

The Influence of Welfare and *Burnout* on Honorary Islamic Teachers Performance at Primary Level in Pamboang District, Majene Regency

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Abstract: Honorary teachers play a role In order to implement education successfully in Indonesia. However, the reality is that some honorary teachers still don't perform at their best. The welfare and susceptibility to burnout of honorary teachers are the determining elements in their performance. Based on these findings, the purpose of this study is to assess the level of welfare, burnout, and performance of honorary teachers and to ascertain the impact of welfare and burnout on performance, particularly for honorary Islamic Teachers at the elementary school level in Pamboang District, Majene Regency. The researcher use ex post facto research with Quantitatif method. The 30 honorary Islamic Teachers who teach at the elementary level in Pamboang District were all selected as research samples. Additionally, three assessment tools—the teacher wellbeing questionnaire, the assessment Burnout Inventory (MBI) to assess burnout, and the teacher performance questionnaire—are used in this study. Using the SPSS Ver. 25 software and Microsoft Excel Ver. 2019 software, data were analyzed using descriptive and inferential analysis approaches. The research finding descriptively show that the teachers mean score for welfare lever reach 32,5 which is in the low category's class interval. The average burnout level is 31.4, which falls within the medium category class interval. The class interval classifies the mean score at the performance level, 52.1, as quite good. 1) There is a positive and substantial influence of welfare on the performance of honorary Islamic teachers, according to the findings of simple and multiple regression analysis, with a computed $t_{\text{value}} > t_{\text{table}}$ ($4.717 > 2.048$) and a significance of $0.000 < 0.05$, therefore maka H_1 is accepted.

Keywords: Welfare; Burn Out, Honorary Teacher

INTRODUCTION

The level of education in Indonesia is rather troubling, according to the facts. The United Nations Development Program (UNDP) on September 15, 2004 announced a result study that called *Human Development Report 2004* and it contained the findings of a study on human quality. Indonesia was only ranked 111th out of 177 nations in this annual survey. Former vice president Yusuf Kalla previously remarked that education in Indonesia now is of worse quality than it was 30–40 years ago. In reality, a study by The Political and Economic Risk Consultancy (PERC) found that Indonesia's education system is among the world's 160 least effective, placing it 16th in Asia.¹

¹Istamar Syamsuri, "Peningkatan Kompetensi Guru Untuk Meningkatkan Minat Siswa pada Bidang MIPA," (Bogor: MIPAnet IPB, 2010), p. 3

The world education ranking report published by the Organization For Economic Co-Operation And Development (OECD), states that Indonesia is ranked 57th out of a total of 65 countries in the world.² As for reading interest, Indonesia was placed 60th out of 61 nations in the Most Litered Nation In The World study carried out by Centered Connection State University in March 2016.³ Regarding the state of Indonesian education, Human Development Reports' 2017 Education Index placed Indonesia at seventh place in Asean with a score of 0.622. only succeeded in outperforming Myanmar, Laos, and Cambodia. Singapore received the highest rating, 0.83. Malaysia (0.719) is in second position, followed by Brunei Darussalam (0.704). Thailand and the Philippines both scored 0.611, placing them in fourth place. Utilizing the median years of education and the anticipated year of education, this figure was generated.⁴

There is no doubt that the poor quality of education at the regional level is the root of the national education crisis. As happened in West Sulawesi, the quality of education in this province is relatively low. Anshar Hasanuddin, the head of the West Sulawesi Education Council, thinks that the primary cause of the poor quality of education in West Sulawesi is a lack of teacher competency.⁵

Rusman also said the same thing, who also assessed that the situation of teachers in West Sulawesi was still worrying. Most teachers do not have sufficient professional skills to carry out tasks such as planning lessons, implementing lessons, evaluating student achievement, providing guidance and conducting research and community service.⁶

Apart from the information above, based on initial observations, researchers discovered that some PAI honorary teachers disregarded the guidelines for creating the syllabus or lesson plans. The involvement of learning media in supporting the learning process is very low. Learning media play a very small role in assisting the learning process. Then a teacher held two meetings in one, and students who wandered about during class hours with no warning. Apart from that, there was an acknowledgment from honorary teachers that they did not fully master the techniques for making learning tools. This also makes some teachers create learning tools in one go or complete them when they want to be checked by supervisors, so that the tools prepared are not actually based on an analysis of students' needs.⁷

²Raymond Godwin, "Rendahnya Kualitas Pendidikan di Indonesia", *Binus University*. 17 February 2017. <http://psychology.binus.ac.id/2017/02/17rendahnya-kualitaspendidikan-di-indonesia/> (October 22, 2019).

³Ali, "Pendidikan Indonesia Ranking 57 dunia Versi OECD", *Kabare id*. 17 March 2017. <http://kabare.id/berita/pendidikan-indonesia-ranking-57-dunia-versi-oecd> (October 22, 2019)

⁴Scholastica Gerintya, "Indeks Pendidikan Rendah, Daya Saingpun Lemah", *tirto id*. 02 Mei 2019. <http://tirto.id/indeks-pendidikan-indonesia-rendah-daya-Saing-pun-lemah-dnvr> (October 22, 2019.)

⁵Nurhadi, "Dewan Pendidikan: Kompetensi Guru Jadi Masalah Utama di Sulbar", *Tribun Tibur*. 27 November 2017. <http://makassar.tribunnews.com/amp/2017/11/27/dewan-pendidikanpendidikan-kompetensi-guru-jadi-masalah-utama-di-sulbar> (October 22, 2019)

⁶Rusman, "Kualitas Pendidikan di Sulawesi Barat", *Management Development and Applied Research Journal* 1, no.2 (June 2019), p. 20

⁷Observation, Honorary Islamic Education (PAI) Teachers at SDN 10 Ratte and SD 11 Galung (July 4-10 2019)

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Following the collection of the preceding data, the researcher proceeded to investigate the elements that influence teacher performance. According to the findings of Victoria Toyin's research, there is a considerable association between welfare and performance.⁸ According to Winarno and Mundilarno, welfare is one of the factors influencing performance. Because one of the goals of fulfilling employee welfare is to motivate work enthusiasm, discipline and work productivity. This is proven in the findings that the teacher welfare variable has a positive and significant effect on teacher performance.⁹ This statement is consistent with Hogantara's assertion that the higher the level of welfare of a person working in a field, the more positive the impact on performance.¹⁰

During the researcher's initial visit to Pamboang District, Majene Regency, there were PAI honorary teachers who felt dissatisfied about their welfare as well as their work as honorary teachers. This is because their workload does not correspond to their pay.¹¹

The low salary for honorary teachers is surely not directly proportional to the dedication of honorary teachers who work hard. Honorary teachers have similar obligations as civil servant teachers, but their income is significantly different. Economically, life as an honorary instructor cannot be described as prosperous.¹²

Teaching as a profession is inextricably linked to the desire to earn a living. The money earned as a teacher is utilized to buy necessities such as food, clothing, and shelter. As a result, pay for employment as a teacher is fully available, with no exceptions for honorary teachers.

The existence of professional obligations on honorary instructors in carrying out their duties as honorary teachers might create its own set of issues. Aside from welfare issues, non-optimal teacher performance can also be caused by psychological problems such as burnout.

Freudenberger and Ricelson in Ulfiani Rahman found 11 indicators of burnout, namely: 1) Fatigue accompanied by exhaustion since it is a process of energetic loss; 2) disconnected from reality; 3) experiencing boredom and cynicism; 4) impatient and irritable; 5) believing that only he can solve the problem; 6) feeling neglected; 7) experiencing disorientation; 8) psychosomatic problem; 9) suspicious without any

⁸Victoria Toyi, "Influence of Teachers Welfare Scheme and Job Performance in Selected Kwara State Secondary Schools, *Asia Pasific Of Education, Arts and Science* 2, no. 4 (October 2015), p. 92.

⁹Winarno dan Mundilarno, "Pengaruh Pemaatan Sarana Prasarana, Kesejahteraan dan Kepribadian Terhadap Kinerja Guru," *Jurnal Media Manajemen Pendidikan* 1, no. 1 (June 2018), p. 35.

¹⁰Hogantara dan Sintaasih, D. K, "Pengaruh Tingkat Kesejahteraan, Kepuasan Kerja, dan Komitmen Organisasi terhadap Kinerja Karyawanaroma Spa, Sanur Denpasar". *Jurnal Manajemen* 4, no.02 (2015), 350.

¹¹Johariah, "Honorary Islamic Education (PAI) Teacher at SDN 13 Pallarangan", *interviewed in Majene* July 12, 2019.

¹²Astrid Swandira Balkis and Achmad Mujab Masykur, "Memahami Subjective Well-Being Guru Honorer Sekolah Dasar Negeri (Sebuah studi kualitatif fenomenologis)", *Jurnal Empati* 5, no. 2 (April 2016), p 223

reason; 10) depression; and 11) a lack of acceptance of the situation they are in.¹³ As a job in the service sector to develop all the potential of students, honorary teachers, including PAI honorary teachers, are jobs that can cause burnout.

According to the facts above, the psychological state of honorary PAI instructors at the elementary school level in the Pamboang sub-district of Majene Regency exhibits burnout-like symptoms. This was discovered through researchers' interviews with PAI honorary teachers regarding their psychological conditions. The preliminary data shows that the workload or tasks that needed to be accomplished were boring. There are also PAI honorary teachers who feel as though they are constantly plagued by a ton of unfinished work, particularly their administrative responsibilities. Ever admitted to being worn out despite getting enough rest, as well as feeling bored and powerless in the face of so many tasks that they clumsily complete. When dealing with troublesome students, they can experience a loss of self-control. Due to the improper nature of the work he is doing and the compensation he is paid, there is a sense of injustice about his obligations as an honorary teacher.¹⁴

Burnout will have an effect on a teacher's performance. According to the findings of Mohsen Karamil's research, high burnout will result in diminished performance.¹⁵ This was supported by Sholikhan, who noted that teachers' performance will rise the less emotionally exhausted they are and vice versa.¹⁶

Based on the explanation above, it can be inferred that the performance of honorary Islamic Religious Education (PAI) teachers in Pamboang District, Majene Regency is very likely to be influenced by the level of teacher welfare and burnout experienced by their work as a teacher.

Based on the background above, researcher conducted a research under the title "The Influence of Welfare and Burnout on Honorary Islamic Teachers Performance at Primary Level in Pamboang District, Majene Regency."

THEORETICAL OVERVIEW

Teacher's Welfare

The *Kamus Besar Bahasa Indonesia* defines welfare as a state of well-being, security, safety, tranquility, enjoyment of life, prosperity, and so on.¹⁷ According to Hasibuan, welfare is complementary services (material and non-material) offered at the discretion of the provider. The objective is to preserve and enhance one's physical and

¹³Ulfiani Rahman, "Mengenal *Burnout* pada Guru" *Lentera Pendidikan* 10, no. 2 (December 2007), p. 220

¹⁴Interviews, Honorary Islamic Education (PAI) Teachers at SDN 10 Ratte, SD 23 Sirindu and SD 10 Galung (July 4-10 2019).

¹⁵Mohsen Karamil, "The Relationship between *Burnout* and Performance of Physical Education Teachers in Kermanshah", *International Interdisciplinary Journal Of Scholarly Research* 1, no. 3 (2015), p. 10

¹⁶Sholikhan, "Pengaruh Kelelahan Emosional terhadap Kepuasan kerja dan Dampaknya terhadap Kinerja guru", *Jurnal Ekonomi Moderasi* 5, no. 3 (2009), p. 247.

¹⁷Editorial team, *Kamus Besar Bahasa Indonesia* (Jakarta: Departemen Pendidikan Nasional, 2008), p. 1382.

mental health.¹⁸ Meanwhile, according to I.G. Wursanto Employee welfare or social security is a form of providing income, both in material and non-material form, which is given by the company to employees for the duration of their service or after leaving due to retirement.¹⁹

Islam demands that people support themselves through independent effort. Working independently will result in money based on your actions. Aside from that, working independently is done to lead an adequate existence and free oneself from traits like laziness, dependence on others, and unwillingness to strive.

Burnout

The concept of burnout originates from the writings of psychologist Freudenberger in 1974. He first put forward the term burnout to describe the situation experienced by public service workers who reach a stage where they are no longer able to carry out their tasks effectively, and sometimes don't even care about their clients.²⁰ When someone is burned out, everything may appear to be in order from the outside, but they are actually empty and troubled inside.²¹

Freudenberger and Richelson in Ulfiani Rahaman define burnout as a condition experienced by a person in the form of fatigue or frustration because they feel that what they hope for is not achieved.²² Freudenberger in Karger further stated that three personality types tend to experience burnout. The first personality type is that of a dedicated worker. According to Freudenberger's classification, a dedicated worker is a worker who takes on a lot of work that is too intense, thus feeling internal pressure to generate good outcomes while feeling disconnected from the needs of the population he is trying to serve. The second personality type is a worker who is too committed to his work. The third type is authoritarian burnout. This is the type of individual who strongly considers that no one else can do the job as well as he can, thus working very intensely.²³

Giving too much of oneself without allowing enough time for physical and emotional recovery can lead to burnout syndrome. The message of Allah is conveyed to people through religious teachings in QS al Baqarah/2:286:

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا.....

Translation:

Allah does not charge a soul except [with that within] its capacity.....²⁴

¹⁸Hasibuan SP Malayu, *Manajemen Sumberdaya Manusia* (Jakarta: Bumi Aksara, 2002), p.184.

¹⁹IG Wursanto, *Dasar-dasar Manajemen Personalialia* (Jakarta: Pustaka Dian, 1985), p. 165

²⁰Anthony Gary Dwokrin, "Teacher Burnout and Preceptions of a Democratic School Enviroment", *International Education Journal* 4, no 2, (2003), p. 108.

²¹Barry A. Farber, *Crisis in Education: Stress and Burnout in the American Teacher* (San Francisco: Jossey Bass Publishers, 1991), p. 5.

²²Ulfiani Rahman, "Mengenal Burnout pada Guru", *Lentera Pendidikan* 10, no. 2 (Desember 2007), p. 219.

²³Howard J. Karger, "Burnouot as Alienation", *Social Service Review* 55, no.2 (June 1981), p. 271.

²⁴Ministry of Religion of the Republic of Indonesia, *Al-Quran dan Terjemah New Cordova*, p.49.

Allah SWT. does not impose things on His servants beyond their limits, this is a form of gentleness and mercy given by Allah SWT. To His servants, Allah even forbids heavy burdens on His servants and recommends ease to His servants.²⁵

Teacher's Performance

The *Kamus Besar Bahasa Indonesia* defines performance as an accomplishment, demonstrated achievement, or a job capacity.²⁶ The term performance is defined as a person's result or overall level of success in carrying out a task during a specific time period in comparison to various possibilities, such as work results standards, targets or objectives, or criteria that have been determined in advance and mutually agreed upon.²⁷

The word performance is also usually called "job performance" or "Actual Performance" is defined as work performance or actual achievements achieved by someone. Apart from work performance, performance is also often interpreted as the result of work. Ruky in Supardi also adds the meaning of performance as follows: The word "performance" provides three meanings, namely (1) achievement, as in the context or sentence "high performance car" or a very fast car; (2) a show, as in the context or phrase "folk dance performance" or a show of folk dance; (3) carrying out tasks, as in the context or sentence "in performing his/her duties".²⁸

According to numerous sources, performance is defined as the results of carrying out the activities or responsibilities that have been allocated. This signifies that performance is the outcome of an activity or task. In a wide sense, it appears that experts describe performance as covering not only work results, but also the process and individual competency in carrying out job.

RESEARCH METHOD

The type of research used is ex post facto with quantitative research methods. The total population of honorary PAI teachers at the elementary level in Pamboang District is 30 people and all were taken as research samples. Furthermore, this research uses three measurement instruments, namely the teacher welfare questionnaire, the Measurement Burnout Inventory (MBI) to measure burnout and the teacher performance questionnaire. Data were analyzed using descriptive and inferential analysis techniques using the SPSS application Ver. 25 and Microsoft Excel Ver. 2019.

FINDINGS

One of the goals of this research is to discover how data on teacher welfare, burnout, and performance are distinct. The study also seeks to identify and assess the impact of welfare and burnout on the performance of honorary PAI teachers at the primary

²⁵Wahbah bin Mustafa al-Zuhaili, *al-Tafsir al-Munir Fi al-'Aqidah wa al-Syariah wa alManhaj* (Juz 3; Damasyq: Dar al-Fikr al-Ma'asir, 1997), p. 134

²⁶Depdiknas, *Kamus Besar Bahasa Indonesia* (Edisi III, Jakarta: Balai Pustaka, 2002), p. 570.

²⁷Rivai, *Kepemimpinan dan Perilaku Organisasi* (Edisi: IX, Jakarta: PT. Raja Grafindo persada, 2005), p. 14

²⁸Supardi, *Kinerja Guru* (Cet. II; Jakarta: PT. Raja Grafindo Persada, 2016), p. 43

school level in Pamboang District, Majene Regency. Following the use of the research process and data analysis, numerous topics can be stated as follows:

Honorary PAI Teachers' Welfare at the Elementary School Level in the Pamboang District

According to the frequency distribution and percentage of honorary teachers' welfare level from 30 respondents, the welfare level of honorary teachers is dominated at the poor category level by 12 respondents with a percentage of 40%. Followed by the fairly good welfare category level of 8 respondents with a percentage of 26.7%. The very poor category of welfare level is filled by 5 respondents with a percentage of 16.7%. The final level, namely the very good welfare category, was obtained by only 4 respondents with a percentage of 13.3%. The mean value obtained from the welfare variable is 32.5 which is in the unfavorable category interval between values 25 to 33.

Based on the description above, it can be concluded that the welfare experienced by PAI honorary teachers at the elementary school level in Pamboang District, Majene Regency is in the poor category. The welfare category obtained is not good, in accordance with the results of research from Azizah Indriyani which found that the welfare of elementary school teachers for cases in Jamblang District, Cirebon Regency, the results showed that the welfare level of honorary teachers and civil servants in that location was in the inadequate category.²⁹

The welfare level categories for honorary Islamic religious education teachers in Pamboang District, Majene Regency have various category levels but are dominated by the poor category. This happens as in this research, that the most highlighted item is about job safety guarantees. For this item, respondents obtained a percentage score of 38.30% which is close to the inappropriate value limit. This means that respondents still find it very difficult to fulfill the work safety guarantee item.

The next most highlighted thing is the item about income meeting daily needs and salary items being received on time. The two items obtained the same score, 48 with a percentage of 40% which is at the inappropriate value limit. It means that income items that meet daily needs, and salary items received on time are still far from being suitable for the question items presented.

The current salary for honorary teachers is not much different from a survey conducted by the Indonesian Independent Teachers Federation (FGII). In this survey, data was obtained that the average income of assistant teachers is Rp460.000 and honorary teachers in private schools average Rp10.000/hour.³⁰ With income like this, many honorary teachers then go on to teach at other schools, give tutoring in the afternoon, and some even do side jobs, such as being motorbike taxi drivers, boiled noodle sellers, book sellers, credit traders and so on.³¹

²⁹Azizah Indriyani, "Pengaruh Diklat Kependidikan dan Kesejahteraan Guru terhadap Kualitas Guru", *Syntax Idea* 2, No 7, (July 2020), p. 191

³⁰Ngabiyanto, "Politik Guru Honorer (Sebuah Kajian tentang Kebijakan terhadap Guru Honorer di Kota Semarang)", *Forum Ilmu Sosial* 45. no.2 (December 2018), p. 144

³¹Interviews, Honorary Islamic Education (PAI) Teachers at SDN 10 Ratte, SD 11 Galung, SD 4 Galung-Galung dan SD 3 Tinambung (March 3-9 2020).

When serving as an honorary teacher, the topic of salary is ironic. The salary of an honorary teacher for Islamic Religious Education in Pamboang District varies. There are two honorary instructors for Islamic Religious Education who receive certification allowances, and two other honorary teachers who receive remote allowances in addition to their wage for teaching hours. The rest are only paid for school operational assistance.³²

The low incentives received by honorary teachers make it difficult to meet their daily needs. Almost all honorary teachers only receive incentives based on BOS funds alone. However, this does not mean that honorary Islamic Religious Education teachers in elementary schools in Pamboang District have a low level of welfare overall. This happens because not all honorary teachers work as honorary teachers alone, but rather have other jobs to meet their living needs.

The next thing highlighted in the results of this research is a clear career path item. Honorary elementary school PAI teachers in Pamboang District, Majene Regency are still far from being fully fulfilled. This item received a score of 48, representing 40% of the desired 100%, placing it in a less acceptable place than the questionnaire statement offered addressing the fulfillment of a clear career path. This is owing to the fact that the career path of an honorary teacher is different than a civil servant teacher. According to Sulistiyo, the PGRI's general chairman, the job status of honorary teachers is unknown. In general, the future of honorary teachers' careers is just awaiting the opportunity to participate in the selection to become a civil servant teacher or the PPPK selection as a contract teacher, which gives a more secure career path.

Honorary teachers' uncertain career paths and low salary are directly in line to their flexibility to provide ideas and criticism. Decision makers frequently do not take recommendations and criticism of existing policies seriously. This is consistent with what occurred in the Pamboang District with honorary PAI primary school teachers. The respondent's degree of achievement on the item allows for criticism and suggestions, namely that a score of 48 is attained with a percentage of 40%, which is close to the limit value and is less acceptable than the questionnaire statement supplied.

The poor welfare category of honorary PAI teachers at the elementary school level in Pamboang District is also caused by a mismatch between their salary and the workload they have to fulfill. This is based on the results of this research for the suitability item between workload and salary received. Respondents obtained a score of 51 with a percentage of 42.5% which was in the less suitable category. This means that the statement regarding the suitability of salary and workload, the respondent's answer leads to the questionnaire answer choice being less appropriate.

This is consistent with the opinion of Nunuk Suryani, the secretary general of the ministry of education and culture's directorate general of teachers and education staff (GTK). She admitted that the welfare of honorary instructors was very concerning, and that the task was also very heavy. She went on to say that some honorary teachers serve

³²UPTD Pamboang District, *Laporan Bulanan Sekolah 2020*, (Pamboang District, September 12 2020)

as sacrifices, a second layer, or even the front line for public servant teachers who are unable to perform their teaching responsibilities.³³

The workload of an honorary teacher is not much different from that of a civil servant teacher. Honorary teachers are also tasked with carrying out all learning sequences, from the preparation of learning plans to the execution of learning evaluations. Aside from that, they are also responsible for supervising pupils and doing other activities such as picketing, acting as homeroom teacher, and so on. Honorary teachers believe that the rewards they receive are not proportionate to their workload.

The Level of Burnout among Honorary Islamic Education Teachers at the Elementary School Level in Pamboang District

The frequency distribution and percentage of burnout levels among 30 respondents is dominated by the moderate level, with nine respondents accounting for 30%. That is followed by the low burnout category, with eight respondents representing 26.7%. The high burnout category includes seven respondents, making up 23.3%. The very high burnout category consists of 4 respondents, representing 13.3%. Lastly, the shallow burnout category includes two respondents, with a percentage of 6.7%. The level of burnout among honorary Islamic education teachers at the elementary school level in *Kecamatan Pamboang, Kabupaten (Regency) Majene*, is predominantly moderate. That is supported by the mean score of 31.4, falling within the moderate category range of 26-35. Based on these values, it can be concluded that burnout experienced by honorary Islamic education teachers at the elementary school (PAI SD) level in *Kecamatan Pamboang Kabupaten Majene* is moderate.

The presence of burnout in an honorary teacher is undoubtedly linked to various issues experienced. Honorary teachers face fairly complex problems, as highlighted in the findings of this research, where the most significant issue is emotional exhaustion due to work. The respondents' scores for this item reached 80, approaching the threshold of 90 (once a month), accounting for 44.4% of the expected 0%. That indicates the emotional exhaustion caused by the role of an honorary teacher results in recurrent emotional fatigue due to continuous job-related demands, occurring approximately once a month.

The following highlighted item concerns dealing with problems with a sense of unease. Respondents scored 80 on this indicator, close to the threshold of 90 (once a month), representing 44.4% deviation from the expected 0%. That suggests that honorary Islamic education teachers at the elementary school level in *Kecamatan Pamboang* frequently experience feelings of unease when confronting problems. Based on statistical analysis, this condition is consistently experienced by teachers at monthly intervals. The findings of this statistical analysis align with interview responses where honorary teachers acknowledge occasionally making hasty decisions and feeling less

³³Online news portal "Kemendikbud Akui Guru Honorer Kesejahteraannya Minim tapi Tugasnya Banyak", *jpn.com* accessed <https://www.jpnn.com/news/kemendikbud-akui-guru-honorer-kesejahteraannya-minim-tetapi-tugasnya-banyak?page=2> Sunday, January 17 2021.

composed when dealing with issues, often resulting in reprimanding difficult-to-manage students.³⁴

The above findings are consistent with the research conducted by Dwi Kencana Wulan and Nurmala Sari, which reveals that honorary teachers often experience unavoidable negative emotions. It was found that honorary teachers frequently struggle to control their emotions, as evidenced by their tendencies to raise their voices and reprimand unruly students. Moreover, their emotions become more sensitive when they have a heavy workload, making them easily provoked.³⁵

The emotional exhaustion experienced by honorary teachers drains their mental state, often leaving them feeling depleted after work. That aligns with the findings of this study regarding the item of feeling exhausted after work, where respondents scored 79, nearing the threshold of 90 (once a month), representing 43.9% deviation from the expected 0%. That indicates that honorary Islamic education teachers at the elementary school level in *Kecamatan Pamboang* experience a sense of exhaustion after work at monthly intervals. The occurrence of feeling exhausted after work in these statistical findings is supported by the responses gathered during interviews, where honorary teachers admitted to frequently facing a heavy workload that haunts them with numerous tasks and impending deadlines.³⁶ This condition results in an increased workload, requiring extended working hours, ultimately leading to a shortage of leisure time and subsequent exhaustion after work.

In addition to feeling exhausted after work, another noteworthy aspect is the personal accomplishment regarding experiencing a lack of enthusiasm for teaching in the classroom. Honorary Islamic education teachers at the elementary school level in *Kecamatan Pamboang* indeed experience this, as evidenced by the findings that on the item related to work enthusiasm, respondents obtained a score of 42.2%, deviating from the expected 0%. These statistical findings align with the responses obtained during interviews, where teachers admitted to frequently lacking enthusiasm for teaching due to the monotonous nature of the situation, leading to boredom.³⁷

The results from the highlighted items above indicate that honorary teachers experience these issues at a moderate level, occurring at a frequency of approximately once a month. Based on the findings of this study, various stakeholders, both within the school and those responsible for policy implementation, can work towards providing solutions to minimize or even address burnout among honorary teachers by addressing the specific issues they face.

³⁴Interviews, Honorary Islamic Education (PAI) Teachers at SDN 10 Ratte, SD 11 Galung, SD 4 Galung-Galung, and SD 3 Tinambung (March 3-9, 2020).

³⁵Dwi Kencana Wulan dan Nurmala Sari, "Regulasi Emosi dan Burnout pada Guru Honorer Sekolah Dasar Swasta Menengah ke Bawa", *Jurnal Penelitian dan Pengukuran Psikologi* 4, no.2 (Oktober 2015), p. 76.

³⁶Interviews, Honorary Islamic Education (PAI) Teachers at SDN 10 Ratte, SD 11 Galung, SD 4 Galung-Galung dan SD 3 Tinambung (3-9 March 2020).

³⁷Interviews, Honorary Islamic Education (PAI) Teachers at SDN 10 Ratte, SD 11 Galung, SD 4 Galung-Galung dan SD 3 Tinambung (3-9 March 2020).

The Performance Level of Honorary Islamic Education Teachers at the Elementary School Level in *Kecamatan Pamboang*

Based on the frequency distribution and percentage of performance levels among 30 respondents, the performance level of honorary teachers is predominantly categorized as "quite good (*cukup baik*)," with ten respondents representing 33.3%. That is followed by the "excellent (*sangat baik*)" performance category, with nine respondents accounting for 30%. The "less good (*kurang baik*)" performance category includes eight respondents, making up 16.7%, and the "inferior (*sangat tidak baik*)" performance category is represented by only three respondents, with a percentage of 10%. The mean score is 52.1, falling within the "quite good (*cukup baik*)" category range of 49-59. Based on these values, it can be concluded that the performance of honorary Islamic education teachers at the elementary school level in *Kecamatan Pamboang, Kabupaten Majene*, is categorized as "quite good (*cukup baik*).

The "quite good" category of teacher performance obtained leaves room for other categories below it, namely "inferior" and "less good." Each of these categories accounts for 10% and 16.7%, respectively. That indicates that the performance of honorary Islamic education teachers at the elementary school level in *Kecamatan Pamboang, Kabupaten Majene*, has not yet reached the optimal level of the expected 100%.

The aspect that is mainly highlighted as contributing to the suboptimal performance of teachers is the production of scholarly work to support competence. On this item, respondents scored 36, approaching the threshold of 25 (never), accounting for 30% of the expected 100%. Based on the scores obtained for this item, which pertains to producing scholarly work, it is evident that respondents still need to improve their capacity for producing scholarly work. However, producing scholarly work, particularly in academic articles, is crucial for teachers' professional development and competence.³⁸ In addition to academic articles, another important form of scholarly work is action research (classroom action research - CAR), which aims to improve the quality of teaching and learning practices.

Another critical aspect to highlight is the item concerning validating assessment instruments to be used. Respondents obtained a score of 53, indicating "sometimes," with a percentage of 44.2% from the expected 100%. That implies that in terms of validating the assessment instruments for learning outcomes, respondents still need to fulfill this requirement. This finding aligns with the research by Aulia Sanova, which indicates that many teachers do not conduct item testing and analysis because they lack the competency to analyze tests.³⁹ The purpose of validating learning assessment instruments is to create valid tools that can be used to measure students' learning achievements based on expert opinions and empirical testing.⁴⁰ Validating assessment

³⁸Imam Gunawan, "Pendampingan Penulisan Artikel Ilmiah Bagi Guru Para Guru Sekolah Menengah Pertama", *Abdimas Pedagogi* 1, no. 2 (April 2018), p.129.

³⁹Aulia Sanova, "Standarisasi Instrumen Penilaian Hasil Belajar dengan Program Anates V4 Bagi Guru SMPN 17 Kota Jambi, *Jurnal Pengabdian Masyarakat* 2, no. 1 (June 2017), p.

⁴⁰Putri, "Pengembangan dan Validasi Intrumen Tes untuk Mengukur Keterampilan Menyelesaikan Masalah Peserta didik SMA pada Mata Pelajaran Fisika", *Jurnal Penelitian Pembelajaran Fisika* 11, no. 1 (April 2020), p. 19.

instruments is expected to produce usable test tools that do not hinder students' understanding of the questions or result in ambiguous questions. That, in turn, ensures that the assessment provides truly objective results of students' learning outcomes.

Regarding the item related to performance variables concerning designing learning plans in line with the analysis of students' needs, respondents scored 55, which is close to the threshold of 50 ("sometimes"), accounting for 45.8% of the expected 100%. That indicates that, in terms of designing learning plans under the analysis of students' needs, respondents still need to meet this requirement to achieve the expected 100%. This finding aligns with Tyas Deviana's research, highlighting that some teachers struggle with creating instructional materials and often rely on pre-existing materials rather than developing their own.⁴¹ Consequently, the instructional materials may need to align with the analysis of students' needs in the classroom.

The attainment of "quite good" performance ratings among honorary Islamic education teachers at the elementary school level in *Kecamatan Pamboang* is undoubtedly supported by the achievement of items that can also be considered "quite good." As observed in this research, this is evident in items related to interactive teaching and openness to learning outcomes. Respondents scored the same for both items, with a score of 98, approaching "often," accounting for 81.7% of the expected 100%. That means that in terms of conducting interactive teaching, honorary PAI teachers at the elementary school level in *Kecamatan Pamboang* have done so frequently. Similarly, regarding openness to learning outcomes, these teachers have practiced openness by returning students' learning outcomes to accept feedback in case of discrepancies and consider it to improve future learning outcomes.

The achievement of a "quite good" performance category is also supported by the respondents' performance in items related to implementing lessons according to lesson plans (RPP), providing guidance to students who are struggling, and carrying out additional tasks (overseeing extracurricular activities). The percentage scores for teachers in these three items are 78.8%, 72.5%, and 74.2% of the expected 100%, respectively. That indicates that in these three items, teachers have performed adequately by delivering lessons by lesson plans, guiding students facing learning difficulties, and handling additional tasks (supervising extracurricular activities) quite well.

Implementing lessons under the established lesson plans (RPP) is essential to ensure alignment with the planned curriculum. This approach ensures that the teaching process remains systematic and follows a structured path based on the ongoing lesson implementation. Similarly, guiding students who are experiencing learning difficulties is crucial. Addressing students' learning challenges to the best of their ability helps students achieve the desired learning outcomes. Furthermore, the item related to additional tasks, such as overseeing extracurricular activities, is equally important and should be fulfilled. Engaging in extracurricular activities plays a significant role in nurturing students' talents beyond the classroom.

⁴¹Tyas Deviana, "Analisis Kebutuhan Penyusunan Perangkat Pembelajaran Tematik Berbasis HOTS (Higher of Order Thinking Skills) pada Kurikulum 2013 di SD Muhammadiyah 05 Batu", *Edumaspu: Jurnal Pendidikan* 3, no.2 (2019), p.66.

The Influence of Well-being on the Performance of Honorary Islamic Education (PAI) Teachers at the Elementary School Level in Kecamatan Pamboang.

A simple regression analysis was employed to determine whether well-being influences the performance of honorary PAI teachers at the elementary school level in *Kecamatan Pamboang*. However, before conducting the regression test, a correlation analysis was performed to assess the presence and direction of the relationship between the well-being variable (X1) and the teacher's performance variable (Y).

From the correlation table between X1 and Y, as presented earlier, it was found that there is a moderate correlation between well-being and performance, with a positive direction indicated by a positive coefficient of 0.599. The positive value signifies that as well-being increases, performance also tends to increase, and conversely, if well-being decreases, performance is likely to decrease.

Based on the correlation test results mentioned above, the regression equation for well-being's influence on performance is as follows: The constant value (a) is 24.637, which can be interpreted as when well-being has a value of 0, the performance is 24.637. The coefficient of the well-being variable (b) is positive, with a value of 0.861, indicating that for every one-unit increase in well-being, the performance is expected to increase by 0.861.

The t-test or significance test in simple regression analysis of the impact of well-being on performance resulted in a calculated t-value and a tabulated t-value, where the calculated t-value (3.959) is greater than the tabulated t-value (2.048), and the Significance value (0.003) is less than 0.05. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (H1) is accepted. Well-being significantly influences teachers' performance in a positive direction. The practical contribution of well-being to teacher performance is 35.9%, while other factors or variables influence the remaining 64.1%.

The research findings from the regression analysis presented above align with previous studies conducted by Winarno and Mundilarno, which indicate that well-being is one of the factors influencing performance. One of the objectives of ensuring team member well-being is to motivate work enthusiasm, discipline, and work productivity. Their findings substantiate that the well-being variable positively and significantly impacts teacher performance.⁴² Furthermore, these findings align with the research by Hogantara and Sintasih, which suggests that the higher an individual's level of well-being in their field of work, the more positively it affects their performance.⁴³ That implies that lower levels of well-being experienced by individuals may lead to a decrease in their performance. Conversely, when honorary teachers experience higher levels of well-being, it is directly proportional to their performance and can potentially enhance their performance.

⁴²Winarno dan Mundilarno, "Pengaruh Pemakaian Sarana Prasarana, Kesejahteraan dan Kepribadian Terhadap Kinerja Guru", *Jurnal Media Manajemen Pendidikan* 1, no. 1 (June 2018), p. 35.

⁴³Hogantara dan Sintasih, D. K, "Pengaruh Tingkat Kesejahteraan, Kepuasan Kerja, dan Komitmen Organisasi terhadap Kinerja Karyawanaroma Spa, Sanur Denpasar", *Jurnal Manajemen* 4, no.02 (2015), 350.

However, the results of this research do not align with the findings of Samuel Kali Kulla, who discovered that the well-being variable does not influence teacher performance. This finding contradicts the opinions of experts and the purpose of providing Teacher Professional Allowance (TPG) as a well-being stimulus and a means to enhance teacher performance. This discrepancy can be attributed to the fact that the respondents in the study, who were vocational school (SMK) teachers in *Kabupaten Sumba Barat*, perceived well-being as merely a form of compensation that does not affect the quality of their performance.⁴⁴

Although specific empirical research findings indicate that the well-being variable may not impact performance, such disparities can be attributed to differences in the respondents studied, which in turn determine the research outcomes. However, the fulfillment of teacher well-being remains crucial in achieving teacher performance quality. Well-being contributes to the satisfaction and loyalty of teachers to their workplace. Well-being for teachers encompasses both material and non-material rewards. The provision of prosperity aims to ensure a decent standard of living for teachers as a reciprocal reward for their work. The fulfillment of teacher well-being can enhance their motivation and enthusiasm for their work.

The discovery of a positive and significant influence of well-being on the performance of honorary PAI teachers implies that when the well-being of teachers improves, their performance is also likely to improve. This finding is supported by several indicators, which help explain the positive impact of well-being on the performance of honorary PAI teachers at the elementary school level in *Kecamatan Pamboang*. The indicators that positively impact teacher performance include providing opportunities for training access, access to school facilities and resources, and the freedom to assess without coercion. These indicators received relatively good ratings, supporting, and influencing honorary PAI teachers' attainment of "quite good" performance, as previously discussed in the descriptive data analysis.

On the other hand, indicators of teacher well-being at the elementary school level in *Kecamatan Pamboang* need improvement to achieve optimal teacher performance. These indicators include ensuring job security, providing salaries that meet teachers' needs, offering a clear career path, and assigning workloads that align with the received compensation. These indicators received lower ratings, resulting in suboptimal performance by honorary PAI teachers at the elementary school level in *Kecamatan Pamboang Kabupaten Majene*.

To achieve optimal teacher performance, teachers must provide excellent services to their students. Being an educator who educates students requires much energy, especially in supporting their tasks. Teachers need support to give their best abilities, such as creating the necessary teaching materials for students, accessing the latest knowledge, and handling various administrative tasks. These goals can be effectively achieved when teachers have their rights and needs fulfilled.

The Influence of Burnout on the Performance of Honorary Islamic Education (PAI) Elementary School Teachers in *Kecamatan Pamboang*

⁴⁴Samuel Kali Kulla, "Pengaruh Kesejahteraan Guru, Motivasi Kerja dan Kompetensi Guru terhadap Kinerja Guru SMK di kabupaten Sumba Barat", *Jurnal Dinamika Manajemen Pendidikan* 1, no. 2. (2017), p. 87.

The Influence of Welfare and Burnout on Honorary Islamic Teachers Performance at Primary Level in Pamboang District, Majene Regency

A simple regression analysis was employed to determine whether burnout affects the performance of honorary PAI elementary school teachers in *Kecamatan Pamboang*. However, before conducting the regression analysis, similar to the well-being analysis, a correlation test was initially conducted to determine the existence and direction of the relationship between the burnout variable (X2) and teacher performance (Y).

As presented in the previous results, the correlation table between X2 and Y revealed a solid/negative correlation between burnout and performance, with a negative coefficient of -0.665. The negative coefficient indicates that when burnout increases, performance decreases, and when well-being decreases, performance also experiences a decline.

Based on the correlation test results above, the regression equation for the influence of burnout on performance was obtained. It includes a constant value (Constant) of 73.533 and a regression coefficient (slope) for the burnout variable (X2) of -0.675, with a significance value (Sig.) of 0.003. The interpretation of these numbers is as follows: The constant value (a) of 73.533 can be understood as when burnout has a value of 0, the performance is 73.533. The negative regression coefficient (b) of -0.675 indicates that for every one-unit increase in burnout, the performance decreases by 0.675 units. Furthermore, the effective contribution of burnout to teacher performance is 44.3%, while other factors or variables influence the remaining 55.7%.

The findings of this research are consistent with the study conducted by Moch Satriyo, which found a significant and direct negative effect of burnout on teacher performance, with a standardized direct effect value of -0.556. Satriyo's research discovered a significant direct influence of burnout on the performance of university lecturers at Widyagama University in Malang. That implies that higher levels of burnout experienced by lecturers at Widyagama University in Malang lead to a decrease in performance, and conversely, lower burnout levels contribute to improved performance.⁴⁵ Furthermore, Abiodun and Gadebo also found that burnout significantly negatively impacts performance, with a significance level of $0.00 < 0.05$.⁴⁶ That indicates that higher burnout levels experienced by honorary teachers result in decreased performance, while lower burnout levels are associated with increased performance.

The discovery of a significant negative influence of burnout on the performance of honorary teachers can be attributed to the fact that honorary PAI teachers, especially those at the elementary school level in the Pamboang District, experience moderate burnout. This condition leads honorary PAI teachers to exhibit several burnout symptoms, including emotional exhaustion due to their work and difficulty handling problems calmly. That is evidenced by their tendency to raise their voices and become irritable when dealing with unruly students, especially when they have a heavy workload. The emotional exhaustion experienced by honorary teachers takes a toll on their mental well-being, often leaving them feeling drained after work. This emotional

⁴⁵Moch Satriyo, Stres Kerja terhadap Burnout serta Implikasinya pada Kinerja”, *Jurnal Manajemen dan Akuntansi* 3, no. 2, August 2014.

⁴⁶Gesinde Abiodun & Adejuno Gbadebo, “Effect of Burnout on Work Performance of Helping Professionals: Implication for Development Goals in Africa”. *IRCAB Journal of Social and Management Sciences* 1 no. 1, (2001), p, 75.

exhaustion is frequently experienced by honorary PAI teachers with a monthly frequency, as indicated by the descriptive data analysis previously presented.

Furthermore, burnout manifests through symptoms observed in physical conditions, behavioral changes, and less effective and efficient performance. In the emotional exhaustion dimension, it is characterized by feeling emotionally drained due to the demands of work. That includes frustration, despair, sadness, powerlessness, stress, apathy toward work, and feeling overwhelmed by job tasks, making individuals feel psychologically incapable of providing service. Additionally, they become easily offended and prone to anger. On the other hand, in the dimension of low personal accomplishment, there is a sense of dissatisfaction with oneself, one's work, and even life, along with a feeling that one has never accomplished anything meaningful.

The presence of burnout in an honorary teacher leads to a decline in performance. This finding aligns with the results of research conducted by Dwi Kencana Wulan, which suggests that honorary teachers are prone to burnout when they face high work demands that are not adequately rewarded. This lack of appropriate rewards includes low income, limited career opportunities, and a shortage of teaching facilities.⁴⁷

Honorary teachers are expected to provide optimal service to their students, and burnout occurs when there is a discrepancy between the expectations of honorary teachers for their students and the reality they face. Serving students requires excellent energy, and honorary teachers must be patient and understanding, often involving emotional aspects. In the course of their work, honorary teachers often face situations that can make them feel frustrated, angry, stressed, and uncomfortable for extended periods without a process of redirecting negative emotions toward positive ones, which can lead to burnout.

As previously mentioned, the statistical analysis of burnout among honorary Islamic education teachers at the elementary school level in *Kecamatan Pamboang* shows that it is predominantly in the moderate category, accounting for 34.4%. Given this fact, solutions are needed to address burnout among teachers. Solutions to address burnout among teachers include providing social support, whether from superiors, colleagues, or family members. Additionally, schools or places where honorary teachers teach should organize activities that can reduce burnout among honorary teachers, such as religious activities or recreational events during semester breaks. The impact of these activities, which can reduce burnout, will motivate honorary teachers to manage burnout effectively and positively impact their performance.

The Influence of Well-Being and Burnout on the Performance of Honorary Islamic Education Teachers at the Elementary School Level in Kecamatan Pamboang

Multiple regression analysis is used to investigate whether there is an influence of well-being and burnout on the performance of honorary Islamic education teachers at the elementary school level in *Kecamatan Pamboang*. However, before presenting the multiple regression analysis, a correlation analysis is conducted to determine the

⁴⁷Dwi Kencana Wulan, *Regulasi Emosi dan Burnout pada Guru Honorer Sekolah dasar Swasta menengah Ke Bawah*, *Jurnal Penelitian dan Pengukuran Psikologi* 4, no. 2, (October 2015), p. 79

relationship between the variables of well-being (X_1) and burnout (X_2) and the performance of teachers (Y).

From the previously presented results, it is found that there is a strong correlation between well-being and burnout with performance, with a coefficient value of 0.745. The coefficient of multiple correlation is significant at a p-value of $0.000 < 0.05$, indicating that the relationship between well-being, burnout, and performance is statistically significant.

Based on the multiple correlation coefficient obtained above, the multiple regression equation for well-being and burnout on performance is as follows: Constant (a) = 50.693, the coefficient for well-being (b_1) = 0.541 with a significance value (Sig.) of 0.014, and coefficient for burnout (b_2) = -0.504 with a significance value (Sig.) of 0.002.

The interpretation of the numbers above is as follows: The constant value (a) is 50.693. This can be interpreted as when both well-being and burnout have values of 0, the teacher's performance will have a value of 50.693. The coefficient of well-being (b_1) is positive at 0.541. This means that for every one-unit increase in well-being, the teacher's performance is expected to increase by 0.541 units, assuming that the values of other independent variables remain constant. The coefficient of burnout (b_2) is negative at -0.504. This implies that for every one-unit increase in burnout, the teacher's performance is expected to decrease by -0.504 units, assuming that the values of other independent variables remain constant.

The multiple regression ANOVA table indicates that the F_{value} (F_{hitung}) is greater than the critical F_{value} (F_{tabel}) ($F_{\text{hitung}} > F_{\text{tabel}}$) at a significance level of 0.05. That means there is a significant combined influence of well-being and burnout on the performance of honorary PAI teachers at the elementary school level in *Kecamatan Pamboang*.

Both research variables, well-being, and burnout, collectively influence the performance of honorary PAI teachers at the elementary school level in *Kecamatan Pamboang*. The contribution of well-being and burnout to performance is quantified by the Adjusted R-Square value, which is 0.556 multiplied by 100%, resulting in 55.6%. That means that the combined influence of well-being and burnout on teacher performance accounts for 55.6% of the variance in performance. The remaining 44.4% is influenced or explained by other unexamined factors in this study.

Based on the multiple regression analysis above, it is understood that teacher performance measures a teacher's success in their profession. Many factors influence teacher performance, two of which are well-being and burnout.

Teacher well-being is one of the factors that can assist honorary teachers in fulfilling their job responsibilities. Well-being helps reduce psychological and physical workload by supporting teachers to perform their duties effectively. That aligns with the statement by Muhammad Zulkifli that teacher well-being will increase motivation and, subsequently, improve teacher performance.⁴⁸ Well-being and burnout are also interconnected in that the presence of well-being in an individual can reduce the

⁴⁸Mohammad Zulkifli dkk, "Motivasi Kerja, Sertifikasi, Kesejahteraan dan Kinerja Guru", p. 152.

occurrence of burnout.⁴⁹ Therefore, efforts should be made to enhance the well-being of honorary teachers who experience burnout to improve their performance. As mentioned in this study, burnout has a negative impact on performance.

Teacher well-being must be addressed to support effective teacher performance. Additionally, government policies friendly to honorary teachers are needed to anticipate burnout. The fulfillment of teacher well-being and efforts to prevent burnout among teachers can be achieved by ensuring fair salaries or incentives, providing a comfortable working environment within schools, recognizing their performance, and granting opportunities for teachers to self-actualize in their role as educators.

CONCLUSION AND IMPLICATION

Conclusion

Based on the data analysis and discussion of the research findings presented, teacher well-being positively and significantly influences the performance of honorary PAI teachers at the elementary school level in *Kecamatan Pamboang, Kabupaten Majene*. The direction of the relationship is positive. The comparison of the obtained values shows that the t_{value} (4.717) is greater than the t_{table} (2.048) ($t_{\text{hitung}} > t_{\text{tabel}}$ (4,717 > 2,048)) at a significance level of 0.05 ($0,000 < 0,05$). The practical contribution of teacher well-being to teacher performance is 35.9%, while other factors or variables influence the remaining 64.1%.

There is a negative and significant influence of burnout on the performance of honorary PAI teachers at the elementary school level in *Kecamatan Pamboangt, Kabupaten Majene*, with an opposite direction of the relationship. The comparison of the obtained values shows that the t_{value} (-3.959) is less than the t_{table} (-2.048) ($-t_{\text{hitung}} < -t_{\text{tabel}}$ (-3,959 < -2,048)) at a significance level of 0.05 ($0,003 < 0,05$). The practical contribution of burnout to teacher performance is 44.3%, while other factors or variables influence the remaining 55.7%.

There is also a significant combined influence of teacher well-being and burnout on the performance of honorary PAI teachers at the elementary school level in *Kecamatan Pamboang*. The comparison of the obtained F_{value} (16.924) is greater than the F_{table} (3.34) ($F_{\text{hitung}} 16,924 > F_{\text{tabel}} 3.34$) at a significance level of 0.05. The practical contribution of well-being and burnout to teacher performance is 55.6%, while other variables influence the remaining 44.4%

Research implications

Based on the conclusions above, efforts to improve the performance of honorary Islamic Religious Education teachers at the elementary school level in *Kecamatan Pamboang, Kabupaten Majene*, can be achieved by fulfilling well-being based on the performance theory and well-being theory used in this study.

⁴⁹Latifatul Laili, "Kesejahteraan Spiritual dan *Burnout* pada Mahasiswa Pendidikan Dokter", *Psikologika* 21, no. 2 (Juli 2016), p. 174

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