

## **Effect of Professional Attitude and Welfare on Job Satisfaction and Performance of Early Childhood Education Teachers in Paringin District, Balangan Regency**



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**ABSTRACT:** This study aims to determine and analyze the effect of professional attitudes and welfare on teacher satisfaction and performance. This research was a correlational quantitative approach research. The study population was 141. The sampling in this study was carried out using the Proportionate Random Sampling technique so that a sample of 104 teachers was obtained. Professional instruments (34 items), welfare (35 items), teacher work (60 items) and teacher performance (48 items). The instruments that have been tested for validity and reliability using correlation analysis of moment products. This data analysis used path analysis. The results of the study showed that there was an effect of professional attitudes and welfare, the effect of not on job satisfaction and the performance of early childhood teachers. There is an indirect effect of the effect of professional attitudes and welfare on job satisfaction and the performance of early childhood teachers.

**KEYWORDS:** Professional Attitude, Welfare, Job Satisfaction, Performance

### **I. INTRODUCTION**

Teacher has a task that is also complex because it carries the mission of learning, intelligence and renewal so that it has a very strategic role in improving students' knowledge and skills. The performance of a good teacher will be able to help the growth and development of students in order to improve academic intelligence and self-potential. Teachers must be able to plan learning, carry out quality learning processes and assess and evaluate learning outcomes properly and continuously. (Usman, 2012) stated that the implementation of learning follows the procedures for starting lessons, managing teaching and learning activities, organizing time, students, and learning facilities, carrying out assessments of lesson processes and outcomes, and ending lessons. The phenomenon of the level of teacher performance in Early Childhood Education (PAUD) where the author works can be seen from the low sense of responsibility of teachers in carrying out their teaching duties, the additional duties they carry out, and the level of participation in schools. This attitude is evidenced by some teachers not preparing learning plans properly in accordance with the guidelines of the current curriculum preparation so that the potential of students cannot be explored, returning home quickly after their teaching hours are over, one time leaving students in class at the time of teaching for personal matters, even after that returning, procrastinating the time of entry while teaching in class, lacking efforts to develop themselves to be more active for the advancement of schools and some teachers show less creativity and make the most of time. This phenomenon indicates that the performance of the teacher in the place where the author works has not been optimal and in accordance with expectations.

A factor that allegedly affects the performance of teachers as stated above is the attitude of teachers towards their profession. (Suharsaputra, 2013) provides a more detailed and comprehensive picture of the factors that affect performance, namely: psychological variables including perceptions, attitudes, personality and motivation. The same thing is also stated (Tangkilisan, 2012) that: "performance is clearly effected by how people respond and effect their work". Research conducted (Suhaimi & Efendi, 2018) found that: the attitude of teachers who show high professions has the quality to provide more energy and responsibility in supporting teaching and learning activities and school success.

Another factor that is thought to be related to teacher performance is the well-being acquired and perceived by the teacher. (Samana, 2004) revealed, "the fulfillment of adequate welfare for teachers will increase enthusiasm in their work, so that awareness arises to develop and improve the quality of resources that exist in them". Dharma (2008) also asserts that: "teachers who are considered prosperous are those who carry out their duties as professionals and have satisfaction with their performance". The results of the study (Sukmana, 2017) found that: there is an effect of welfare on the performance of honorary elementary school teachers in Puspahiang District, Tasikmalaya Regency.

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Another factor that is also predicted to determine teacher performance is job satisfaction. Robbins, Stephen & Coulter (2012) states, "An increasing body of evidence shows impressive correlations between charismatic leadership and satisfaction to high performance among followers". There has been a lot of evidence to suggest an impressive correlation between charismatic leadership and satisfaction to high performance among subordinates. The results of the study (Afriani, 2020) revealed that: there is a significant effect between job satisfaction on teacher performance in PAUD Sintang District. The job satisfaction factor is able to improve teacher performance. The results of the study (Priyanto, 2016) also showed, Job satisfaction has a positive effect on performance. This shows that a teacher who has high job satisfaction tends to have a good performance. Job satisfaction has a positive effect on performance.

### II. METHOD

The research method used in this study was a quantitative research method. The research design used to obtain data and information in this study is to test the effect between independent variables on dependents. This test involves testing the strength of effect between variables in one direction which is viewed with different paths, namely analyzing the effect of professional attitudes, welfare and job satisfaction on the performance of ECCE teachers in Paringin District, Balangan Regency. The population in this study was all ECCE teachers consisting of kindergarten teachers and Playgroup teachers in Paringin District, Balangan Regency who had the status of Non-Permanent Teachers (*Guru Tidak Tetap*) with a work period of more than 5 years with a total of 17 schools. The total population is 141 teachers. Taking into account the characteristics that exist in a population that does not have strata and can be said to be homogeneous, then each member of the population has an equal chance of being selected as a sample.

The type of data to be collected in this study was a quantitative data. Quantitative data was data based on the results of observations or measurements expressed in the form of numbers. The data was obtained based on the results of measurements of four variables, namely: professional attitudes, welfare, job satisfaction and teacher performance. The type of data measurement scale used in this study uses an interval scale, which is a scale where objects / categories can be sorted based on a certain attribute, where the distance/ interval between each object/ category is the same. The data collection technique used in this study was a questionnaire. Tests of the validity and reliability of the instrument are carried out before carrying out the actual research. The instrument validity test was conducted on 30 respondents. The data analysis technique used to test research hypotheses was to use path analysis. The steps taken in the data analysis activities in this study were as follows: grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data from each variable studied, conducting analysis requirements tests, performing calculations to test hypotheses that have been proposed.

### III. FINDINGS AND DISCUSSION

The results of multiple linear regression analysis show the model of effect of Professional attitude (X1), teacher welfare (X2) and teacher job satisfaction (Z) on teacher performance (Y) as presented in the following description:

**Table 1. Regression Analysis X1, X2, and Z against Y**  
Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	59,995	17,348		3,458	,001		
1 Professional attitude	,242	,110	,206	2,197	,030	,948	1,055
Teacher's Welfare	,199	,098	,193	2,031	,045	,925	1,081
Teacher Job Satisfaction	,187	,092	,196	2,018	,046	,885	1,129

a. Dependent Variable: Teacher Performance

Source: Results of Calculation of Effects Between Variables

Moving on from the results of the analysis as in Table 1 shows the effect of the s ikap profession (X1) and the welfare of the teacher (X2) on the teacher's work (Y) toward the Teacher Job Satisfaction (Z) as presented in the following figure:

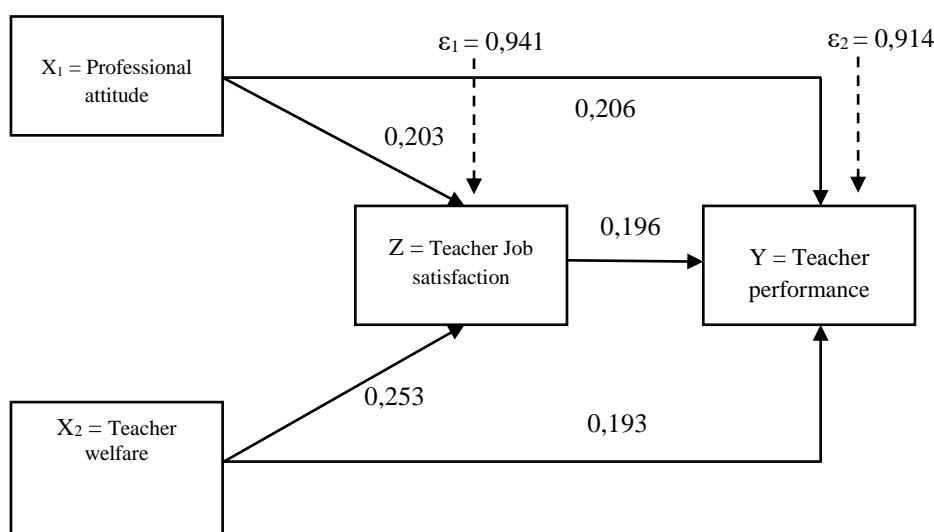
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**Table 2. Mean, Standard Deviation, and Stage of Research Variables**

Variable	Mean	Standard Deviation	Stage
Professional attitude	91,19	13,383	Medium
Teacher welfare	102,35	15,276	Medium
Teacher Job Satisfaction	172,34	16,509	Medium
Teacher Performance	134,58	15,718	Medium

**Table 3. Summary of path analysis results**

<i>Structural 1</i>				
Effect of Professional Attitude, Teacher Welfare on Teacher Job Satisfaction				
Variable	Path Coefficient	T	p	R <sup>2</sup>
Professional attitude	0,203	2,163	0,033	0,115
Teacher welfare	0,253	2,686	0,008	
<i>Structural 2</i>				
Effect of Professional Attitude, Teacher Welfare, Teacher Job Satisfaction on Teacher Performance				
Variable	Path Coefficient	T	p	R <sup>2</sup>
Professional attitude	0,206	2,197	0,030	0,164
Teacher welfare	0,193	2,031	0,045	
Teacher Job Satisfaction	0,196	2,018	0,046	



**Figure 1: Results of the analysis of the effect between variables**

Based on Table 3 and Figure 1, the rejection of the hypothesis in this study can be seen in Tables 4 and 5.

**Table 4. Summary of Hypothesis Testing Decisions H<sub>1</sub> H<sub>2</sub> H<sub>3</sub> H<sub>4</sub> H<sub>5</sub>**

Hypothesis	P	Decision
H <sub>1</sub> There is a direct effect of professional attitude on teacher job satisfaction	0,033	Accepted
H <sub>2</sub> There is a direct effect of welfare on teacher job satisfaction	0,008	Accepted
H <sub>3</sub> There is a direct effect of professional attitude on teacher performance	0,030	Accepted
H <sub>4</sub> There is a direct effect of welfare on teacher performance	0,045	Accepted
H <sub>5</sub> There is a direct effect of job satisfaction on teacher performance	0,046	Accepted

**Table 5. Summary of Hypothesis Testing Decisions H<sub>6</sub> dan H<sub>7</sub>**

Hypothesis		Direct	Indirect	Decision
H <sub>6</sub>	There is an indirect effect of professional attitudes on performance through teacher job satisfaction	0,206	0,040	Accepted
H <sub>7</sub>	There is an indirect effect of welfare on performance through teacher job satisfaction	0,193	0,050	Accepted

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The results of the path analysis as can be seen in Table 1 are used to answer the seven research hypotheses that have been formulated whose decisions are given in Table 2 and Table 3. Table 4 is a summary of the decisions of H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, and H<sub>5</sub> with a criterion of significance values less than 0.05, then the hypothesis is accepted. Table 5 is a summary of the decisions of testing the H<sub>6</sub> and H<sub>7</sub> hypotheses provided that if the coefficient of direct effect is smaller than the coefficient of indirect effect, then the hypothesis is rejected. Based on the results of the analysis in Tables 1, 2, and 3, in this study, the effects among variables were successfully found.

### **1. Direct effect of professional attitudes on job satisfaction of ECCE teachers in Paringin District, Balangan Regency**

The results of this study showed that the sig value for the professional attitude variable obtained a sig value of 0.033. This sig value is less than the significance level of 0.05, or the value of  $0.033 < 0.05$ . The Professional attitude variable obtained a calculated t of 2.163 greater than that of the table t at a significance level of 0.05 with a df (104 – 1) of 1.983, so H<sub>0</sub> was rejected and H<sub>a</sub> was accepted. This means that there is a direct effect of the attitude of the profession to the job satisfaction of teachers. A positive t-value indicates that the professional attitude variable has a correlation that is in the same direction as the teacher's job satisfaction.

The findings in this study are in line with research conducted by (Sudanta & I Wayan, 2013) which found that teachers' attitudes towards the profession have a significant effect on the job satisfaction of elementary school teachers. Teachers who have a positive attitude towards their profession can work well, thus allowing teachers to feel comfortable, calm, full of familiarity and mutual respect among teachers and with the principal. Teachers will also work together in carrying out school goals, because teachers have satisfaction in working. The results of this study are also in line with the opinion (Sutrisno, 2013) that: factors that affect job satisfaction include psychological factors, namely factors related to employee psychology including interest, peace of mind at work, attitudes towards work, talents and skills. The existence of this effect is because every teacher has a good response to all the work he faces, loves his profession, has a sincere heart at work and has a strong belief in the duties of his profession, so that teachers with high awareness are willing to carry out tasks according to the provisions and expectations of the school.

### **2. Direct effect of teacher welfare on job satisfaction of ECCE teachers in Paringin Subdistrict, Balangan Regency**

The results of this study showed that the sig value for the teacher welfare variable obtained a sig value of 0.008. This sig value is less than the significance level of 0.05, or the value of  $0.008 < 0.05$ . The teacher welfare variable obtained a  $t_{count}$  of 2.686 greater than the table t at a significance level of 0.05 with a df (104 – 1) of 1.983, so H<sub>0</sub> was rejected and H<sub>a</sub> was accepted. This means that there is a direct effect of well-being on teacher job satisfaction. A positive t-value indicates that the teacher welfare variable has a similar correlation with the teacher's job satisfaction.

The findings in this study support research conducted by (Tabansa & Reifly Zan, 2019) which found that job empowerment and well-being both simultaneously and partially have a positive and significant effect on job satisfaction. The study (Sholihah, 2020) also found that welfare variables have a significant effect on job satisfaction. The effect of the findings in this study is because teachers who obtain welfare will have a strong desire to excel, feel recognized, strive to increase potential, have great responsibility, like their work in order to organize various activities that are their duties and fulfill obligations in achieving specified goals. This means that teachers already have satisfaction in working. The findings in this study are also in line with the opinion (Sutrisno, 2013) which states that, factors that affect job satisfaction include financial factors which are factors related to employee guarantees and welfare.

### **3. Direct effect of professional attitudes on the performance of ECCE teachers in Paringin District, Balangan Regency**

The results of this study showed that the sig value for the professional attitude variable obtained a sig value of 0.030. This sig value is less than the significance level of 0.05, or the value of  $0.030 < 0.05$ . The Professional attitude variable obtained a  $t_{count}$  of 2.197 greater than the table t at a significance level of 0.05 with a df (104 – 1) of 1.983, so H<sub>0</sub> was rejected and H<sub>a</sub> was accepted. This means that there is a direct effect of the attitude of the profession on the performance of teachers. A positive t-value indicates that the professional attitude variable has a similar correlation with teacher performance.

The findings in this study are in line with research conducted (Suhaimi & Efendi, 2018) which found that the attitudes of teachers who show high professions have the quality to provide more energy and responsibility in supporting teaching and learning activities and school success. Research (Zulkipli, 2020) also found that there is a direct correlation of professional attitudes with teacher performance. Teachers who have a positive attitude towards their profession are expected to be able to form noble and quality morals and personalities. The results of this study are also in line with opinions (Suharsaputra, 2013) which state that the factors that affect performance, namely: psychological variables include perception, attitude, personality and motivation. The same thing is also stated (Tangkilisan, 2012) that: "performance is clearly effected by how people respond and effect their work".

### **4. The direct effect of teacher welfare on the performance of ECCE teachers in Paringin Subdistrict, Balangan Regency.**

The results of this study showed that the sig value for the teacher welfare variable obtained a sig value of 0.045. This sig value

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is less than the significance level of 0.05, or the value of  $0.045 < 0.05$ . The welfare variable obtained a calculated  $t$  of 2.031 greater than that of the table  $t$  at a significance level of 0.05 with a  $df$  ( $104 - 1$ ) of 1.983, so  $H_0$  was rejected and  $H_a$  was accepted. This means that there is a direct effect of well-being on teacher performance. A positive  $t$ -value indicates that the teacher's welfare variable has a similar correlation with teacher performance.

The findings in this study are in line with research conducted by (Sukmana, 2017) that there is an effect of welfare on the performance of honorary elementary school teachers in Puspahiang District, Tasikmalaya Regency. Teachers who obtain physical and mental well-being, then they will be encouraged, willful and try to perform their duties and responsibilities to teach, educate and train their learners well and with a sense of responsibility. (Warr, Peter and Nielsen, 2018) stated, "Individuals and groups with raised wellbeing perform better in their jobs than do those with lower wellbeing". Individuals and groups whose well-being improves will perform better in doing their jobs compared to those whose well-being is lower.

### **5. The direct effect of Teacher Job Satisfaction on the performance of ECCE teachers in Paringin District, Balangan Regency**

The results of this study showed that the sig value for the teacher job satisfaction variable obtained a sig value of 0.046. This sig value is less than the significance level of 0.05, or the value of  $0.046 < 0.05$ . The job satisfaction variable obtained a calculated  $t$  of 2.018 greater than the table  $t$  at a significance level of 0.05 with a  $df$  ( $104 - 1$ ) of 1.983, so  $H_0$  was rejected and  $H_a$  was accepted. This means that there is a direct effect of job satisfaction on teacher performance. A positive  $t$ -value indicates that the teacher's job satisfaction variable has a similar correlation with teacher performance.

The findings in this study are in line with research conducted by (Afriani, 2020) revealed that: there is a significant effect between job satisfaction on teacher performance in PAUD Sintang District. The job satisfaction factor is able to improve teacher performance. The results of the study (Ana M, Morais, 2005) also showed, Job satisfaction has a positive effect on performance. This shows that a teacher who has high job satisfaction tends to have a good performance. Job satisfaction has a positive effect on performance. The findings in this study are in line with the opinion (Sutrisno, 2013) states: "satisfied employees will be able to work well, full of enthusiasm, active and can perform better than employees who do not obtain job satisfaction". The high level of job satisfaction of teachers to work diligently and responsibly is very supportive of the school in achieving the vision, mission and goals of the school.

### **6. Indirect effect of professional attitudes on performance through Job Satisfaction of ECCE Teachers in Paringin District, Balangan Regency**

The results of this study showed a beta value of the direct effect of the variable Professional attitude on teacher performance of 0.206. Meanwhile, the indirect effect of professional attitudes on performance through teacher job satisfaction is the beta value of the effect of the variable Professional attitude on teacher job satisfaction multiplied by the beta value of the effect of job satisfaction variables on teacher performance, namely:  $0.203 \times 0.196 = 0.040$ . The results of this calculation show that the value of the direct effect of professional attitudes on teacher performance is greater than indirect effects ( $0.206 > 0.040$ ), so  $H_0$  is accepted and  $H_a$  is rejected which means that there is no indirect effect Of professional attitudes on performance through job satisfaction of ECCE teachers in Paringin District, Balangan Regency.

The findings in this study are that there is no indirect effect of professional attitudes on teacher performance through job satisfaction of ECCE teachers in Paringin District, Balangan Regency. The absence of an indirect effect of professional attitudes on teacher performance through job satisfaction of ECCE teachers in Paringin District, Balangan Regency, indicates that the professional attitudes of teachers tend to directly determine teacher performance compared to teacher job satisfaction. The attitude of teachers in the laws and regulations, namely knowing the government's regulations and policies in the field of education so that they in carrying out their duties are always guided according to the technical guidelines for implementation and directions from the Leadership are very supportive of their performance.

### **7. Indirect effect of teacher welfare on performance through Job Satisfaction of ECCE Teachers in Paringin District, Balangan Regency**

The results of this study showed a beta value of the direct effect of welfare variables on teacher performance of 0.193. Meanwhile, the indirect effect of welfare on performance through teacher job satisfaction is the beta value of the effect of the welfare variable on teacher job satisfaction multiplied by the beta value of the effect of the job satisfaction variable with teacher performance, namely:  $0.253 \times 0.196 = 0.050$ . The results of this calculation show that the value of the direct effect of welfare on teacher performance is greater than its indirect effect ( $0.193 > 0.050$ ), so  $H_0$  was accepted and  $h_a$  was rejected which means that there is no indirect effect of welfare on performance through job satisfaction of ECCE teachers in Paringin District, Balangan Regency.

The findings in this study are that there is no indirect effect of welfare on teacher performance through job satisfaction of ECCE teachers in Paringin District, Balangan Regency. The findings in this study are also in line with research conducted by the results of the study (Sukmana, 2017) found that: there is an effect of welfare on the performance of honorary elementary school teachers in Puspahiang District, Tasikmalaya Regency. This shows that the high welfare of teachers will further improve teacher performance. This also indicates that the teacher has a positive attitude towards himself, is steady and not easy to change. the

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teacher also recognizes and accepts various aspects of the self including the good and bad qualities in himself and some teachers also have positive feelings about the past life and the life that is being lived now. In addition, teachers also have a warm and trusting attitude in relating to others, have strong empathy, affection, and intimacy and most teachers also understand giving, closeness and acceptance in a correlation with others.

### IV. CONCLUSION

There is a direct effect Of the attitude of the profession on the job satisfaction of teachers, There is a direct effect of welfare on teacher job satisfaction, There is a direct effect of professional attitudes on teacher performance, There is a direct effect of welfare on teacher performance, there is a direct effect of job satisfaction on the performance of ECCE teachers in Paringin District, Balangan Regency. Furthermore, there is no indirect effect of professional attitudes on performance through teacher job satisfaction and there is no indirect effect of welfare on performance through job satisfaction of ECCE teachers in Paringin District, Balangan Regency.

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