

EVALUATION OF HONORARY TEACHER WELFARE PROGRAMME: A REVIEW OF RECENT LITERATURE

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Abstract

The purpose of this evaluation is to review the recent literature on welfare programmes for guru honorer. This review provides an overview of the efforts that have been made to improve the financial and non-financial welfare of honorary teachers, as well as the challenges that remain in their implementation. Research results from this literature review show that financial incentives such as salary increases and additional allowances have a positive impact on honorary teachers' motivation and performance, although their distribution is still uneven. In addition, non-financial aspects such as training and professional development were also identified as important factors in improving honorary teachers' teaching competencies and skills. However, access to these training programmes is still limited, especially in remote areas. The conclusion of this review emphasises the need for a more holistic and inclusive strategy to improve the welfare of guru honorer, which includes increased wages, provision of allowances and better access to professional training. Co-operation between the government, educational institutions and local communities is essential to achieve equitable welfare for honorary teachers in Indonesia.

Keywords: Programme Evaluation, Honorary Teacher Welfare, Recent Literature Review.

Introduction

Education is a learning process that aims to develop the potential of individuals as a whole, both from the intellectual, emotional, social, and physical aspects. This process is usually carried out through interaction between educators and learners in a structured learning environment (Judijanto & Aslan, 2025) ; (Purike & Aslan, 2025) . Education is not only about the transfer of knowledge from educators to learners, but also involves character building, the development of critical thinking skills, and the ability to interact effectively with others. In the social and cultural context, education also serves to transmit values, norms, and traditions that are important for the continuity of society (Sitopu et al., 2024) ; (Guna et al., 2024) ; (Iksal et al., 2024) .

Education can be carried out in various forms and levels, ranging from formal education in schools and universities, to non-formal education through courses and training, as well as informal education gained from daily experiences. In the era of

globalisation and rapid technological development, education also increasingly focuses on the mastery of information technology and adaptability to change. Education plays an important role in preparing individuals to enter the workforce and contribute positively to society, as well as a means to achieve sustainable economic growth and social development (Fawait et al., 2024) ; (Syakhrani & Aslan, 2024) ; (Iksal et al., 2024) .

Teachers are figures who act as educators and teachers in the formal education process. They are responsible for designing and delivering learning materials, assessing learners' learning progress, as well as guiding them in understanding new concepts and developing the necessary skills (Judijanto & Aslan, 2024) ; (Sartika & Fransiska, 2024) . Apart from being a learning facilitator, teachers also play an important role in shaping the character and personality of students through positive role models and interactions. With pedagogic competence, teachers must be able to create a conducive learning environment, provide motivation, and help learners reach their maximum potential (Juliani & Aslan, 2024) .

As the dynamics of education continue to evolve, the role of teachers also changes and develops. Nowadays, teachers are expected to function not only as a source of information, but also as mentors who encourage independent learning and lifelong learning. Teachers must be able to adapt to evolving educational technology and utilise digital tools to improve learning effectiveness (Nugroho, 2022) . In addition, teachers must also have sensitivity to the diversity of cultures and backgrounds of learners, and be committed to realising inclusion and equity in education. Thus, teachers become the main pillar in the effort to create a generation that is knowledgeable, moral and ready to face future challenges, which is also inseparable from the role of honorary teachers (Susanto, 2020) .

Honorary teachers are often the backbone of education in remote areas and teacher shortages. However, the welfare of honorary teachers is still a problem that has not been fully resolved. Low income, uncertain employment status, and limited access to training and professional development programmes are some of the main issues they face (Sari, 2021) .

A number of policies and programmes have been launched by the government to improve the welfare of honorary teachers. These programmes include salary increases, allowances, health facilities, and training and capacity building. However, the effectiveness of these programmes still needs to be comprehensively evaluated to ensure that they can improve the welfare of honorary teachers as expected (Wulandari & Setiawan, 2021) .

It is important to evaluate the welfare programme so that weaknesses can be identified and more effective policies can be formulated in the future. Some previous studies have highlighted the welfare aspects of honorary teachers, but recent developments and the changing context require a more up-to-date and comprehensive literature review (Nugroho, 2022) .

In this context, this study seeks to evaluate welfare programmes for honorary teachers through a review of recent literature. With an in-depth understanding of the effectiveness of these programmes, it is hoped that it can provide meaningful input for stakeholders in formulating better and more targeted policies, and ultimately improve the overall quality of education in Indonesia.

Research Methods

The study in this research uses the literature method. The literature research method is an approach used to collect and analyse existing information from various written sources, such as books, journals, articles, and other documents, to understand a particular topic or answer a research question. This method involves systematic steps, including identifying relevant sources, evaluating the credibility and quality of information, and synthesising existing findings to gain a deep understanding of the subject under study (Creswell, 2013) ; (Kitchenham, 2004) . The main purpose of literature research is to map the development of knowledge in a particular field, identify research gaps, and provide a solid theoretical basis for further study or to design practical interventions based on existing evidence (Snyder, 2019) .

Results and Discussion

Welfare Programmes for Honorary Teachers

Honorary teachers play an important role in the education system in many countries, including Indonesia. However, they often face major challenges such as low pay, unclear status and lack of access to the same benefits as permanent teachers. In an effort to improve the welfare of honorary teachers, various programmes have been developed by governments, non-governmental organisations and educational institutions. Here are some examples of welfare programmes that can help improve the quality of life and work of guru honorer (Rachman & Widjaja, 2020) .

First, incentive programmes and special allowances for honorary teachers. Some local governments have initiated additional incentives as a form of appreciation for their dedication and contribution to education. These incentives can be in the form of transport allowances, health care, and housing facilities. Such programmes not only provide additional income, but also improve the motivation and psychological well-being of honorary teachers (Bachtiar & Nugraha ., 2020)

Second, competency improvement programmes and continuous professional training. Non-permanent teachers often do not have the same opportunities as permanent teachers in terms of training and professional development. By providing access to workshops, seminars, and professional courses, contract teachers can update their knowledge and skills. This in turn can improve teaching quality and open up opportunities for better placements in the future (Aditama & Hartono, 2021) .

Third, labour protection programmes such as health insurance and social security. Honorary teachers often do not have access to health insurance or social security that can provide financial protection in emergency situations. Some regions have started to provide access to these programmes for honorary teachers, so that they have a safety net in case of illness or accident (Hastuti & Purnama, 2020) .

Fourth, advocacy programmes and legal status recognition. Fighting for clear rights and legal status for honorary teachers is an important step in ensuring their welfare. This involves collaboration between teachers' unions, government and civil society organisations to ensure that the rights and welfare of honorary teachers are formally recognised and protected by law (Rahmawati & Santoso, 2021) .

Fifth, the minimum wage increase programme. One of the biggest issues faced by honorary teachers is the low salaries they receive. Efforts to establish a decent minimum wage for honorary teachers are essential to ensure they can fulfil their basic needs (Puspa & Widyastuti ., 2021)

Sixth, a programme to provide fair and clear employment contracts. Many honorary teachers work under uncertain conditions with unclear contracts or even no contracts at all. Providing clear and fair employment contracts will provide job security and protect their rights in the workplace (Harsono & Ningrum, 2021) .

Seventh, economic empowerment programmes. Apart from teaching, honorary teachers can also earn additional income through economic empowerment programmes such as entrepreneurship training or access to business capital. These programmes allow them to run side businesses that can help supplement their income (Anggoro ., 2022)

Eighth, a psychosocial support programme. Facing the challenges of being an honorary teacher can cause stress and mental distress. Psychosocial support programs, such as counselling services or support groups, can help address psychological issues and provide necessary emotional support (Retno, 2022) .

Ninth, professional community building programmes. Professional community platforms or networks where guru honorer can share experiences, knowledge and resources are also indispensable. This not only creates an environment of mutual support, but also strengthens solidarity and cooperation among honorary teachers (Sanjaya, 2020) .

With the implementation of these programmes, it is hoped that the welfare of honorary teachers will improve significantly, so that they can focus more on their duties in educating the younger generation and contribute more to the quality of education in Indonesia. This requires collaboration between various parties, including the government, communities and educational institutions, to create a more equitable and supportive system for honorary teachers.

Effectiveness of the Honorary Teacher Welfare Programme

The welfare programme for honorary teachers is one of the most important efforts to improve the quality of education in many countries, including Indonesia. Honorary teachers often face enormous challenges in their profession, from inadequate wages to lack of social security. Improving the welfare of honorary teachers is not only important for their personal well-being, but also has a huge impact on the quality of education they provide. This welfare programme aims to address these issues and provide adequate support for honorary teachers (Sanjaya, 2020).

The effectiveness of the honorary teacher welfare programme can be seen from various indicators. Firstly, the improvement of honorary teachers' financial welfare. Many of them only receive substandard wages that are inadequate to fulfil their daily needs. Through this programme, it is hoped that the income of honorary teachers can be increased so that they can live more adequately. In addition, the provision of allowances, incentives and other supporting facilities is also an important part of the programme (Budi & Anggraini ., 2020)

The second indicator is social welfare and job security for honorary teachers. Many honorary teachers do not have health or pension insurance, which is a big concern for them. This welfare programme is expected to provide social protection such as health insurance and pension insurance, so that honorary teachers feel safe and protected in carrying out their profession (Wibowo & Setiawan, 2019).

Third, improving the quality of education provided by honorary teachers. With this welfare programme, it is expected that honorary teachers' motivation and dedication to teaching will increase. When teachers feel valued and their working conditions are taken care of, they tend to be more committed and motivated to provide quality teaching. This will ultimately have a positive impact on student achievement and the overall quality of education (Suryani et al., 2022).

However, measuring the effectiveness of the honorary teacher welfare programme also faces several challenges. One of the main challenges is consistency in the implementation of the programme. Strict monitoring and evaluation are needed to ensure that the programme is in line with its stated objectives. Without good control and evaluation, the programme runs the risk of not reaching its intended targets.

Another challenge is the availability of adequate financial resources. The honorary teacher welfare programme requires substantial funding, and funding sources must be maintained for the programme to be sustainable. The government needs to find a solution to ensure that the budget allocation for this programme remains available and sufficient to meet the needs of the honorary teachers (Yulianti, 2023).

The participation of honorary teachers in programme design and evaluation is also very important. By involving them directly, the programme can be more targeted and in line with the real needs they face. In addition, by involving honorary teachers, the programme will also get stronger support from the parties involved, so that the

implementation of the programme can run more smoothly and effectively (Lestari, 2021).

Furthermore, synergy between the central and local governments is also needed in implementing the honorary teacher welfare programme. Without good coordination between the various levels of government, the programme may experience obstacles and uneven implementation. Therefore, good cooperation between the central and local governments, as well as other related institutions, is essential to ensure the programme can be implemented optimally (Yusuf, 2021).

Overall, the honorary teacher welfare programme has great potential to improve the quality of education and the welfare of honorary teachers. However, to achieve the expected effectiveness, it requires consistency in implementation, close supervision, direct involvement of honorary teachers, adequate funding sources, and synergy between the central and local governments. By fulfilling all these aspects, this programme can undoubtedly have a real positive impact on education in Indonesia.

Factors Affecting the Welfare of Honorary Teachers

The welfare of honorary teachers is an important issue in education, especially in developing countries like Indonesia. Factors affecting their welfare include not only economic, but also psychological, social and professional aspects. Honorary teachers are often faced with daunting challenges to make ends meet, which impacts on the quality of their teaching and their personal well-being (Lestari, 2021).

One of the main factors affecting the welfare of honorary teachers is their low salaries. Many honorary teachers receive wages far below the standard of living. This makes it difficult for them to fulfil their basic needs such as food, clothing, shelter and children's education. This situation can even lead them to look for second jobs, which in turn affects the focus and quality of teaching in schools (Putri & Santoso, 2023).

Another crucial factor is uncertainty about employment status. Honorary teachers often have no guarantee of continued employment contracts, which creates insecurity and stress. This uncertainty not only impacts their economic condition but also psychologically, as they always live in the shadow of sudden termination of employment (Yusuf, 2021).

In addition, work facilities and amenities also affect the welfare of honorary teachers. Many honorary teachers work in schools that lack facilities, so they have to spend their own money to provide teaching aids. Inadequate classroom conditions and too many students also add to their workload, which ultimately affects their mental and physical health (Wijaya, 2019).

Social support and relationships with colleagues also play an important role. Honorary teachers who receive support from their peers, school management and community will feel more valued and have higher morale. Conversely, a lack of support

can make them feel isolated and unmotivated in carrying out their duties (Pratama ., 2022)

Professional development opportunities are another factor that should not be overlooked. Honorary teachers often experience difficulties in accessing professional trainings that can improve their competencies. Without adequate training, they will struggle to keep up with the latest educational developments, which ultimately affects their teaching effectiveness (Hartini & Putra, 2022) .

Government regulations also have a significant impact. Policies that are fair and favourable to honorary teachers, such as increased salaries, improved employment status and access to welfare benefits, can go a long way in improving their living conditions. Conversely, inadequate regulations will only exacerbate the inequality and dissatisfaction felt by honorary teachers (Nugroho, 2022) .

Finally, personal factors such as financial management skills and mental health also affect the welfare of honorary teachers. The ability to manage their finances well can help them maximise their limited income. Meanwhile, mental health support, either through community or professional services, can help them deal with the daily pressures of work (Susanto, 2020) .

Thus, the welfare of honorary teachers is influenced by various interrelated factors. Addressing this issue requires a comprehensive approach from various parties, including the government, school management, the community and the teachers themselves. This joint effort is expected to improve their quality of life and ultimately have a positive impact on the quality of education they provide.

Conclusion

An evaluation of the honorary teacher welfare programme shows that despite significant efforts to improve the working conditions and welfare of honorary teachers, there are still many challenges to overcome. Several studies have shown that financial incentives, such as salary increases and the provision of additional allowances, have a positive impact on honorary teachers' motivation and performance. However, these policies have not been evenly distributed across regions, so there is still a welfare gap between honorary teachers in urban and rural areas.

In addition to financial aspects, the evaluation also highlighted the importance of non-financial support such as training and professional development for guru honorer. Continuous and quality training programmes can help guru honorer improve their teaching competencies and skills. Unfortunately, access to this professional training is still limited, especially in remote areas. Some literature suggests that the active involvement of the government and local education organisations is crucial to ensure that guru honorer receive adequate support.

Overall, the recent literature review concludes that while there has been some progress in improving the welfare of guru honorer, a more holistic and inclusive strategy

is still needed. Effective policies should include increasing decent salaries, providing adequate allowances, and better access to training and professional development. Intensive cooperation between central and local governments, education institutions and local communities is crucial to realising equitable welfare for all honorary teachers in Indonesia.

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