



## WORK ENGAGEMENT IN HONORARY TEACHERS

**Jiemmy Eka Rasnadi, Erick Fernandi Yosyanni Riezky Safakum \*, Arip Musthofa,**

**Lucia Rini Sugiarti, Fendy Suhariadi**

Fakultas Psikologi/ Pascasarjana Psikologi, Universitas Semarang

Tlogosari Kulon, Kec. Pedurungan, Kota Semarang, Jawa Tengah

Email: [erickfernandi17@gmail.com](mailto:erickfernandi17@gmail.com)

### Abstrak

This inquire about points to look at the components and viewpoints affecting work engagement among privileged instructors at SMPN 1 Batangan. Employing a subjective strategy with a phenomenological approach, this think about investigates the subjects' mindfulness and encounters through perception and in-depth interviews. Information investigation was conducted utilizing Bogdan and Biklen's coding strategy (Moleong, 2014). The investigate sources were three privileged instructors instructing at SMPN 1 Batangan. The comes about appear that all three witnesses experienced noteworthy work engagement issues. Source I appeared engagement issues affected by work assets (inconvenience in educating due to not coordinating their recognition and need of foundation) and individual assets (feeling belittled).

**Keywords:** Work Engagement, Honorary Teachers, Phenomenology, SMPN 1 Batangan

### Introduction

Instruction is an basic establishment for creating human asset potential, where its quality intensely depends on the status of the people included, particularly instructors. Instructors, as implementers of instruction, play a respectable part but regularly confront different challenges. Indonesian Law No. 14 of 2005 clearly characterizes instructors as proficient teachers capable for changing, creating, and spreading information. In any case, the reality on the ground appears a critical difference in educator business status, to be specific between respectful hiring (PNS) instructors and privileged instructors. In spite of the fact that privileged instructors are named to address the deficiency of educating staff and carry out obligations and duties proportionate to PNS instructors, their welfare is unfathomably diverse. Privileged instructors are by and large paid based on the number of educating hours, which is regularly underneath the Common Least Wage (UMP), and their work status tends to be hazy, with contracts that can conclusion at any time.

Information from the Service of Instruction and Culture demonstrates that most privileged instructors confront moo financial conditions. This instability has activated far reaching disappointment among privileged instructors, indeed driving to mass exhibits to request consideration and enhancement of their destiny from the government. Introductory interviews with three witnesses (E, Y, and AN) strengthened this issue. Witness E, with 17 a long time of educating encounter, communicated boredom, need of self-development openings, and a hole with PNS instructors, indeed a want to stopped educating due to the trouble of finding other occupations. Witness Y, who has served for more than 5 a long time, felt tired of the overwhelming workload and lacking emolument, which frequently caused her to be late with organization and aiming to leave. Additionally, Source AN, an privileged educator for 8 a long time, complained around the negligible instructing hours

influencing her compensation, as well as the authoritative burden that made her bored and regularly duplicate colleagues' work, indeed having the purposeful to take off the instructing calling.

These conditions specifically demonstrate moo work engagement among privileged instructors. Work engagement is characterized as a positive state of intellect characterized by tall vitality, tall devotion, and profound retention in work. This concept incorporates vigor (vitality and mental versatility), devotion (eagerness and pride), and assimilation (full concentration and a feeling of time passing rapidly). Instructors with tall work engagement tend to discover meaning in their work and are more responsive to understudy needs. Different past thinks about moreover appear that variables such as cherish for the work, peer back, a conducive work environment, better than average compensation, and career improvement openings essentially impact work engagement. Be that as it may, overviews appear that educator engagement tends to diminish with expanding a long time of benefit, showing immersion and need of enthusiasm. Stemming from this issue foundation, this investigate points to recognize the variables and viewpoints of work engagement experienced by privileged instructors at SMPN 1 Batangan, as well as to supply hypothetical commitments to mechanical and organizational brain research, and commonsense benefits for privileged instructors, the government, and schools in defining superior arrangements.

## **Method**

This inquire about employments a expressive subjective approach with a phenomenological center to profoundly get it the encounter of work engagement in privileged instructors. This approach permits analysts to investigate the subjective meaning of person encounters in a common setting. Inquire about subjects were chosen through snowball examining, with criteria being privileged instructors who had served for at slightest one year at SMPN 1 Batangan and appeared moo work engagement. Three sources were effectively distinguished and got to be the most subjects of the inquire about. Information collection was carried out through perception and in-depth interviews. Perception was utilized to record the subjects' behavior and expressions amid interviews, whereas free-guided interviews pointed to investigate the informants' points of view and individual encounters.

## **Result**

The usage of this inquire about took put from February to December 2018, including perceptions and in-depth interviews conducted at the informants' homes. The investigate comes about are displayed based on case investigations of the three sources, each giving a special viewpoint on their work engagement as privileged instructors.

Case I: Source E (Female, 49 a long time ancient) Witness E may be a single mother with three children, who has served as an privileged educator for more than 15 a long time at SMPN 1 Batangan. In expansion to educating, she moreover offers pizza within the evening to meet her family's needs. Work Engagement Components: E felt trouble in progressing instructing quality due to a need of satisfactory foundation (no portable workstation for progressed innovation) and educating subjects that did not coordinate her instructing certificate. She moreover felt disappointed with the moo welfare and felt that a few gracious hiring instructors seen privileged instructors as "passing wind". Work Engagement Viewpoints: E appeared moo vigor (no excitement for instructing when she had no cash). All things considered, she felt pleased of her work since the uniform she wore made her acknowledged by others. In any case, her assimilation was moo, where time felt exceptionally moderate when she instructed in course with insidious and difficult-to-manage understudies, and her concentration was isolated due to moo stipend.

Case II: Source Y (Male, 31 a long time ancient) Witness Y could be a head of family with one child, who has been an privileged instructor for 5 a long time at SMPN 1 Batangan. In expansion to educating, he moreover has side employments as a clothing chief and town right hand. Work Engagement Components: Y felt disappointed with his work since his compensation was not commensurate with the workload. He moreover felt a slight ponderousness in communicating with respectful hireling instructors due to a need of assembly escalated. Work Engagement Angles: Y appeared standard vigor, since for him, educating was an commitment, not a choice or individual want from the starting. He did not feel glad to be a instructor since this calling was not his want. His retention was moo, where time felt moderate when educating since he was awkward with his work, and he had trouble separating his time between instructing and side occupations.

Case III: Witness AN (Male, 31 a long time ancient) Witness AN may be a single man who has served as an privileged instructor for 8 a long time at SMPN 1 Batangan. He too contains a side work raising winged creatures. Work Engagement Components: AN felt that the need of foundation influenced instructing and learning exercises and he felt that privileged instructors were not acknowledged by the government. He too had no introductory purposeful of getting to be a educator. Work Engagement Aspects: AN appears moo vigor (sluggish to instruct when he has no cash). He feels less glad of his calling due to need of appreciation and the vague destiny of privileged instructors. His retention is additionally moo, where time passes gradually since he feels dull with his work and is less centered on the off chance that he has individual issues (animals fowls have not been bolstered). Inquire about Validity (Source Triangulation) The legitimacy of the investigate discoveries is fortified through source triangulation. Affirmation from informants' colleagues (ER for E, A for Y, and P for AN) appears consistency between the encounters told by the sources and the sees of those closest to them. This incorporates issues of participation, organization, inspiration, and indeed the deliberate to take off the calling, which encourage reinforces the picture of moo work engagement among privileged instructors.

## Discussion

Based on an in-depth examination of the encounters of the three witnesses, it can be concluded that privileged instructors at SMPN 1 Batangan confront different issues that essentially influence their work engagement. Work engagement, characterized as an individual's enthusiastic and mental commitment to an organization, shows up moo among the witnesses. The components influencing the work engagement of privileged instructors, as recognized in this think about, are in line with the concepts of work assets and individual assets from Bakker and Demerouti (2007). From the viewpoint of work assets, sources complained around jumbled assignments, restricted foundation, and insufficient stipend. From the point of view of individual assets, all three sources appeared disappointment, sentiments of being neglected, and starting inspiration that was not due to individual want. The perspectives of work engagement—vigor, devotion, and absorption—also appear a steady design among sources. Vigor or work soul tends to be moo, particularly when sources confront budgetary issues, showing that moo financial well-being straightforwardly dissolves their vitality and eagerness.

The angle of devotion appears variety; in spite of the fact that a few still feel glad due to social appreciation, most feel less pleased due to need of acknowledgment and hazy destiny. At long last, the perspective of assimilation or full inclusion in work is additionally moo, characterized by sentiments of time passing gradually and trouble centering, reflecting inconvenience and need of profound fulfillment with the work. By and large, the issues of privileged instructors are not constrained to moo salary, but moreover incorporate an hazy future, tall authoritative burden, and need of foundation bolster and appreciation. These conditions collectively contribute to moo work

engagement, which in turn triggers the purposeful to take off the calling. These discoveries are steady with past inquire about appearing that moo well-being and need of teach are pointers of moo instructor work engagement. Hence, comprehensive mediation from the government and schools is required to address these issues to progress the quality of instruction.

## **Conclusion**

Based on an in-depth investigation of the encounters of the three sources, it can be concluded that privileged instructors at SMPN 1 Batangan confront noteworthy challenges that straightforwardly influence their work engagement. These issues are established in a combination of work assets and individual assets variables, and are reflected within the moo angles of vigor, commitment, and assimilation.

Witness I (E) appears that his work engagement is disturbed by insufficient work assets (bungled subjects and need of framework) and individual assets characterized by sentiments of being undervalued. This comes about in moo vigor and assimilation, in spite of the fact that he still appears dedication. Informant II (Y) experienced moo work engagement due to work assets that requested understudy teach and individual assets characterized by a need of communication with PNS instructors. This informant's vigor, commitment, and assimilation tended to be moo, as they instructed more out of commitment than individual crave. Source III (AN) moreover appeared a comparable design, where deficiently work assets (framework and government appreciation) and individual assets that felt neglected influenced their work engagement. This informant's vigor, commitment, and assimilation were moo, as they felt dull with their work and needed clarity almost their future. In common, these discoveries demonstrate that moo welfare, vague business status, and need of appreciation from the government are root issues that dissolve the work engagement of privileged instructors. This condition not as it were brings down their resolve and devotion but moreover influences their center and inclusion within the educating and learning prepare, indeed activating an deliberate to take off the calling. Hence, genuine intercession from different parties is required to address these issues in arrange to progress the quality of instruction.

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