

**SOLICITING HONORARY ENGLISH TEACHERS' MOTIVATION FOR
TEACHING
(STUDY AT SMPIT NURUL FIKRI MAKASSAR)**

(Muhajir, Rizkariani Sulaiman, Annisa Aulia)

ABSTRACT

ANNISA AULIA. 2023. Soliciting Honorary English Teachers' Motivation for Teaching (Study at SMPIT Nurul Fikri Makassar). (Supervised by Muhajir and Rizkariani Sulaiman)

Teacher motivation relates to the reasons associated with individual intrinsic value for choosing to teach and maintain teaching. This research aimed at finding out the honorary teacher motivation and orientation in teaching English at SMPIT Nurul Fikri Makassar. The honorary English teachers was the informants of this study. This research used the qualitative method with a description approach for details. The data was taken by interview and observation in school. It was found that the honorary teacher's motivations of teaching are love teaching, hope for a great future career, dedication, getting experience, and being a glorious person. The honorary teacher admits that they are less prosperous, but they continue to carry out his profession for these reasons. They hope that what they did while serving material in the class can improve them and their students.

Keywords : *Soliciting Honorary English Teachers, Motivation for Teaching*

ABSTRAK

ANNISA AULIA. 2023. Menggali Motivasi Mengajar Guru Honorer Bahasa Inggris (Studi di SMPIT Nurul Fikri Makassar). (Dibimbing oleh Muhajir dan Rizkariani Sulaiman)

Motivasi guru berkaitan dengan alasan yang terkait dengan nilai intrinsik individu untuk memilih mengajar dan mempertahankan pengajaran. Penelitian ini bertujuan untuk mengetahui motivasi dan orientasi guru honorer dalam mengajar bahasa Inggris di SMPIT Nurul Fikri Makassar. Para guru honorer bahasa Inggris menjadi informan penelitian ini. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskripsi untuk rinciannya. Pengambilan data dilakukan dengan wawancara dan observasi di sekolah. Ditemukan bahwa motivasi mengajar guru honorer adalah cinta mengajar, harapan untuk karir masa depan yang hebat, dedikasi, mendapatkan pengalaman, dan menjadi orang yang mulia. Guru honorer itu mengaku kurang sejahtera, namun tetap menjalankan profesinya karena alasan tersebut. Mereka berharap apa yang mereka lakukan selama menyajikan materi di kelas dapat meningkatkan mereka dan siswanya.

Kata Kunci : *Menggali motivasi guru honorer, motivasi dalam mengajar*

1. INTRODUCTION

There are many professional statuses of teachers in Indonesia, such as civil servant teachers and honorary teachers. The civil servant teachers are fully financially supported by the government, and they are permanent civil servants or government employees. Differently, honorary teachers are educators who have not been appointed as *Pegawai Negeri Sipil* (PNS) in formal education institutions, starting from elementary to secondary education, including English teachers, are not supported by the government. They only receive a small amount of money from schools through a school operational fund called *Bantuan Operasional Sekolah* (BOS). Some districts allocate small amounts of money for the honorary teachers, even though it is far from sufficient for the teachers' daily needs. Nevertheless, some honorary teachers' are still resilient to do their jobs, even though it does not guarantee their future careers. At this time, there are many honorary English teachers in Indonesia. According to Indonesia's educational statistics in brief 2018/2019, the Minister of Education and Culture released that the total number of high school teachers in Indonesia was 55,395. Meanwhile, approximately 32,198, or 58% of them are honorary teachers.

The different treatment they received from the government can have an impact on their motivation to do their daily jobs. It is customary to find that teachers with not enough salaries lack the motivation to do their job. They become reluctant to be creative and innovative in teaching their students because their daily needs are not adequately supported. Usually, human beings become creative if they receive enough stimulus, such as money and appreciation. In other words, creativity responds to the stimulus provided to them. Therefore, it is essential to know what motivates Indonesian honorary teachers to keep being teachers at schools while they receive a lack of financial support and how they envision their future careers.

Nevertheless, previous studies showed that there was no significant difference in the effectiveness of work on the aspects of general administration implementation, and there is no significant difference in the effectiveness of their work on the aspects of responsibility and duties (Juhri, Tri, & Agus, 2017), mentioned that the motivations of honorary teachers to teach are the search for status as a teacher and reluctance to be considered as unemployed scholars, the forms of service to education, filling in the free time while continuing to study at the master level, and stepping stone into the civil servant. (Upa & Mbato, 2020) have researched honorary English teachers' resilience in constructing professional identity in the remote areas of Sulawesi. It was found that the honorary English teachers or honorary teachers were highly motivated in maintaining their commitment to teaching in remote areas. This was influenced by their ambition to develop education in their area. Besides, responsibility for the students was the factor that most influenced teachers' motivation.

This study intends to fill the gap by exploring the honorary teachers' (especially in English) motivation for teaching. One of the important factors in the success of learning English in schools is the teacher who teaches English. The English for Young Learners (EYL) teacher is an important factor because he introduces students to the fact that there are other languages, apart from their mother tongue and Indonesian. In this case, the task of the English for Young Learners (EYL) teacher is quite heavy. This teacher teaches English as a first step and lays the foundation, both academically and psychologically. The selection of teaching methods or techniques that are interesting and appropriate to the age and characteristics of young learners does not guarantee the success of teaching English if the teacher is not qualified in carrying out the activities. Especially if the English are not adequate some things are taught that are not true or false.

\

“Undang-Undang Nomor 5 Tahun 2014”

Masalah keberadaan pegawai honorer kembali mengemuka, meski ini bukan yang pertama kali. Amanat konstitusi tentang Aparatur Sipil Negara menyebutkan bahwa ASN hanya terdiri dari Pegawai Negeri Sipil (PNS) dan Pegawai Pemerintah dengan Perjanjian Kerja (PPPK).

“Undang-Undang Nomor 49 Tahun 2018”

Selanjutnya, Peraturan Pemerintah Nomor 49 Tahun 2018 membatasi keberadaan pegawai honorer yang bekerja di instansi pemerintah paling lama 5 tahun sejak PP tersebut diundangkan pada 28 November 2018, yang berarti keberadaan pekerja honorer akan berakhir pada 28 November. 2023.

This puts the fate of honorary employees at risk. As a follow-up, Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi (PAN dan RB) menerbitkan Surat Edaran (SE) Nomor B/185/M.SM.02.03/2022 Tahun 2022 tentang Status Ketenagakerjaan di Instansi Pusat dan Daerah.

Many previous studies have highlighted the significance of studying teachers' motivation in doing their professional job, this study focuses on soliciting the motivation of teaching. But in this research, the researchers focused more on how the actions of honorary teachers, especially in the field of English in providing learning and motivating students when they teach in the classroom.

2. METHOD

This chapter discusses the research method in this study. It covers discussion about research design, place and location, informant and data source, research instrument, data collection, and data analysis.

This research applied the qualitative method with a description approach for details. According to Nazir, (2005) descriptive method is a method of examining the status of a group of people, an object, a condition, a system of thoughts, or a class of events in the present. The purpose of this descriptive research is to make a description, picture, or systematic, factual, and accurate painting of facts, characteristics, and the relationship between the phenomena under investigation.

Meanwhile, according to Moleong, (2018), descriptive qualitative research is a study that explains to understand the phenomenon of the subject of research, behavior, perception, motivation, action, etc., holistically, and the way of describing the result in the forms of words and sentences.

3. FINDING AND DISCUSSION

a. Findings

The Profile of SMPIT Nurul Fikri Makassar

SMPIT Nurul Fikri Makassar as one of the institutions directly related to the national education system deems it necessary to make planned, directed and sustainable changes to the education program in accordance with the vision and mission of SMPIT Nurul Fikri Makassar. The Curriculum Work Program is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve the objectives of the SMPIT Nurul Fikri Makassar. In accordance with this understanding, the 2019/2020 Curriculum Work Program contains a set of plans and arrangements regarding programs that are standardized to achieve national education goals and how to achieve them according to the conditions and abilities of the SMPIT Nurul Fikri Makassar.

The Honorary Teacher's Motivation in teaching English at SMPIT Nurul Fikri Makassar

Researchers conducted the study and received complete data for all study measures including interviews, observations and documentation. To achieve their research goals, researchers systematically and accurately analyzed the data. Data were analyzed to draw conclusions about the objective of the study.

The data was analyzed based on the research questions, how is the honorary teacher's motivation in teaching English and what is the honorary teacher orientation in teaching English? This study aimed to find perspectives on how honorary English teachers see themselves, and was able to express

his/her feelings about the honorary English teacher, teaching and get them from each question.

This research was conducted from March to April 2023 at SMPIT Nurul Fikri Makassar. The research was carried out through the stages of interviews, observation, and documentation studies with research subjects and several informants both inside and outside the classroom. Research result analyzed by researchers using qualitative descriptive techniques, which means the researcher will describe, and interpret all the data collected so as to be able get a general overview.

Based on the results of interviews with informants, it can be concluded that honorary teachers at SMPIT Nurul Fikri Makassar have various ways to increase students' interest and talent in teaching and learning using English through their motivation and orientation. When informant 1 was conducting discussions using English in class, informant 1 gave ice breaking first before starting the learning process, gave motivational sentences so that students were excited about learning, and also provided vocabulary memorization and trained students' speaking. In addition, informant 2 gave a study contract in each new semester, got students used to listening to instructions in English, and also trained students to always use English with fellow students and between students and teachers.

In answering the research problems, the data was collected by observe the teachers' in classroom, and record of the teachers activities in class directly as a documentation. All of the data were analyzed to know the honorray English teachers' motivation and orientation for teaching.

The Honorary Teacher's Orientation in Teaching English at SMPIT Nurul Fikri Makassar

According to Estes & Polnick, (2012), to hebasic principles of expectancy theory, it says that a person takes action because it is influenced by the expected outcome. Generally, someone wants to do something because there is something he/she hopes for in the future, such as a honorary teacher who hopes for a promising career for them in the future while at the same time

bringing students into a brilliant generation. However, some honorary teachers considered their work inadequate. They described themselves as a slave who must be ready with various jobs and accept consequences he does not want. For them, honorary teachers are only needed to complement a teacher in a school. Usually, their job is to help schools that lack teachers or replace permanent teachers who cannot attend the class. Nevertheless, not infrequently, they felt underappreciated. Fajriani & Suprihatin, (2018), explained that honorary teachers and permanent teachers carried out the same task, namely teaching and educating students to become intelligent children. However, the great responsibility for educating these students is 'not worth their compensation.

From those statements above, it can be summarized that honorary English teachers have several orientations for teaching. They describe honorary teacher, and teaching in various terms that can be analyzed that each individual has different views. Then, it is found that the teaching motivations of honorary teachers are love of teaching, hope for a great future career, dedication, getting experience, and being a glorious person.

b. Discussion

The discussion of this research was based on the data or script interpretation from the interview process of two English teachers of SMPIT Nurul Fikri Makassar. The main point of this part explained the answer to the research problem which how is the honorary teacher's motivation in teaching English at SMPIT Nurul Fikri Makassar, and what is the honorary teacher orientation in teaching English at SMPIT Nurul Fikri Makassar.

The Honorary Teacher's Motivation in Teaching English at SMPIT Nurul Fikri Makassar

Based on the informant of honorary English teacher and teaching as well as the overall interview results, it was found that the motivation of honorary English teachers to teach is as follows:

a. Love of teaching

One of the reasons honorary English teachers in teaching was that they loved the teaching profession. Other informants considered that the teacher as *a guide or a mentor* it can be analyzed that the honorary English teachers conveyed the material to students and had to make sure students to receive lessons well and facilitated them in doing every activity in class. From the statements stated during the interview, it was seen that the honorary English teachers were happy to their job. This is also supported by data which shows 2 honorary English teachers interviewed in this research admitted that they were happy to work as honorary teachers, while two other people said that they had little objections to their profession.

b. Hope for a Great Future Career

Honorary English teachers recognized that they were still in their profession, although they only got small salaries because they hope for a great future career after having experience in teaching. It is based on the honorary English teachers' statements that teacher as *a role model* and teaching is like *saving to the future*. Teachers should foster and care for students as well as possible, and they also learned from teaching practices to improve their teaching skills. They should be familiar with the kinds of students' characters, students' competencies, learning method, learning administration, and others. They thought; that when they have enough 40 practice and give their best to students, they hoped that they will have an excellent future career someday.

c. Dedication

Other informants stated that a honorary English teacher as *a companion* and *an angel*, a teacher as *parents* and *a hero* which shows that they taught in the school as their dedication. A honorary English teacher helped the learning process as to how permanent teachers did it at school. Some have their own schedule, but others substitute the permanent teacher several times.

d. Experience

Some honorary English teachers mentioned that teaching as *entering a new dimension, completing a mission, or adventure in mysterious world, and art*. The teachers saw that they were not only teaching in class, but also did adventure and ready to face various things there.

From this view of honorary English teachers, the researcher concluded that honorary English teachers did their job because they view teachers as glorious people. Teachers had to encourage students before the studying process and show their best attitude in class. Then, they should be careful and critical of their students' improvement, so they created a brilliant generation.

The Honorary Teacher's Orientation in Teaching English at SMPIT Nurul Fikri Makassar

An orientation is a perfect opportunity to help new teachers acclimate to the school in a smaller, more relaxed setting before the official workdays begin, and it's a great bonding experience so they come into that first work week feeling like they already belong. The orientation to classroom management is required for all teachers upon employment at a school or a chain of schools and it is intended to give teachers an introduction to school specific topics which are necessary before entering the classroom. The honorary teachers' belief about the teacher and teaching were also analyzed in this study to find teacher motivations of teaching, in this research informants described teacher as *a guide, a motivator, a mentor, a parents, a hero, and a light*. Teachers orientation can also be an indication of how much influence an individual's personality may have on what they do and in what manner they do things in the classroom. Afterwards, the participants view teaching as adventure, charity, art, and saving to the future as stated by (Buchanan., *et al*, 2013), survival was also mentioned as a common strategy which highlighted how early career teachers usually focus on surviving the school year before they can thrive.

Based on the statement above, several reasons cause someone to choose a career as a honorary teacher even though they will have almost the same obligations as a permanent teacher and the rights they get are different. They are still willing to carry out their profession because of various considerations and motivation support as found in this study. On average, these motivations indicated that they want to share their best through education. It is supported by (Rasheed, Aslam, & Sarwar, 2010), which explained that the courage and dedication for highperformance work could only be achieved if teachers would be willing to give their best.

4. CONCLUSION

1. The Honorary Teacher's Motivation in Teaching English at SMPIT Nurul Fikri Makassar

Based on the findings and discussion in the previous chapter, the conclusion can be described that honorary English teachers have several motivations that cause them to work as teachers in schools. This study asked them to describe themselves. Some of the motivation mentioned by informants when describing their views of honorary teacher are *a farmer, an angel, a waiter, and an instrument*. Then, they describe a teacher as *a guide, a motivator, a mentor, a parents, a hero, and a light*. Afterwards, honorary teachers view that teaching are like an *adventure, a charity, an art, and saving to the future*.

2. The honorary teacher orientation in teaching English at SMPIT Nurul Fikri Makassar

Teachers are positive to show their motivation in teaching. However, there is also a negative impression that arises when participants say that the honorary teacher as *a secondary person* such as *a waiter or a volunteer*. This shows that they take up the teaching profession for some reason, but still have displeasure in their profession. After analyzing, it was found that the honorary teacher's motivations of teaching are love

teaching, hope for a great future career, dedication, getting experience, and being a glorious person. The honorary teacher admits that they are less prosperous, but they continue to carry out his profession for these reasons. They hope that what they did while serving material in the class can improve them and their students.

5. REFERENCES

- Buchanan, J., Prescott, A., Schuck, S., Aubusson, P., Burke, P., & Louviere, J. (2013). Teacher retention and attrition: views of early career teachers. *Australian Journal of Teacher Education*, Vol 38, No.3.
- Estes B, Polnick B. (2012). Examining motivation theory in higher education: An expectancy theory analysis of tenured faculty productivity. *International Journal of Management, Business, and Administration*. Vol.12, No.2.
- Fajriani, Buchaiani, I. T., & Suprihatin, T. (2018). Harga Diri, Kepuasan Kerja Dan Kesejahteraan Subjektif Pada Guru Madrasah Tsanawiyah. *Proyeksi: Jurnal Psikologi*, Vol 12, No.1.
- Juhri, A. M., Tri, Y. H., & Agus, S. (2017). The Effectiveness of Teacher Work between Permanent and Non-Permanent Teachers on the Implementation of School-Based Management in Muhammadiyah Metro Elementary School. *Educational Research and Reviews*, Vol 12 no.20.
- Moleong, Lexy J. (2013). *Metode Penelitian Kualitatif*. Edisi Revisi. Bandung: PT. Remaja Rosdakarya.
- Moleong, Lexy J. (2018). *Metodologi Penelitian Kualitatif*. Edisi Revisi Cetakan Ketiga Puluh Delapan. Bandung: PT. Remaja Rosdakarya.
- Nazir, Moh. (2005). *Metode Penelitian*. Jakarta: Ghalia Indonesia.
- Upa, Y., & Mbato, C. L. (2020). Non-permanent English teachers' resilience in constructing professional identity in the remote areas of South Sulawesi: Yogyakarta. *Universitas Sanatha Dharma*, article Vol 5 no.4.