



Analysis of Factors Affecting the Motivation of Honorary Teachers in Border Areas

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ABSTRACT

This study aims to analyze the factors that influence motivation among honorary teachers in border areas. This study also analyzes what factors play the most important role in providing work encouragement to honorarium teachers. This research is a descriptive study using a qualitative approach. The data in this study were obtained through in-depth interviews with honorary teachers who have worked for three years. The data found were organized in files; the files were classified, codified, and converted into text form to be re-analyzed and presented. The results of the study found that the factors that influence motivation in honorary teachers are individual factors, leaders, the work environment, psychological, and future careers. The research shows that future career plans have the most influence on the work motivation of honorarium teachers at the border. It can be seen that all participants claimed to be motivated to continue working well because of the opportunity to become a contract teacher (PPP) in public schools.

INTRODUCTION

An organization is driven and managed by human resources (HR) in order to achieve its goals. Human resource management has the responsibility of carefully managing human factors so that employees are encouraged to do their jobs well, as expected by the organization. Therefore, human resources play an important role in the success of an organization. The success of the organization is marked by increased work productivity. Hakimah et al. (2023) said that motivation is needed to increase work productivity. Motivation is interpreted as encouragement from an employee to carry out his work (Prabowo et al., 2018). Therefore, it is important for organizations to pay attention to the work motivation of their employees.

Motivation is something that drives a person from within to act towards a goal (Robin and Judge, 2017). This encouragement is caused by a need in life, which makes individuals try and have the desire and drive to achieve a goal. In Maslow's (1943) needs theory, it is explained that there are five levels in the hierarchy of needs: physiological needs, security needs, social needs, appreciation needs, and self-actualization needs. This theory shows that individuals will be motivated to fulfill

lower needs first before reaching higher levels. Permadi (2023) shows that motivation in honorary teachers is born when someone interprets their work with virtue and gets social support.

Honorary teachers also interpret their work as a noble job because, through their profession as teachers, they can share knowledge and educate students at the border to get an education. The success of education is determined by the ability and motivation of teachers to educate their students. Teacher motivation is very important because it can encourage teachers to work optimally (Safhira & Suarmanayasa, 2021). Work motivation among honorary teachers needs to be considered, given the limited number of teachers with civil servant status in public schools, so that some schools still employ honorary teaching staff.

Public schools' dependence on honorarium teachers is not followed by adequate compensation for honorarium teachers (Apriliyani & Meilani, 2021). This phenomenon is quite concerning, especially for honorarium teachers in border areas. SMKN 01 Bengkayang is a vocational high school in Bengkayang Regency. The geographical location of Bengkayang Regency, which is between Indonesia and Malaysia, makes SMKN 01 one of the secondary schools on the border. Based on data from the school, there are a total of 43 teachers working at SMKN 01 Bengkayang, with 14 honorarium teachers, or about 32.5% of the honorarium teacher presentation at SMKN 01 Bengkayang. The Ministry's dapodik data shows that there are around 766 students.

who received education at SMKN 01 Bengkayang (dapo.kemendikbud.go.id.). Without the help of honorarium teachers, there is a ratio of 1: 26 between the number of teachers and students, but when honorarium teachers are added, the ratio of teachers and students is 1: 18. Based on Government Regulation No. 74/2008 on Teachers, Article 17, regarding the minimum ratio of students to teachers for SMK or the equivalent is 1: 15. This comparison shows that honorarium teachers are still needed at SMKN 01 Bengkayang. Teachers are one aspect of achieving educational goals (Safhira & Suarmanayasa, 2021). Therefore, it is very important to analyze the factors that influence the work motivation of honorarium teachers, especially in border areas, besides that this research is also able to show the reasons behind the work motivation of honorarium teachers at SMKN 01 Bengkayang.

LITERATURE REVIEW

Luthan (2011) says that motivation comes from the Latin movere, which means to move. Motivation is defined as a drive that comes from within employees and directs and moves employee behavior to achieve its goals (Rivai, 2006). The definition of motivation is as a need, desire, urge, or movement of one's heart (Sulastri & Suhardi, 2017). Robbins & Judge (2017) define motivation as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. The driving force is able to change behavior so that employees work. Motivated employees tend to work harder than their other coworkers. Afandi (2018) says that motivation is a desire that arises from within employees because they are inspired, encouraged, and encouraged to carry out their work happily and earnestly so that the results of the work are good and of high quality. Encouragement is a motive for humans to behave and act consciously in carrying out their work toward achieving organizational goals. Motivation not only mobilizes but also directs individual behavior consciously in an effort to do something.

Motivation is something that affects a person's behavior; it is referred to as a desire driver, a supporting factor that can make someone passionate and motivated at work (Lestari and Rachmasari, 2021). In Robbins and Judge (2017), he explains that the most famous theory about motivation is the theory put forward by Abraham Maslow, namely the Five Needs Hierarchy Theory. As for the five needs, among others:

1. Physiological, which includes thirst and hunger, shelter, and other bodily needs.
2. *Safety security*, A sense of security from harm or safety from something that harms the body and soul.
3. *Social belongingness*, needs for affection, belonging, acceptance, and companionship.
4. Esteem, divided into internal and external factors. The internal factors are self-esteem, competence, achievement and independence and freedom and the external factors are recognition, status and attention.
5. *Self-actualization*, needs that drive a person to fulfill their potential and self-fulfillment.

Teacher motivation is needed, especially for a teacher as a member of the teaching staff (Ufaira and Hendriani, 2019). This will be useful in fostering encouragement and enthusiasm for work. Employees will be able to survive in their jobs if they have motivation. Motivation is the main element in a person's behavior. Gibson (2000) says motivation is an internal employee force that initiates and leads the employee to an expected behavior. Motivated employees will be more creative and productive and have a high level of commitment. Mathis & Jackson (2003) found several factors that can affect motivation, including superiors, coworkers, facilities and infrastructure, policies, rules, financial and non-financial compensation, type of work and challenges. Having high motivation is also able to increase job satisfaction in employees, thus employee productivity also increases (Sipayung, 2017). Herzberg (1966) in his writing *The Motivation of Work* divides motivation into two motivational factors, namely hygiene factors (extrinsic) and motivator factors (intrinsic factors).

Intrinsic Motivation

Intrinsic motivation is an encouragement that comes from within someone to carry out their duties (Potu et al., 2021). Intrinsic motivation is also called motivational factors, where a person is motivated to achieve satisfaction. Some motivational factors, according to Herzberg (1966), include:

1. Success, this can be seen from the achievements it has obtained;
2. Recognition, in the form of recognition or appreciation from superiors and coworkers for achievements that have been obtained;
3. The work itself, which is driven by an awareness of the importance of the work they do;
4. Responsibility, a drive that occurs because of the responsibility of the job.
5. Development, the desire to constantly develop oneself to new things or certain skills.

Intrinsic motivation relates to the behavior and nature of one's work. Employees who are driven by intrinsic motivation will feel satisfied if the work they do is achieved. The greater the intrinsic motivation possessed by an employee will be shown by clear behavior to get the job done.

Extrinsic Motivation

Extrinsic motivation is a determinant of one's behavior that comes from outside (external) oneself (Rizky, 2018). Pratama et al, (2023) explain that extrinsic motivation is an external drive that enables employees to work in total and the dimensions of extrinsic motivation consist of recognition in the form of symbolic awards as well as public approval and support by coworkers. This external driver determines a person's behavior, which becomes intrinsic motivation factors according to Herzberg (1966), among others:

1. Inter-personal relationships, this relationship is the relationship between employees and their seniors, a person's ability or lack of ability to mingle and get along;
2. Salary, a reward given by the organization in return for services;
3. Supervision;
4. Policy and administration, in the form of provisions and policies from the organization.

METHODS

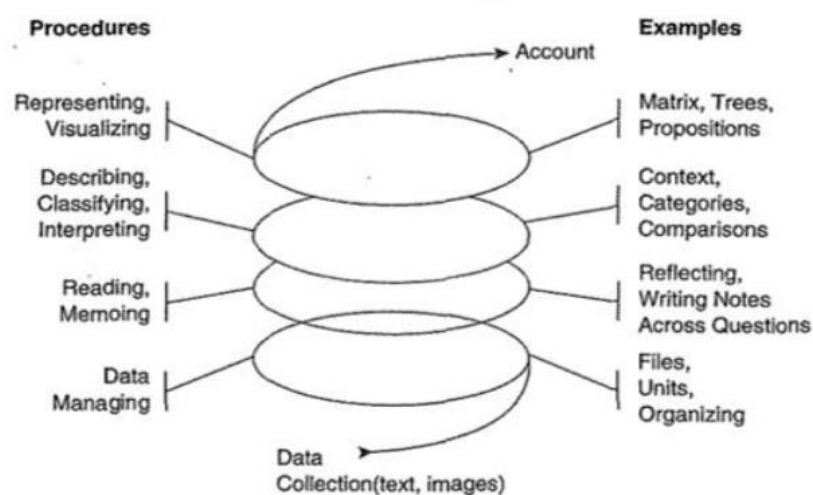
This research is descriptive research using qualitative methods. Creswell explains descriptive research is research that is interesting to researchers in the process, meaning and understanding then presented in the form of sentences and pictures (Creswell, 1994). Interesting research allows in-depth data mining, Gay defines qualitative research as a comprehensive collection, analysis and interpretation of the narrative of the data found to gain knowledge of a particular phenomenon (Gay, 2006).

Research on analyzing the factors that influence the work motivation of honorarium teachers is intended to be able to find what factors encourage the formation of work motivation in honorarium teachers in border areas. Considering that there is still a lack of teachers in the border area and there are still many teachers who are still honorarium teachers. The focus of this research on the work behavior of honorarium teachers explores the things that underlie the work enthusiasm of honorarium teachers in carrying out their work at SMKN 01 Bengkayang.

The data in this study are sourced from observation data, interviews and related documents. Observation data is obtained from direct observation of the research location. Interview data is obtained from indepth interviews with selected participants. The selection of participants was based on certain criteria. In obtaining data, researchers used triangulation techniques to reconfirm the truth of participant interviews by comparing respondents' answers with observational data and documents. Data triangulation is a technique in checking data obtained from sources in various ways and times (Wijaya, 2018). The participants were six (6) honorarium teachers who have worked for more than 3 years.

Data analysis conducted in qualitative research begins with preparing and organizing data for analysis. In analyzing the data is reduced to become a point of thought through the coding process after which the data is presented in the form of discussions, tables or charts (Creswell, 2016).

Figure 1 The Data Analysis Spiral



Sumber : Creswell, 2016

In the process of data collection to data analysis everything is interrelated and runs together. The data analysis spiral shows that analysis of qualitative data moves in a fixed linear approach (Creswell, 2016). The first data circle of the spiral shows the beginning of data analysis. The data found are organized in files, the files are classified and codified and converted in text form to be re-analyzed and presented in the form of discussions, charts and matrices.

RESULTS

Motivation is one of the driving factors of Human Resources (HR) in the organization. To achieve its goals, an organization must be able to see the factors that can increase the work motivation of its human resources so that work productivity can be maximized. One thing that must be considered is the work motivation of honorary teachers in border areas. As the frontline of the nation's young generation, smart and moral candidates are needed, to achieve this, teachers are needed who not only teach but are able to become educators for the future generation of the nation. Given the shortage of teachers and the dependence of public schools on honorarium teachers in particular, it is important to analyze the motivational factors of honorarium teachers in border areas.

The limited number of permanent teachers or teachers who are not proportional to the number of students causes schools on the border to hire honorarium teachers to meet the adequacy of teachers. Honorarium teachers also have the same responsibilities and workload as permanent teachers even though both have different employment status. However, this does not reduce the interest of honorarium teachers to remain loyal in carrying out their work. The work spirit of honorarium teachers is characterized by creative ways of learning to students, so that students are not bored in learning. "Participant 2 said that "I look for creative ideas from books and the internet as a reference in my teaching". In carrying out their duties other than teaching, honorarium teachers also think of ways to provide material in a fun way, which shows their enthusiasm and interest in their work. Being a teacher is also their calling in life, some participants said that "This is my profession and I am called to do it well even though I am an honorarium employee" and further said that they enjoy teaching and meeting students at school. In fact, being a teacher is not just a job but more than that, it is a calling in life and a profession that they enjoy.

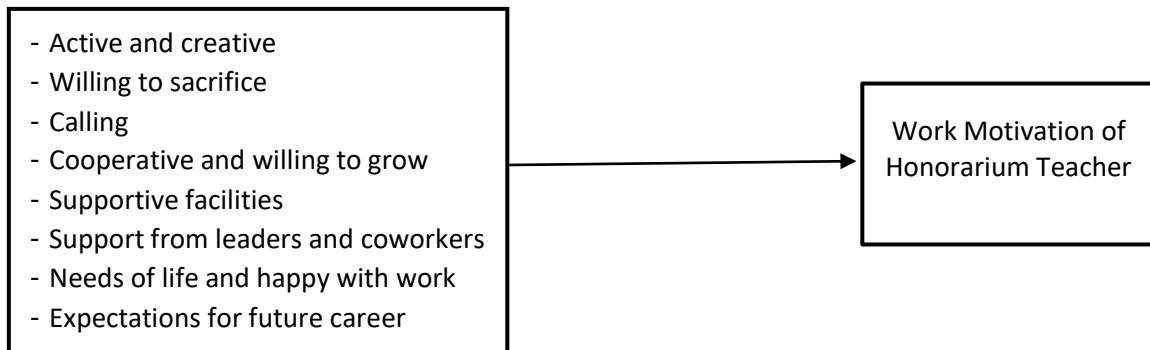
Teachers' work motivation can also be seen from their desire to continue to develop themselves by participating in activities organized by the school and their discipline. The participant said that he always participates in webinars and activities organized at school. In addition to taking an active role in school activities, honorarium teachers also remain enthusiastic in developing their knowledge so that this knowledge can be implemented to their students. The activeness of honorarium teachers is also supported by leaders and colleagues. The participants said "leaders and colleagues are very good, they help us to continue to develop and involve us in activities that the school organizes". The support of leaders and coworkers is very necessary in providing work encouragement and a sense of comfort at work. The condition of SMKN 01 Bengkayang, which is located in the city and affordable with adequate facilities, makes it easier for honorarium teachers to work "here is very close to settlements, besides that classrooms and facilities also support our work".

Being an honorarium teacher is also a source of livelihood for the family. Participant 1 said that "I do this job to fulfill my family's needs and I feel very happy about this job". Being an honorarium teacher is their livelihood and happiness. This is also what drives them to keep working. The spirit of work of these honorarium teachers has a positive impact on SMKN 01 Bengkayang in their teaching and learning activities. In addition to being a source of livelihood, the work of honorarium teachers is also a hope for their future career. All participants said that being an honorarium teacher and being registered in the dapodik will facilitate acceptance in the PPPK selection, therefore working well as an honorarium teacher gives hope for their future career. The hope of a future career to become a contract employee is a source of their work motivation.

The participants' statements show that they are highly motivated in carrying out their work. Their status as honorarium teachers does not dampen their desire to continue teaching and learning, on the contrary, being an honorarium teacher is a hope for them to improve their career to

become PPPK employees. Based on the interviews and analysis above, the factors that foster work motivation for honorarium teachers are illustrated.

Chart 1 Factors Of Driving The Work Motivation



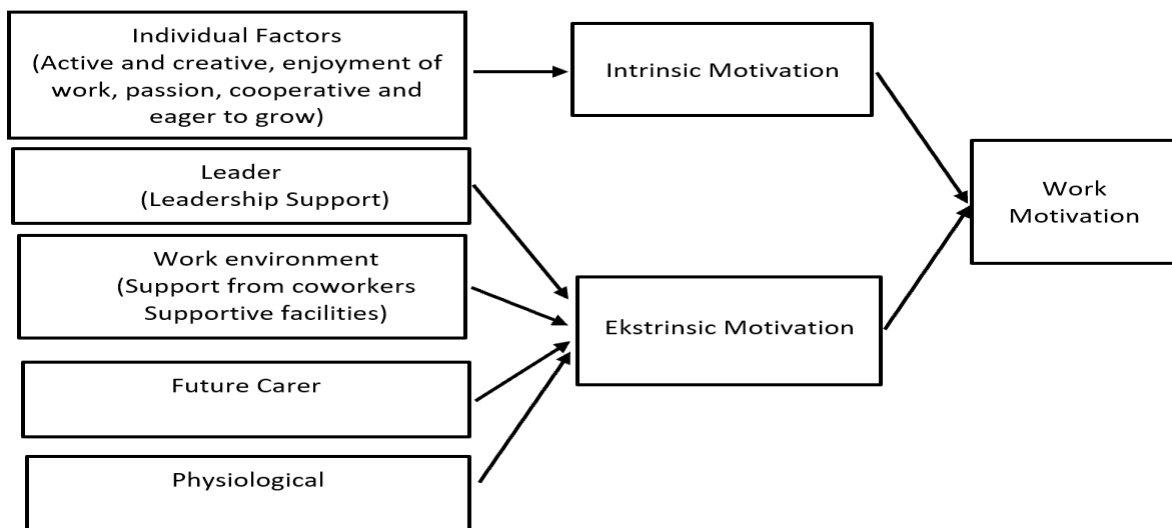
Source: Data Processed, 2023

The chart above shows that the statements expressed by the participants can be identified as work motivation. this is in line with previous research (Herzberg, 1966; Mathis & Jackson, 2003) which says that work motivation can come from psychological, coworkers, facilities and infrastructure, supervision / leadership, self-development, and the work itself. This study found that many other things affect motivation including future career expectations and passion. Based on Herzberg's (1966) research, this motivation is grouped into extrinsic motivation and extrinsic motivation.

DISCUSSION

The motivation of honorarium teachers has a positive impact on the school. The honorarium teachers' passion to answer the call of their profession, the desire to give the best to students and the desire to always develop in their knowledge create an impetus for their work to be better. In addition, other aspects such as the needs of life, the support of leaders and coworkers, and hopes for their future careers make honorarium teachers loyal to their work. This certainly has an impact on the quality of work of honorarium teachers and the smooth operation of the organization. The following chart shows the factors that influence the work motivation of honorarium teachers in border areas:

Chart 2 Work Motivation Of Honorarium Teacher



Source: Data Processed, 2023

Based on the results of data classification in chart 2, it is found that individual factors, leaders, work environment, future career expectations and life needs underlie the motivation of honorarium teachers at SMKN 01 Bengkayang. This motivational factor is divided into intrinsic motivation and extrinsic motivation. based on the data it is shown that the intrinsic motivation factor plays the most role in increasing the work motivation of honorary employees.

CONCLUSION

The research above shows that there are several factors that drive the work motivation of honorarium teachers in border areas. Work motivation in honorarium teachers is very important considering the presentation of honorarium teachers at SMKN 01 Bengkayang is around 32.5%. Based on the results of the analysis, the main factors that influence the work motivation of honorarium teachers include psychological needs, future careers, individual factors, work environment and leadership.

Of these five factors, the factor that dominates the work motivation of honorarium teachers is the intrinsic motivation factor. This includes an active and creative attitude in preparing learning materials, enjoying their profession as a teacher (the profession as a teacher is a calling), willingness to sacrifice to continue participating in school activities, and always wanting to develop themselves by participating in webinars and seminars.

In addition, an important motivating factor for honorarium teachers recognized by all respondents was the hope for a future career. By becoming honorarium teachers, they will be registered in the dapodik and can be prioritized when registering as government employees with work agreements (PPPK) so that when they graduate, they can be appointed as contract teachers with better compensation. This future career is highly expected by honorarium teachers in border areas. By becoming contract teachers they will also be appointed as contract employees with adequate salaries and a fixed workplace.

Other factors that are equally important according to the respondents are the needs of life, leadership and coworkers. These factors encourage honorarium teachers to do their jobs wholeheartedly. Leaders who accept and provide opportunities for them to teach according to their abilities and good coworkers are a source of encouragement for them to teach wholeheartedly in the border area.

LIMITATION

This research focuses on exploring the background of the work motivation of honorarium teachers in border areas with a qualitative approach. The limitations of this study are the small number of participants because these honorarium teachers have busy work schedules and the difficulty of interviewing because of their busy schedules. In addition, the focus of the research is not only on honorary teachers but all teachers.

It is hoped that future research can follow up this research with more diverse variables such as job satisfaction and performance of honorarium teachers. In addition to variables, it is expected to use different research methods and different data collection techniques as well as a larger number of participants so that more information will be obtained.

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