

ANALYSIS OF EXTRINSIC MOTIVATION IN HONORARIUM TEACHERS (Study on Honor Teachers at SMKN 01 Bengkayang)

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ARTICLE INFO

ABSTRACT

Keywords:

Extrinsic motivation, leadership, work environment, career

This study aims to analyze extrinsic motivation among honorarium teachers at SMKN 01 Bengkayang. Based on school data, around 32.5% of teachers are honorarium teachers at SMKN 01 Bengkayang. The involvement of honorarium teachers in fulfilling the availability of teachers in schools is still very much needed, especially in border areas; therefore, it is necessary to analyze extrinsic motivation factors for honorarium teachers. The research method used is the descriptive-qualitative method. The data in this study are primary and secondary. Primary data is data obtained directly from participants through in-depth interviews; this method is used so that the data collected is deeper and more accurate because it comes from direct participants. Secondary data is data that comes from school documents, electronic sources such as dapodik data, and relevant literature that can support this research. The number of participants was six, who had a career as teachers and worked at SMKN 01 Bengkayang for more than 2 years. The results of the analysis show that leaders, the work environment, life needs, and future careers encourage honorarium teachers to remain enthusiastic at work. From the analysis of interviews with honorarium teachers, future careers to become PPPK employees are their main driving force at work, followed by the work environment, and based on the codification analysis of external factors, leadership, and physiology are in the least favorable position as drivers of work motivation for honorarium teachers. The hope of getting the opportunity to become a government contract employee is the main reason for these honorarium teachers to choose to become honorarium teachers and work optimally because their position as honorarium teachers allows them to be accepted as government contract employees with jobs that match their abilities and better compensation.

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1. INTRODUCTION

Institutions of higher learning emphasize the need to provide high-quality education to produce high-quality generations (Muthia et al., 2018). As of right now, educational institutions are working hard to raise the standard of education in order to become really international, national, and local institutions of higher learning. Education is a way of improving and developing the skills, habits, and behaviors that can be expected of citizens and generations to come. (Susianti, 2019). The more qualified an educational institution is, the higher the interest of students who want to study in such an educational institution; thus, it is not possible for such an institution to become a leading institution in the region. This quality improvement also directs the institution toward its ability to grow and compete with similar educational institutions.

Institutions can operate smoothly if they have qualified, sufficient, and well-motivated human resources. HR qualifications must also be to the needs of the organization. The adequacy of teaching and learning personnel (teachers) and teacher competence greatly affect the quality of an educational institution. Therefore, schools that lack teachers hire teachers as honorarium teachers in addition to meeting the adequacy of teachers as well as to get teachers who can teach according to their field of expertise. But the job of being an honorarium teacher is not a stable job, some studies say that the salary of honorarium teachers is still very low (Seto & Merdja, 2020). Whereas adequate salaries can improve the welfare of teachers. Beni et al (2021) say that welfare is a reflection of the quality of human life. However, the job of being a teacher is still in demand by Indonesians (Wafalutfan, 2016).

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There are many studies that highlight honorarium teachers including (Ufaira & Hendriani, 2019; Seto & Merdja, 2020; Setiowati et al, 2022) the importance of honorarium teachers in an educational institution is important considering that teachers hold dual duties as teachers and educators (Winata, 2017). In addition, honorarium teachers are able to assist schools in meeting the needs of teachers in schools. In addition to helping schools in a concrete way, teachers who work on an honorarium basis at a school certainly have qualifications as a teacher. Therefore, it is important to analyze the work motivation of honorarium teachers. Motivation is needed especially as educators with honorarium teacher status. encouragement and enthusiasm help honorarium teachers maximize their work.

Work motivation is important for an institution. The work enthusiasm of employees encourages the institution to be able to achieve its goals. Work motivation shows a person's work behavior in carrying out their duties, the behavior of employees who are enthusiastic and responsible for their duties certainly has a positive impact on the smooth operation of the organization. Motivation is defined as a process that is able to drive individual behavior in achieving goals due to psychological and biological needs (Luthan, 2005). Motivation plays an important role in determining whether or not employee behavior is good in achieving a goal in this case their work, the greater the motivation the employee has, the greater the desire for achievement, diligence in working and not giving up easily, active, and creative and innovative (Ena and Djami, 2020).

Some terms refer to motivation as a drive, a motive to fulfill needs, wishes and urges. Several theories about motivation put forward by experts, one of which is Maslow's Hierarchy of Needs Theory. Maslow (1943) considers that needs are the reason for the emergence of motivation in a person. Maslow suggests that the level of need is described in the following chart:



Figure 1. Maslow's hierarchy of needs

Basic needs or physiological needs relate to the biological and physical needs of individuals. Physiological needs are human needs for food, oxygen, water and so on. Safety needs or the need for security is the need for a sense of security both physically and emotionally. Social needs or the need for a sense of belonging and affection is the need for a person's sense of love and ownership of something. Esteem needs are the need to get appreciation, where a person needs to get achievements in the field he is in, the fulfillment of this need can increase one's self-confidence. Self actualization is a need for self-actualization, this need will be achieved if a person has fulfilled the other four needs (Maslow, 1943).

Motivation is formed from employee behavior when dealing with work situations (Mangkunegara, 2005). If honorarium teachers have motivation in their work, they will be encouraged to try to improve their abilities and try to do something in their work better. Ufaira and Hendriani (2019) said work motivation affects a person's performance and productivity.

Motivation talks about ways to encourage employees to continue to be enthusiastic, so that they are able to work hard with all their abilities and skills to achieve institutional goals (Hasibuan, 2011) in this case for honorarium teachers. The teaching ability of honorarium teachers is undoubtedly where they are trusted to hold subjects at school. Seriousness in providing material, educating and teaching students and being able to provide teaching in accordance with the demands of the school. Seto & Merdja (2020) say that honorary teachers are inseparable in today's world of education, they carry out the same obligations as civil servant teachers. Honorary teachers assist teachers in certain schools to teach and educate students in the school.

Government Regulation No. 48/2005 explains that an honorary employee is someone who is appointed by a civil servant or other official in the government to carry out certain duties in government agencies or whose income is borne by the State Budget (APBN) or Regional Budget (APBD). Meanwhile, honorary teachers are appointed by school leaders to teach with honoraria obtained from the School Operational Assistance (BOS) fund. As honorary teachers, the facilities they receive are certainly different from those of civil servant teachers. In addition, the status held by honorary teachers is also unstable, namely whether they will be appointed as permanent teachers or forever become honorarium teachers. By becoming honorarium teachers, they will be registered in dapodik and can be prioritized in the acceptance of Government Employees with Work Agreements (PPPK), whose status is quite guaranteed with adequate compensation.

SMKN 01 Bengkayang is an educational institution located in the Bengkayang City area, there are quite a lot of enthusiasts for this school, the following table shows the number of students at SMKN 01 Bengkayang based on school data:

Table 1: Number of students by education level

Education Level	M	F	Total
Class 10	144	141	285
Class 11	104	114	218
Class 12	113	138	251
Total	361	393	754

The table above shows that there are 144 male students in class 10 and 141 female students in class 10, a total of 285 students in class 10. In grade 11 there are 104 male students and 114 female students, so a total of 218 students in grade 11. While in grade 12 there are 113 male students and 138 female students, so a total of 251 students in grade 12. Based on the data above there are 754 students who attend SMKN 01 Bengkayang.

Table 2: Teacher data at SMKN 01 Bengkayang

Status	Amount	Percent
Civil servant teachers	27	62,7%
Government contract teachers	2	4,65%
Honorarium teacher	14	32,5%

Based on the data, there are 27 teachers with civil servant status, or 62.7%, 2 teachers with PPPK status or 4.65% and 14 teachers with honorarium status or 32.5%. So if compared, it is 1: 18 between students and the number of teachers. Based on Government Regulation No. 74/2008 on Teachers Article 17 regarding ratios, the ratio for senior high schools is 1:15. This shows the importance of the role of honorarium teachers in this school. As teachers and educators, teachers are one aspect of achieving educational goals (Safhira & Suarmanayasa, 2021). Without the role of teachers, the teaching and learning process cannot run smoothly.

The purpose of the study was to analyze the extrinsic motivation factors of honorary teachers at SMKN 01 Bengkayang. Extrinsic motivation is a drive that arises as a result of things that come from outside a person, by being able to analyze the factors of extrinsic motivation, this research can help schools in increasing the work interest of honorarium teachers in their schools. In general, Mathis (2003) says that several things are factors in the growth of work motivation in employees, including leaders, peers, work facilities, rules and policies, financial and non-financial compensation and the work itself and job challenges.

Literature Review

Motivation

Robbin & Judge (2015) explain that motivation is defined as a process regarding the strength, direction, and persistence of individuals in an effort to achieve organizational goals. Meanwhile, Gibson defines motivation as a force that encourages an employee to carry out a job (Gibson, 2013). Work motivation is encouragement from a person to do a job optimally (Damayani et al, 2020). Motivation is needed in an organization, especially educational institutions, to achieve its goals, motivation must be given to all employees, whether permanent or honorarium employees, to maximize their work (Lestari & Rachmasari, 2021). The human resource element is the main element because success in producing output is determined by the participation of all levels of education organizers, especially managers and educators (Putri & Edwarman, 2023).

Herzberg (1966) in his Two-Factor Motivation Theory argues that job satisfaction and dissatisfaction are on two different continuums. Herzberg et al (1959) said that motivation is needed by

workers to increase job satisfaction. According to Herzberg (in Robbin, 2007) motivation comes from intrinsic factors and extrinsic factors. aligned in Daft's research (2010) which says that motivation is a force born from within (intrinsic) and from outside (extrinsic) individuals who are able to build their enthusiasm and persistence in achieving their goals.

Furthermore, Siagian (2004) states that intrinsic motivation comes from within the individual. Intrinsic motivation is a driver of an employee's work that is born from within him in the form of awareness of his responsibility for the job. Motivation also results in integrity in achieving organizational and individual goals (Maulana et al, 2015). Some factors of intrinsic motivation include:

1. Achievement
2. Recognition
3. Responsibility
4. advancement
5. Work itself
6. Development and advancement.

Intrinsic motivation helps employees to be encouraged to carry out their work. Awareness that arises from within causes someone to volunteer to participate in carrying out their duties and responsibilities properly. Triadi, et al (2019) In intrinsic motivation, the employee concerned is involved in carrying out the work because he feels interested and gets satisfaction in carrying out the work.

Extrinsic motivation arises due to factors that are outside the individual that are able to foster enthusiasm in employees to behave in harmony with institutional goals. Mintelungan & Wowor (2021) say that extrinsic motivation is motivation that is physical, which can be seen which includes:

1. Salary
2. Bonus
3. Promotion
4. Work Environment
5. Supervision

Ryan & Deci (2000) revealed that extrinsic motivation is a work motivator from outside in the form of a condition that requires employees to do their work. This external stimulus is received by employees and triggers employees to carry out their goals, thus achieving the goals of the institution. One of the motivational factors is the leader, in educational institutions the principal plays an important role in increasing motivation (Sriwahyuni & Kristiawan, 2019). In the organization, the leader or supervisor is a person who has a higher position and authority in a particular task.

Extrinsic motivation requires an intermediary between the activity and extrinsic consequences such as providing rewards, and benefits, thus job satisfaction is born from extrinsic motivation (Porter & Lawyer in Gagne and Deci, 2005). Motivation is an important development in a person (Triton, 2010). Called the development of a person, motivation is the encouragement of work towards a positive direction, which has an impact on the development of employee character towards a productive direction. Hong & Waheed (2011) said that the theory of work motivation is often associated with job satisfaction and performance. Changes in employee work motivation will affect job satisfaction and performance. It can be said that motivation leads to satisfaction and satisfaction leads to improved performance.

2. METHOD

This study describes extrinsic motivation in honorarium teachers at SMKN 01 Bengkayang. Using a qualitative approach. Moleong (2011) explains that qualitative research is a research procedure that understands phenomena regarding things experienced by research subjects as a whole to find data in the form of words and language descriptively in a special context. In qualitative research, the data is found, interpreted, and concluded through language and words. Descriptive research is research that describes a certain characteristic or characteristic of a phenomenon or problem that occurs (Sugiarto, 2017). Sukmadinata (2011) calls descriptive research a study that aims to describe certain conditions or phenomena as they are.

Qualitative descriptive research seeks to describe all the symptoms and circumstances that exist in reality. Kriyantono (2007) mentions that descriptive qualitative is a technique that describes and interprets the meaning of the data that has been collected and captured as much as possible about the aspects to be studied so that a comprehensive picture of the real situation is obtained. This study focuses on analyzing the external factors that encourage honorarium teachers to do their jobs despite their unstable status. These external motivating factors are referred to as extrinsic motivation. The

phenomenon that shows that there is still a need for honorarium teachers shows that it is necessary to analyze the extrinsic work drivers that underlie the work enthusiasm of honorarium teachers in this border area. Extrinsic factors are important because these factors are related to things that are outside the individual that influence him in carrying out work. Therefore, the qualitative method is used because using this approach can further explore the background of work motivation in honorarium teachers.

The data collected in the form of field observation data, interview data with participants, and related documents, both data from schools and journals relevant to this research which are references to the research. Information from field observations was obtained through direct observation at the research location, interview data was obtained from participants who were willing to be interviewed directly with open questions with depth interview techniques. The information obtained is more complete and in-depth, during the interview keywords and main things are recorded in detail until the interview is over, while secondary data is in the form of information from schools, official documents, as well as relevant books and articles. The data was reviewed organized and processed using triangulation techniques to reconfirm the truth by comparing interview data between participants, documents, and observation data. Triangulation is basically a multi-method approach taken by researchers when collecting and analyzing data (Raharjo, 2010). The main idea is that the phenomenon under study can be well understood by researchers so that the truth is obtained if examined from various sides. Being able to see from various sides allows the phenomenon under study to have a reliable level of truth. Thus triangulation verifies the truth of data and information that researchers get from different perspectives by reducing as much bias as possible when collecting and analyzing data (Raharjo, 2010).

The participants in this study amounted to six (6) people who were honorarium teachers at SMKN 01 Bengkayang, they were undergraduate graduates at different universities with majors in education and had worked for more than 2 years as honorary teachers. The object of this research is to highlight the extrinsic factors that encourage work enthusiasm in honorary teachers at SMKN 01 Bengkayang in particular and see the role of extrinsic motivation in their work. Data analysis begins with preparing and organizing the data for analysis. During the analysis process, the data is reduced and codified into a main idea. After that, the data is presented in the form of discussions and tables (Creswell, 2016). Briefly, the data analysis process can be seen in the following chart:

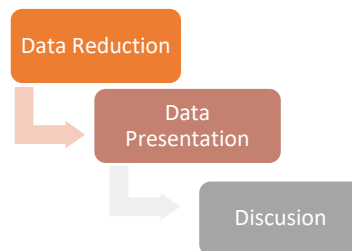


Figure 2. Data Analysis Process

Data collection and analysis in qualitative research can take place simultaneously, using triangulation methods to support data validity from various perspectives and reduce bias (Creswell, 2016). Throughout the data collection process, the data that has been found can be immediately analyzed by indexing and coding their findings as much as possible in various categories checked again and again, and coding continuously. Data analysis in qualitative research includes a codification process to interpret the findings. Collecting and organizing data. The data collected are various data derived from direct observations, interviews, and documents obtained during the research process. The data that has been collected is selected and organized into one file as research data.

During the research process, thorough observations were made, so that the situation of the honorary teachers could be felt. All kinds of things related to the research during observations and interviews were recorded in a small note as observation data. Start codifying all the data found. Coding begins with the retrieval and collection of data, segmenting the data into categories, and labeling the categories with specific terms. Analyzing the data. In this study, interview data was analyzed through manual coding. Observation data and documents that have been organized are analyzed together with interview data.

Interpreting and interpreting the findings regarding the motivation of honorarium teachers. The results of the analysis are interpreted based on the theory found. Interpreting findings can come from

theories related to the research. Interpreting data in qualitative research can be many things, it can be adapted to other designs, and it can also be personal, research-based, and action. Present a contextualized presentation that has been enriched with tables and figures. The research is presented contextually based on the results of the analysis and enriched with tables, charts, and images.

3. RESULT AND DISCUSSION

Extrinsic Motivation in Honorary Teachers

Motivation plays an important role, especially for honorarium teachers, given the lack of civil servants and PPPK teachers, especially in the regions. This reality means that public schools still need to employ honorarium teachers. The allocation of funds for the salaries of these teachers is financed by dana Bantuan Operasional Sekolah (BOS). Because of the limited allocation of BOS funds, the salaries of these honorarium teachers are often below the local minimum wage. In addition, the status of honorarium teachers is not a stable job with low salaries (Seto & Merdja, 2020).

The phenomenon in the field shows that despite the status of honorarium teachers, the work spirit of these honorarium teachers is no different from other permanent teachers. The work spirit of these honorarium teachers can be seen from their preparation when teaching students, the honorarium teachers always prepare lesson plans for their students, give lessons in class with enthusiasm, fulfill all their duties as a teacher such as teaching and educating students, always develop themselves with activities such as seminars and trainings and participate in activities carried out by the school. They also always come in on time and like to mingle with other teachers at school. At meetings, honorarium teachers also always participate in attending and cooperate with other teachers cooperatively.

In the interviews, it was found that the motivation of the honorarium teachers was influenced by many factors, such as extrinsic factors. Participant A said, "As the head of my family, I need to fulfill my family's needs by working as a teacher, and being a teacher opens up opportunities for my future to be tested again as a contract employee". Participant B said, "I am happy to be an honorarium teacher here because with honorarium teacher status I have the opportunity to be accepted as a contract employee".

Based on the statement above, Participant A shows that in addition to the physiological needs identified, the hope for future career advancement to be able to become a contract teacher is the reason for this honorarium teacher to work well. Participant B clearly stated that he was happy because his honorarium teacher status opened up opportunities for him to become a government contract teacher. This statement is motivated by the fact that it is still relatively difficult to be accepted as an honorarium teacher because some schools only hire honorarium teachers for certain subjects, namely subjects that are not owned by the school's permanent teachers. For example, if a school does not have a permanent teacher (PNS) in Islamic religious education, then the school hires a teacher with a background in Islamic religious education as an honorarium teacher. Thus, not all teachers can become honorarium teachers.

Participant C said that "the opportunity to be a contract teacher will open when we are enrolled in the school deputies." This statement also shows that being an honorary teacher can open up opportunities for those who will be preparing to take the test of a government contract teacher. The hope for a future career was also an incentive for them to continue working well, with career advances giving them a new status to gain more facilities as a teacher.

Participant E also said something similar: "One of the things that encourage us to continue as honorarium teachers despite the small pay is that we get a wider opportunity to be accepted as PPPK employees because we will be registered in the school's deposit and if there are vacancies then we can take the test". This statement shows that although having a small salary does not curb their desire to stay working as honorary teachers, it also concludes that the (physiological) needs of life are not the only major motivators of their work. Participant F said that "Honor teachers are our stepping stone to being appointed as contract employees". Being an honorarium teacher is a means for them to have a more promising career path. Therefore, they see their status as honorarium teachers as a stepping stone to their future careers. The desire to be an officer is a priority for them because their purpose in work is not merely a physiological need. The hope of a better career motivates employees to work more vigorously and faithfully on the job they offer. The future career of becoming a contract teacher is an external factor that encourages participants to be enthusiastic in carrying out their work. Although in the end the desire to raise the career level is related to the level of well-being the policy objective assigned to the contract teacher is to improve the welfare of the honorary teacher (Utami et al, 2023).

Physiological needs and future careers were the reason for this participant to persevere in his duty as an honorary teacher. Maslow (1943) The physiological need is the basic need that motivates a person

to do something once this need is fulfilled then another need will emerge. Career advancement is not merely followed by improved well-being with increased return on service, which is identical to the satisfaction of physiological needs but through career advancement it will be followed by increased responsibilities, and status and there are opportunities for self-development of staff both in terms of abilities and skills.

While performing their duties as honorary teachers these participants coordinate with the head of school and other teachers, both in coordinating in scheduling, determining subjects, and so on. In response to this, participants B and C said they had the full support of the principal in carrying out their work, their colleagues also treated them well, did not discriminate, and accepted them as they were. School members are their second family, so they feel comfortable working and coordinating. Participant C said, "Here we work together, if we have difficulties or obstacles in working the teachers stay here with pleasure to help us." The atmosphere of mutual support between the teachers inspires them to work well.

Participant B said, "Yea.. the friends at SMKN give us inspiration in teaching, the head of the school also gives us space to discuss and interact with each other and support us when we follow the activities outside". The above statement shows that the head of the school as a leader accepts and helps them in carrying out their teaching activities as well as in terms of their self-development. Peer support also allows these honorarium teachers to feel at home and comfortable in carrying out their work, thus these factors provide work encouragement for them to continue teaching at the school. A peer-to-peer relationship is one of the non-physical factors of a working environment. (Sedarmayanti, 2011). The attitude of the leadership and peers in treating honorary teachers in the school represents their acceptance of the presence of honorary teachers, this reception can in fact provide a working incentive for honorary school teachers to be able to show themselves and work diligently in carrying out their duties.

In an interview with Participant D, he said "We are involved in school activities such as being a committee in farewell events and other events" and he added, "We can use all the facilities available to educate and teach students, facilities here are also sufficient for our teaching-learning activities". From this statement, it can be seen that the work environment such as facilities is sufficient to support them in carrying out their work. The physical work environment is very helpful for them in carrying out their duties such as facilities, study rooms and whiteboards, tables, chairs, and others. besides that, the leadership factor also supports and provides flexibility for them to use existing facilities for teaching.

Honorary teachers need leadership and peer support given their job status. The support of colleagues gives the feeling that they are accepted to be part of the school, and it creates a sense of ownership for honorary teachers so that the work motivation is born that comes from the colleagues and leadership. Based on the results of the analysis of extrinsic factors that give motivation to the work of honorary teachers can be seen in the chart below:

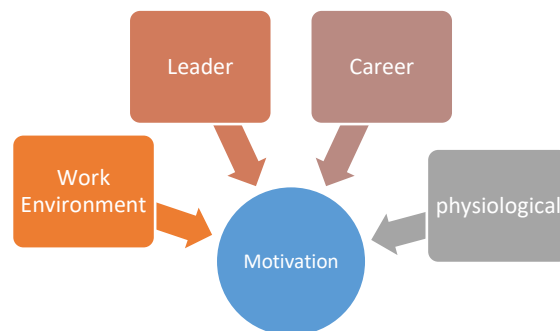


Figure 4: Extrinsic Motivation of Honor Teachers

The above picture shows that the motivation of honorary teachers arises due to the presence of external factors such as work environment, leadership, career, and physiology. Statements from the participants show that the spirit of work they felt was due to extrinsic factors. The perceived work motivation has increased teachers' work productivity, which has an impact on the smooth operation of

the school. Intrinsic motivation is an impulse born from factors outside the individual. These external factors influence the behavior and attitude of a person in achieving a goal. Having leaders and co-workers who support and help in doing the job, gives a sense of acceptance in a place. It gives a sense of comfort and encourages one to be more cooperative in carrying out tasks. There is hope for future career goals also becomes one of the extrinsic factors in the motivation of the honorary teacher's work.

Based on the interview results, honorarium teachers are encouraged to become honorarium employees because they hope to be recorded in the school dapodik and can be appointed as contract employees. The spirit of these teachers is also disrupted by their position as contractual teachers compared to honorary teachers. Based on the statement above, the motivation of the honorary teacher can be described as follows:

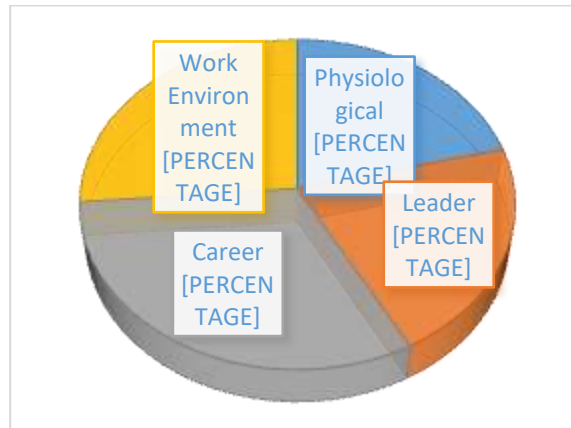


Figure 3: Extrinsic Motivation of Honor Teachers

Based on the Doughnut Chart above, shows that career is the dominant factor that encourages honorarium teachers to work, followed by work environment factors. Leadership and life needs have the same number of presentations, both of which are the smallest factor that drives honorary teachers to work. This research shows that at present physiological factors/needs of life are not the main factor in a person's work especially in the case of an honorary teacher at SMKN 01 Bengkayang. This proves that many other external factors are driving a person to perform his duties.

4. CONCLUSION

The results of the discussion regarding extrinsic motivation in honorarium teachers at SMKN 01 Bengkayang above show that several things, among others: Based on the results of descriptive analysis, extrinsic factors are able to encourage the work enthusiasm of honorarium teachers at SMKN 01 Bengkayang in carrying out their duties and responsibilities in educating and teaching students. Extrinsic factors that encourage the work enthusiasm of honorarium teachers include factors of living needs (physiological), leadership factors in this case are the principal and subject coordinator, the work environment in which there are physical and non-physical work environment factors, namely coworkers and facilities and facilities at school and future careers in which the opportunity to become permanent / contract employees. The biggest extrinsic factor that encourages the work enthusiasm of honorarium teachers is the hope for a future career, all honorarium teacher participants admit that their goal of becoming honorarium teachers is one of them is to be registered in dapodik and can pass as PPPK, the other biggest factor that encourages teachers' work enthusiasm is work environment factors where there is a physical environment, namely facilities and infrastructure and relationships with coworkers, this factor is followed by leadership factors and physiological factors. This research also shows that physiological factors are not the main factor that motivates them to work. This phenomenon shows that there are other factors that are prioritized by honorarium teachers to carry out their work. This research on extrinsic motivation in honorarium teachers in Bengkayang has limitations, including the sample in this study is not much because the time and opportunity to conduct interviews is very limited, due to the busyness of the honorarium teachers. In addition, it is necessary to re-analyze other factors that motivate these honorarium teachers to work.

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