

The Impact of Teacher Health and Job Satisfaction on Honorer Teacher Output MTs in the OKU Timur District

Muallimin^{1*)}, Bukman Lian¹, Alhadi Yan Putra¹

¹Universitas PGRI Palembang, Indonesia

*Corresponding author. Email: muallimin97@gmail.com

ABSTRACT

The aim of this analysis is to evaluate the effect of teacher welfare on the performance of honorary teachers, the effect of job satisfaction on the performance of honorary teachers, and the effect of teacher welfare and job satisfaction together on the performance of honorary teachers. This study was carried out at State MTs in East OKU Regency. This thesis employs a descriptive method in conjunction with a quantitative approach. Using the SPSS version 25 software, data testing techniques used in this analysis included regression and correlation, determination, t-test, and F test. According to the findings of this report: 1) there is a positive impact and a substantial level of welfare on the performance of state MTs honorary teachers in East OKU Regency, namely 49%; 2) work Satisfaction has a positive and important impact on the performance of State MTs honorary teachers in East OKU Regency, namely 44.2%, and 3) There is a positive effect on teacher performance (Y), with a degree of wellbeing and work satisfaction of 65.3%. With the inference that the performance of the teacher honorarium at MTs in East OKU Regency has a major impact on the level of teacher welfare and job satisfaction.

Keywords: Teacher Welfare Level, Job Satisfaction, Teacher Performance

1. INTRODUCTION

Human resources still play an important role

despite the increasingly dominant role of technology in this modern era. Human resources are a vital component in an organization in achieving its goals. Human resources are what determine the effectiveness of an organization so that it can run well because human resources themselves have a very large influence on organizational performance. This means that having human resources who can provide maximum contribution is the hope of every organization [1].

In essence, the main task of education is to guide so that children's growth can take place naturally and optimally. Therefore, sufficient knowledge is needed so that educational actions carried out are effective and efficient. The introduction of education to increase educational quality is said to be effective if the expected learning process is carried out properly [2].

Education is the most important part of the intelligence and progress of a nation. Education is very important because it talks about the quality of human development in a country. By the mandate of Pancasila and the 1945 Constitution, the desire of the

Indonesian people to be able to advance and develop into a nation that is respected and plays a major role in the eyes of the world, this can be realized if by improving the quality of Indonesian people. A nation is advanced if its education is advanced and of quality, and vice versa, the nation will be backward if the quality of education is low [3].

A good education will have an impact on developing self-potential possessed by students, so that religious values can be embedded in each individual which has implications for self-control, superior personality, intelligence, and noble character. Education goals will not be achieved if the related components do not work properly. Many components must be prepared, including the availability of educators who have the expected educational qualifications and competencies [4].

Education problems in Indonesia show various obstacles that hinder the achievement of educational goals, including the sub-optimal quality of students and teachers and expensive education costs. Efforts to build human resources that are highly competitive, knowledgeable, and moral, and cultured is not an easy task. Problems that are chain in nature ranging from basic education to higher education. Teachers are one of

the parties whose performance has an impact on education [3].

In carrying out their main duties and functions, teachers have a very important and central role and function in creating good quality education as professional educators have the task of planning and carrying out learning, providing value, implementing guidance, to students coupled with a dedication to the surrounding environment. living in the community as a role model for society in attitude and behavior [5].

A skilled teacher with optimal performance can only perform the heavy duty of enhancing the quality of human capital. Professional teachers are teachers who prioritize the quality and quality of services and products that must meet the standards of the world of education. To become a professional teacher a teacher must have 4 competencies, namely personality competence, pedagogical competence, professional competence, and social competence. All of these competencies must be possessed by a teacher in carrying out teaching activities at school. Increasing teacher professionalism is an effort to help teachers who do not have professional qualifications to become professionals so that it will have an impact on improving their performance [6].

Teacher success is affected by a variety of factors and does not happen by chance. Internal and external influences also affect teacher performance. Factors that come from outside the teacher that can affect their performance or are called external factors such as teacher performance, salary, infrastructure, physical work environment, and leadership. A salary is a form of compensation for work performance provided by employers to workers [7].

According to Handoko [8] compensation is anything that employees receive in return for their work. For teaching staff who are civil servants, the government has arranged for this compensation with the issuance of Law No. 43 of 1999. Meanwhile, for teaching staff who are non-PNS, this compensation policy is based on institution or foundation policies. So far, teachers who work in various public schools often think that the teachers are Civil Servants (PNS). Not all teachers who work in public schools have the status of PNS but some have the status of honorary teachers, temporary teachers, or contract teachers.

The learning process that occurs in the world of education cannot be separated from the role of honorary teachers. Honorary teachers also carry out the same obligations as PNS teachers in classroom learning. Sometimes many people underestimate the presence of honorary teachers in schools. Even though in reality the honorary teachers are very helpful in the learning process in the classroom. Salaries earned by honorary teachers are a result of the school committee and also from school operational assistance. The honorary teachers also carry out the same obligations in the

preparation of RPP, syllabus, and work programs that occur in schools [9].

Being a professional teacher and having a good performance must be supported by life insurance and good facilities as well [10]. Formally, the status of teachers in Indonesian society and culture still occupies an honorable place. However, materially, the teaching profession is experiencing an alarming decline. In almost all of Indonesia, there is very little material appreciation for teachers, even some teachers are below the poverty line. We all know that until now there is still a very striking social gap between a civil servant teacher and a non-civil servant teacher who the authors here refer to as an honorary teacher.

Based on the facts that the authors found in the field, especially in schools that are used as research objects, namely MTs N 2 OKU Timur and MTs N 4 OKU Timur, it shows that the welfare of honorary teachers is still low. This can be seen from the existence of teachers who are still looking for additional income, outside of working hours, the salary and (financial) incentives received by teachers are still felt to be insufficient to meet the needs of teachers and their families properly. There are still cases of teachers leaving their teaching assignments because they seek additional income and several government policies have caused the price of living necessities to be high so that the salary and incentives received are reduced to cover the daily needs of teachers and families. The honorary teacher as an unsung hero, of course, for him to get decent welfare. However, the opposite happened. When compared with what a civil servant teacher gets, of course, what they get is still far from appropriate. The majority of them only get a salary based on teaching hours. Sometimes they have more teaching schedules than PNS teachers. When there are jobs from other teachers or there are PNS teachers who are late, for example, unable to attend due to training or so on, usually they are honorary teachers who will get the task of filling in empty classes or those left by PNS teachers. That way their hours in teaching should also increase. When compared with what a civil servant teacher gets, of course, what they get is still far from appropriate. The majority of them only get a salary based on teaching hours. Sometimes they have more teaching schedules than PNS teachers. When there are jobs from other teachers or there are PNS teachers who are late, for example, unable to attend due to training or so on, usually they are honorary teachers who will get the assignment to fill in an empty class or one left by a PNS teacher. That way their hours in teaching should also increase. When compared with what a civil servant teacher gets, of course, what they get is still far from appropriate. The majority of them only get a salary based on teaching hours. Sometimes they have more teaching schedules than PNS teachers. When there are jobs from other teachers or there are PNS teachers who are late, for example, unable to attend due to training or so on, usually they are honorary teachers who will get the assignment to fill in an empty

class or one left by a PNS teacher. That way their hours in teaching should also increase. When there are jobs from other teachers or there are PNS teachers who are late, for example, unable to attend due to training or so on, usually they are honorary teachers who will get the task of filling in empty classes or those left by PNS teachers. That way their hours in teaching should also increase. When there are jobs from other teachers or there are PNS teachers who are late, for example, unable to attend due to training or so on, usually they are honorary teachers who will get the task of filling in empty classes or those left by PNS teachers. That way their hours in teaching should also increase.

However, due to the existence of a system and schedule in a school that has been connected with the related department, the additional teaching hours cannot be included in the obligation to be given allowances. According to the author, the government should provide rules or decrees regarding the number of welfare allowances for honorary teachers of any category. This is necessary so that the gap between PNS and honorary teachers is not too obvious, for example using the city minimum wage standard or so on.

Also, another problem for honorary teachers is low performance due to the dissatisfaction of honorary teachers with the work done so far. The results of an interview with an honorary teacher stated that "honorary teachers like me who graduated from a mathematics education degree, because there were no Civics teachers in school, I taught Civics". This is a factor that causes honorary teachers to be less satisfied with their work, thus reducing teacher motivation in teaching, feeling bored, bored with work, teachers being chased to complete the subject matter they teach so that it affects their performance. Job satisfaction is one of the important factors that affect performance because most of human time is spent in the workplace.

Job satisfaction is a general attitude towards one's job as the difference between the amount of compensation received by employees and the amount that is believed to be received [11]. Job satisfaction is also influenced by the function and position of employees in the organization. Employees at lower levels are more likely to experience dissatisfaction and boredom because of less challenging work and less responsibility. This can happen to employees at lower levels who are highly educated who get jobs that are not commensurate with their skills. Many factors can affect performance, one of which is related to the level of satisfaction at work [12].

Job satisfaction is an important part of spirit and behavior [13]. This confirms that the behavior of honorary teachers in their schools is strongly influenced by their level of satisfaction. Job satisfaction is recognized as one of the most crucial factors in achieving optimum work performance. When an honorary teacher feels satisfaction at work, he will try as much as possible to the best of his ability to complete

his job. Job satisfaction for honorary teachers is an important target in human resource management because it will directly or indirectly affect teacher performance. Based on the problems that the author has described above, so the authors feel it is important to raise the theme in the study "The Impact of Teacher Health and Job Satisfaction on Honorer Teacher Output MTs in the OKU Timur District". "With the hope that it can provide an overview to readers, institutions and related education offices about how appropriate the level of welfare for honorary teachers is and what kind of attitude the teacher should have when facing problems as the authors have described above.

2. METHODS

The aim of this study is to provide an overview of the impact of teacher welfare and job satisfaction on teacher efficiency. In this analysis, a descriptive method with a quantitative approach backed by a literature review is the most suitable research method. The aim of this study is to examine the impact of welfare and job satisfaction on the performance of state MTs honorary teachers in East OKU Regency. This study uses a descriptive method because the study was conducted by photographing the events that were happening and using a quantitative approach because to determine the magnitude of the influence, it used numerical measurements. This research belongs to the type of multiple linear regression because it tries to find the influence between the independent variables, namely the level of teacher welfare (X_1), job satisfaction (X_2), and teacher performance (Y).

The population is a large category of objects or subjects with unique qualities and characteristics that researchers analyze and then draw conclusions about [14]. The entire population is the study focus [15]. The participants in this study were all honorary teachers who served at State MTs in East OKU Regency, namely MTs N 1 OKU Timur totaling 20 people, MTs N 2 OKU Timur totaling 24 people, MTs N 3 OKU Timur totaling 10 people, MTs N 4 OKU Timur, totaled 23 people. The total number is 77 people.

The sampling method used in this analysis is cluster sampling (area sampling) [14]. Formalized paraphrase If the item to be analyzed or the data source is very large, such as the population of a nation, region, or district, cluster sampling is used to assess the sample. The sampling is based on a predetermined population region to decide which population will be used as a data source. The samples to be taken in this study were 24 honorary teachers working at East OKU MTs N 2 and 23 OKU Timur MTs N 4, a total of 47 people.

Documentation and questionnaires were used to collect data in this report. This thesis utilizes a questionnaire as an instrument to gather analytical data on the observed variables.

What is meant by teacher welfare in research is welfare related to the income/input received by the teachers, in the form of a wage, deductions, and other perks [16]. Indicators of teacher welfare variables include 1) Obtaining an income above the minimum necessity of life and getting social welfare security. 2) Get promotions and awards by work assignments and achievements. 3) Get social security, security, justice, and health [6].

What is meant by job satisfaction in this study is a person's feelings about his job. Job satisfaction is the emotional state of employees where there is or does not occur a point of convergence between the value of remuneration received from the business organization and the value of planned remuneration [17]. Indicators of job satisfaction variables include job satisfaction,

wages/salaries, promotions, co-workers and supervision [18].

What is meant by teacher performance in this research is the level of success of a person or group in carrying out tasks according to their responsibilities and authorities based on the performance standards that have been set for a certain period to achieve organizational goals. Indicators of teacher performance are (1) making learning plans; (2) implementing the learning plan; (3) develop interpersonal relationships; and (4) carry out a learning evaluation [19].

3. RESULTS AND DISCUSSION

1) Hypothesis Testing of Teacher Welfare Level (X₁) on performance (Y)

Table 1. Significance of the Effect of Teacher Welfare Level (X₁) on performance (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
	1 (Constant)	26.711	9.857		2.71
Teacher Welfare Level	0.796	0.121	0.7	9.885	0.000

a. Dependent Variable: Teacher Performance

According to the table above, the significance value (sig.) of 0.00 is less than 0.05, and the t value is 6,580 with a value of $\alpha / 2 = 0.05 / 2 = 0.025$ and $df = n-2 = 47-2 = 45$. So that the t-count value of $6,580 > 0.679$ can be inferred that H₀₁ is rejected and H_{a1} is approved, suggesting that there is a major impact on the level of welfare on the performance of state MTs honorary teachers in East OKU Regency. The following table

shows how much of an impact the welfare level (X₁) has on teacher efficiency (Y).

Table 2. Model Summary of the Effect of Teacher Welfare Level (X₁) on performance (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.700 ^a	0.49	0.479	4.813

a. Predictors: (Constant), Teacher Welfare Level, Teacher Performance (Y)

According to the results of the analysis shown in the table above, the calculation of the determinant coefficient obtained by the value of R Square is 0.490, which means that the magnitude of the influence of the level of welfare on the performance of honorary

MTsNegeri teachers in East OKU Regency is 49 percent, and the remaining 51 percent is influenced by other factors that are not variable.

2) Hypothesis Testing Job Satisfaction (X₂) on performance (Y).

Table 3. Significance of the Effect of Job Satisfaction on Teacher Performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	41.91	9.663		4.337	0.000
	Job Satisfaction	0.577	0.124	0.569	4.646	0.000

a. Dependent Variable: Teacher Performance

The above table yielded a significance value (sig.) of 0.00 greater than 0.05 and a t count of 4.646 with $a/2 = 0.05/2 = 0.025$ and $df = n-2 = 47-2-1 = 44$. So that the t table value is 0.679 and the t count value is $4.646 > 0.680$, we can infer that H_0 is approved and H_1 is

refused, indicating that job satisfaction has a major impact on the performance of honorary teachers in State MTs in East OKU Regency.

The following table shows how much of an impact work satisfaction (X_2) has on teacher success (Y).

Table 4. Model Summary of the Effect of Job Satisfaction (X_2) on performance (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665 ^a	0.442	0.43	5.036

a. Predictors: (Constant), Job Satisfaction, Teacher Performance (Y)

The estimation of the determinant coefficient obtained by the value of R Square is 0.442, which indicates that the effect of work satisfaction on the output of honorary teachers at State MTs in East OKU Regency is 44.2 percent, with the remaining 55.8

percent affected by other factors that are not variables in this study.

3) Hypothesis Testing Teacher Welfare Level (X_1) and Job Satisfaction (X_2) on Performance (Y)

Table 5. The results of multiple regression analysis Teacher Welfare Level (X_1) and Job Satisfaction (X_2) on Performance (Y)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3361.897	2	1680.948	57.521	.000 ^b
	Residual	1957.946	67	29.223		
	Total	5319.843	69			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Teacher Welfare Level, Job Satisfaction

The significant amount of F table = 0.05, degrees of freedom (df) = NK, $df = 47-2 = 45$, and the value of F table is 3.20. (Distribution Table f). The F count of 41.326 was obtained based on the results of the SPSS assistance test. Criteria for testing: If F count < F table, H_0 is rejected and H_a is accepted. Since F count > F table ($41.326 > 3.20$), H_0 is rejected and H_a is accepted. Based on the results of the above test, it is discovered that the Degree of Welfare (X_1) and Job Satisfaction (X_2) have an effect on Teacher Efficiency (Y). The following graph shows how much effect the variables Welfare (X_1) and Job Satisfaction (X_2) have on Teacher Performance (Y) can be seen in the following table T.

Since F count > F table ($41.326 > 3.20$), H_0 is rejected and H_a is accepted. Based on the results of the above test, it is discovered that the Degree of Welfare (X_1) and Job Satisfaction (X_2) have an effect on Teacher Efficiency (Y). The following table T shows how much effect the variables Welfare (X_1) and Job Satisfaction (X_2) have on Teacher Performance (Y). Based on the table, the R square value is 0.653, which means that the effect of the level of welfare and job satisfaction simultaneously on teacher performance (Y) is 65.3%. While the value of R = 0.808 means that the variable teacher welfare level (X_1) and job satisfaction (X_2) on performance (Y) has a very strong correlation.

4. CONCLUSION

Based on the results and discussions discussed previously, the researcher concluded that: 1) there was a substantial difference in writing achievement between students with high learning motivation and those with low learning motivation who were taught at SMPN 3 Air Kumbang using a genre-based approach; 2) there was a substantial difference in writing achievement between students with high learning motivation and those with low learning motivation who were taught at SMPN 3 Air Kumbang using traditional methods; 3) there was a considerable difference in writing achievement between students with high learning motivation and those with low learning motivation who were taught using a genre-based approach and the traditional SMPN 3 Air Kumbang teaching process, and 4) there were important interaction effects of genre-based approach and learning encouragement on SMPN 3 Air Kumbang students' writing achievement.

ACKNOWLEDGMENT

Our deepest gratitude goes to Teachers in MTs in the OKU Timur District, Chancellor of Palembang PGRI University, Director of the Postgraduate Program of PGRI Palembang University and the Education Management Study Program of PGRI Palembang University, who have supported us in doing this extraordinary thing. This project is funded independently. We also want to thank our Education Management friends who helped us a lot in a short time frame to complete this project.

REFERENCES

- [1] Tentama, F. (2015). Peran Kepuasan Kerja Terhadap Kinerja Pada Guru Pegawai Negeri Sipil (PNS) Di Yogyakarta. *Jurnal Psikologi Undip*. Vol.14 No. 1.
- [2] Salsabella, Y., & Soedjarwo, R. (2016). Pengaruh Kesejahteraan Guru, Motivasi Kerja, Dan Persepsi Guru Tentang Lingkungan Kerja Sekolah Terhadap Kepuasan Kerja Guru Di Sma Negeri Se-Kota Mojokerto. *Jurnal Manajemen Pendidikan*. Volume 01 No.1.
- [3] Winarno, Mundilarno. 2018. Pengaruh Pemanfaatan Sarana Prasarana, Kesejahteraan dan Kepribadian Terhadap Kinerja Guru. *Media Manajemen Pendidikan, Universitas Sarjanawiyata Tamansiswa*, Vol.3(1).
- [4] Lian, B., Fitria, F., & Maphudok. (2020). Pengaruh Lingkungan Kerja dan Motivasi Kerja terhadap Kinerja Guru SMA di Kecamatan Muara Padang. *Jurnal Intelektualita: Keislaman, Sosial, dan Sains*. Vol. 9, No. 1, Juni 2020.
- [5] Lian, B., Missriani., & Umami. (2021). Pengaruh Kepemimpinan dan Motivasi Kerja Terhadap Disiplin Kerja. *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*. Volume 6, No. 1.
- [6] Rida, M., Dantes, N., & Dantes, K. R. (2013). Hubungan Motivasi Kerja, Masa Kerja dan Kesejahteraan Guru terhadap Profesionalisme Guru Sekolah Dasar Negeri di Gugus 2 Kecamatan Sukasada [The Relationship between Work Motivation, Work Period and Teacher Welfare on the Professionalism of Public Elementary School Teachers in Cluster 2, Sukasada District]. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha, Prodi Pendidikan Dasar*, Vol. 3.
- [7] Sari, W. P. (2016). Pengaruh Gaji Dan Motivasi Terhadap Kinerja Guru Pada Sma Swasta Bagan Sinembah, Rokan Hilir, Riau [The Effect of Salary and Motivation on Teacher Performance at Chart Sinembah High School, Rokan Hilir, Riau]. *Tingkap Vol.12 (67)*.
- [8] Handoko, T. H. (2008). *Manajemen Personalia dan Sumberdaya Manusia [Personnel and Human Resources Management]*. Yogyakarta: BPFE.
- [9] Seto, S., & Merdja, J. (2020). Pengaruh Pemberian Gaji Terhadap Motivasi Kerja dan Profesionalisme Guru Honor di Kabupaten Ende [The Effect of Salary Paying on Work Motivation and Professionalism of Honor Teachers in Ende Regency]. *PEDAGOGIKA Jurnal Ilmu Pendidikan*. Vol 11 (1).
- [10] Fauzan, A. (2019). *Pengaruh Tingkat Kesejahteraan Dan Etos Kerja Guru Honorer Terhadap Profesionalisme Guru Ma Swasta Di Kecamatan Bandungan Kabupaten Semarang (Skripsi tidak diterbitkan) [The Influence of the Level of Welfare and Work Ethic of Honorary Teachers on the Professionalism of Private Ma Teachers in Bandungan District, Semarang Regency]*. Salatiga: IAIN Salatiga.
- [11] Robbins, S. P. (1996). *Perilaku Organisasi: Konsep, Kontroversi dan Aplikasi [Organizational Behavior: Concepts, Controversies and Applications]*. Jakarta: Pearson Education Asia Pte Ltd dan PT Prenhallindo.
- [12] Astiti, P. (2015). *Pengaruh Kepuasan Dan Motivasi Kerja Terhadap Kinerja [The Effect of Job Satisfaction and Motivation on Performance]*. (Skripsi tidak diterbitkan). Yogyakarta: Universitas Negeri Yogyakarta.
- [13] Mulyasa. (2012). *Standar Kompetensi dan Sertifikasi Guru [Competency Standards and Teacher Certification]*. Bandung: Remaja Rosdakarya.
- [14] Sugiyono. (2018). *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D [Educational Research Methods; Quantitative,*

Qualitative, and R&D Approaches]. Bandung: Alfabeta.

- [15] Arikunto, S. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik [Research Procedure A Practical Approach]*. Jakarta: PT. Rineka Cipta.
- [16] Maulana, W. R. (2016). *Pengaruh Tingkat Kesejahteraan Guru Dan Komitmen Organisasi Terhadap Kinerja Guru (Penelitian di SD Amaliah YPSPIAI Ciawi – Bogor) [The Effect of Teacher Welfare Level and Organizational Commitment on Teacher Performance (Research at SD Amaliah YPSPIAI Ciawi - Bogor)]* (Tesis tidak diterbitkan). Surakarta (ID): IAIN Surakarta.
- [17] As'ad, M. (2003). *Psikologi Industri: Seri Sumber Daya Manusia [Industrial Psychology: Human Resources Series]*. Yogyakarta: Liberty.
- [18] Uno, H.B., & Lamatenggo, N. (2014). *Teori Kinerja dan Pengukurannya [Performance Theory and Its Measurement]*. Jakarta: Bumi Aksara
- [19] Firdousy, M. R. (2009). *Pengaruh Kompetensi Profesional Guru, Motivasi Kerja Dan Disiplin Kerja Terhadap Kinerja Guru Ekonomi-Akuntansi Sma Negeri Se-Kabupaten Banjarnegara [The Influence of Teacher Professional Competence, Work Motivation and Work Discipline on the Performance of State High School Economics-Accounting Teachers in Banjarnegara Regency]*. (Skripsi): Universitas Negeri Semarang.