International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Strategy Of The Principal Of State Middle School 31 Palembang In Manage Teacher Honorary

Nur Rahma
Universitas PGRI Palembang, Indonesia
Syaiful Eddy
Universitas PGRI Palembang, Indonesia
Heri Setio Nugroho
Universitas PGRI Palembang, Indonesia

Corresponding Author: nrcess1102@gmail.com, syaifuleddy@univ-pgri-palembang.ac.id, harysetiyo47@gmail.com

Abstract

This study aims to describe the principal's strategy in managing honorary teachers at SMP Negeri Palembang, including planning, implementation, and evaluation, as well as supporting and inhibiting factors and their impact on teacher motivation and performance. Using a qualitative case study approach, data were collected through interviews, observation, and documentation. The results show that the principal implements transformational and humanistic leadership through coaching, appreciation, and equality between civil servants (ASN) and honorary teachers. School committee support and a collaborative culture are supporting factors, while the main obstacles are delays in the disbursement of BOS funds and limited training. Empathetic and participatory strategies have been shown to increase the motivation, loyalty, and performance of honorary teachers.

Keywords: honorary teachers, motivation, principal strategy, transformational.

INTRODUCTION

Honorary teachers are non-State Civil Apparatus (non-ASN) workers appointed by government agencies or educational institutions to carry out specific tasks as needed, but do not have permanent employment status as Civil Servants or Government Employees with Employment Agreements. In the context of education, honorary teachers are educators who carry

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

out professional learning duties in schools even though they are appointed outside the ASN employment mechanism. Legally, the existence of honorary teachers is included in the category of non-ASN employees as regulated in Law Number 20 of 2023 concerning the State Civil Apparatus. However, Law Number 20 of 2003 concerning the National Education System and Law Number 14 of 2005 concerning Teachers and Lecturers emphasize that teachers are professional educators with the same duties and responsibilities in carrying out the learning process, regardless of their employment status. Therefore, honorary teachers have a strategic role in ensuring the continuity and quality of education in schools, especially in educational institutions that still experience a limited number of ASN teachers.

The teacher can be likened to a travel guide based on knowledge and experience responsible for smooth journey of students in the learning process. Often, honorary teachers are paid in a way voluntary, And even in lower wages minimum Which has determined by official (Safitri et al., 2022). Teacher honorary Still become component important in organization education in school country, including in JUNIOR HIGH SCHOOL Country 31 Palembang. Presence they become solution on limitations amount Teacher ASN and the number of study groups (rombel) available, but status non-permanent employment, limitations welfare, low wages and unclear paths development career make management Teacher honorary become serious challenges for school principals.

As managerial and instructional leaders, principals are required not only to meet the quantitative needs of teachers but also to ensure the motivation, performance, and well-being of contract teachers are maintained. Several previous studies (Kaslin & Rumisa, 2021) and (Sudiana & Muslihin, 2024) have shown that transformational leadership strategies, open communication, and non-financial rewards can increase contract teacher motivation. However, the application of these strategies in the context of urban public schools like SMP Negeri 31 Palembang has not been studied in depth.

Besides That, management Teacher honorary in JUNIOR HIGH SCHOOL Country 31 Palembang The school system has its own complexities, ranging from allocating the BOS budget for incentives for honorary teachers, ensuring fair division of tasks between civil servants (ASN) and honorary teachers, to using the Dapodik data system as a basis for decision-making. Another challenge arises in the form of potential role and social status conflicts between civil servants and honorary teachers, which require communication and conflict management strategies from school principals.

Principals are required to be not only administrative managers but also strategic leaders.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

In an article by (Kaslin & Rumisa, 2021), head school need compile strategy coaching Teacher honorary in amidst limited and suboptimal budget management. Challenges such as low motivation and a lack of professional development opportunities require an innovative and empathetic approach from school principals. One major obstacle is limited school operational funds.

A study by (M Choirul Muzaini et al., 2023) explained that the inability of schools to provide adequate honorariums to contract teachers is a major source of problems. The principal's strategy in allocating BOS funds and establishing communication with the school committee is crucial in mitigating this pressure. The principal's managerial aspects participate play role in overcome conflict internal between ASN teachers and honorary teachers. (Ernaliza et al., 2020), emphasizes the importance of open communication and fair division of tasks as part of the strategy headmaster in creating work harmony and increase productivity.

Principal leadership is also tested in situations of teacher shortages. (Yasin & Fadilah, 2023), noted that principals' initiatives to recruit and develop honorary teachers are a pragmatic solution amidst the unequal distribution of teachers. Teacher ASN. Approach This must based on with management Which accountable and transparent. The case of teacher honorarium reductions due to budget constraints demonstrates the need for preventive and collaborative strategies. As explained by (Santosa, 2022), principals cannot work alone; they need coordination cross party, including service education For create long-term policies regarding the status and welfare of honorary teachers.

This research is important to be conducted to describe the principal's strategy. in recruiting, put, motivating, as well as manage conflict which involves honorary teachers in a more focused. By highlighting concrete practices and innovation policy Which implemented in JUNIOR HIGH SCHOOL Country 31 Palembang, study This is expected to provide empirical contributions in the development of honorary teacher management, as well as fill the research gap related to the management of honorary teachers in public schools based on data and cross-sector collaboration.

Moreover, the salaries of honorary teachers are very low, even much lower. from wages minimum area is Wrong One problem important Which has not been resolved systematically. This condition not only impacts motivation and performance, but Also make Teacher face problem moral And professional in maintaining his devotion. Therefore, it is important for the principal to not only concentrate on administrative management, but also help Teacher honorary life more Good. This can achieved through Work the same between school, committee, And service education as well as optimize use of BOS funds, CSR, or support from external partners to support

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

better incentives. The presence of honorary teachers can be appreciated professionally and humanely if there are policies that provide fairer and more sustainable compensation.

RESEARCH METHODS

Study This use technique collection data through In-depth interviews, observations, and documentation studies were used to obtain in-depth and comprehensive data. The in-depth interviews were conducted in a semi-structured manner so that informants could express their experiences and views openly, while remaining within the research focus. Observations were conducted by directly observing interactions between the principal , honorary teachers, and civil servant teachers. And committee school in activity daily. Study documentation done with examine documents official related to management Teacher honorary, like letter decision appointment, absence teachers, and school activity reports (Luthfiyani & Murhayati, 2024).

This research procedure is structured systematically, in stages, and in a planned manner so that the entire research implementation process—starting from planning, data collection... data, until analysis And reporting- can walk in a way effective, efficient, and focused. Thorough procedural planning aims to ensure that every step study carried out based on the principle scientific, while still paying attention to the relevance to the focus and objectives of the research.

In approach qualitative, systematics procedure become important Because the data collected is descriptive, in-depth, and contextual, it requires flexible yet structured stages. Furthermore, this procedure is intended to maintain logical consistency between the problem formulation, research objectives, data collection techniques, and analysis methods used, ensuring that the results are scientifically sound and highly valid.

Through this procedure, it is hoped that the interaction process between researchers and informants will be ongoing in a way ethical, open, And participatory, remember Qualitative research is characterized by placing the subject as the primary source of information and experience. Therefore, all stages of the research were designed not only to obtain factual data but also to capture the meaning behind the principal's actions and strategies in managing honorary teachers.

The stages in this research procedure generally consist of several main steps, namely: preparation stage, informant determination stage, data collection stage. collection data, stage analysis data, stage test validity data, And research results reporting stage.

The type of data used in this study is qualitative data, in the form of narratives, descriptions, and interpretations regarding the principal's strategy in managing honorary teachers

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

at SMP Negeri 31 Palembang. obtained through interview, observation, And studies documentation, which is then analyzed systematically to describe the managerial processes carried out by the principal.

Primary Data Sources.

Source main originate from informant Which chosen in a way purposive, including:

- Head school, as central figure in formulation and implementation of strategies for managing honorary teachers.
- Teacher honorary, Which give direct perspective related to experience Work, motivation, And perception to policy school.

Secondary Data Sources

Source data Secondary Source data supporters includes:

- Notes internal school like structure organization, timetable task, and documentation of teacher activities.
- Article scientific, results study previously, as well as books reference which is relevant.

Teacher ASN, For give corner view about work relationship, distribution task, And dynamics social in school.

To ensure the validity and legitimacy of the data in this qualitative study, the researcher employed several techniques aimed at ensuring that the data obtained accurately reflected the reality on the ground and could be scientifically justified. Validity in qualitative research is not measured through statistics, but rather through depth of meaning, integrity of context, and clarity of the relationship between the data, informants, and the phenomenon being studied.

The data analysis model used consists of three main stages, the first is data reduction. stage This, data results interview, observation, And documentation selected, simplified, and focused on things that are relevant to the focus of the research. Both presentations data, data Which has reduced Then arranged in form narrative descriptive, thematic matrix, and categorization table to facilitate understanding of the relationships between themes. Third, drawing and verifying conclusions. After the main patterns and themes are formed, the researcher begins to draw conclusions. temporary Which Then tested return through process verification of field data. And finally, SWOT analysis as an interpretative tool. As part of deepening data interpretation, researchers also used SWOT analysis (*Strengths, Weaknesses, Opportunities, Threats*) to identify and map internal and external factors that influence strategy headmaster in managing honorary teachers.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

RESEARCH RESULTS AND DISCUSSION

Research result

Overall, the principal's strategy for managing honorary teachers at SMP Negeri 31 Palembang has been proven to have a positive impact on their motivation, performance, and work loyalty. The principal is able to implement a leadership style that is not only administratively oriented but also addresses the emotional and psychological aspects of the teachers. Equality, award, And communication Which built in a way Sustainable leadership creates a healthy, collaborative work culture that is focused on educational quality. Therefore, the strategies implemented by school principals can be categorized as a form of transformative leadership focused on human development and empowering educational resources in schools.

DISCUSSION

Strategy head school in manage Teacher honorary in JUNIOR HIGH SCHOOL Country 31 Palembang show pattern leadership Which combine Administrative assertiveness with emotional sensitivity and a humanistic approach. The principal not only acts as a manager but also as a companion for honorary teachers in carrying out their professional duties. This approach aligns with the concept of instructional leadership explained by (Hallinger & Murphy, 2023), which states that the principal must understand the needs of teachers and provide consistent coaching direction for increase quality of learning. Teacher honorary feel This support is a form of attention that makes them more confident in carrying out their roles in class.

Despite the implementation of various strategies, principals still face complex challenges in managing honorary teachers. The biggest challenge is budget instability, particularly related to delays in the disbursement of BOS funds, the primary source of honorary teacher honoraria. Condition This cause anxiety economy for Teacher, especially who depend on the honorarium for their livelihood. The findings of this study are in line with (M Choirul Muzaini et al., 2023), Which state that Budget uncertainty impacts job satisfaction and the performance resilience of honorary teachers. This uncertainty also impacts teachers' psychology by making it difficult for them to plan for stable living expenses.

Faced with budget constraints, the principal took steps that were not only administrative but also very humane. In addition to coordinating with the school committee and establishing partnerships to obtain support facility or subsidy, head school often He took personal initiative when the BOS funds had not yet been disbursed. To ensure that honorary teachers would not be late in receiving their honorariums, he provided advance funds from his own pocket. asked from

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

where source funds That, head school only smile Without explaining, the honorary teacher stated that the funds came from the principal's personal income, as he owned a boarding house and several other businesses before taking office. This action demonstrates that the principal leads not only with policy, but also with sincerity and concern.

CONCLUSION

Based on the results of research on the Principal's Strategy in Managing Teacher Honorary in JUNIOR HIGH SCHOOL Country 31 Palembang, can taken Several conclusions reflect how the principal's leadership role has a direct influence on the motivation, performance, and welfare of honorary teachers in the school environment.

1. Principals' Strategies for Managing Honorary Teachers: Principals act not only as administrative managers but also as inspirational and humanistic leaders. The strategies implemented include a transparent recruitment process, competency-based placement of honorary teachers, and ongoing development through open communication and mutual respect. Principals actively create an atmosphere of Work Which positive, collaborative, And oriented on humanity. Giving awards, attention to welfare, and involvement Teacher honorary in activity school make they feel like an important part of the educational community. This approach has proven effective in increase flavor believe self, loyalty, as well as Spirit honorary teacher work.
2. Challenges And Constraint in Management Teacher Honorary In In practice, principals face a variety of challenges, ranging from limited operational funds, delays in the disbursement of BOS funds, to suboptimal professional training for honorary teachers. Furthermore, there remains a gap in status and welfare between civil servant teachers and honorary teachers, which can create feelings of injustice and reduce work motivation. Other significant obstacles include an uneven workload and differences in experience and competency levels among teaching staff. However, with good interpersonal communication skills and open leadership, principals are able to minimize these challenges. potential conflict as well as guard harmony connection work between teachers.
3. The Principal's Solutions in Overcoming Challenges and Obstacles in Managing Honorary Teachers To address these various obstacles, the principal... school apply strategy collaborative And adaptive. Head Schools have established partnerships with school committees, education offices, and other external parties to expand financial and non-

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

financial support. Efforts to optimize BOS funds are also being carefully implemented to ensure that honorary teachers receive appropriate and equitable incentives.

Through approach empathetic And award to contribution every teachers, principals succeed create environment Work harmonious, inclusive, and meaningful. As a result, the motivation, performance, and loyalty of honorary teachers have significantly improved, and the relationship between ASN and honorary teachers has become stronger. Overall, this study shows that the principal's leadership that is oriented towards the values of humanity, justice, and collaboration is the main factor in building a management system. Teacher honorary Which effective And sustainable. Strategy Which This is done not only to strengthen school performance, but also to foster a spirit of togetherness and professionalism which are important foundations for the quality of education in the future.

REFERENCES

Agung Wibowo, Aulia Rahman, Muh. Ishaq, Anita Yus, & Aman Simaremare. (2022). Analysis of the Effectiveness of Civics Learning Media on Learning Styles of Grade III Elementary School Students. Journal of Educational Analytics, 1(1), 1–8. https://doi.org/10.55927/jeda.v1i1.417

Aziz, A., & Zakir, S. (2022). Indonesian Research Journal on Education : Journal of Educational Sciences. 2(3), 1030–1037.

Collins, S. P., Storrow, A., Liu, D., Jenkins, C. A., Miller, K. F., Kampe, C., & Butler, J. (2021). Transformational leadership in educational settings: The role of empathy and motivation in teacher performance. Journal of Educational Leadership Studies, 15(2), 134–148. https://doi.org/10.1016/j.jels.2021.02.004.

Ernaliza, E., Fitria, H., & Fitiani, Y. (2020). The Managerial Role of School Principals in Overcome Conflict Teacher. Journal of Education Research, 1(3), 245–250. https://doi.org/10.37985/jer.v1i3.28

Faruq, MH Al, & Supriyanto. (2021). Transformational Leadership of School Principals in Improving Teacher Quality. Educational Journal of Islamic Management, 1(2), 55–67.

Ghita, M. (2019). Connection Emotion And level awareness man with environmental conditions, 3(2), 14–15.

Hallinger, P., & Murphy, J. F. (2013). Running on Empty? Finding the Time and Capacity to Lead Learning. NASSP Bulletin, 97(1), 5–21. https://doi.org/10.1177/0192636512469288

Kaslin, A., & Rumisa, S. (2021). Principal's Strategy in Developing Professionalism Teacher.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Manage: Journal of Islamic Education Management, 6(2), 123–136. http://ejournal.iainpalopo.ac.id/index.php/kelola/article/view/2104

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. School Leadership and Management, 40(1), 5–22. https://doi.org/10.1080/13632434.2019.1596077

Sustainable, H. A., Anggraeni Siwi, D., & Prasetyo, K. (2023). Implementation Profile Strengthening Students Pancasila Dimensions Mark Character Independent In Growing Culture Academic Fourth Grade Students of School Base Country 2 Bolopleret. Journal of Elementary Education Flobamorata, 4(3), 723–731. https://doi.org/10.51494/jpdf.v4i3.1063

Luthfiyani, PW, & Murhayati, S. (2024). Strategies for Ensuring Data Validity in Qualitative Research. 8, 45315–45328.

M Choirul Muzaini, Maemonah, & Istiningsih. (2023). Role Head School Addressing Teacher Barriers to Independent Curriculum Development in Elementary Schools. Didactics : Scientific Journal of PGSD STKIP Subang, 9(5), 1214– 1235. https://doi.org/10.36989/didactic.v9i5.2060

Marzuqi, A., Julaiha, S., & Rumainur, R. (2020). Strategy Principal In Managing Educational Facilities and Infrastructure at the State Tsanawiyah Madrasah Samarinda. Journal Education And Knowledge Teaching Borneo, 2(1), 45–64. https://doi.org/10.21093/jtikborneo.v2i1.3206

Muhammad Syukron, Siregar, DRS, & Sita Ratnaningsih. (2023). Supervision Model in Quality Assurance of Educational Institutions. Journal of Education Islam, 13(1), 44–54. https://doi.org/10.15642/jkpi.2023.13.1.44-54

Nur, S., Wahyuni, N., Hamsiah, A., Liza Husnita, N., Faizin, Wahyuni, Y. S., Friendly, Damayanti, Jirana, Rahman, SR, Nurhasanah, S., Sainab, Asmara, A., Yusron, A., Hanifah Nur Istanti, R. N., Sutopo, & Genua, V. (2016). Teaching in Indonesia.

Nurinsani, J., Sigab, RE, Nova, F., & Sinurat, J. (2024). IN Improving Performance Teacher And Quality Learning In Junior high school Country 27 Medan. 8(6), 418– 427.

Pasca, M., Sekolah, S., Islam, T., & Banyuwangi, B. (2022). MUNAQASYAH Academic Supervision of School Principals in Improving School Teacher Performance Tall Islam Blambangan (STIB) Banyuwangi School Tall Islam Blambangan (STIB) Banyuwangi. 135–156.

Pratama, GH, Sugandi, AI, & Yuliani, A. (2023). Efforts to Improve Learning Outcomes Mathematics On Material Set Use Lks With Problem Based Learning (PBL) Model in Class VII of SMP Negeri 1 Margaasih. Learning Journal Mathematics Innovative, 6(1), 301–310.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

https://doi.org/10.22460/jpmi.v6i1.11619

Rahayu, S., & Sam, I. (2021). IN WATER-STRIPPING VILLAGES Rafika Gina Setiawan Accountability of Village Fund Allocation Management in Water-Stripping Villages. 13(2), 109–121.

Rahmawati, N., & Kadir, A. (2023). Accountability of Asset and Inventory Procurement in Sumber Jaya Village, Lalembuu District, South Konawe Regency. Rez Publica, 9(4), 405–424.

Rakhmawati, S., Wiyono, BB, & Sultoni, S. (2021). Principals' Leadership and Supervision Managerial Skills and Organizational Climate and Their Relationship to Teacher Performance. Journal of Education: Theory, Study And Development, 5(11), 1680. https://doi.org/10.17977/jptpp.v5i11.14203

Roulston, K., & Halpin, S. N. (2022). Designing Qualitative Research Using Interview Data. In The SAGE Handbook of Qualitative Research Design. https://doi.org/10.4135/9781529770278.n41

Saadah. (2022). As an Effort Realizing Teamwork Performance In Noodles Nu. Journal of Leadership …, 7(4).https://doi.org/10.34125/kp.v7i4.863

Safitri, D., Toharudin, M., & Sunarsih, D. (2022). Strategy Analysis Head Schools in Improving the Welfare of Non-PNS Teachers. Wahana Pendidikan Scientific Journal, 8(19), 74–82. https://doi.org/10.5281/zenodo.7162544.

Santosa, ABS (2022). Principals' Strategies in Improving Teacher Professionalism. Perspectives on Education and Teacher Training, 13(1), 14–20. https://doi.org/10.25299/perspektif.2022.vol13(1).9004

Setiyadi, B., & Rosalina, V. (2021). Principal Leadership in Improving Teacher Performance. Edunesia : Scientific Journal of Education, 2(1), 75–84. https://doi.org/10.51276/edu.v2i1.81 2003-2005

Sordé Martí, T., Flecha, R., Rodríguez, J. A., & Bosch, J. L. C. (2020). Qualitative Inquiry: A Key Element for Assessing the Social Impact of Research. Qualitative Inquiry, 26(8–9), 948–954. https://doi.org/10.1177/1077800420938117

Sudiana, D., & Muslihin, Y. (2024). School Principals' Efforts to Improve the Welfare of Honorary Teachers Through Empowerment Activities. 24(2), 191– 202.

Tremblay, J., Regnerus, M. D., Sanfelice, J. L., Dourado, L. F., Sposito, M. P.,

Dubet, F., Ribeiro, CAC, Barbosa, ML de O., Cunha, NM, Dayrell, J., & Alves, S. (2021). Education and society: Critical perspectives on policies educational and inequality Social. Education & Society, 37(1), 1–20. https://doi.org/10.1590/ES2016.3701

Wang, C., Zhang, M., Sesunan, A., & Yolanda, L. (2023). The Role of Technology in Transformation

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Education in Indonesia: Review impact latest Independence movement Study. Oliver Wyman, 4(2), 1–88. https://static.skm.kemdikbud.go.id/announcements/28942fb9-334d-4fb5- 9ce2-56f7ddce4d48-Indonesias-K-12-Education-Quality-Improvement-Bahasa-05122023.pdf

Yasin, M., & Fadilah, K. (2023). The Principal's Strategy in Addressing the Shortage of Teaching Staff at Ma'Arif Islamic Middle School, North Sangatta. An-Nadzir : Journal of Islamic Education Management, 1(01), 1–11. https://doi.org/10.55799/annadzir.v1i01.239

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License