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Analysis of Differences in Teaching Patterns for Honorary Teachers and Permanent Teachers (PNS)

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Abstract

The teacher is a profession for someone who wants to devote himself in the field of education through educational interactives that are carried out in a patterned, formal and systematic manner. The purpose of this study was to analyze the differences in the teaching patterns of permanent teachers with civil servant status and honorary teachers by exploring the causes of these differences. This research is a qualitative research with a sampling technique using a purposive sampling technique. The sample in this study were teachers at SMP Negeri 1 Aek Natas, North Labuhanbatu Regency, North Sumatra, Indonesia. Data collection techniques with interviews. Data analysis techniques were carried out using the Miles and Huberman models. The results showed that there were differences in teaching patterns between permanent teachers (PNS) and honorary teachers where PNS teachers were 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 problems in learning compared to younger teachers who are dominated by honorary teachers. Satisfaction with salary also has an influence on the motivation of PNS and honorarium teachers in carrying out the learning process.

Keywords:

Honorary Teachers, Permanent Teachers (PNS), Teaching Patterns

Introduction

The quality of Indonesian human resources is needed in 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 biggest influence is on the performance of teachers in the process of educating the nation's children [1]. Teachers are educators who carry out education in certain places both in formal and non-formal institutions. The teacher is a profession for someone who wants to devote himself in the field of education through educational interactives that are carried out in a patterned, formal and systematic manner. [2]. Along with existing developments, it is necessary for teachers who have the maximum ability to realize the goals of national education and on an ongoing basis, teachers are expected to be able to improve competence [3].

Teachers have a professional position that has a set of duties and obligations to educate the nation's generation. However, there are lots of questions asking about differences in the teaching patterns of teachers who have Civil Servant status and teachers who have honorary status. Systematically, teachers are divided into several groups, including permanent teachers with the status of Civil Servants and honorary teachers. Permanent teachers are teachers who have a specialty 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. [2].

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The Indonesian government has made efforts to improve the state of education by innovating in the field of education, namely changing the curriculum, increasing the education levels of teachers, civil servant teachers, teacher deliberations, arrangement, seminars and workshops. There is also an exemplary teacher competition to provide motivation to teachers in demonstrating their competence [4]. The state budget spent on the interests of Civil Servants from year to year has increased, coupled with the enactment of performance allowances for work rewards that have been carried out. However, this has not yet been matched by an increase in professionalism and high integrity for teachers.

Teacher performance is related to the task of planning, managing learning and assessing student learning outcomes. As a planner, the teacher must be able to make learning designs that suit the conditions of students in the field. As a manager, the teacher must be able to create a conducive learning atmosphere so that students can learn comfortably. As an evaluator, the teacher has a role to be able to provide an objective assessment according to the abilities of students [5]. Teaching style is a way or habit that is used by a teacher in carrying out the learning process which can make it easier for students to accept the subject matter that has been delivered. Chan et al stated that civil servant teachers are currently losing their work ethic in carrying out their duties, so they simply hand over their duties to honorary teachers. Based on the results of observations made at SMP Negeri 1 Aek Natas, there are differences in the teaching style of teachers in classes VIII A and VIII D. The results of interviews with the deputy principal stated that honorary teachers still do not show good learning styles because they cannot master the class properly. and the knowledge of honorary teachers regarding subject matter is also still far from that of teachers with Civil Servant status. The purpose of this study was to analyze the differences in the teaching patterns of permanent teachers with civil servant status and honorary teachers by exploring the causes of these differences.

Literature Review

Teacher Performance

Teacher performance is the task of planning, managing learning and evaluating learning outcomes according to Afandi [6] The indicators used are planning learning, carrying out learning, assessing learning outcomes, guiding and training students and carrying out additional assignments. Teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for his students under his guidance. Therefore teacher performance can be interpreted as a condition that shows the ability to carry out their duties and describes an action displayed by the teacher during the activity [7]. The problem of teacher workload affects many factors. One of them is fatigue during the teaching process, as expressed by Saaranen (2007), work pressure, fatigue, teacher satisfaction with work based on the teacher's mental workload on the teaching process [2].

Teacher Performance Indicators

The quality of human resources greatly affects the performance of an organization or company. Performance is influenced by ability factors which consist of knowledge which includes education, experience, training, and interests, and skills which include skills and personality. For example, a teacher is required to have a good personality, because this is needed as an example in order to be a role model for students and be able to provide solutions to students' problems wisely. [8]. Performance measurements that place superiors and teachers as subjects assessing teacher performance require teacher performance assessment instruments, namely checklists, value scales, ability choice techniques, important event techniques, achievement recording techniques, last work behavior scale techniques, information review techniques from services, tests and observation of work implementation and technical evaluation of comparative performance. The performance indicators for a teacher are as follows: 1. Planning Learning, which is poured into the Learning Implementation Plan (RPP) which will become the teacher's handle in preparing, implementing, and evaluating the learning and learning activities that are organized. 2. Carrying out learning, conveying theoretical knowledge about teaching and learning is also very necessary for the level of proficiency and technical learning skills, for example teaching principles, teaching methods, skills, assessing student learning outcomes, skills in selecting teaching approach strategies. 3. Assessing learning

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outcomes, assessing the results achieved by students both in an illuminative observative manner, namely continuous observation of changes and progress achieved by students and structurally objectively related to scoring, numbers or grades of student learning outcomes. 4. Guiding and training learners or students. 5. Carry out additional tasks, consisting of structural tasks and special tasks [9].

Research Methods

This research is a qualitative research that aims to analyze the differences in the teaching patterns of permanent civil servant teachers and honorary teachers. The sample in this research was 48 teachers at SMP Negeri 1 Aek Natas. The instruments used in this study were questionnaires and interviews. Data analysis techniques use the Miles and Huberman models which include 3 ways, namely Deduction, Display and drawing conclusions.

Results and Discussion

Based on the data collected from the results of research on differences in the teaching styles of PNS and honorary teachers at SMP Negeri 1 Aek Natas, it shows that there are significant differences in teaching styles. This is proven by the results of interviews with PNS teachers who stated that in the learning process the teacher is able to create a conducive academic atmosphere and makes students comfortable participating in learning. The learning method used is also interactive with students. However, there are several PNS teachers who do not use learning media due to age and also these teachers do not want to learn how to use learning media so that the class atmosphere is more active and interactive..

PNS teachers also tend to be more assertive in giving disciplinary action to students. Teachers have strategies for dealing 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 that are 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 needed, for example wanting to show a video which at that time was subject matter in class. The use of the internet is carried out because there are no facilities at school and the material must be conveyed so that to make it easier for students to understand the material, the teacher uses the internet.

There is a difference with teachers with honorary status who state that teachers are less competent in creating a learning atmosphere and the competence of teachers is still far below that of civil servant teachers. The results of interviews with students stated that students preferred the teaching style of PNS teachers because it was easier to understand when giving explanations compared to honorary teachers who often could not answer when students actively asked questions.

Analysis of Differences in Teaching Styles of PNS and Honorary Teachers by Age

Differences in the teaching styles of civil servant teachers and honorary teachers can be seen from their educational background. The results of interviews with the deputy principal stated that the PNS teachers at SMP Negeri 1 Aek Natas varied from the age of 50 to those who were young around the age of 23 and for teachers at a young age, most of them had honorary status. This age difference affects the difference in the teaching style of PNS teachers with honorariums because teachers who have more experience find it easier to create a learning atmosphere and are able to explain material to students, handle students who are not disciplined, and so on. While teachers who are aged 23-30 years are still minimal in teaching experience so they still experience difficulties in the learning process, however, young teachers should be able to create creative learning media so that students are interested in taking lessons. The observation results show that honorary teachers aged 23-30 years have never used learning media such as practicum and media using power point. The honorary teacher uses a conventional learning method, namely the method of instructing students to record material in the book to be transferred to the student's notebook, so there is no interaction between the teacher and students.

This data is supported by Zuriana's research results [5] states that the performance of teachers at SMA N 1 Katibung and SMA N 1 Sragi older teachers are assessed as more specific, experience, consideration, work ethics, and stronger commitment than younger teachers in being inclusive, acting objectively, and non-discriminatory, experience, consideration, work ethics, and stronger commitment compared to young teachers in communicating with students and developing professionalism through reflective action is quite optimal.

Analysis of the Differences in Motivation of PNS 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 interviews with the school principal, it was stated that civil servant teachers have a salary according to the class level that has been regulated by law. For honorary teachers, the salary received is around Rp. 300,000, -/ month and these 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 feasible in terms of salary satisfaction, so this interferes with teacher motivation in the learning process. For PNS teachers, they are very satisfied with the salary so that this has an influence to continue to innovate in learning. The management implication that needs to be done is that PNS and non PNS teachers still have to maintain a good work ethic, while in improving the welfare of non PNS teachers, the school through the principal is trying to fight for non PNS teachers in order to obtain certification so that non PNS teachers can be more excited at work [3].

The difference between permanent teachers and honorary teachers does not stop at their employment status, but also at the minimum wage factor. In fact, if viewed from the side of work between permanent teachers and honorary teachers have the same job. The existence of these differences certainly raises problems for honorary teachers, especially regarding their psychological well-being, more specifically the psychological welfare of honorary teachers who are in the area where PNS teachers and honorary teachers are assigned, namely carrying out learning and arranging administration, but they have different incomes because civil servant teachers are guaranteed salaries by the government and honorary teachers are paid from school operational costs because civil servant teachers are appointed by the government and SK honorary teachers of appointment from the school committee [10].

Conclusions

The difference in the teaching style of PNS teachers with honorariums at SMP Negeri 1 Aek Natas is significant, in which 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 problems in learning compared to younger teachers who are dominated by honorary teachers. Satisfaction with salary also has an influence on the motivation of PNS and honorarium teachers in carrying out the learning process.

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