**QUESTIONER**

**THE INFLUENCE OF JOB EXPECTATION, JOB SATISFACTION, AND GOVERNMENT POLICY ON WORK STRESS, JON ENTHUSIASM, AND CONTINUANCE COMMITMENT TO HONORARIUM TEACHER'S IN INDONESIA**

**Pengantar**

***(Introduction)***

Kuesioner ini diajukan sebagai penelitian terhadap guru honorarium di Indonesia. Tujuannya adalah mencari dan menemukan upaya mengatasi permasalahan guru honorarium, agar tidak menganggu kegiatan belajar-mengajar di sekolah. Oleh karenanya kami mohon bapak/ibu guru honorer dapat memberikan jawaban terhadap pertanyaan di bawah ini secara jujur dan benar. Jawaban bapak/ibu akan kami olah dan analisis agar dapat diperoleh kesimpulan yang terarah dan efektif. Hasil penelitian akan kami sampaikan kepada pemerintah sebagai bahan untuk mengambil keputusan terkait dengan persoalan guru honorer, baik untuk jangka pendek, menengah, maupun jangka panjang.

*This questionnaire is a study of honorarium teachers in Indonesia. The aim is to find a way to overcome the problem of honorarium teachers, so as not to disturb the teaching and learning activities in schools. Therefore we beg you to be able to give answers to the questions below honestly and correctly. The answers given will be processed and analyzed so that directed and effective conclusions can be obtained. We will present the results of the research to the government as an ingredient for making decisions related to the issue of honorary teachers, both in the short, medium and long term*.

**Identitas Responden** No. ................

***(Identity of respondents)***

Jenjang pendidikan mengajar : SD/SMP/SMA (*Elementary/junior/high school*)

(*Teaching level*)

Nama Sekolah : ...........................................................................

(*School name*)

Alamat : Jalan (Street) .....................................................

(*Address*) Kecamatan (Village)............................................

Kab/Kota (District)..............................................

Provinsi (Province) .............................................

Kode pos (Postal code).......................................

Phone/ E-mail ....................................................

Jenis kelamin (*gender*) : 1. Laki-laki (*male*) 2. Perempuan (*female*)

Usia (*age*) : ................... tahun/*years old*

Pendidikan akhir (*Last education*) : ...........................................................................

Program studi pendidikan : ...........................................................................

(*Education study program*)

Mata pelajaran diampu : ...........................................................................

(*Subjects are taught*)

Lama mengajar di sekolah ini : ...............................

(*Long time teaching at this school*)

Tingkat penghasilan (*Income level*) : .......................... setiap bulan/each month

Jumlah tanggungan di keluarga : ………………………. orang/people

(*Number of dependents in the family*)

Sukubangsa (*Ethnic groups*) : ................................

Lama tinggal (*Long stay in this area*) : ................................

Tempat tinggal (*Residence*) : 1. Di dalam asrama (*In dormitory scholl*)

 2. Di luar asrama (*Out dormitory school*)

**Pertanyaan**

***(Questions)***

Berilah jawaban dengan memberikan tanda silang (X) atau centang (√) terhadap pilihan anda.

*(Answer this question by giving a cross (X) or tick (√) to the choice that suits you)*

Pilihan Jawaban (*Choice of answers*):

**STS = Sangat Tidak Setuju** *(Strongly Disagree)* **S = Setuju** *(Agree)*

 **TS = Tidak setuju** *(Disagree)* **SS = Sangat setuju** *(Strongly Agree)*

 **R = Ragu-ragu *(Ambivalent)***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  No. |  *Pertanyaan (Question)* |  |  | Pilihan *(Choice)* |  |  |
|  |  | STS | TS | R | S | SS |
| A. | **Harapan Kerja*****(Job Expectation)*** |  |  |  |  |  |
|  | 1. Menjadi guru sudah cita-cita dari kecil

*(Being a teacher is a dream from a small age)*1. Menjadi guru honor dengan harapan diangkat sebagai guru PNS/ASN

*Becoming an honorarium teacher to be appointed as a civil servant teacher (PNS / ASN)*1. Saya berharap pemerintah membuka rekrutmen PNS/ASN kembali.

*(I hope the government will open the recruitment of PNS / ASN again)* |  |  |  |  |  |
| B. | **Kepuasan Kerja*****(Job Satisfaction)*** |  |  |  |  |  |
|  | 1. Tingkat penghasilan rendah sebagai guru honorer tidak menyurutkan keinginan menjadi guru PNS/ASN

*(Low income levels as honorary teachers do not diminish the desire to become PNS / ASN teachers)*1. Sekolah telah berlaku adil antara status guru tetap dan guru honorer dalam pelaksanaan tugas.

*(Schools have been fair between the status of permanent teachers and temporary (honorary) teachers in carrying out their duties)*1. Lingkungan kerja memberikan dukungan penuh terhadap guru honorarium dalam melaksanakan tugas.

*(The work environment provides maximum support for honorarium teachers in carrying out their duties)* |  |  |  |  |  |
| C. | **Kebijakan Pemerintah*****(Government Policy)*** |  |  |  |  |  |
|  | 1. Moratorium penerimaan PNS/ASN bersifat sementara, Pemerintah pasti memberikan perhatian terhadap status guru honorarium.

*(The moratorium on PNS / ASN recruitment is temporary, the Government must reopen by paying attention to the honorarium teacher)*1. Kebijakan peraturan tentang penerimaan pegawai dengan sistem perjanjian kerja (PP No. 49/2018), merupakan perhatian pemerintah terhadap guru honorer

*(The policy of regulations regarding employee* *recruitment with a work agreement system (Government Regulation No. 49/2018), is the government's concern for honorary teachers)*1. Kebijakan rekurtmen guru dengan perjanjian kerja dapat mengatasi persoalan guru honorer.

*(The policy of recruiting teachers with work agreements can overcome the problems of honorary teachers)* |  |  |  |  |  |
| D. | **Stres Kerja*****(Work Stress)*** |  |  |  |  |  |
|  | 1. Status tidak tetap (honorarium) merupakan tekanan psikologis, karena ketidakpastian masa depan.

*(The status of an irregular teacher (honorarium) is a psychological pressure, because of uncertainty about the future)*1. Tingkat penghasilan rendah tidak sesuai dengan beban kerja sebagai guru.

*(Low income levels do not match the workload as a teacher)*1. Guru honorer kurang dihargai di sekolah.

*(Honorary teachers are less valued at school)* |  |  |  |  |  |
| E. | **Entusiasme Kerja*****(Job Enthusiasm)*** |  |  |  |  |  |
|  | 1. Beban kerja berat yang tidak sesuai dengan penghasilan, salah satu alasan menurunnya gairah kerja.

*(Heavy workload that is not in line with income, one of the reasons for decreasing work passion)*1. Rendahnya gairah kerja mengakibatkan pencapaian hasil belajar siswa yang kurang memuaskan.

*(The low level of work passion results in the achievement of student learning outcomes that are unsatisfactory)*1. Kebutuhan hidup sehari-hari yang kurang mencukupi mengharuskan saya mencari penghasilan tambahan, sehingga kurang berkonsentrasi dalam mengajar.

*(Inadequate income for the family everyday requires seeking additional income, so that it is less concentrated in teaching)* |  |  |  |  |  |
| F. | **Komitmen Keberlanjutan*****(Continuance Commitment)*** |  |  |  |  |  |
|  | 1. Meski menjadi guru honorer, saya akan mempertahankan sebagai pekerjaan utama.

*(Even though I will hold honorary teachers as the main job)*1. Guru honorer hanya sementara sampai mendapatkan pekerjaan lebih baik, karena kurangnya perhatian pemerintah.

*(Honorary teachers are only temporary until they get a better job, due to lack of government attention)*1. Ketidakpastian status mengakibatkan rendahnya sikap loyal dan siap mengundurkan diri sewaktu-waktu.

*(Status uncertainty results in a low attitude towards loyalty to the work and is ready to resign at any time)* |  |  |  |  |  |