

The Happiness of Honorary PAUD Teachers: Between Devotion and Needs (Happiness Honorary Teachers: Between Devotion and Necessity)

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Abstract

Demands for equal work between honorary teachers and civil servants but no social security or benefits are obtained and there is no equality of salaries of honorary teachers. The purpose of this study is to find out the picture of happiness in PAUD teachers who have honorary status. The research method used is qualitative with a case study approach. Researchers used data retrieval methods with interviews and observations with guidelines based on happiness theory. Researchers took 3 participants in this study, namely PAUD teachers who have honorary status. The results explained that there are three factors that affect happiness, namely self-acceptance, social support and gratitude that the individual has. The higher the three factors, the higher the level of happiness of the individual.

Keywords

Happiness; honorary teacher; early childhood education.



I. Introduction

Teachers are individuals who have the knowledge to impart their knowledge to their students (Djamarah, 2000). In accordance with Law number 14 of 2005 article 1 paragraph 1, teachers are professional educators and have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in PAUD through basic education, secondary education and formal education. In addition, every teacher must have a dedication to be able to help students in learning so that students have the right knowledge.

There are 2 groups of teachers in public schools, namely permanent teachers who have civil servant status (PNS) and non-permanent teachers (GTT) or so-called honorary teachers. (Aisyah and Chisol, 2019). According to Suyanto and Abbas (2005), honorary teachers and PNS teachers have the same task, namely carrying out learning and arranging administration, but honorary teachers and PNS teachers differ in terms of income because the salaries of PNS teachers will be guaranteed by the government while the salaries of honorary teachers will be obtained from operational costs. the school because the SK honorary teachers were appointed from the school committee while the civil servant teachers were appointed by the government. Therefore, it can be concluded that civil servant teachers will be more secure because they are appointed by the government and of course the salary they get comes from the government, not like honorary teachers whose salaries come from operational costs. If the operational costs of the school are small, the salary obtained is also small, but if the operational costs are large, the salary obtained is of course also large. at school the.

Based on the results of an interview with one of the honorary teachers, the average salary earned is below one million per month. This is reinforced by the Central Java Governor Regulation Number 7 of 2022 that honorary teachers get a salary of 10% of the Regency/City Minimum Wage (UMK) with a teaching load of 24 hours to 40 hours a week maximum. When viewed from the UMK of Salatiga City based on the Decree of the Governor of Central Java Number 561/39 of 2021 amounting to 2,128,523.19, the salary that should be received by honorary teachers is 1,915,670,871 every month but from the results of interviews, honorary teachers only get a salary of under one million every month.

This is in line with research conducted by Wibowo and Ariani (2016) about the insecurity of working as an honorary teacher. The results of the study explained that 8 teachers who were at the PAUD level with a percentage of 7% experienced insecurity in work. The highest source of job insecurity is that the promotion rate in suburban schools is very low. In addition, some studies say that if not only insecurity in work that makes it uncomfortable to work, but also the need for work engagement that can lead to happiness. Based on the results of research from Swart and Rothmann (2012), as many as 507 workers experience positive affect or happiness that is positively correlated with work engagement. Therefore, the insecurity and work attachment of honorary teachers are still low, so it is necessary to support these two things.

The researcher conducted a brief interview on September 24, 2021 to one of the teachers at one of the PAUD schools in Salatiga about how teachers were able to survive and live their profession happily even though the salary they received did not match the workload. From the results of an interview with one of the teachers, it was found that the teacher felt happy when teaching because he could teach children and through the PAUD school he could be a blessing to the surrounding environment. In addition, the teacher will be happier when he sees the children taught by the teacher can grow and develop by getting a proper education even though the salary they get is not in accordance with their workload.

The researcher also found that the duties and obligations carried out by one of these teachers were not in accordance with the salary they received. Duties and obligations to teach young children to understand so they must use more effort so that the child is able to understand and understand what is being taught. In addition to the duties and obligations to teach children, the teacher also has to carry out administrative tasks that must be done with two other teachers, such as compiling a curriculum that is in accordance with specified standards or taking care of the students' tuition fees. From the interview above, in line with research conducted by Wangi and Anisa (2015) stated that the greatest happiness and satisfaction from teachers is when their students can continue to a higher level of education. Teachers will also feel happy when the subjects tested are complete or pass and when students do the homework given by the teacher.

Waliyadin (2014) explained that currently honorary teachers do not have the right to participate in the certification process and honorary teachers also have not received allowances or social security for teachers even though the work of honorary teachers is the same as that of PNS teachers or has permanent status. The condition of honorary teachers in Indonesia needs attention from the government because their responsibilities and workload are not proportional to the salary they get (Arfa, Kandou & Munayang, 2013). Not only that, there is no protection and health insurance as well as old age insurance for honorary teachers. In addition, the salary received by honorary teachers per month, the leave received, legal protection and facilities received are not equivalent to that of permanent teachers, and the unclear employment status of honorary teachers makes their future unclear (Arfa, Kandou & Munayang, 2013).

When viewed from the service of honorary teachers, it is certainly very large, although the obligations of civil servant teachers and honorary teachers are the same but differ in terms of salary. This will also affect the economic situation of honorary teachers who are certainly different from civil servant teachers because civil servant teachers are definitely guaranteed by the government, but this does not make the feeling of happiness in living the profession as a teacher decrease. Balkis and Masykur, (2017). This is in line with research conducted by Aziz (2011) if a teacher gives or transfers knowledge to students, it is determined by the feeling of happiness felt by the teacher. When a teacher can teach happily, the teacher is able to balance the way and speed of students' thinking and the teacher will try to adjust himself so that the student can receive the knowledge given effectively (Cahyaningtyas, Dale, Karimah, & Caesaria, 2020).

According to Seligman (2005) individual happiness is not only positive emotions that are felt but also related to positive activities that individuals do and like. Furthermore, Carr (2004) describes eight domains for obtaining happiness that depend on cognitive evaluation of satisfaction, namely self, family, marriage, relationships, social environment, physical, work and education (Carr, 2004). Research conducted by Seligman (2005) on individual happiness, found that something that is great and that can please individuals can only make individuals happy temporarily, such as individuals who are fired or promoted by the individual's place of work, no longer affects the level of happiness in him. According to Pryce &

This is supported by Soeghandi (2013) who argues that when individuals do not feel happy at work, it will cause a sense of dissatisfaction with their work which can cause negative impacts for the company such as low attendance rates. According to Seligman (2005), a person may feel pleasure in the present but bitter in the past and hopeless in the future. In these three emotions, Seligman (2005) tries to direct someone to be able to move emotions in a positive direction by changing feelings about the past, ways of thinking about the future and how to live life in the present.

From the explanation above, the researcher intends to examine how the picture of happiness contained in honorary teachers at the PAUD education level with heavy duties and obligations but with salaries that are not in accordance with the workload obtained, even though honorary teachers with facilities and legal protection are not equivalent to permanent teachers. In addition, honorary teachers also do not have the right to participate in the certification process and allowances for honorary teachers themselves. The researcher also intends to examine how an honorary teacher is able to survive to continue teaching even though there are differences with teachers who already have certification and the security and work engagement of honorary teachers also affect the teacher's happiness.

Based on the background exposure, the researcher intends to examine the description of the happiness of honorary teachers at the PAUD education level. This research is focused on the following questions: What is the description of the happiness of honorary teachers at the PAUD education level? The benefit that can be taken from this research is to add insight into the picture of the happiness of honorary teachers at the PAUD education level.

II. Research Method

This research is qualitative research which emphasizes case study research. Hanurawan (2012) case study research is research that uses various methods and various data sources. This means that in case study research, the methodological approach (data collection tools) is eclectic (the use of data collection tools that help the research objectives). The researcher chose to use a case study research approach because the researcher felt it was appropriate to use this method to gain an in-depth understanding of how the happiness of honorary teachers.

In this study, the researcher took part-time teachers at PAUD X schools in Salatiga. The researcher uses a purposeful sampling technique, which means the researcher selects informative participants based on the goals set by the researcher (Patton, 2002). Before carrying out the data collection process, researchers looked for criteria from research participants that were in accordance with the phenomenon taken by researchers, namely those who had worked for more than 5 years.

Data was collected by means of semi-structured interviews and direct observation. In conducting this research, the author uses tools such as voice recorder to record voice during interviews and books and stationery.

According to Milles in Subadi (2006), there are two important things in data analysis, namely first, data analysis that appears in the form of words and sentences instead of numbers. The ways to collect the data are by observation, interview, documentation, and recording. Second, data analysis consists of three stages that occur simultaneously, namely:

1. Data reduction

Data reduction is the process of simplification, selection and transformation of "raw" data from field notes.

2. Data presentation

Presentation of data is a collection of information arranged to provide the possibility of drawing conclusions and taking action.

3. Drawing conclusions/verification

Drawing conclusions/verification is results research that answers the focus of the study based on the results of data analysis.

III. Result and Discussion

3.1 Accepting yourself

Participant D is not a graduate of PAUD education but Participant D knows the shortcomings in work so Participant D keeps trying to work optimally.

"If there is a shortage in the PAUD world, of course I am lacking, because in terms of education, it is certainly much different, mas, I am an English teacher and I am an English teacher no I have a basis about PAUD, bro, but until now I have learned what the basic PAUD is like, then the others are like lesson plans, of course, they are different, for example, like the lesson plans for SD, SMP, it's different from PAUD, because in PAUD, there must be a lot of playing, right? mas, while in the past, when I was in college, I was more into theory, bro." (ID140222, 14)

In addition, Participant D accepts the shortcomings of himself and his family so that Participant D does not feel that the challenge is too heavy at work.

"If you're having trouble, I'm a bit confused, bro, because I'm a let it flow person, so just go ahead, bro, so when people see me, how come they're never sad and happy, bro. So even though it's hard, I just keep going, mas, I'm still happy, bro, so nothing is too heavy, bro. Because if I think it's possible to be happy like this, the key is in us, bro. So I keep doing what's best for me, not for other people because I myself have my own family conditions and others also have their own family conditions."(ID140222, 26)

Not only Participant D is not linear in education, but Participant A is also not linear in education, but when teaching Participant, A continues to do as much as possible and accept his shortcomings if there are errors during the teaching process.

"The term we accept is that this is my shortcoming, sometimes it's like that because I'm a new person here, just follow what's happening here, if it's wrong, I'm sorry, if it's lacking, ask for guidance like that. If it's a woman, it's a heart, bro, but if it's a man, it will be resolved immediately Okay then finished but if a girl uses the heart or feelings, so if no according to the heart and feelings, it's still no it's good but yes as much as possible we "give it up" that's how we are oh yes if we have to accept shortcomings." (IA160222, 28)

3.2 Have Gratitude

According to Participant E, a small salary will not have a big impact on work because of the support from family, comfortable work environment and mutually supportive work partners.

"It's good to work here, bro, because the weather is good here, and the friends are good here too, bro, because the people who work are comfortable first, want to be as big as whatever the salary if you work together with a good environment no keep it up friends too no delicious for sure no it will be maximum, bro, but when the friends are good and the environment supports us, we work so it's comfortable, bro, you forget how much the salary is. Then my house is also close to my place of work, it's safe to take my children too, bro, and my children can also go to school here too."(IE210222, 26)

It is the same with Participant A who likes his job and feels comfortable when he works.

"If words like that don't seem to exist, bro, because I'm happy with the children and the work environment is also comfortable because it's comfortable in my opinion, that's number 1, bro, so friends here make comfortable already happy even though the salary is small because we don't know that sustenance I don't know where we come from as long as we try and try to come by itself, it's been outlined like that. So the important thing was that it was comfortable and no one said that because I was fine with that salary. I've heard that, being a teacher, don't expect anything more, that's the term, what's important here is that sincerity is the key."(IA160222, 38)

Participant D feels comfortable working as an honorary PAUD teacher because of the comfortable working environment.

"If you are comfortable working here, at least this is the environment, mas. Thank God I have good friends here, it's comfortable for me, bro. At least that's in terms of relatives, yes, mas. Then the second one that makes you

comfortable because it's still in the Salatiga area, bro, so it's still close to your family, bro. Then the third one, it's from his luck, bro, from the honorary fee, bro. Yes, even though sometimes it's not much, bro, but it's really a blessing for me, bro."(ID140222, 22)

3.3 Social Support

According to Participant A, the family supports whatever he/she does so Participant A feels comfortable at work and continues to work optimally.

"If you support, of course, it supports you, what's important is that I enjoy it and can share my time. For example, it's time to go home, bro, because if a villager has a bachelor's degree, it doesn't work, it's a shame, so feel free to teach what is important, you can make time. But in terms of salary, of course you already know, bro, so it's important for time because it's better to get a little salary, bro, but his heart is happy and comfortable too than the salary is a lot, but his heart is not happy and not comfortable, it won't take long, bro."(IA160222, 46)

Participant D had felt that he did not get social support from his husband because of problems with his young child, but because of social support from his mother-in-law, Participant D's husband supported the decision to return to work as an honorary PAUD teacher.

"If it's for advice or words from other people about me, maybe there is, mas, but that's because I'm an indifferent person, bro. At first, it was mas "rather than you being an honorary teacher the salary is just how much, just look for another place of work". There are also friends of mine who graduated from S1 but work in factories, yes, indeed, the salary is bigger than being a temporary teacher, but that time is spent in the factory. Well, there used to be advice or sayings like that, "You don't have to teach, it's better to just go to the factory" Mas. But that's what other people said, bro, so I'm indifferent, bro, but because here there is a biological mother, husband, mother-in-law who strengthens me, mas, even though my husband used to forbid me to work, mas because I have two children, but my mother-in-law said "it's work what are you doing at home" then okay, I followed my mother-in-law because here, my time doesn't run out at work, bro. After that, my husband just started to support me, mas. But my biological mother also supports me, because I'm already in college, I don't have a job, it's a shame, bro."(ID140222, 20)

Meanwhile, Participant D felt the support from his family even though his salary was small, but the support from his family made Participant D continue to work as an honorary PAUD teacher.

"Yes, bro, because I'm back again, for example, later I leave here and I will get a new job that pays a lot but later I won't be comfortable with the environment and the zone, it's just the same, bro, it's better if I'm here, the salary is a little gpp, the important thing is that my family still supports me keep going, because that's what's important too, bro."(ID140222, 24)

IV. Conclusion

Based on the results of this study, the description of the happiness of the three participants has similarities and differences, this is due to several factors, namely self-acceptance, social support and individual gratitude. Participant D and Participant A felt that their shortcomings were related to different educational backgrounds so that at the beginning-Early teaching had problems. However, Participant E was different because he already had teaching experience which made Participant E not have any significant obstacles. However, in terms of social support and gratitude, the three participants experienced the same situation. The three participants received social support from their family and work partners so as to create a comfortable work environment. In addition, the three participants did not question the salary they received because a small salary was not a guarantee to be able to get a comfortable and happy work environment while being an honorary PAUD teacher.

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