms warm relationships with others, is independent to social pressure, control the external environment, have meaning in life, and realize their potential continuously, help teachers to cultivate positive emotions, feel life satisfaction and happiness and reduce depression. Teachers who have psychological well-being, have a positive attitude towards themselves and others, have meaningful goals in life, have the ability to regulate the environment, establish positive relationships with others and try to explore and develop themselves as much as possible. Teachers who are psychologically prosperous are teachers who are able to accept their condition, establish positive relationships with others, are able to act autonomously, are able to master the conditions that occur around them, have goals and meaning in life, and continue to grow personally.

The results of this study found that there was a relationship between social support and teacher performance, as indicated by the r_{xy} coefficient of 0.572 with $p < 0.05$. This finding illustrates that social support has an effect on teacher performance. From the results of this data analysis, it can be concluded that the more teachers get social support from their environment, the more their performance will increase. Teachers who get information and feedback from others who show that they are loved, cared for, valued, respected, and involved in communication networks and mutual obligations. support given to individuals especially when needed by people who have a close emotional relationship with that person, social support can refer to comfort, caring, self-esteem or any form of assistance that individuals receive from other people or groups. Teachers who get social support in the form of information support or feedback from other people who show that someone is loved and cared for, valued and respected, and are involved in communication networks and reciprocal obligations will have better performance. Teachers who get all forms of actions and words that are helpful by involving emotions, information, instrumentation and appreciation (positive judgment) on individuals in dealing with problems show better performance. as well as being involved in communication networks and reciprocal obligations, the performance will be even better. Teachers who get all forms of actions and words that are helpful by involving emotions, information, instrumentation and appreciation (positive judgment) on individuals in dealing with problems show better performance. as well as being involved in communication networks and reciprocal obligations, the performance will be even better. Teachers who get all forms of actions and words that are helpful by involving emotions, information, instrumentation and appreciation (positive judgment) on individuals in dealing with problems show better performance.

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The results of this study found that there was a relationship between psychological well-being and social support on teacher performance, as indicated by the F reg coefficient of 28,539 with $p < 0.05$, in other words psychological well-being and social support simultaneously affect the performance of PAUD teachers. In addition, it is also known that the correlation between psychological well-being and social support and teacher performance is $R = 0.593$ with $p < 0.05$ and $R^2 = 0.352$, this means that psychological well-being and social support contribute to teacher performance by 35.2%. There are other factors of 64.8% that can affect teacher performance besides psychological well-being and social support. Other factors that affect performance come from the individual himself and factors from outside the individual himself. The factors from the individual itself such as motivation, skills, education, psychological well-being, experience, attitude, discipline, work ethic and so on. While factors from outside the individual such as work climate, salary level, infrastructure, co-worker support and so on.

Research limitations

This research has been carried out with standard scientific procedures, then received guidance from experts who are considered competent. It's just that in practice, researchers realize this research is not free from limitations. The following are some of the limitations of the research that the researcher will describe:

1. The variables studied in this study as independent variables are only two variables, of course there are many other variables that can be studied that are related to teacher performance so that by examining several variables that have not been studied in this study it can further strengthen the understanding of practitioners in the field of education.
2. This research was only conducted in one of the education offices/Karo district, of course it cannot guarantee teacher performance on a national scale, because each district certainly has a different culture or school climate and school infrastructure. Therefore, it is necessary to carry out more in-depth research with a wider range.
3. The experience of researchers who are still relatively minimal certainly does not escape from various oversights both in terms of data collection, data analysis, discussion, and drawing conclusions of this study.

5. CONCLUSION

There is a relationship between psychological well-being and social support with the performance of PAUD teachers in Karo District. The results of this study found that there is a relationship between psychological well-being and social support on the performance of PAUD teachers in Karo District, which is shown by the Freg coefficient of 28.539 with $p < 0.05$, in other words psychological well-being and social support influence teacher performance together. PAUD in Karo District. In addition, it is known that the correlation between psychological well-being and social support and teacher performance is $R = 0.593$ with $p < 0.05$ and $R^2 = 0.352$, this means that psychological well-being and social support contribute to teacher performance by 35.2%. There is another factor of 64,

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