

## **Anshara International Journal of Education and Science (AIJoES)**

<https://journal.anshara.id/index.php>

---

### **Analysis of Honorary Teacher Well-being**

**Ida Mariani Hasibuan**

**Doctoral Student, University of Negeri Medan, Jl. Willem Iskandar,  
North Sumatera, Indonesia**

**email: perpustakaan.ida@gmail.com**

#### **Abstract**

Teaching is a profession for someone who wants to devote themselves to the field of education through educational interactions that are carried out in a patterned, formal and systematic manner. The purpose of this study is to analyse the differences in teaching patterns of permanent civil servant teachers and volunteer teachers by exploring the causes of these differences. This study is a qualitative research using purposive sampling technique. The samples in this study were teachers of SMP Negeri 1 Aek Natas, Labuhanbatu Utara Regency, North Sumatra, Indonesia. Data collection techniques used were interviews. Data analysis techniques were conducted using the Miles and Huberman model. The results showed that there are differences in teaching patterns between permanent teachers (PNS) and volunteer teachers, where PNS teachers are more interactive and innovative compared to volunteer teachers. Based on the age difference, there is a difference between older teachers who are more specific in providing subject matter and solving learning problems compared to younger teachers who are dominated by volunteer teachers. Satisfaction with salary also has an influence on the motivation of PNS and volunteer teachers to carry out the learning process.

**Keywords:** *Honorary Teachers, Permanent Teachers, Teaching Patterns*

©Anshara International Journal of Education and Science (AIJoES). This is an open access article under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (CC BY - NC - SA 4.0)

## INTRODUCTION

The quality of Indonesia's human resources requires quality education by professional educators. The role of educators is very important to achieve the goals and functions of education. In the world of education, the greatest influence is on the performance of teachers in the process of educating the nation's children. (Sandi & Yani, 2022). Teachers are educators who carry out education in certain places both in formal and non-formal institutions. Teacher is a profession for someone who wants to devote himself to the field of education through educational interactions that are carried out in a patterned, formal and systematic manner. (Bagaskara et al., 2020). Along with the existing developments, teachers are needed who have the maximum ability to realise the objectives of national education and teachers are expected to be able to continuously improve their competence. (Sri Wahyuningsih, 2015).

Teachers have a professional position that has a set of duties and obligations to educate the nation's generation. However, there are many questions that ask about the differences between the teaching patterns of civil servant teachers and honorary teachers (Balkis et al, 2016). Systematically, teachers are divided into several groups, including permanent civil servant teachers and honorary teachers. Permanent teachers are teachers who have specialties in schools that have been recognized by the Indonesian government, while honorary teachers are teachers who are appointed by authorized officials to assist teaching staff in schools. (Bagaskara et al., 2020).

The Indonesian government has made efforts to improve the state of education by innovating in the field of education, namely curriculum changes, increasing the level of teacher education, civil servant teachers, teacher meetings, structuring, seminars and workshops. There are also exemplary teacher competitions to motivate teachers to demonstrate their competence. (Sa et al., 2018). The state budget spent for the benefit of civil servants is increasing from year to year, coupled with the introduction of performance allowances for the reward of work that has been carried out. However, this has not been matched by an increase in professionalism and high integrity in teachers (Chan et al., 2019).

Teacher performance is related to the task of planning, managing learning and assessing student learning outcomes. As a planner, teachers must be able to create learning designs that are in accordance with the conditions of students in the field. As a manager, teachers must be able to create a conducive learning atmosphere so that students can learn comfortably. As an evaluator, teachers have a role to be able to provide objective assessments according to students' abilities. (Septarina & Andriyani, 2023). Teaching style is a way or habit used by a teacher in carrying out the learning process that can facilitate students in receiving the subject matter that has been delivered. Chan et al stated that civil servant teachers have currently lost their work ethic in carrying out their duties so that they only leave their duties to honorary teachers. Based on the results of observations made at SMP Negeri 1 Aek Natas, there are differences in the teaching styles of teachers in classes VIII A and VIII D. The results of interviews with the vice principal stated that honorary teachers still did not show a good learning style because they could not master the class properly. and honorary teachers' knowledge of the subject matter is also still far away compared to teachers with civil servant status. The purpose of this study is to analyse the differences in teaching patterns of permanent civil servant teachers and honorary teachers by exploring the causes of these differences.

## METHODS

This study is a qualitative research that aims to analyse the differences in teaching patterns of permanent civil servant teachers and honorary teachers. The sample in this study were 48 teachers of SMP Negeri 1 Aek Natas. The instruments used in this research are questionnaires and interviews. Research instruments are tools used to collect data. In collecting data, researchers used research instruments, namely using interview guidelines, observation sheets, questionnaires, and documentation. The data analysis technique was carried out using the Miles and Huberman model, namely by reducing data, presenting data and drawing conclusions.

## RESULTS AND DISCUSSION

Based on the data collected from the results of the research on differences in teaching styles of civil servants and honorary teachers at SMP Negeri 1 Aek Natas, there are significant differences in teaching styles. This is evidenced by the results of interviews with civil servant teachers who stated that in the learning process teachers are able to create a conducive academic atmosphere and make students comfortable following learning. The learning methods used are also interactive with students. However, there are some civil servant teachers who do not use learning media due to age and also the teacher does not want to learn how to use learning media to make the classroom atmosphere more active and interactive.

Civil servant teachers also tend to be more assertive in providing disciplinary action to their students. Teachers have strategies to deal with students who do not want to learn and students who like to make noise in class. In the learning process, teachers are more active in using learning media around the school such as the school environment, laboratories and also books in the library. Teachers use the internet only in situations that are really necessary, for example, wanting to show a video that is currently the subject matter in class. The use of the internet is done because there are no facilities available at school and the material must be delivered so that to make it easier for students to understand the material, the teacher uses the internet.

There is a difference with honorary teachers who state that teachers are less competent in creating a learning atmosphere and teacher competence is still far below civil servant teachers. The results of interviews with students stated that students prefer the teaching style of civil servant teachers because they are easier to understand when giving explanations compared to honorary teachers who often cannot answer when students actively ask questions.

### Analysis of Differences in Teaching Styles of Civil Servant and Honorary Teachers Based on Age

The difference in teaching styles between civil servant teachers and honorary teachers can be seen from their educational background. The results of the interview with the vice principal stated that civil servant teachers at SMP Negeri 1 Aek Natas vary from 50 years old to young ones around 23 years old and for teachers at a young age most of them are honorary. This age difference affects the difference in teaching styles between civil servant teachers and honorary teachers because teachers who have more experience will find it easier to create a learning atmosphere and be able to explain material to students, handle undisciplined students, and so on. Whereas teachers aged 23-30 years still have minimal teaching experience so they still experience difficulties in the learning process, but young teachers must be able to create creative learning media so that students are interested in participating in learning. The observation results show that honorary teachers aged 23-30 years have never used learning media such as practicum and media using power point. Honorary teachers use conventional learning methods, namely the method of telling students to record material in books to be transferred to student notebooks, so there is no interaction between teachers and students.

This data is supported by Zuriana's research results (Septarina & Andriyani, 2023) The study found that the performance of teachers at SMA N 1 Katibung and SMA N 1 Sragi was more specific, experienced, considerate, work ethic, and stronger commitment than younger teachers in being inclusive, acting objectively, and non-discriminatory. Older teachers are considered more specific, experienced, considerate, with a stronger work ethic and commitment than younger teachers in communicating with students and developing professionalism through reflective action (Meiza, 2016).

### Analysis of Differences in Motivation of Civil Servant and Honorary Teachers Based on Salary Satisfaction

Differences in teacher learning styles can also be influenced by teacher motivation based on salary satisfaction. Based on the results of the interview with the principal, it was stated that civil servant teachers have salaries according to the grade level that has been regulated by law. For honorary teachers, the salary received is around Rp. 300,000 per month and the funds are obtained if the School Operational Assistance (BOS) funds are disbursed, and usually the

disbursement process takes about 3 months. Based on this fact, it can be concluded that honorary teachers are still far from decent in terms of salary satisfaction, which interferes with teacher motivation in the learning process. Civil servant teachers are very satisfied with their salaries, which influences them to continue to innovate in learning (Sa'adah et al., 2018). The management implications that need to be done are that civil servant and non-civil servant teachers must maintain a good work ethic, while in improving the welfare of non-civil servant teachers, the school through the principal tries to fight for non-civil servant teachers so that they can achieve welfare by obtaining certification so that non-civil servant teachers can be more enthusiastic in working. (Sri Wahyuningsih, 2015).

The difference between permanent and honorary teachers does not only stop at their employment status, but also at the minimum wage factor. When viewed in terms of work between permanent teachers and honorary teachers have the same job (Fitriana et al., 2020). The existence of these differences certainly creates problems for honorary teachers, especially regarding their psychological well-being, more specifically the psychological well-being of honorary teachers who are in the placement area of civil servant teachers and honorary teachers, namely in carrying out learning and managing administration. but the income is different because civil servant teachers are guaranteed a salary by the government and honorary teachers are covered from school operational costs because civil servant teachers are appointed by the government and the honorary teacher decree is appointed by the school committee. (Firmana, 2018)

## CONCLUSION

There is a significant difference in the teaching style of honorary PNS teachers at SMP Negeri 1 Aek Natas, where PNS teachers are more interactive and innovative compared to honorary teachers. Based on the age difference, there are differences between older teachers who are more specific in providing subject matter and solving learning problems compared to younger teachers who are dominated by honorary teachers. Satisfaction with salary also influences the motivation of PNS and honorary teachers to carry out the learning process.

## REFERENCE

- Bagaskara, A., Wilutama, A., Psikologi, J., & Brawijaya, U. (2020). *Occupational Weel-Being Guru Berdasarkan Status Kepegawaian*. *Psikovidya*. 24(1), 49–55.
- Balkis, A. S., & Masykur, A. M. (2016). Memahami Subjective Well-Being Guru Honorer Sekolah Dasar Negeri (Sebuah Studi Kualitatif Fenomenologis). *Jurnal Empati*, 5(2), 223-228
- Chan, F., Kurniawan, A.R., Ningsih, S., Amri, K. (2019). Gaya Mengajar Guru Pns Dan Honorer Di Sekolah Dasar Negeri 55/I Sridadi, Jambi. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*. 3(1), 34
- Firmana, M. S. (2018). Analisis Tingkat Kinerja Guru Tetap Yayasan ( Gty ) Dan Guru Tidak Tetap ( Gtt) Di Smk Swasta Se-. 5(1), 41–52.
- Fitriana, ZN., Yusuf M., Anggarini, FK. (2020). Perbedaan Organizational Citizenship Behaviour Ditinjau Dari Identifikasi Organisasi Guru Sd Berstatus Pns Dan Honorer. *Jurnal Penelitian Dan Pengukuran Psikologi* . 9(2), 77-83.
- Meiza, C. (2016). Perbedaan Kebahagiaan Para Guru Berstatus Pns Dan Honorer. *Jurnal Ilmiah Psikologi*. 9 (2), 132-141.
- Sa, N., Yudana, I. M., & Sunu, I. G. K. A. (2018). Studi Komparatif Tentang Perbedaan Kinerja Guru Pendidikan Kewarganegaraan Pegawai Negeri Sipil Dengan Non Pegawai Negeri Sipil (Studi Pada Smp Di Kota Singaraja). *E-Journal Progran Sarjana 1 Universitas Pendidikan Ganesha*, X(2), 89–99.  
<https://Ejournal.Undiksha.Ac.Id/Index.Php/Jjpp/Article/Download/22068/13676>
- Sa'adah, N., Yudana, M.I., Sunu, I.G.K.A. (2018.) Studi Komparatif Tentang Perbedaan Kinerja Guru Pkn Pns Dengan Non Pns. *E-Journal Program Sarjana I.2*(1), 11-19.

- Sandi, A., & Yani, A. (2022). *Analisis Perbandingan Kinerja Guru Pns Dengan Guru Honorer Pada Sman 2 Woha Kabupaten Bima*. 1(1), 11–14.
- Septarina, L., & Andriyani, I. (2023). *Kajian Tingkat Kinerja Pegawai ( Studi Pada Sma Negeri Kabupaten Lampung Selatan )*. 11(1), 897–904.
- Sri Wahyuningsih, Edi Wibowo. (2015). Perbedaan Motivasi Kerja Guru Pns Dan Non Pns Dilihat Dari Kepemimpinan, Kepuasan Gaji Dan Lingkungan Kerja. *Jurnal Manajemen Sumberdaya Manusia*, 5(1), 89–99.