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THE IMPORTANCE OF TEACHER WELFARE IMPROVEMENT

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ABSTRACT

In order to keep teachers with good skills and talents in the teaching process, well-being and compensation must be ensured. The well-being offered is very meaningful and useful to meet the physical and mental needs of teachers and their families. The aim is to maintain and improve the physical and mental condition of teachers so that morale improves and the quality of education improves with teacher welfare programs based on legal provisions, based on fairness and eligibility and organized by the government regulation. The form of teacher welfare is salary, such as compensation and basic salary and additional salary. The purpose of this study is to find out how teacher welfare affects the improvement of the quality of education. The type of research used in this research is qualitative research with a descriptive approach to document / text research.

Keywords: *Welfare, Teacher*

INTRODUCTION

To meet the current difficult needs of life , someone really needs a job to meet their needs. But we also know that competition in the world of work is very difficult, because everyone wants a job that is decent and according to their needs. Everyone is competing to get a job that fulfills the necessities of life both in this life and in the future .

Work contains many aspects of dissatisfaction and satisfaction, which are the basis for doing work. Dissatisfaction depends not only on the nature of the job, but also on the person doing the job . Everyone wants to find satisfaction in every job, but satisfaction is not always achieved because certain obstacles prevent it. Dissatisfaction arises because there are obstacles that cannot achieve the satisfaction that people seek from their position. The nature of the dissatisfaction depends on what the person wants to achieve or contribute to the job. The satisfaction that people seek is different. Jobs that may be satisfying to some people may not be satisfying to others.

LITERATURE REVIEWS

Davis said that at some point in their lives, individuals encounter and face various work and work- related problems such as work arrangement problems. Starting with the desire to work, then choosing a job, thinking about a future career , then setting attitudes in work assignments, adjusting the work environment , including the dynamics of work organization and the possibility of changing jobs or being promoted, as well as improving skills and work efficiency . Problem others that can also be faced are problems of difficulties, barriers to work and/or the need to get rewards and costs for working.

This problem arises because humans have goals and personal aspects in their work activities (such as needs, aspirations, attitudes, interests and skills), which always interact

with changes and developments in the work organization environment.

In the same way, of course, teachers also have problems in their teaching work. Many problems faced by teachers lead to job dissatisfaction. Teacher doesn't just leave the profession for various reasons of dissatisfaction above. They usually leave the teaching profession for better jobs materially.

Currently, the level of teacher welfare is still relatively low and not in accordance with their commitments. Salary is the most important and most important factor in the welfare of a teacher. In addition to salary, teacher welfare includes smooth progress, career security as a teacher and interpersonal relationships.

Essentially prosperous can not be measured. Prosperous means channeled all desires possessions and mind, clothing, wana and boards. In the past, being able to eat alone was said to be prosperous. Now it's different now, prosperity is not merely enough clothing, food and shelter, but more than that. Everyone has different views on welfare standards, and so do teachers. Noble titles like unsung teachers. The teacher is responsible for guiding and being responsible for contribute to the intellectual life of the nation.

Teacher welfare is at the heart of educational services, because with a fair and just incentive system it is hoped that a teacher's commitment to provide optimal and best service to the community. It seems that from this point of view it may not be fully realized in today's teacher life environment.

RESEARCH METHODS

The method used in this study is a qualitative method, which was chosen because the aim is to find out how to find, collect, process and analyze information from research results. This type of research is descriptive research with document/text research. The data collection method is documentation, ie. reviewing documents related to the subjects written in this magazine in the form of books, literature and scientific magazines. The purpose of document or text study is to assess the level of readability of the text or to determine the level of understanding of a particular text subject. In this study, researchers sought to understand how to improve teacher performance. The information collected in this study comes from various sources and research findings related to case investigations. Furthermore, it also uses a literature review. The literature review represents the theoretical core of an article. The purpose of a literature review is to "look again" what other researchers have done regarding a specific topic. A literature review is a means to an end, namely, to provide background to and serve as motivation for the objectives and hypotheses that guide one's own research. A good literature review should not merely provide a summary of previous relevant research; the researcher is also expected to critically evaluate, re-organize and synthesize the work of others.

FINDINGS AND DISCUSSION

The Nature of the Policy

Definition and Nature of Education Policy According to the Big Indonesian Dictionary, policy means intelligence, skills, wisdom, a set of concepts and principles that form the lines and basis of plans in carrying out work, management and ways of doing things. (government, organization, etc); ideas, goals, principles or intentions as a guide for management in pursuing goals; practice.

According to Nichols, policy is a decision that is carefully considered by key decision makers, not repetitive and routine activities that are programmed or bound by decision rules. Klein and Murphy put forward another opinion that: "policy refers to the set of goals, principles and rules that guide an organization, so policy includes the general direction of the

organization."

Education policies have special characteristics, namely: 1) Educational goals Educational policies must have objectives, but more precisely they must have clear and well-targeted educational goals to advance education. 2) Fulfill legal and formal aspects. Of course education policy is controlled, so there are conditions that must be met in order for an education policy to be recognized and legally enforceable in an area. Thus, educational policies must meet constitutional requirements according to the constitutional hierarchy that apply in an area, until they can be recognized as valid and officially applicable in that area. Thus, a legitimate education policy can emerge. 3) It is a functional concept. Education policy as a general guideline, of course, must have functional benefits to be implemented and need to explain the achievement of educational goals that can be achieved. In addition, the need for education policy is a crucial support function. 4) made by the competent authority. Education policies should be made by experts in their fields who have the authority to do so, so as not to harm education and the environment outside of education. Elements of educational policy making at a minimum are education managers, managers of educational institutions and politicians who are directly related to education. 5) Can be evaluated Of course, education policy is not only by examining the actual situation. If it is good, it is maintained or developed, whereas if there are deficiencies, it needs to be repaired. Thus, character education policies can enable their simple and effective evaluation. 6) Systematic Education policy is of course also a system, so it must have a clear systematic approach to everything that is regulated. Also, the bridge system must be very efficient, effective and sustainable, so that education policies are not pragmatic, discriminatory and structurally fragile due to several missing or conflicting factors. This must be considered carefully so that its implementation does not create internal legal loopholes. Then, externally, education policies must be integrated with other policies; political policy; monetary policy; even education policies above or beside and below it.

Welfare in general is the fulfillment of all the necessities of life. Welfare is divided into two parts, namely material and non-material welfare. Materials are money or assets, in other words, physical property. Intangible is the fulfillment of spiritual needs such as love, security, peace, etc.

Teachers are professional educators whose main task is to educate, teach, direct, guide, train, assess, and evaluate early childhood education students through formal education, basic education, and secondary education. Teacher welfare is material (money) and immaterial welfare received from the teacher's work. Welfare is important for teachers, because with adequate welfare, it is hoped that many teachers can improve the quality of their teaching and learning process, apart from of course their professional skills or other language skills, if professional guidance is offered, then the teacher. encouraged to develop professionally.

Efforts that must be increased to realize the welfare of teachers, the state or schools (foundations) and eg. in the following matters: 1) The principal must try to make every employee feel accepted and recognized. 2) The director is obliged to help his employees demonstrate their expertise. 3) Directors should try to appreciate every effort or idea that arises among their employees. 4) The Board of Directors tries to involve its employees in policy making. Teacher professionalism can be increased in implementing their duties by improving their educational and training qualifications. This is important to do through preschool education and further education, but according to various research results, it is not enough, or even not that important, if you don't work hard to create collaboration (integration) between teachers, so that various experiences emerge.

Education Quality. The basic meaning of the word quality according to Dahlan Al-

Barry in the modern Indonesian dictionary is "quality": "quality, good or bad" quoted by Quraish Shihab which defines quality as the level of good or bad. quality of something. Etymologically quality or quality is defined as an increase in level towards improvement or stability. Because quality refers to the weight or level of something. So in this case the quality of education is the implementation of education in institutions up to the level of educational success in the valley. According to Suranta, quality is a well-done word for service providers, as explained by Guets and Davis in his book Tjiptono, that quality is a dynamic state associated with products, services, people, processes and environments that meet or exceed expectations. . According to Ace Suryad and HAR Tilaar, the quality of education is the ability of educational institutions to use learning resources to improve learning abilities as optimally as possible.

In the context of education, the concept of quality or quality in this case refers to the educational process and educational outcomes. In the context of a quality educational "process", various inputs (such as learning materials: cognitive, affective and psychomotor), methodology (which varies according to the ability of the teacher), school facilities, administrative support and other infrastructure and facilities, and the creation of a comfortable atmosphere discussed. The class support function synchronizes various inputs or synergizes all components of the teaching and learning interaction (process) between teachers, students and support rooms in class or extra- class, both in the curriculum with the help of the school administration. and so on, both in academic and non- academic subjects in an atmosphere that supports learning. Quality in the context of educational "outcomes" refers to the results or achievements achieved by schools over a certain period of time (either at the end of each lesson, or at the end of a year, 2 or 5 years, even 10 years). . Achievements or learning outcomes (student achievements) can be in the form of results of academic ability tests such as General Examinations, EBTA or UN. Achievements in the field such as sports, arts or certain extra skills . School success can also be manifested in the form of intangible conditions, such as an atmosphere of discipline, closeness, mutual respect, cleanliness, and so on.

In addition, the quality of education is adjusted to the ability and management of the basic education system . and in terms of adding value and effective input to achieve maximum production . Quality education is education that is able to equip its graduates with basic learning skills to follow and even initiate reforms and changes optimally by strengthening educational resources through good and conducive learning. Quality education or schools are also known as achieving schools, good schools or successful schools, effective schools and better schools. A good and quality school is a school that is able to compete with students outside the school. It also has good and strong cultural roots and ethical moral (moral) values.

Teacher welfare policies in improving the quality of teaching In the search for quality assurance in the process of changing the school system, schools must be seen as an open system that maintains a network of relationships between individuals and activities and within them and with people from outside the environment, especially the stakeholders who shape policy . national education, which sets goals and operational methods for managing schools and implementing the curriculum.

To realize educational goals, the director provides accurate feedback to the school administration committee on school activities and requires feedback from expert opinion as well as appropriate support, such as personal, financial, space and material resources. for identify gaps in the teaching and learning process, promote public responsibility and use the resources offered to develop the quality potential of students. Welfare is important for all staff and teachers, the importance of teacher welfare is to increase motivation and morale, to

increase teacher loyalty to the school.

To keep teachers who have good skills and abilities in learning, teachers must receive welfare, compensation. The welfare provided is very meaningful and useful to meet the physical and spiritual needs of teachers and their families. The aim is to maintain and improve the physical and spiritual conditions of teachers so that morale increases and the quality of education increases with a teacher welfare program based on legal provisions, based on justice and fairness and implemented by the government.

Teacher welfare

There are 3 objectives in realizing prosperity, namely as follows: a. Humanitarian Goals and Social Justice This social goal is rooted in the democratic ideals of social justice , which originate from the belief that everyone has the same right to develop their own development. potency b. Goals related to social control These goals are based on the understanding that weaker, deficient or unfulfilled groups of teachers can attack established teachers . Therefore, a group of teachers must try to protect themselves from life - threatening problems . c. Goals related to economic development The goals of economic development emphasize efforts to preserve, increase the dignity of teachers in society, and increase teacher productivity in teaching.

Welfare is very important for teachers because it can increase the productivity of their lives and education. The form of teacher welfare is in the form of salary, and basic salary and additional salary as compensation. In addition, teachers also receive service money , such as meeting money, question and answer, question correction, report card/semester money, meeting money, and money for assignments such as official meetings outside of school or other tasks such as MGMP (Subject Teacher Consultation), promotion teachers and additional special duties of other school principals. The teacher's base salary varies by group and class. According to the group concerned, it is a group of teachers who are paid by the party, ie. Public Service Teachers (PNS), Regional Honorary Teachers (PHD), Contract Teachers and Private Teachers or devotional service. The salary of a Civil Servant Teacher (PNS) for PNS is adjusted to the class and period of study. In nominal area Rp. 800,000 to Rp. 2,000,000 ,.

salaries (PHD) are paid by the local government (districts and cities) and the central government for honorary teachers . Even though the salary is Rp. 710,000 per month.¹ With private tutors, the teacher is paid out of the school's student fees, which vary per hour depending on the size of the school from Rp. 10,000/hour to Rp. 20,000/hour, but now private teachers also receive government assistance in the form of money from BKG (Teacher Welfare Assistance) Rp. 1,200,000/year, but not all teachers get it, so in the end the money is divided equally among all teachers. There are also local governments (not all districts/cities) that give monthly bonuses to private tutors , the amount of which varies from region to region, around Rp. 50,000/teacher. And most touchingly, there are still many private teachers out of Rp., who are paid by the school, especially the madrasah. 50,000 to Rp. 300,000.

The difference is also only that state teachers receive services such as health insurance money in the form of Social Security and receive pension funds at the end of their working lives, while doctors, contract teachers and private teachers do not. Another thing to note is the difference in salary/income/opportunities between private teachers, contracts with honorary teachers, and of course this creates a lot of jealousy because private teachers do the same job , namely: training students, teaching and assisting in relation to public education, but the government does not fully pay attention to their plight.

For the personal and professional well-being of teachers, for example, a) Reasonable

and proportionate remuneration, b) confidence in the fulfillment of one's duties, c) favorable working and living conditions for task fulfillment, d) good and favorable interpersonal relations, e) a certain career, a better future. Factors that affect the quality of education, especially in Indonesia, namely: a. Internal Factors This factor includes strengths in the world of education, namely the Ministry of Education, the Education Office and also the first school. In this case, the intervention of the parties is needed, so that the training is always well organized. b. External factors. The difference is also only that state teachers receive services such as health insurance money in the form of Social Security and receive pension funds at the end of their working lives, while doctors, contract teachers and private teachers do not. Another thing to note is the difference in salary/income/opportunities between private, contract or doctoral teachers and honorary teachers, and of course this creates a lot of jealousy because private teachers do the same job, namely: training students, teaching and the state. help in relation to the education of the people, but the government does not fully pay attention to their fate.

This factor is felt by society in general. Where society is the icon of education and the purpose of education is the object of education. However, many factors have contributed to the decline in the quality of education in Indonesia, such as the low welfare of teachers. The low welfare of teachers affects their role in improving the quality of education in Indonesia. According to a survey conducted by FGII (Indonesian Independent Teacher Federation) in mid-2005, a teacher should receive a monthly salary of Rp. 3,000,000,000.00. Now the average monthly income of a teacher is Rp. 1,500,000.00. Teachers help Rp. 60,000.00 and honorary teachers in private schools average Rp. 10,000.00 per hour. With that much income, it is clear that many teachers do side jobs. Some teach at other schools, teach in the afternoon, become motorcycle taxi drivers, noodle sellers, book/LKS sellers, phone credit sellers, etc. Apart from that, another issue that has arisen is the gap between private and public teachers. In the private education environment, it is still difficult to reach the ideal level of teacher welfare issues.

The role of the government in providing solutions to this problem is that the low welfare of teachers is closely related to the low quality of teachers and education in Indonesia. The government itself introduced a teacher certification program aimed at all civil servants, especially teachers. Certification is not carried out simultaneously, but periodically, so that the teacher with the longest appointment takes precedence, followed by other teachers. With this certificate, teachers' welfare increases and their quality also increases. As non-certified teachers receive training or some form of training which they graduate from, the aim of the training is to equip them to improve teacher quality when they return to teaching. Teacher welfare is a problem that affects the quality of education in Indonesia, because it is an important and influential issue, if teacher welfare is not met it is likely that the teacher will have difficulty carrying out optimal learning for students, because it can motivate teachers to transfer knowledge so that less is received. And the teacher is more focused on how he fulfills his daily needs.

CONCLUSION

Welfare is important for all staff and teachers, the importance of teacher welfare is to generate motivation and enthusiasm for work, to improve teachers' attitudes towards school loyalty. To keep teachers with good skills and talents in the teaching process, welfare and compensation must be ensured. The welfare offered is very meaningful and useful to meet the physical and mental needs of teachers and their families. Based on laws and regulations, fair and proper and guided by government regulations, the aim of the teacher welfare program is to maintain and improve the physical and mental condition of teachers so that morale

increases and the quality of education increases. .

Therefore, the government needs to pay attention to the welfare of teachers, especially honorary teachers who often do not get a decent living , so that the quality of education continues to improve. The theoretical will give the effect on the practical that giving valuable to teachers.

LIMITATION & FURTHER RESEARCH

The limitations of the study are on the analysis of teachers' welfare. those characteristics of design or methodology that impacted or influenced the interpretation of the findings from the research. Further research should be done to make better in research.

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