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Income Inequality and Survival Strategies of Primary School Physical Education, Sport and Health Teachers

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Abstract

There is a problem in the inequality of physical education teachers experiencing many complaints from private physical education teachers regarding the low income they get far from expectations. Not a few of the teachers they look for side jobs in meeting their daily needs. This research is a quantitative descriptive research, which intends to find out and find information and a description of how to survive physical education teachers and this research uses interviews and data collection given to physical education teachers. The subject of this research is the participants of the National Seminar on Physical Education, Sports and Health for Milleneal Primary Schools which is held through the zoom application teleconference, the number of physical education teachers at the elementary school level who participated was 43 people. In this study using the Explanatory Sequential Mixed Methods method with data collection in the form of geogle form. For quantitative data analysis using the mean difference test and the craw association test to determine differences in the status of physical education teachers for qualitative data using the typification method and word gorization of physical education teachers based on their survival strategies. With the results of data analysis and typology categorization, it can be concluded that 1) There is income inequality between private and public employee teachers. 2) There is no relationship between employment status and their survival activities, and (3) There are four ideal types of teachers' survival strategies based on their employment status and survival strategies.

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INTRODUCTION

Education is very important for human life, because education is a process of humanizing humans. For this reason, education is one of the processes that can be used as an alternative for character education, so that the realization of human norms. From many studies conducted in the field of physical education, it shows that the physical education curriculum is not appropriate and satisfactory (Ljubojevi, 2016). Education is not only a process that takes place in the classroom. Sports education or physical education is a form of education aimed at encouraging the formation of students in accordance with national goals. Then (Budi, 2019) explains that physical education is one of the subjects that must be followed by students as a means for students to be able to develop their potential through various physical activities. Furthermore, regarding the purpose of physical education, the purpose of physical education is not only to improve students' skills in the field of sports or only to improve the physical fitness of students, but physical education has a comprehensive (holistic) goal, namely developing intelligence cognitively, affective and psychomotor. Education is universal, can be divided into several aspects, one of which is physical education according to (Burstiando, 2017) stated that in learning activities at school students are equipped with various kinds of things from cognitive, affective and psychomotor learning. The learning process can also be used as a sports popularization process, because through basic movements or movement skills in sports can be placed, that's why sports popularization can use learning in physical education sports. Conditions which cause a lack of opportunities for children to do physical activity in physical education, also cause many physical education teachers to be unable to achieve the goals of physical education (Sugiar-to, 2015). Physical activity has now been built in such a way that it is not just an individual routine activity, but has been built into a formal organization with various regulations made. Physical activity is a condition that requires different levels of movement according to the energy needs expended, so the calories per hour will decrease depending on the level of activity.

For school physical activity promotion initiatives to be accepted and implemented, teacher involvement is fundamental. Therefore, school physical activity promotion should be integrated with and support teaching activities (Bentsen, 2021). Physical activity and exercise play an important role in the primary, secondary and tertiary

prevention of various diseases and also to improve productive physical performance and daily living activities (Langhammer, 2018). Physical activity is a condition that requires different levels of movement according to energy expenditure, so calories per hour will decrease depending on the level of activity. There is an assumption that mandating physical education time allocation requirements will lead to adjustments in school time and increase the duration of physical education time, whereas in theory, adolescents will be more physically active and this will improve health problems such as obesity (Landi, 2021). Therefore, increasing the allocation of learning time can provide opportunities for adolescents in schools to be more active and reduce the risk of disease due to sedentary behavior. Adolescents who exercise show greater exercise satisfaction, more favorable health indicators, and higher physical activity compared to those who do not exercise (Lemes, 2021).

Teacher independence for classroom management is an important component of teacher identity that has implications for the quality of teaching (Lazarides, 2020). Regular physical education in schools has an effect on improving academic achievement, non-cognitive skills, motor skills and physical activity (Knaus, 2020). Children's involvement in physical education and sports has a positive association with functional body shape (Allen, 2019). Physical education reduces feelings of loneliness and insomnia and disciplined physical education activities have a protective effect on mental health (Madeira, 2019).

Basically, the difference in income between private physical education and sports and health teachers and government employee teachers is indeed very drastic, but because the duties and obligations are the same to plan, provide education to students, and evaluate the results given to students about physical education, sports and health lessons, therefore for the rights received by all teachers are not the same between private physical education, sports and health teachers and government employee teachers, especially for private physical education teachers who teach in government school institutions even though the working period has met the requirements to be able to take part in the teacher certification program from the government because the status of private teachers is still non-permanent teachers, many private physical education teachers most of them apply Survival Strategies in meeting the needs of their survival both with family and those who are not married.

Because if you don't want to increase your income outside of this school, there will be many events - If you don't want to increase your income outside of school, there will be many events outside of income if you don't want to restrain consumption or spending, it will result in a shortage in savings, but there are also those who do not want to apply their survival strategy outside of school but only at school; they want to manage the results of their income for their needs in life because the private physical education teacher factor must indeed restrain the consumption needed in their lives, such as suppressing expenses and adjusting their income. suppressing expenses and adjusting the results of income there are also those who are willing to hold back their lust for a lot of spending or what is termed is stretching this belt is a physical education private teacher who is konaah or there are also physical education private teachers who are already established in their economy because they are supported by their parents because their parents are able to add to the needs of the physical education private teacher.

Teachers are a noble profession, because teachers teach students about knowledge that will equip them to solve problems and live life. That's why the government must pay attention to the welfare of teachers so that they can teach optimally (Hanifah, 2022). In the world of education in elementary schools, we often find that in every education unit there are still honorary teachers. Because the existence of this honorary teacher fills the shortage of teachers in the education unit.

In elementary to senior high school education units, both public and private schools still experience a large shortage of teachers. Many schools only have one or two teachers with State Civil Apparatus status, even though the implementation of Teaching and Learning Activities must continue. Therefore, even though schools are prohibited from recruiting honorary teachers, school principals are forced to recruit honorary teachers (Musfah, 2020). This happens because the need for educators is so urgent, while the government is very slow in procuring civil servant teachers to replace retiring teachers (Fauzan, 2021). Because of the pressing needs, school principals are forced to recruit honorary teachers. The honorary teachers are appointed by the education unit according to the needs of each school. However, the salary of honorary teachers is still a topic of discussion, because the amount is still below the Regency/City Minimum Wage (Hanifah, 2022). In the future, the school and the government must pay more attention to the welfare

of honorary teachers so that they will continue to work and teach at the school (Hanifah, 2022).

METHODS

This research is a quantitative descriptive research, which intends to find out and find information and a description of how to survive physical education teachers and this research uses interviews and data collection given to physical education teachers. The population and sample of this study were participants in the Mileneal Force National Seminar on Physical Education, Sports and Health for Elementary Schools held through the zoom application teleconference, the number of physical education teachers at the elementary school level who participated was 43 people from various cities and districts in the East Java region. In this study using explatori method with data collection in the form of google form. There are two ways of data analysis techniques used by researchers, the first is quantitative data analysis techniques and the second is qualitative data analysis techniques. For quantitative data analysis using the mean difference test and the craw association test to determine differences in the status of physical education teachers for qualitative data using the tification method and the word gorization of physical education teachers based on their survival strategies.

RESULTS AND DISCUSSION

Table 1. Total Teacher Data

	Employee	Certification	Salary	On	Orientation
valid	43	43	43	43	43
Missing	0	0	0	0	0

The number of physical education, sports and health teachers in elementary schools in the East Java region with data variables of employees, certification, salary, active, orientation so that researchers can process data with SPSS according to this data.

From the employee data number 1 is a public physical education teacher and number 2 is a private physical education teacher teaching in public elementary schools, then there are 18 public teachers while 25 private physical education teachers.

Based on the data on physical education teacher certification, there are 19 people who have been certified with code number 1, while code 2 is registered to apply for certification, 2

people for code 3 have not been certified for physical education teachers who have not been certified, there are 22 people who have been certified.

From the data on the salary or honorarium of physical education teachers that there are still a large number of 16 whose actual salary is below 1,000,000; but by researchers minimized to 1,000,000; while physical education teachers whose salary is 2,000,000; a total of 6 people but for physical education teachers whose salary is 3,000,000; there are 15 somewhat larger salaries 4,000,000 there are 4 people while the highest salary received every month by elementary school physical education teachers is 5,000,000; as many as 2 people.

The number of elementary school physical education teachers with code number 1 is a passive physical education teacher who does not increase income outside of school but only gets income at school only the data is 21, but if there is code number 2 is an active physical education teacher those who always look for additional income outside of school either in accordance with their profession as a physical education teacher a total of 22 such as referees, coaches, but there are also those who are not in accordance with their profession, namely farmers, gardening, traders, working in the service sector, and there are also online motorcycle taxis.

For the T Test, the average salary of civil servants is IDR 3,111,111 with an average private elementary school teacher salary of IDR 1,720,000; then from the average salary received by elementary school physical education teachers, there are several teachers who apply survival strategies to survive with insignificant needs, so a teacher is frugal and some have to look for additional income outside the school.

The results of the analysis show that the empirical T (4.510) is greater than $T_{\alpha.005} = 2.021$, thus the null hypothesis is rejected and the alternative hypothesis is accepted, meaning that the null is accepted, the alternative is rejected. So the hypothesis can be interpreted that there is a gap between the salaries of public teachers and private teachers of elementary physical education in the East Java region, private teachers of physical education orkes lower income so that it is very significant.

Employment status	ASN	GTT
PASSIVE	a	b
	10	8
ACTIVE	c	d
	11	14

find out the results using yuls formula Q

$$Q = (ad-bc)/(ad+bc)$$

$$Q = (10.14-8.11)/(10.14 + 8.11)$$

$$Q = (140-88)/(140+88)$$

$$= 52/288$$

$$= 0,2280$$

Approaching the number 1 then to obtain data using SPSS but calculating using manual results with the results 0.2280. There is no significant difference in the employment status of public and private primary school physical education teachers.

Categorization Table.

Orientasi	Inward	Outward
ASN	10	8
GTT	11	14

The four basic rules in making classification categories or typologies are Purpose oriented (purpose oriented), Based on the same measurement (common criterion), Determined mutually inclusive (mutuallyekklusive), Containing all data divided up (exhaustive) Based on employment status and how they survive there are 4 types of Physical Education Teachers, namely 1) Type OOSS (outward orientation civil servant) They are civil servants who seek additional income out by having other businesses such as coaches, referees, which are in accordance with their profession or businesses outside their profession such as trading, gardening, farming and so on. 2) Type IOSS (inward oriented civil servant) They are inwardly oriented civil servants who do not increase their income outwardly but are oriented inwardly by saving money. 3) Type OONSS (outward oriented non civil servant) They are not outwardly oriented civil servants looking for additional income in accordance with their professional fields such as coaches, referees or businesses outside their profession such as trading, gardening, farmers, ojol. 4) Type IONSS (inward oriented non civil servant) They are not inwardly oriented civil servants who survive by tightening their belts or being economical or economical according to their income so that this is what is called a qona'ah teacher.

Honorary teachers are non-permanent teachers who are not yet civil servants and are paid voluntarily (Romdin, 2020). In many cases, honorary teachers are paid low wages, far below the Regional Minimum Wage (UMR). The low wages of honorary teachers have caused them to have an inadequate life, even though welfare can

increase motivation and morale as well as teacher loyalty to the school. Study results (Mansir, 2020) said that the welfare of teachers is important in realizing national education because everything related to education is key to human resources, including teachers. Thus, low teacher incomes have the potential to reduce the quality of teacher performance, which in turn will reduce the quality of education. Honorary teachers are recruited to overcome the shortage of teachers in public schools, but the recruitment appears to be poorly planned (Sabon, 2023). This recruitment process results in ineffectiveness in the management and development of these honorary teachers (Sabon, 2023).

Most honorary teachers are appointed by the school principal, resulting in small salaries of less than IDR 500,000/month (Musfah, 2020) (Widiarto, 2020) (Fauzi, 2017) The fact of the low salary of honorary teachers is of course very contrary to the existing regulations which state that educators and education personnel are entitled to obtain income and social welfare guarantees that are appropriate and adequate. This causes honorary teachers to try to fulfill their needs to achieve welfare. The fulfillment of these needs is related to a person's psychological well-being, where the more fulfilled these needs are, the psychological well-being will increase, so that, money is considered as a tool to increase access to obtain pleasure and self-realization to achieve psychological well-being (Aisyah, 2018).

The honorary teachers at the school also look for side jobs to increase their income to fulfill their needs. The side jobs that honorary teachers do to increase their income are teaching at many schools and teaching private lessons (Pitriyani, 2022). This shows that commitment is interpreted as a form of hope to become a state civil servant, an effort to maintain work, a form of devotion and as a form of love for the school. Positive factors influence the teacher's decision to stay, but negative factors do not affect the decision to stay, but affect teacher performance (Permatasari, 2016). And this also illustrates the meaning of commitment, and the impact of the meaning of commitment on teacher work behavior, so that honorary teachers can maintain their commitment. The higher the gratitude, the higher the teacher's psychological well-being (Jannah, 2024). Teachers are categorized into two groups: permanent teachers with State Civil Apparatus status and honorary teachers (Aisyah, 2018).

Policies on teacher welfare are one of the most frequently discussed issues in Indonesia. As a profession, being a teacher is believed to be a

livelihood that is socially and culturally respectable and economically sufficient to meet basic daily needs (Permatasari, 2016). However, this does not seem to be felt by teachers who still have the status of honorary teachers. The Ministry of Education as an institution that oversees honorary teachers creates a condition of circumstances of justice where it is necessary to apply the principles of social justice to create social cooperation, as well as a fair distribution of primary values so as not to cause economic inequality and fulfill a decent life (Fauzan, 2021).

The issuance of Law No. 5 of 2014 focuses on regulating non-civil servants, but in its implementation there is still often overlap and has not shown effective synergy, even though the policy direction is in line, and instead raises new issues related to honorary teacher salaries. The impact is that the gap between the salaries of honorary teachers and civil servants and contract employees is very significant even though they have the same workload (Dhobith, 2024). The need for government policies that regulate honorary teacher salaries so that the welfare of honorary teachers can be achieved and focus on efforts to improve the quality of teachers and achieve teacher welfare (Basri, 2018).

Qualified teachers will create superior human resources to support national needs for the fulfillment of quality human resources. However, this hope will not be achieved if there are still various problems in the world of education. One of the problems in education is the injustice in the world of work for honorary teachers. This is indicated by the life of honorary teachers who are far from prosperous (Fauzan, 2021). How is it possible that the salary for someone who humanizes humans is much smaller than an engineer who makes a robot whose functions are not yet close to human capabilities.

CONCLUSION

Based on the data and research results, the researcher draws the conclusion that there are 4 types of physical education teachers based on physical education teacher survival strategies, namely: 1) Public physical education teachers who look for extras outside the school in accordance with their profession to increase income sometimes the main task of teaching is made as an addition while the additional one becomes the main one, 2) Public physical education teachers who are thrifty so that more in saving from reduced income with less consumption then the result is a greater saving of consumption, 3) Private phy-

sical education teachers who are super-saving to suppress consumption for fasting and concerned about restraining lust for survival then honorary teachers are physical education teachers who work for social not work but remain enthusiastic in teaching and happy in working because they feel the work produced will be more needed by the nation's children and work is a calling of the soul, 4) Private physical education teachers who are looking for extras outside of school to increase income apply a survival out work strategy because for consumption needs it is lacking so what is done is ngobyek to increase income by working as their profession, namely becoming a sports coach for sports, becoming a game referee, becoming an extracurricular teacher, or looking for extras in other schools, as well as running the economy such as trading, selling online, becoming an online motorcycle taxi, farming and gardening. Meanwhile, based on their employment status and how they survive, there are 4 types of Physical Education teachers, namely: 1) Type OOSS (outward orientation civil servant) where they are civil servants who seek additional income out by having other businesses such as coaches, referees, which are in accordance with their profession or businesses outside their profession such as trading, gardening, farming and so on, 2) Type IOSS (inward oriented civil servant) where inward-oriented civil servants do not add income outwardly but inwardly oriented by economizing, 3) Type IONSS which is not an inward-oriented civil servant who survives by tightening the belt of frugality or economizing according to his income, 4) OONSS type (outward oriented non civil) non-civil servants who are outwardly oriented to seek additional income in accordance with their professional fields such as coaches, referees or businesses outside their profession such as trading, gardening, farmers, online motorcycle taxis.

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