

## AN OVERVIEW OF WORK ADJUSTMENT IN HONORARY TEACHERS

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*Submission : Mei 06, 2023*

*Revised : June 14, 2023*

*Accepted : June 28, 2023*

*Published : June 30, 2023*

### Abstract

Work adjustment is something that should be done by individuals when starting to enter the world of work. These adjustments may include adjustments to co-workers, rules at work, or something else. Various kinds of problems arise related to individual abilities when making work adjustments. The problems experienced by teachers with honorary status, tend to be that honorary teachers are not optimal in making work adjustments. This can be seen from the existence of honorary teachers who resigned from their jobs and the lack of harmony in relations with colleagues. The novelty in this study has not found previous articles that discuss the theory of work adjustment for honorary teachers. This research is to determine the level of work adjustment for honorary teachers in one of the high schools in Padang City. The research method used was a field study in the form of observation and interviews with two honorary counseling teachers. Based on the results of the study, it can be concluded that the two counseling teachers who have honorary status at one of SMA X Padang City are in the pretty good category.

**Keywords:** Work Adjustment, Honorary Teacher

### 1. Introduction

Every individual has the desire to achieve success in their lives, including in their work and career. A career is a job where during the job, individuals can move forward in carrying out their work and are carried out throughout their lives (Hartono, 2016). Work is a projection of a person's ability to the job he has chosen, some people succeed in their work because the work is pursued with enthusiasm (Syukur, 2009). Therefore, in the process of achieving a successful career, certain factors support the success of individuals in achieving career success. The most important thing in adult human life in achieving career success is family (Levinso in Hartono, 2016).

In essence, individuals work and begin to pioneer their efforts to achieve a position, achieving, excellence in the process of their work which is called the process of achieving a successful career. Of course, every job done by individuals will have obstacles, difficulties, or problems that they will face, because individuals will not be separated from problems in life (Syahri, 2022). Therefore, problems related to the work environment can be discussed through the theory of work adjustment (Choirunnisa, 2014). Lofquist (in Choirunnisa, 2014) explains that work adjustment is a relationship that occurs between individuals and their work environment, the relationship can be described as a harmonious relationship such as compatibility, reciprocity, and cooperation between individuals and their work environment. Work adjustment theory also has a basic concept, namely the correspondence between individuals and their environment, namely individuals will try to be able to achieve and maintain their relationship with their work environment (Danianti, 2016). So it can be concluded that work adjustment is a theory that describes how the match between individuals and their work environment.

Work adjustment will be carried out by every individual who works, especially for individuals who work in low positions such as honorary teachers. According to government regulation No. 48 of 2005 concerning the appointment of honorary personnel, honorary teachers are individuals appointed by government officials or agencies to be able to carry out certain duties or responsibilities where their income is charged to the APBN / APBD. However, it is not uncommon to find problems experienced by honorary teachers. The gap felt by honorary teachers in carrying out their duties, where honorary teachers are asked to continue to improve their academic abilities, innovate in their work, improve their abilities, and be able to carry out other activities outside of their work as teachers, so this causes honorary teachers to have demands to be able to do all the things asked by their work environment, therefore for these demands to be met, of course, the psychological well-being of honorary teachers must increase, where money or salary is considered as something that can achieve this psychological well-being (Ryan & Deci in Aisyah & Chisol, 2020).

Based on the phenomenon that occurred in the Jepara Regency, based on the results of research conducted by Pramukti (2011), the Jepara non-permanent teacher community held hearings to complain or demand. One of these demands contained a request for a salary equivalent to the Jepara MSE. Honorary teachers in Jepara admitted that they only received a salary of Rp. 200,000 per month, and some even received a salary of Rp. 100,000 per month with the same heavy workload as civil servant teachers. This problem has a relationship with the concept of work adjustment theory where honorary teachers feel dissatisfied and complain about their workload which is not paid by the UMK salary regulations in Jepara.

Based on the results of an interview with an honorary teacher at SMA X in Padang City, who stated that he felt that his work environment pressured him at work. In addition, there is seniority in work, making the work environment toxic where honorary teachers are used as a pedestal for work outside of teaching by senior / PNS teachers, honorary workers are required to be able and ready in any situation when told by PNS teachers, sometimes honorary teachers who are much smaller than PNS teachers are often excluded or alienated, small mistakes made by honorary teachers are always made a big problem and exaggerated by permanent teachers or PNS. So it needs to be studied related to work adjustment and honorary teachers, with the following explanation.

### **1.1. Work Adjustment**

Individuals try to make adjustments to their work in various ways so that all their work duties and responsibilities are consistent, effective, and efficient (Hayati, 2016). Work adjustment theory explains the concept of P and E where P is personal or known as an individual while E is environmental, namely the environment, so in its basic concept this theory explains the interaction or relationship between individuals and their environment such as individuals will carry out their work properly and completely when the salary they receive is by their workload, but on the contrary, when individuals in their work often complain and are laid off, it means that individuals do not feel happy with the work they are doing (Hidayat et al., 2019).

Dawis & Lofquist's (in Choirunnisa, 2014) aspects of work adjustment are divided into work personality and work environment. The explanation is as follows:

Work personality is related to the character possessed by individuals in making work adjustments, in this work personality some dimensions must exist, namely (1) abilities such as skills, expertise, skills possessed by individuals in completing their work, (2) value, which

is related to appreciation, (3) comfort, which is related to the comfort of individual activities when doing their work, (4) status, (4) status, namely the recognition that individuals get in their work environment, (5) altruism, namely things that individuals feel are important at work, with altruism there will be individual harmony with their work environment, namely friendship and social services, (6) security, namely individuals feel stable in carrying out their work demands, and (7) independence, namely creativity and individual responsibility in completing their work.

The work environment is where individuals interact and work. The work environment becomes an external factor for individuals to be able to make work adjustments, this work environment includes the treatment of superiors or co-workers, cleanliness in the workplace, workspace, noise or density of individuals in the workspace, facilities, and infrastructure available to complete work, relationships with superiors or co-workers (Sihombing in Choirunnisa, 2014).

Furthermore, the work adjustment process model predicts individual work adjustments that focus on how adjustments can be made and maintained by individuals so that the career they dream of can be achieved, the work adjustment process relates to the results of the motivational power possessed by individuals at work, work adjustment can be seen from individual satisfaction at work (Agustin & Mubarak, 2018). Work adjustment characterizes a 4-adjustment process model, namely (1) flexibility, (2) active adjustment, (3) reactive adjustment, and (4) perseverance. The explanation is as follows:

a. Flexibility

The extent to which individuals can tolerate a work environment that does not match what they expect, if such tolerance is not suitable for individuals then these individuals will switch to adjustment mode.

b. Active adjustment

Individuals will try to change themselves to follow the things desired by their work environment such as attending seminars or training for self-improvement.

c. Reactive adjustment

Individuals try to reduce their misunderstandings at work such as changing their skills to be more up-to-date.

d. Perseverance

The persistence of the individual to continue to make adjustments to the environment or the demands of his work, if the adjustment effort has been made but still cannot match then the individual will choose to leave his job.

## 1.2. *Honorary Teacher*

Teachers are the most important thing in the world of education because they have a big role in the world of education. Based on Indonesian Law Number 14 of 2005 Article 1 paragraph 2 concerning teachers, it is explained that a teacher is a professional educator whose duties are to educate, teach, guide, train, assess, and evaluate students.

Honorary educators or referred to as honorary teachers are official appointments of teachers made by authorized officials to overcome the shortage of educators, but their status is not yet civil servants (Balkis & Masykur, 2017). Teachers with honorary status usually work only based on a predetermined contract, when the contract is over, an honorary teacher has no certainty whether it will be extended or not. Teacher jobs are divided into permanent teachers and non-permanent teachers, there is a difference between

these two, namely the salary factor. In terms of work, there is a salary gap, which causes dissatisfaction among honorary teachers at work (Mulyasa in Prestiana & Putri, 2013; Wangi & Annisaa, 2015).

The status teacher is grouped into two, namely permanent teachers who have civil servant status and honorary teachers, or known as wiyata bakti teachers (non-permanent teachers) (Aisyah & Chisol, 2020). The existence of classification in the employment status of teachers causes differences that occur between them, such as according to Hanifa (2016) differences in the amount of salary, and facility allowances received by each teacher status, this is what causes the gap felt by teachers with honorary status. Another thing that is also felt related to the welfare of honorary teachers is that there is still a lack of attention received by honorary status teachers even though the burden of duties and responsibilities is almost as great as teachers with civil servant status (Hanifa, 2016).

## 2. Method

This article uses qualitative research by conducting field studies in the form of observations and interviews with 2 honorary counseling teachers at SMA X in Padang City. In connection with observations and interviews referring to the items of question items based on aspects related to the theory of work adjustment.

## 3. Results and Discussion

Based on the results of research that has been conducted by researchers on 2 honorary counseling teachers, special criteria such as the length of time working and the age of the honorary teacher, based on the activities of the counseling teacher while at school can be seen in table 3.1. as follows.

**Table 3.1.** Observation Results 2 honorary BK teachers

Counseling teacher (A)	Counseling teacher (B)
1. Come to school at 6.30 am	1. Come to school at 6.30 am
2. Picketing, waiting for student arrivals at the gate	2. Preparing teaching tools for the classroom (Infocus, Laptop, and Small Speaker)
3. Checking for the late students	3. Enter class XI IIS 1 to provide services in the form of classical services
4. Carrying out picket routines, such as supervising students who are penalized for arriving late to school	4. Carry out classical service delivery for 1x90 minutes
5. Entering class to provide classical services in class XI MIA 4	5. After providing services, returned to the BK teacher's room, to continue recapitulating students who received scholarship assistance.
6. Providing classical services using marker and whiteboard writing tools	6. Conduct student recapitulation work together with other counseling teachers
7. Take a break together	7. Take a break together

Table 3.1. above describes the activities of 2 counseling teachers with honorarium status from morning (at 06.30 WIB) until the first break (at 10.00 WIB). The data obtained from the observation results show that the work adjustment description of the 2 counseling teachers is in a good category. Other BK teacher colleagues also work well together in completing work, one of which is related to recording students who get scholarship assistance in each class.

Interviews were conducted twice to find out the work adjustment of honorary counseling teachers at SMA X in Padang City using work adjustment theory referring to four work

adjustments namely: (1) flexibility, (2) active adjustment, (3) reactive adjustment, and (4) perseverance. The interview results are as follows. For the honorary counseling teacher (A), it can be concluded that as long as he teaches at SMA X in Padang City, he feels that he has been able to adjust well between work and other teacher colleagues, although at the beginning of becoming a counseling teacher, there were many obstacles and challenges in adjusting to work and fellow counseling teachers. Teacher A said that she was ready to accept any situation because she needed a job to fulfill her life and wanted to be independent of her parents. Initially, Teacher A did feel that there was a job imbalance compared to other BK teachers, but Teacher A continued to do her job professionally and rarely complained until finally, Teacher A was able to survive as an honorary teacher for a long time, namely 5 years working as an honorary BK teacher.

The results of the interview with Honorary BK teacher (B), can be concluded that the BK teacher (B) has begun to adjust to the existing workload, even though the working period has not yet reached 6 months/semester. He feels that his workload is not differentiated from other teachers. Honorary BK teacher (B) tends to get work related to inputting student data, both biodata, recapitulation of grades, and the results of other BK teacher support activities that are inputted into the computer. Initially, the honorary BK teacher (B) felt overwhelmed by her workload, but because she knew and quickly understood that this was a form of work challenge, the honorary BK teacher (B) still tried to make work adjustments both adjustments to the workload and job responsibilities or adjustments in collaborating with other BK teachers.

#### 4. Conclusion

Based on the research results that have been found, it can be concluded that:

- a. The state of work adjustment of counseling teachers (A) with honorary status in SMA X Padang City is in the good enough category
- b. The state of work adjustment of counseling teachers (B) with honorary status in SMA X Padang City is in a fairly good category
- c. The overall state of work adjustment by two honorary counseling teachers in SMA X Padang City is in the good enough category.

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