



ANALYSIS OF COMPENSATION POLICY IN ACHIEVING THE WELFARE OF HONORARY TEACHERS AT STATE JUNIOR HIGH SCHOOL 2 KEPANJEN

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Abstract

This study aims to understand the compensation system implemented for honorary teachers at State Junior High School 2 Kepanjen and its effectiveness in ensuring their welfare. This study uses a qualitative approach, involving interviews with the principal and three honorary teachers. The findings show that the school implements a transparent payment system, but the amount given is still below the minimum living standard. This study also highlights the importance of providing professional development opportunities to improve the intrinsic motivation of honorary teachers. This study emphasizes the need for regular evaluation of the compensation system to ensure its effectiveness in meeting the needs and expectations of honorary teachers. This study concludes that a comprehensive approach to honorary teacher welfare, including transparent compensation, opportunities for development, and a supportive work environment, is essential to improving the quality of education at State Junior High School 2 Kepanjen.

Keywords: compensation; welfare; for honorary teachers

1. Introduction

Teachers are the cornerstone of the education system and play a crucial role in shaping future generations. The term "human resources" is synonymous with workers, employees, or staff—individuals who work or have a job (Ulfatin and Triwiyanto, 2022). Fika and Zohriah (2024) state that human resources are the most important asset in an organization's success, supported by the skills, hard work, creativity, and innovation of its workers, which are key to achieving organizational goals. This reinforces the understanding that humans are not merely labor, but individuals with abilities that need to be managed and developed optimally. Viewing humans as individuals with abilities that need to be optimally developed is a crucial paradigm in human resource management. Human resource management is a problem-solving process encompassing employees, workers, managers, and other workers in supporting the activities of human resources, organizations, or companies to achieve predetermined goals (Amelia et al., 2022). This means human resource management is a dynamic process capable of adapting to the challenges and changes faced by the organization.

Law Number 20 of 2003 concerning the National Education System, Articles 5 and 6, discusses education personnel and educators. Education personnel are members of society who dedicate themselves and are appointed to support the implementation of education. Educators are education personnel who are qualified as teachers, lecturers, counselors, learning supervisors, educational specialists, tutors, instructors, facilitators, and other designations appropriate to their specialties, and participate in conducting education. Ulfatin

and Triwiyanto (2022) state that the goal of educational human resource management is to achieve performance by educators and education personnel, creating harmonious working conditions without sacrificing the human elements involved in educational activities. Teachers are a component of the human resources of educational institutions that consistently require high quality to meet organizational goals (Badriyah et al., 2025). High teacher quality influences students to have good character and morals and be prepared to face future challenges. Teachers play a role in shaping quality future generations. The immense responsibilities of teachers are not necessarily commensurate with the rights they receive to support their welfare (Basri in Badriyah et al., 2025). Teachers bear significant responsibility in educating future generations, but they are not guaranteed commensurate appreciation and support.

The presence of honorary teachers as educators and instructors at all levels of formal education in Indonesia is currently much needed. However, honorary teachers working in both public and private schools still lack clear standards for salaries or wages based on teaching hours, rank, additional duties, and so on (Ikbal et al. in Pitriyani et al., 2022). According to Ottu and Tamonob in Pitriyani et al. (2022), the heavy duties and responsibilities of teachers cannot be compared to the wages they receive; the services of teachers cannot be compared to material things, nor repaid with beautiful words of wisdom, because the service of teachers is unparalleled. According to Badriyah et al. (2025), the welfare of honorary teachers is a crucial factor influencing the enthusiasm and performance of honorary teachers in carrying out their duties. Honorary teachers whose needs are met tend to be more motivated and dedicated to teaching. In fact, the clarity of the status and welfare of honorary teachers remains uncertain.

Indonesian society has high expectations of teachers; the success or failure of a school is often linked to teacher performance (Anjani et al., 2022). According to Ikbal and Aulia (2021), performance is an activity carried out to implement, complete tasks, and responsibilities. This builds an understanding that performance is not merely activity, but a targeted and measurable activity based on predetermined standards. Performance evaluation considers not only the process but also the results achieved compared to those standards. Research conducted by Nurhana and Nurul in Badriyah et al. (2025) concludes that one effective way to improve teacher performance is to implement a compensation system, because providing remuneration to teachers can create a positive response, thus impacting increased enthusiasm, discipline, and professionalism in carrying out their duties. Compensation provided by an organization to employees is a form of appreciation for their performance and contribution (Widodo in Ulfatin and Triwiyanto, 2022).

Compensation is the income received by teachers, both directly and indirectly. Direct compensation consists of payments in the form of wages, salaries, bonuses, or commissions, and indirect compensation includes benefits or rewards such as vacations, insurance for teachers (Syamra in Pitriyani et al., 2022). Hasibuan in Asyari et al. (2023) states that compensation programs must be fair, reasonable, and in accordance with labor regulations. If the compensation received is commensurate, it can motivate and increase job satisfaction. The principle of fairness in compensation means that wages are adjusted to the type of work, performance, risk, workload, responsibility, and position, not based on wage equality. The goal is to create a healthy, disciplined, loyal, and stable work environment for employees to focus on improving performance. The principles of adequacy and reasonableness ensure that wages meet the normal living needs of employees, considering the government's minimum wage and

labor market conditions. The application of these compensation principles is important to create a fair reward system and encourage teachers to give their best performance.

Safitri in Zuliani and Suharti (2023) points out that the current problem is that teachers experience a still-concerning level of welfare. The compensation given to honorary teachers is still very low. Yosiana and Suci (2022) state that an adequate compensation system is a crucial factor in every profession, including honorary teachers. Field realities show a mismatch between the compensation received by honorary teachers and the workload and responsibilities they undertake. Many teachers who have dedicated themselves for years in remote and isolated areas still receive inadequate wages, and these wages are often uncertain each month. This situation is a serious concern because it impacts the welfare and work motivation of these teachers. This injustice in the compensation system has the potential to lower the quality of education, because teachers who are less motivated and burdened economically will find it difficult to provide optimal performance.

The welfare and fulfillment of teachers' needs increase thanks to the implementation of an effective compensation system (Maharani et al. in Badriyah et al., 2025). The compensation system has a positive influence on the satisfaction of honorary teachers and supports comfort and welfare (Siahaan and Meilani in Badriyah, 2025). This emphasizes the important role of the compensation system as a key instrument in improving teacher welfare. Therefore, this research aims to thoroughly understand the implementation of the compensation system applied to honorary teachers, focusing on efforts to guarantee their welfare. This research is expected to provide effective recommendations and solutions to improve the compensation system for honorary teachers, thereby guaranteeing their welfare and improving the quality of education in Indonesia.

2. Method

This study uses a qualitative research approach to determine the compensation policy in achieving the welfare of honorary teachers at State Junior High School 2 Kepanjen. The research was conducted at State Junior High School 2 Kepanjen, located at Jalan Locari No. 207, Kepanjen District, Malang Regency, East Java. The informants interviewed were the principal and three honorary teachers. The principal of State Junior High School 2 Kepanjen is Mr. Akhmad Harnowo, S.Pd., M.Pd. The honorary teachers interviewed were Mrs. Amalia Mufida Damayanti, S.Pd., Mrs. Tiara Sekar Nabila, S.Pd., and Mrs. Selly Kusumaharani, S.Pd. Honorary teachers can be equated with non-permanent teachers. According to Waruwu (2024), qualitative research methods refer to a research approach that produces data in the form of descriptive data. Descriptive data attempts to understand phenomena comprehensively and holistically, considering the context and meaning contained within them. Descriptive data comes from the perspective of the subject, i.e., the person involved in the phenomenon being researched.

The essence of triangulation is a multi-method approach used by a researcher when collecting and analyzing data (Nurfajriani et al., 2024). Triangulation is an effort to check the validity of data or information based on different perspectives on what has been done by the researcher (Alfansyur and Mariyani in Nurfajriani et al., 2024). The researcher used source triangulation to ensure data validity. According to Nurfajriani et al. (2024), source triangulation is testing data from various informant sources from which data will be taken. The use of source triangulation helps researchers compare the interview data obtained from each

informant as a comparison to find and uncover the truth of the information obtained. The use of source triangulation, as explained by Nurfajriani et al. (2024), increases the credibility of research findings by reducing bias and strengthening data validity through a comparison of information from various informant sources.

The data collection techniques used by the researcher were interviews, non-participant observation, and documentation. An interview is an event or a process of interaction between the interviewer and the information source or interviewee through direct communication (Yusuf in Fadilla and Wulandari, 2023). Non-participant observation is a data collection technique that does not directly involve the process of activity; the activities performed only record, analyze, and conclude about the behavior of the research subject (Wardah in Firdaus et al., 2023). The documentation technique is the collection of data through archival remains and also includes books on opinions, theories, arguments, or other laws (Fadilla and Wulandari, 2023). The data analysis technique used by the researcher is interactive analysis, referring to the concept of Miles & Huberman, which classifies data into four steps: data collection, data reduction, data presentation, and conclusions (Miles and Huberman in Badriyah et al., 2025). The diverse data collection approach allows the researcher to obtain comprehensive and in-depth data, and increases the validity and reliability of the research findings.

3. Results and Discussion

3.1 Result

3.1.1 Compensation System for Honorary Teachers at State Junior High School 2 Kapanjen: A Perspective on Regulations and Practice

State Junior High School 2 Kapanjen employs a time-based compensation system for its honorary teachers, operating with transparent mechanisms. However, this research found that the compensation provided remains below the minimum living standard set by the local government. The amount of compensation is determined at the beginning of recruitment, considering competence, length of service, and school policy. Honorary teachers receive additional remuneration for duties outside teaching hours, such as class advisors, extracurricular activity supervisors, discipline supervisors, and school event committees. This is intended as an incentive to increase the contribution and dedication of honorary teachers. Priority is given to competent and experienced honorary teachers for class advisor positions, demonstrating the school's appreciation for their performance.

Funding for teaching remuneration comes from the school committee's funds, which are derived from student parent contributions. Funding for the additional remuneration of honorary teachers comes from the Operational School Assistance (BOS) program. This research also notes the school's commitment to timely payments. Teaching remuneration is paid no later than the 5th of each month, while compensation for additional duties is paid cumulatively at the end of each semester according to school policy. The compensation system at State Junior High School 2 Kapanjen is based on the number of teaching hours per week.

3.1.2 The Principal's Role in Achieving Honorary Teacher Welfare and Improving the Quality of Education at State Junior High School 2 Kapanjen

This research highlights the importance of the welfare of honorary teachers at State Junior High School 2 Kepanjen. According to the principal, this welfare is not only determined by the amount of compensation, but also by their ability to meet daily living needs and the balance between workload and responsibilities. The research also shows that meeting the needs of honorary teachers, including teaching facilities and infrastructure, has a significant impact on their teaching enthusiasm. Based on the principal's opinion at State Junior High School 2 Kepanjen, several key factors for improving the welfare of honorary teachers were identified: (1) active participation in additional roles (class advisors, extracurricular activities, event committees, and other activities); (2) equal treatment with civil servant teachers; (3) a positive and respectful work environment; (4) solidarity among colleagues; (5) appreciation for differing opinions and full school support for teaching needs; and (6) flexibility in working part-time with one day off. Opportunities for active roles, a harmonious work environment, and adequate resource support contribute to the sustainable welfare of honorary teachers and improved educational quality at State Junior High School 2 Kepanjen.

3.1.3 Optimizing the Compensation System and Periodic Evaluations to Improve the Welfare of Honorary Teachers at State Junior High School 2 Kepanjen

The research results reveal several hopes and suggestions regarding the compensation system to improve the welfare of honorary teachers. One suggestion from the informants is to provide opportunities for honorary teachers to develop, such as becoming class advisors, extracurricular activity supervisors, participating in committee activities, and other additional tasks. The most important thing that State Junior High School 2 Kepanjen needs to do is to conduct periodic evaluations of the implemented compensation system. Through evaluations and feedback from honorary teachers, the school can adjust existing policies and practices to be more effective in meeting the needs and expectations of honorary teachers, while simultaneously improving their performance and dedication to teaching.

3.2 Discussion

3.2.1 Compensation System for Honorary Teachers at State Junior High School 2 Kepanjen: A Perspective on Regulations and Practice

The compensation system for honorary teachers at State Junior High School 2 Kepanjen utilizes a time-based system, aligned with regulations outlined in the Principal's Decree, referencing laws, government regulations, Ministry of Education decrees, City Education Department decisions, and the honorary teacher's work agreement with the principal. According to Azan et al. (2021), the purpose of compensation is to reward employees for their work and dedication in meeting job demands. This includes not only salary but also compensation for losses and degradation of the employee's physical and mental well-being resulting from the job. Based on the Principal's Decree and the Work Agreement, honorary teachers receive remuneration according to the school's budget (Pitriyani et al., 2022). Hasan and Wolor (2023) state that a time-based system calculates compensation based on time standards such as hours, days, weeks, and months. The amount of compensation is determined by the duration of the work performed or completed. The compensation amount is determined at the beginning of the recruitment process, considering the teacher's competence, length of service, and school policy.

Several factors determine the amount of compensation, according to Zohriah et al. (2023): work productivity, ability to pay, willingness to pay, and labor supply and demand. First, higher work productivity leads to greater compensation. Second, compensation is provided according to the school's ability to pay. Third, even if the school can afford it, it may not be willing to provide fair and adequate compensation. Fourth, high labor demand tends to increase compensation, while low labor supply tends to decrease it. The implementation of the time-based compensation system requires periodic monitoring to ensure compliance with applicable regulations and necessary improvements if deficiencies or inconsistencies are found, ensuring fairness for honorary teachers. Diasturi (2021), quoting Marnis and Priyono, outlines several positive impacts of a compensation system: improved performance, more effective and efficient work, increased job satisfaction, increased motivation, development of superior human resources, and improved work discipline.

According to Article 14, Paragraph 1, Letter a, of Indonesian Law Number 14 of 2005 concerning Teachers and Lecturers, teachers are entitled to income above the minimum living needs and social welfare guarantees when carrying out their professional duties. This regulation does not specifically mention the status of the teacher, whether a Civil Servant (PNS) or an honorary teacher (Pitriyani et al., 2022). This necessitates further clarification and more specific regulations to ensure that all teachers, including honorary teachers, receive rights and income commensurate with minimum living needs and adequate welfare guarantees. The provision of compensation to teachers in Indonesia has a strong legal basis. Article 88, Paragraph 1, of Law Number 13 of 2003 concerning Manpower states that every worker/laborer is entitled to income that meets a decent living.

Sofi'i (2024) argues that teachers are entitled to compensation as a form of appreciation for their dedication, intellect, and time. This aligns with the statement by Milkovich and Newman in Sofi'i (2024) that compensation is recognition of time, skills, and contribution. Compensation for teachers is not only legally justifiable but also necessary to create an educated nation, maintain the continuity of the education process, and ensure that students receive a proper education. This is because if teachers do not receive adequate compensation and cannot meet their economic needs, many will leave the teaching profession to seek other employment that they perceive as sufficient. Adequate compensation will help create a stable and sustainable education system. If this is implemented well, educators will remain in the profession, ensuring the continuity of the education process.

This research finds that State Junior High School 2 Kepanjen implements a transparent compensation system for honorary teachers. Wati et al. (2024) define salary transparency as the practice of open and clear communication regarding salaries and other compensation. Salary recipients have access to information about their own salary and the salaries of colleagues at the same or comparable level. This aims to reduce ambiguity and unfairness in the salary system, and to increase fairness and transparency in the work environment. The compensation provided by the school to honorary teachers is still below the minimum living needs according to the regulations of the school's region. However, honorary teachers at State Junior High School 2 Kepanjen receive additional remuneration for additional tasks assigned by the school. This system serves as an incentive for increased contribution and dedication. Merdja and Seto (2020), quoting Rivai, explain that incentives are payments related to performance and profit sharing (gain sharing). Incentives can be interpreted as rewards for increased productivity or cost savings, as a form of direct compensation outside the basic

salary, often referred to as a performance-based compensation system (pay for performance plan). Based on the equity theory proposed by Goodman in Sigit (2021), the perception of fairness is determined by the balance between effort and reward. Transparency in the compensation system, even with low remuneration, can reduce feelings of unfairness because teachers understand the system and criteria for compensation. However, the mismatch between effort (workload of honorary teachers) and reward (low remuneration) still has the potential to create unfairness, even if transparency is achieved.

Some additional tasks given are outside of teaching duties, such as being a class advisor, extracurricular activity supervisor, discipline supervisor, and participating in school event committees. Competent and experienced honorary teachers are prioritized for class advisor positions, demonstrating the school's appreciation for their performance. The funds used by State Junior High School 2 Kepanjen for paying teachers' teaching remuneration come from school committee funds. School committee funds are sourced from parent contributions. School committee funds are mandatory contributions from students used by the school to support learning activities (Zahyyah et al., 2023). Based on Article 10, Paragraph 5, of the Indonesian Minister of Education and Culture Regulation Number 75 of 2016 concerning School Committees, the government regulates the use of school committee funds as follows: (a) covering shortfalls in educational unit costs; (b) funding programs or activities related to improving school quality that are not budgeted; (c) developing facilities and infrastructure; and (d) financing school committee operational activities in a reasonable and transparently accountable manner. Meanwhile, the funds used by State Junior High School 2 Kepanjen for additional remuneration come from Operational School Assistance (BOS) funds. Operational School Assistance (BOS) funds are a government program that provides non-personnel operational funding for elementary and secondary schools. The Regulation of the Minister of Education, Culture, Research, and Technology Number 2 of 2022 concerning Technical Guidelines for the Management of Early Childhood Education Operational Assistance Funds, Operational School Assistance, and Equivalence Education Operational Assistance Funds regulates the management of Regular BOS Funds, primarily intended to finance non-personnel school expenditures as implementers of compulsory education programs, with the possibility of funding other activities according to the regulations stipulated in the technical guidelines (juknis). The school is responsible for the technical management of the Regular BOS Fund program.

Timely compensation payments are crucial for maintaining trust and productivity, as stated by Zohriah et al. (2023). Payment delays can lower discipline, morale, and work enthusiasm. The research supports this statement, showing that State Junior High School 2 Kepanjen consistently pays honorary teachers on time. Teaching remuneration is paid no later than the 5th of each month, while remuneration for additional duties is paid cumulatively at the end of the semester according to school policy, without any delays. This demonstrates the school's commitment to the principle of timely compensation payments, as recommended by Zohriah et al. (2023).

The compensation system at State Junior High School 2 Kepanjen is based on the number of teaching hours per week. This aligns with the findings of Kusuma et al. (2024). Minister of National Education Regulation Number 39 of 2009 concerning the Fulfillment of Workload for Teachers and Supervisors of Educational Units sets the minimum workload for PNS teachers and permanent foundation teachers at 24 hours and a maximum of 40 hours of face-to-face

teaching per week. The workload for honorary teachers is not bound by this regulation and is regulated based on their respective Decrees (SK). This means that PNS teachers and permanent foundation teachers are expected to work 40 hours per week, from Monday to Saturday, while honorary teachers have different work schedules adjusted to their received SK. Regarding payment, the compensation system at State Junior High School 2 Kepanjen uses an hourly remuneration calculation for honorary teachers who teach less than 24 hours per week. Thus, the amount of an honorary teacher's salary is directly proportional to their teaching load. This shows that even though the workload of honorary teachers is regulated separately, the compensation system still considers the workload.

3.2.2 The Principal's Role in Achieving Honorary Teacher Welfare and Improving the Quality of Education at State Junior High School 2 Kepanjen

Wahyudin (2020) defines welfare in two dimensions. First, physical well-being, indicated by wages, housing quality, household furnishings, entertainment facilities, transportation, and asset ownership. Second, mental well-being, indicated by self-awareness, positive interactions with others, and personal growth. The principal, as the school leader, has a significant responsibility in ensuring the welfare of honorary teachers. Providing incentives, bonuses, or allowances is not only a form of appreciation but also an investment to improve the quality of education and the motivation of honorary teachers (Romadhon and MS in Badriyah et al., 2025). Sanda in Yani et al. (2022) states that facilitating educators and education personnel by providing educational assistance aims not only to improve teacher performance and institutional quality but also indirectly guarantees their welfare.

The educational investment made to obtain a bachelor's degree in education is not commensurate with the income received by honorary teachers at the school. This condition shows an imbalance between the sacrifice and the reward received, as stated by Pitriyani et al. (2022). This highlights the need for greater attention from the school and policymakers to create a fairer compensation system that aligns with the contribution of honorary teachers. The research results underscore the importance of the welfare of honorary teachers at State Junior High School 2 Kepanjen, closely related to compensation theory and educational human resource management. The principal plays a crucial role in determining the direction and policy of fund allocation at the school. The principal, as a manager, must have the ability to influence, encourage, empower, guide, and direct all school members to synergize in improving the quality of education (Juhji in Sudiana and Muslihin, 2024). The principal, as the head of the educational unit, also plays an important role in empowering teachers, especially honorary teachers. To improve the quality of service, performance, and welfare of honorary teachers, the principal can implement several strategies. One such strategy is delegating tasks to develop careers and enhance professionalism through training and development programs. The principal provides support and access for honorary teachers to participate in career guidance, as an effort to help honorary teachers reach their full potential.

According to informants, the welfare of honorary teachers does not solely depend on the amount of compensation provided but on their ability to meet daily needs and reflect a balance between workload and responsibilities. This informant opinion aligns with Munirah's statement in Pitriyani et al. (2022) that when discussing teacher welfare, it often focuses only on salary amounts. However, true welfare encompasses more complex aspects. Teachers desire economic security, opportunities to continuously improve professional skills, a

comfortable work environment, and supportive working conditions to fully dedicate themselves to the noble task of educating the nation. The research results at State Junior High School 2 Kepanjen also emphasize that the needs of honorary teachers, including teaching aids and other support, significantly contribute to their teaching enthusiasm.

When honorary teachers feel that the compensation received is not commensurate with their dedication and effort, it can lead to decreased motivation and teaching quality. Low teacher welfare is a major factor in the decline of education quality in Indonesia (Oktafiana et al., 2020). Teacher welfare is a crucial factor in improving the quality of education in Indonesia. Oktafiana et al.'s (2020) study shows a significant relationship between teacher welfare and learning effectiveness. Teachers whose welfare needs are met tend to be more motivated and focused on teaching. On the other hand, teachers lacking welfare can hinder the optimal transfer of knowledge to students because their attention is diverted to meeting daily living needs.

Based on informant opinions, the research results at State Junior High School 2 Kepanjen identify several key factors that can improve the welfare of honorary teachers. First, providing opportunities for honorary teachers to participate as class advisors, extracurricular activity supervisors, event committee members, discipline supervisors, or in other additional tasks. Second, receiving equal treatment with Civil Servant (PNS) teachers will create greater fairness and motivation. Third, a positive work environment that respects each other despite generational differences. Fourth, building strong camaraderie among colleagues to strengthen solidarity. Fifth, valuing differing opinions and ensuring that the school covers honorary teachers' teaching needs, allowing them to focus on teaching. Sixth, providing flexibility for part-time work and a designated day off to supplement income is a strategic step that can improve the welfare and motivation of honorary teachers. Therefore, effective compensation system management and attention to the welfare of honorary teachers are crucial for improving the quality of education in Indonesia. By taking strategic steps such as providing opportunities for active participation, creating a harmonious work environment, and ensuring adequate material support, the school can help create sustainable welfare for honorary teachers and ultimately improve the quality of education at State Junior High School 2 Kepanjen.

3.2.3 Optimizing the Compensation System and Periodic Evaluations to Improve the Welfare of Honorary Teachers at State Junior High School 2 Kepanjen

The research findings present several hopes and suggestions regarding the compensation system to improve the welfare of honorary teachers. One suggestion from the informants is to provide opportunities for honorary teachers to develop, such as becoming class advisors, extracurricular activity supervisors, participating in committee activities, and other additional tasks. This aligns with the concept of intrinsic motivation presented by Javed in Firdaus and Oetarjo (2022), which states that intrinsic motivation impacts performance when individuals have high perceptions of goals, effort, and expectations of rewards and performance. Providing opportunities for development makes honorary teachers feel valued and involved, thus increasing motivation and performance. Another suggestion is the involvement of parents and the community in supporting the welfare of honorary teachers. High awareness among parents and the community can help ensure timely funding for programs that support honorary teachers.

According to Wantik et al. (2020), community participation in supporting education is far from ideal, with involvement concentrated on limited segments, such as community leaders, religious leaders, and students' parents. Material contributions tend to come from groups with better economic capabilities, while labor contributions are generally made by students' parents. Other community participation remains limited. The most important thing that State Junior High School 2 Kepanjen needs to do is to conduct periodic evaluations of the implemented compensation system. Through evaluations and feedback from honorary teachers, the school can adjust existing policies and practices to be more effective in meeting the needs and expectations of honorary teachers, while simultaneously improving their performance and dedication to teaching.

4. Conclusion

This research reveals the reality of honorary teacher welfare at State Junior High School 2 Kepanjen, a picture reflecting the ongoing challenges in Indonesian education. The implemented compensation system is transparent and timely, but the amount of compensation is limited and does not meet the minimum living needs. This creates an imbalance between the sacrifices and rewards received by honorary teachers. The compensation policy at State Junior High School 2 Kepanjen significantly impacts the welfare of honorary teachers. The compensation system, regulated through various regulations, demonstrates transparency and timely payments, but it still does not fully meet the minimum living needs of honorary teachers. This creates an imbalance between the sacrifices made by honorary teachers and the rewards they receive, which can ultimately affect motivation and teaching quality. This research also reveals opportunities for honorary teachers to develop, such as acting as class advisors, extracurricular activity supervisors, and contributing positively to their intrinsic motivation. When honorary teachers feel valued and involved in various activities, they are more motivated and committed to their teaching duties. Furthermore, the involvement of parents and the community in supporting the welfare of honorary teachers through increased utilization of funding for quality programs is crucial. The school needs to conduct periodic evaluations of the existing compensation system to adjust policies to the needs and expectations of honorary teachers. The important role of the principal in managing the budget and influencing school members to synergize in improving the quality of education is also clearly evident.

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