

Role of organizational commitment means on subjective well-being in honorary teachers of private Maadrasah Ibtidaiyah

Ayu Nurkhayati¹, Ardiansyah², Hafifatul Auliya Rahmy³

^{1,2,3}Dapartmen Dakwah, Universitas Islam Negeri Sultan Thaha Saifudin Jambi, Jambi, Indonesia

Article Info

Article history:

Received : Nov 16, 2024

Revised : Des 28, 2024

Accepted : Jan 27, 2025

Keywords:

Organizational Commitment;
Hinirart Teacher;
Subjective well-being;

ABSTRACT

The low income as an honorary teacher, along with various other challenges, does not diminish the strong organizational commitment observed among honorary teachers. This study aims to understand the meaning of commitment among honorary teachers in private elementary schools using a qualitative method with an interpretative phenomenological analysis approach. Data collection was conducted through semi-structured interviews with five teachers who have served for over five years. The findings indicate that commitment is perceived as a sense of responsibility and a heartfelt dedication, intended sincerely for Allah SWT. Factors influencing teacher commitment include both external and internal elements: external factors stem from a positive work environment, while internal factors arise from a strong personal desire to contribute to the education of students. Interestingly, strong commitment among honorary teachers does not directly improve their subjective well-being, as evidenced by teachers who continue to seek additional income to meet daily living expenses through side jobs or work in other fields.

This is an open access article under the [CC BY-NC](#) license.



Corresponding Author:

Ayu Nurkhayati

Departemen Dakwah, Universitas Islam Negeri Sultan Thaha Saifudin Jambi, Jambi

Jalan Simpang Sungai Duren, Jambi Luar Kota, Simpang Sungai Duren, Kec. Jambi Luar Kota, Kabupaten

Muaro Jambi, Jambi 36657

Email: ayunurkhayati@uinjambi.ac.id

1. INTRODUCTION

Honorary teachers are teachers who are appointed by the school principal and given incentives using the school operational assistance fund which is given every quarter. In the era of large numbers of CPNS recruitment in recent years, there are still many teachers who remain with honorary status but have the same duties as other teachers with civil servant status (Fitria, S., & Nio, 2020)

The problem found in honorary teachers according to (Norhasanah, N., Mulyani, M., & Komalasari, 2020) is the absence of wage standards in providing salaries. The results of the initial study of 3 honorary teachers at a private madrasah ibtidaiyah showed that the income of honorary teachers was in the range of Rp.500,000 to Rp.750,000 / month which was given every three months. This honorary teacher's income is fairly low and far below the minimum wage of Jambi province in 2024, which is Rp.3,037,121 per month. The compensation system provided to honorary teachers does not guarantee the welfare of honorary teachers, because the compensation system provided is only in the form of financial compensation and incentives, and there is no compensation in the

form of benefits or guarantees. The compensation received by honorary teachers as a whole is also still below the minimum standard of living (Susanti, Rita, Desma Husni, 2014)

In addition to low income, the results of the initial study of 3 honorary teachers who were given the opportunity to express problems experienced in work showed that some of the problems faced were feeling low salaries, inadequate facilities and infrastructure and a dirty school environment. The various problems faced by honorary teachers do not affect their interest in becoming teachers, even though they only have honorary status. This is evidenced by the Central Bureau of Statistics of Jambi Province (2024), where 3,121 people were recorded as honorary teachers in private madrasah ibtidaiyah. Among these honorary teachers, there are many teachers with long tenure. Based on the results of the initial study, as many as 3 honorary teachers are known with more than two years of service, which shows that teachers still decide to stay at their schools despite the uncertainty of appointment status, low salaries and various inadequate working conditions (Badan Pusat Statistik, 2023).

The decision to stay with their school is a characteristic that illustrates the organizational commitment of honorary teachers. The results of initial interviews with three honorary teachers showed that there were teachers who interpreted their commitment as a form of calling, and the impact of the absence of teaching vacancies in other schools. This shows that there are various meanings of honorary teachers' commitment in staying at their school with the same obligations as civil servant teachers but with unfulfilled welfare.

Based on this discussion, researchers are interested in understanding more about the meaning of commitment for honorary teachers. Spector (2021) suggests that organizational commitment can be interpreted based on the perspective of the three of commitment which was built by Meyer and Allen. Organizational commitment based on the three-component perspective of commitment is defined as a relationship perceived by employees with their organization that produces psychological conditions that influence employees' decisions to stay in their organization. (Li et al., 2021) suggest that commitment is a force that binds individuals to take action related to one or more goals, which consists of three dimensions, namely affective, continuous, and normative commitment. There are three components of organizational commitment, namely affective, continuous and normative commitment (Spector, 2021). Affective commitment is a commitment that is formed due to the emotional bond of employees to the organization. Continuous commitment, is a commitment based on considerations of profit and loss of work, salary considerations, or employees unable to get a better job. Normative commitment, is a commitment formed due to a sense of responsibility and obligation of employees to the organization that comes from the good or service that the organization has provided.

There are several factors that influence organizational commitment according to (Ma'rufi & Anam, 2019) suggesting that there are several factors that influence organizational commitment. The first factor is job characteristics, organizational structure and organizational support, organizational support for employees, the existence of procedural justice and the leadership style of the supervisor. The last factor is non-organizational factors, such as the availability of alternative jobs (Ridho, S., & Syamsuri, 2019) suggest that individuals who have high organizational commitment will have a desire and try to remain members of their organization. Ma'rufi et al (2019) suggest that organizational commitment has a positive impact on teacher performance. Employees who have high organizational commitment tend to have behavior that always does work that helps the organization even though it is not their job (Saepudin & Djati, 2019)

Qualitative research related to organizational commitment especially for honorary teachers, is still inadequate. Meanwhile, there is research related to organizational commitment conducted by (Anugrah et al., 2022) The novelty of this research with previous research is that this research explores the meaning of commitment found in honorary teachers and its impact on subjective well being which is still minimal. This research is important to study because one of the factors that influence the success of an organization is the organizational commitment of employees, as well as schools, the achievement of the vision and mission of the school also depends on the commitment of its teachers, including honorary teachers. So it is necessary to explore the meaning of commitment owned by honorary teachers and the impact of their commitment on their welfare. Based on the explanation above, the focus in this study is how the meaning of commitment in honorary teachers, what factors influence commitment in honorary teachers, and how does the meaning of commitment impact on *subjective well being*?

2. METHOD

The method used in this research is a qualitative method with a phenomenological approach with the type of *interpretative phenomenological analysis*. La Kahija (2017) suggests that *interpretative phenomenological analysis* is a type of phenomenological approach that focuses on examining experiences by paying attention to how these experiences occur. *Interpretative phenomenological analysis* aims to understand how respondents interpret the phenomena experienced by focusing individual personal experiences. Data collection was carried out by means of semi-structured interviews based on interview guidelines related to the meaning of organizational commitment. Researchers made questions based on three components of organizational commitment, namely affective commitment, normative commitment, continuance (Spector, 2021). Data verification was carried out with *intersubjective validity*, namely by asking respondents to review and correct the truth of the data decryption of the respondent's interview results made by the researcher.

Table 1. Interview Guidelines

Variables	Aspects	Question
Commitment Organization	Commitment	Tell us why you chose the teaching profession?
	Affective	What does being a teacher mean to you? How is your work environment?
	Commitment Continuous	Tell us about your biggest hopes for the job you're doing going on right time now? Do you have other jobs/businesses besides work? as a teacher?
	Commitment Normative	Tell us about the reasons that make you stay in your job now! How support from people closest to you towards what is your current job?

Data collection was carried out on 5 respondents who were honorary teachers at private madrasah ibtidaiyah. Data collection begins with asking respondents for their willingness to collect data. The data collected was analyzed using the NVIVO 12 application to help analyze and code the data.

The focus in this study is the meaning of organizational commitment to subjective well being in honorary teachers. Organizational commitment is a psychological condition, in the form of needs, emotional attachments, and obligations contained in employees that have an impact on employee decisions to stay in the organization, in this case at school. Honorary teachers are non-permanent teachers who are employed by the school principal and are generally paid quarterly through the school operational assistance fund (BOS). In this study, the honorary teachers referred to are honorary teachers who work at private Madrasah Ibtidaiyah.

The *sampling technique* used in this study is *purposive sampling*, namely by determining research respondents based on certain criteria. This study has respondents with criteria including: (1) working as an honorary teacher in madrasah ibtidaiyah, (2) working period of at least two years, (3) have desire to stay as a teacher at his school to. Respondent data the research is outlined in the following table 2:

Table 2. Research Respondents

Initials	Gender	Age	Length of Service
ES	Female	22	3
A	Female	44	6
EH	Female	28	3
AD	Female	27	3
ER	Female	34	6

Data collection techniques with semi-structured interviews. Jannah (2020) suggest that semi-structured interviews are interviews conducted with the *interviewer* formulating an outline of the subject matter to be asked before the interview is conducted, but during its implementation, the *interview guide* is only used as an auxiliary *guide* during the interview, and *the interviewer* will ask questions with question rules that are not fixated on the questions that have been formulated and with language and questions that can be modified by the *interviewer*. The purpose of this interview is to make the problems obtained more open.

3. RESULTS AND DISCUSSION

In this section, we researchers will present the results and discussion that we have collected that we have collected from the answers given by the respondents.

3.1 Research Results

Respondent A interpreted the job as a teacher as a calling to educate students with sincere intentions for Allah SWT. The strong reason that encourages informant A to remain a teacher is that he wants to be an educator who can advance education and educate his students. Determined to be a good educator even though sometimes there are complaints in the heart as conveyed by respondent A:

"I have been working here for a long time, I used to be in the kindergarten, but due to the lack of teachers in MI, I moved to MI. My child used to go to school here, until my child graduated I still work here. Although the salary is not big, but I teach this lillahi taála indeed, sincerely teaching so that the children are smart".

Profession that has been aspired to for a long time, according to AD the teaching profession is a noble job, by becoming a teacher in addition to educating also makes our personality better, as stated by AD in the following quote:

"It was my dream from the beginning, that's why after graduating from bachelor's degree, I immediately want to teach, so that we don't forget our knowledge, we also learn more when we teach."

Similarly, informant ER said that becoming a teacher was her dream from childhood and ER felt happy when she had the opportunity to become a teacher, as quoted by ER below:

"I'm happy to be a teacher, because it's my dream from childhood. So when there was an opportunity to teach, I did it."

In the interview with informant ES, it was revealed that regardless of her employment status, ES will continue to work as a teacher even with honorary status. Even with honorary status, the people closest to ES still support ES's work and always motivate ES.

This is also in line with the results of the interview expressed by ER that her parents are very supportive of whatever her current work status is, as the following quote:

"It doesn't matter, my parents know that I am a teacher, my parents said that I am looking for a fortune, the important thing is that the road is halal."

Although the people closest to ES provide support for the work that is being undertaken, until now ES also hopes that there will be an employee appointment in private schools because ES has been serving for a very long time. ES hopes that with a change in employment status, it will also affect the way she works to be better. as the following quote from ES's interview:

"Yes, there is still hope that we can be appointed as permanent teachers, who doesn't hope that, because we have been here for a long time too."

In line with what was expressed by informant EH, who revealed that by remaining a teacher, there is still hope to be appointed as an employee or to become a certified teacher. As quoted from the interview conducted with EH as follows:

"If the honorarium is our name, we have a Pik Id, our name is registered, if we don't have honorarium, we can't register our name, hopefully the appointment will reach us, we are also a private school."

Being an honorary employee with a relatively small incentive does not make honorary teachers neglect their responsibilities as a teacher, as quoted from the following interview with informant EH:

"If I want and choose this job, I must be able to take responsibility for it. my choice."

Because honorary incentives are paid every three months, one of the coping strategies used by honorary teachers is to have other sources of income in order to get additional income to help meet their daily needs. As the following quote from ES's interview:

"besides teaching, I also work at the village cooperative, it's not enough if it's only from school and it comes out rarely every three months"

In line with informant ER who has other sources of income besides teaching, namely by selling cosmetics and bags both online and by offering directly to teachers at school.

"I sell bags if someone orders them, I also have a little powder. Sometimes bags are sold online"

The same thing is done by informant EH who has a job in a different place, namely teaching at the tahfidz house in the afternoon. By teaching at the tahfidz house, EH gets additional income to meet his daily needs.

Similarly, informant A brings cakes to school every day to sell to students, teachers and guardians. Informant A also often receives orders for cakes on a daily basis. Informant A said that the income from selling cakes was actually greater than the incentives at school, but because of her strong desire to teach, A continued to pursue her work as a teacher even though she was honorary. As quoted from the interview with A as follows:

"I selling, bring empek-empek for the children, the teachers want it too, sometimes yellow rice too, when someone orders, I make sponge cake"

In addition to the small incentives obtained from working as honorary, teachers at the school also experience several difficulties that are often faced when carrying out their duties and obligations, one of which is the lack of facilities provided by the school. The same thing was revealed by informant A who revealed that there was no janitor at the school, so the teachers had to take turns to clean the school every day with whatever equipment they had. All teachers get a picket schedule once a week and when they get a picket schedule, teachers must come early to clean all classes and the school environment before the teaching and learning process begins. As the following quote from interview A:

"If you ask about being tired, we have to take turns sweeping and mopping the school."

Although there are many challenges faced by honorary teachers in carrying out their duties, the teachers still want to become a teacher because they are strengthened by several factors, both internal and external, such as the quote from ER's interview which reveals that one of the factors that makes ER survive until now is that colleagues are comfortable, can work together, understand each other and are like their own family:

"I'm already comfortable with my friends, they're nice, if they're not present, they'll take turns with each other fill the class."

The same thing was expressed by AD regarding the factors that strengthen AD to stay as an honorary teacher until now, one of which is because the principal is good and often provides basic necessities to teachers fairly, both teachers with civil servant status, certified honorary teachers and honorary teachers who have not been certified. as the following expression of A :

"It's good, the leader is good if Eid there is basic food oil, sugar, complete sometimes thr there is sometimes not"

Based on the presentation of the results and analysis conducted by researchers, the pattern of organizational commitment in honorary teachers of private madrasah ibtidaiyah can be seen in Figure 1 below:

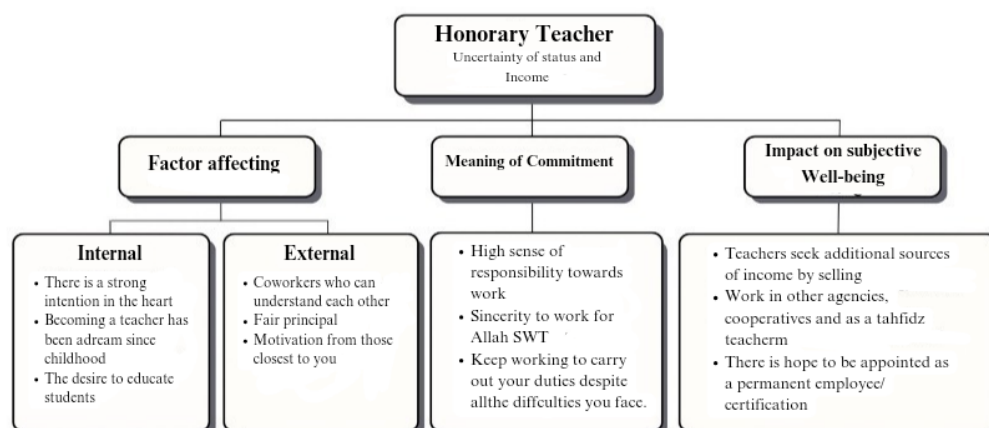


Figure 1. Pattern of Organizational Commitment

3.2 Discussion

3.2.1 Meaning of Commitment

Madrasah Ibtidaiyah teachers consider that commitment is a high sense of responsibility for a job. In addition to responsibility, teachers interpret commitment as a sense of desire to maintain their membership in the organization, in this case the school organization by carrying out tasks consistently and . This is in accordance with the opinion (Aslindawati et al., 2022) which reveals that commitment reflects a bond to himself to continue to be loyal to the organization where he works. Teacher work commitment is a determination possessed by a teacher so that he or she has involvement, attachment, and loyalty to the school and carries out the duties that have become their obligations with full responsibility. Loyalty is a determination and ability to obey, carry out and practice something that is obeyed well. So loyalty is the teacher's obedience in implementing the rules set by the principal (Jannah, 2020)

3.2.2 Factors That Influence Commitment

There are several factors that influence teachers to stay in their jobs as honorary teachers, which can be divided into two factors, namely internal and external internal factors that influence, namely a strong desire from within to serve as a teacher who will help educate students. This is relevant to a statement from an education expert (Susanto, R., & Asmi Rozali, 2020) which states that positive motivation shows that the reason or motivation for choosing the teaching profession is at a high commitment and shows a professional vocation. Motivation to become a teacher is an encouragement that encourages people to become teachers (Indraswati et al., 2020). Motivation to become a teacher is manifested in sincerity, compassion, and idealism to educate students (Warsono, 2017). Motivation is arousing, directing, maintaining, consistent with its goals (Husnah et al., 2021).

Apart from a strong desire from within, teacher commitment is also influenced by external factors from the surrounding environment, including leaders who treat all employees fairly. This is in accordance with what was stated by (Hidayah et al., 2022) that the principal's leadership has a significant relationship with teacher commitment in carrying out tasks. According to (Hidayah et al., 2022) principal leadership is the ability and authority that can influence, mobilize, direct and motivate the emergence of a strong will with enthusiasm and confidence of teachers in carrying out their respective duties for the sake of progress and inspire schools achieving goals.

Another external factor that affects teacher commitment is good coworkers and understanding each other, this is in accordance with the results of research conducted by (Mitha et al., 2023) which states that the physical work environment and non-physical work environment have a positive and significant effect because a good work environment can increase employee commitment.

3.2.3 Impact of Commitment on Subjective Well-being (Level of Satisfaction)

The lack of income earned by honorary teachers makes teachers look for additional sources of income to meet their daily needs through various ways including selling online, selling cakes at school and working elsewhere. Daily needs and the need to self-actualize have caused honorary teachers' concentration to be divided between their duties as an honorary teacher who is required to improve the ability of academic learning capacity by continuing to influence and innovate with available media, updating learning methods, and also increasing their capacity, besides that they are also required to

make ends meet by doing business or other activities. This causing honorary teachers to have to try to fulfill their needs to achieve welfare (Aisyah & Chisol, 2018)

In addition to seeking additional income in other agencies, honorary teachers also have high hopes of one day being appointed as permanent employees or passing certification. The low salary of honorary teachers, the lack of security and health insurance for teachers, and the uncertainty of honorary teachers to become permanent teachers or civil servants (PNS) illustrate that the welfare of honorary teachers is still far from expectations (Mansir, 2020). So that not a few honorary teachers take advantage of their free time to look for work elsewhere in the hope that they can increase their income and fulfill their welfare (Istiqomah, 2021).

4. CONCLUSION

The conclusion of this study is that in general the meaning of commitment for respondents is a high sense of responsibility for work, a strong desire from within and sincere teaching only because of Allah SWT. Each respondent has a different meaning of commitment and is influenced by different factors ranging from external factors from the environment and internal factors from within. Organizational commitment for respondents is also related to *subjective well being*, in this study it was found that even though respondents were committed to their organization, in this case the school, the level of satisfaction with work or *subjective well being of respondents* was still low as evidenced by the average teacher looking for other sources of income to increase income and meet daily needs and still hoping for an appointment to become a permanent employee. In general, respondents carry out their duties and obligations as teachers that have been mandated by the principal, although there are some things that are a challenge in carrying them out, such as the obligation to picket to clean the school environment every week, which does not happen in public schools that have cleaning staff. Likewise, the lack of adequate school facilities such as teacher toilets that are still alternating with students, this also does not dampen the commitment of honorary teachers to leave their school organization.

REFERENCES

- Aisyah, A., & Chisol, R. (2018). Rasa Syukur Kaitannya Dengan Kesejahteraan Psikologis Pada Guru Honorer Gratitude in Relation With Psychological Well Being Among Honorary. *Proyeksi*, 13(2), 109–112.
- Anugrah, R., Daud, M., & Hamid, A. N. (2022). Makna Komitmen Bagi Guru Honorer Sekolah Dasar. *Proyeksi*, 17(2), 95–111.
- Aslindawati, N., Sulfaidah, S., Amaliah, N. W., Rismawanti, E., & Khaerunisa, K. (2022). Pengaruh Komitmen Kerja, Motivasi Kerja, dan Kompetensi Profesional terhadap Kinerja Guru. *Jurnal Bahana Manajemen Pendidikan*. 11(2), 110–114.
- Fitria, S., & Nio, S. R. (2020). Kepuasan Kerja Dan Loyalitas Kerja Pada Guru Honorer Sma Swasta Bukittinggi. *Proyeksi*, 15(2), 131–140.
- Hidayah, N., Egar, N., & Abdullah, G. (2022). Pengaruh pemanfaatan teknologi informasi, komitmen kerja guru dan kepemimpinan kepala sekolah terhadap kinerja guru SMP/MTS di Kecamatan Bawang Kabupaten Batang. *Jurnal Manajemen Pendidikan (JMP)*, 11(2).
- Husnah, A., Harapan, E., & Rohana, R. (2021). Pengaruh Kepemimpinan Kepala Sekolah dan Budaya Organisasi terhadap Komitmen Guru dalam Melaksanakan Tugas. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen Dan Kepemimpinan Pendidikan*, 3(1), 19–30.
- Indraswati, D., Utami, P. S., Suyitno, S., & Kariadi, D. (2020). Pengaruh Persepsi Mahasiswa Tentang Status Sosial Guru Dan Pendidikan Profesi Guru (PPG) Terhadap Motivasi Menjadi Guru Sekolah Dasar. *Jurnal Pendidikan Dan Pembelajaran Dasar*, 12(2), 140–153.
- Istiqomah, N. (2021). Kesejahteraan psikologis guru honorer di SMA Negeri 13 Depok. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 5(1), 48–54.
- Jannah, W. (2020). Komitmen guru dalam melaksanakan tugas di sekolah menengah atas (SMSA) Kecamatan Rokan IV Koto. *Jurnal Bahana Manajemen Pendidikan*, 2(1), 789–796.
- La Kahija, Y. F. (2017). Penelitian fenomenologis: Jalan memahami pengalaman hidup. *PT Kanisius*.
- Li, Y., Yang, J., Wu, M., Wang, J., & Long, R. (2021).). A comprehensive model of the relationship between miners' work commitment, cultural emotion and unemployment risk perception. *Sustainability*, 13(5), 2995.
- Ma'rufi, Azis Rahmat, and C. A. (2019). Faktor Yang Mempengaruhi Komitmen Organisasi. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 9(1), 443,445.
- Mansir, F. (2020). Kesejahteraan dan kualitas guru sebagai ujung tombak pendidikan nasional era digital. *Jurnal IKA PGSD (Ikatan Alumni PGSD) Unars*, 8(2), 293–303.

- Mitha, H., Tawe, A., Dipoadmodjo, T. S., Musa, M. I., & Haeruddin, M. I. M. (2023). Pengaruh Lingkungan Kerja dan Motivasi Kerja terhadap Komitmen Karyawan pada PT Cogindo Daya Bersama PLTU Barru. *Kompeten: Jurnal Ilmiah Ekonomi Dan Bisnis*, 2(1), 403–410.
- Norhasanah, N., Mulyani, M., & Komalasari, S. (2020). Motif berprestasi dengan komitmen organisasi pada guru honorer di sekolah swasta. *Jurnal Al-Husna*, 1(2), 103–119.
- Provinsi Jambi Dalam Angka. (2023). *Badan Pusat Statistik Provinsi Jambi*.
- Ridho, S., & Syamsuri, A. R. (2018). Analisis Pengaruh Job Insecurity Dengan Kepuasan Kerja Dan Komitmen Organisasi Sebagai Variabel Intervening Terhadap Intensi Turnover. *INFORMATIKA*, 6(1), 73–81.
- Saepudin, U., & Djati, S. P. (2019). Pengaruh Kepuasan Kerja Terhadap Organizational Citizenship Behavior (OCB) Guru Dengan Komitmen Organisasional Sebagai Variabel Mediasi. *Jurnal Ilmiah Bisnis, Pasar Modal Dan UMKM*, 2(1), 123–136.
- Spector, P. E. (2021). *Industrial and organizational psychology: Research and practice*. John Wiley & Sons.
- Susanti, Rita, Desma Husni, and E. F. (2014). Perasaan Terluka Membuat Marah. *Jurnal Psikologi*, 10(2), 103–109.
- Susanto, R., & Asmi Rozali, Y. (2020). Model Pengembangan Kompetensi Pedagogik: Teori, Konsep Dan Konstruksi Pengukuran. *Yanita Nur Indah Sari. Jakarta: Rajagrafindo Persada (Rajawali Pers)*.
- Warsono, W. (2017). Guru: antara pendidik, profesi, dan aktor sosial. *The Journal of Society and Media*, 1(1), 1–10.