SCHOOL EDUCATIONAL MANAGEMENT STRATEGIES IN MANAGING NON-PERMANENT TEACHERS (JOB INSECURITY) AT SDN 02 CIKEMBULAN BANYUMAS

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ABSTRACT

This study aims to analyze educational human resource management strategies at SDN 02 Cikembulan Banyumas in managing job insecurity among non-permanent teachers as an effort to maintain educational quality. The research employed a qualitative case study approach, with data collected through interviews and observations involving non-permanent teachers at SDN 02 Cikembulan Banyumas. The findings indicate that SDN 02 Cikembulan Banyumas implements several educational managerial strategies, including the provision of a dialogue forum among teachers known as Panggenan Rembug Cikemdu, professional development and training, as well as fair and transparent performance evaluation. These strategies are implemented to maintain teacher quality and professionalism, particularly for non-permanent teachers who experience uncertainty in their professional status. This study concludes that appropriate school educational management strategies, particularly in the context of educational human resource management, are able to maintain teacher professionalism and support the sustainability of educational quality even when teachers are experiencing job insecurity.

INTRODUCTIONS

Educational quality plays a fundamental role in sustaining the educational process and serves as an indicator of students' success in achieving learning competencies at school. Educational quality is influenced by various factors, including curriculum, educational policies, educational facilities, the application of information and communication technology, and human resources (Budiyanto & Haryati, 2023). This study focuses on the human resource factor as a crucial aspect in the implementation of education.

Human resources in the educational context refer to teachers, administrative staff, management, and other educational personnel involved in the educational process (Waliyudin et al., 2025). They play an essential role in

delivering quality instruction and supporting the learning process. In this study, teachers hold a central role in providing quality education, which is inseparable from the implementation of educational management within the school environment (Septiani et al., 2021).

Educational management can be defined as efforts related to managing the educational process in order to achieve predetermined short-term and long-term objectives (Siswadi, 2017). In practice, educational management encompasses various aspects of management, one of which is the management of educational human resources, as examined in this study (Fakhri et al., 2024). Theoretically, educational human resource management plays a central role in ensuring the availability of professional educators to support improvements in educational quality (Nurdin et al., 2025).

Educational human resource management is not limited to administrative aspects but also includes the management of welfare, professional development, and the creation of a sense of security and fairness in the work environment (Fadlan & Suryana, 2023). When these aspects are not optimally implemented, teachers may experience job insecurity, which can affect their motivation and performance as educators (Tase & Kustiawan, 2023).

Greenhalgh and Rosenblatt define job insecurity as a condition of individual powerlessness to maintain job continuity due to perceived threats to one's employment situation (Greenhalgh & Rosenblatt, 1984). Individuals experiencing job insecurity tend to perceive uncertainty regarding their occupational future, including career progression and the continuity of their professional roles, and may adopt defensive attitudes (Yu et al., 2024).

In this study, non-permanent teachers at SDN 02 Cikembulan Banyumas face similar conditions, namely uncertainty regarding the continuation of their teaching duties without clear employment status guarantees. In addition to employment status, non-permanent teachers also face economic threats in the form of relatively low and unstable wages or honoraria. Such conditions potentially intensify teachers' perceived job insecurity and have implications for professional commitment and the quality of teaching and learning processes at school (Feng et al., 2025). Therefore, schools are required to play a strategic role in managing educational human resources effectively and adaptively.

SDN 02 Cikembulan Banyumas was selected as the research site because studies on job insecurity among non-permanent teachers at the public elementary school level, particularly those examining the direct role of school management, remain relatively limited. Furthermore, this school exhibits characteristics relevant to the research focus, particularly the presence of non-permanent teachers with employment statuses lacking long-term guarantees. The school also demonstrates interesting dynamics in educational human resource management, marked by variations in job insecurity experiences among non-permanent teachers and the implementation of managerial strategies based on dialogical approaches and psychological support facilitated by the school.

These conditions make SDN 02 Cikembulan Banyumas an appropriate site for examining how school management strategies are implemented to manage job insecurity among non-permanent teachers in order to maintain educational quality. Accordingly, this study aims to analyze educational human resource management strategies at SDN 02 Cikembulan Banyumas in managing job insecurity among non-permanent teachers as an effort to sustain educational quality.

METHOD

A. Type and Research Approach

This study employed a qualitative approach using a case study design. The qualitative approach was chosen because the study seeks to gain an in-depth understanding of the phenomenon of job insecurity experienced by non-permanent teachers, as well as the educational human resource management strategies implemented by the school in real contexts, thereby requiring in-depth observation.

The case study design was used because the research focuses on a single specific unit of analysis, namely SDN 02 Cikembulan Banyumas, with the aim of exploring, describing, and analyzing the phenomenon of job insecurity among non-permanent teachers in a comprehensive and contextual manner. This approach allows the researcher to obtain a holistic understanding of the dynamics between non-permanent teachers' working conditions, experiences of job insecurity, and school management policies and practices.

B. Research Location and Time

This research was conducted at SDN 02 Cikembulan Banyumas, a public elementary school employing both permanent and non-permanent (Wiyata Bakti) teachers in the teaching and learning process. The selection of this research location was based on the presence of job insecurity phenomena among non-permanent teachers relevant to the research focus. The study was carried out from 10 December to 14 December 2025, covering the stages of preparation, data collection, data analysis, and conclusion drawing.

C. Research Subjects and Objects

1) Research Subjects
   a) The research subjects consisted of non-permanent (Wiyata Bakti) teachers at SDN 02 Cikembulan Banyumas, who served as the primary informants in exploring experiences of job insecurity.
   b) The principal of SDN 02 Cikembulan Banyumas acted as a key informant, providing information related to school policies, educational human resource management practices, and strategies for managing non-permanent teachers.

2) Research Objects
   a) The research objects included job insecurity among non-permanent teachers, encompassing uncertainty in employment status, continuity of teaching duties, career progression, and honoraria.
   b) Educational human resource management strategies implemented by SDN 02 Cikembulan Banyumas in managing job insecurity among non-permanent teachers.

D. Data Collection Techniques

Data collection in this study employed several techniques to obtain rich and in-depth data, including:

1) In-depth Interviews

Semi-structured interviews were conducted with non-permanent teachers and the principal of SDN 02 Cikembulan Banyumas. This technique enabled the researcher to explore teachers' subjective experiences related to job insecurity, as well as the principal's perspectives on school policies and human resource management strategies. Interview topics included teachers' perceptions of employment status and honoraria (technical and emotional aspects), experiences of job insecurity, the impact of job insecurity on psychological conditions and professionalism, school policies related to performance evaluation and teacher development, and school strategies in creating a supportive work climate.

2) Observation

Participant observation was conducted by examining the involvement of non-permanent teachers in teaching and learning activities, interactions between teachers, the principal, and colleagues, teachers' participation in meetings, evaluations, and school activities, as well as the implementation of Panggenan Rembug Cikemdu activities. Observation aimed to strengthen and validate interview data to ensure data credibility.

5. Data Analysis Techniques

Data analysis in this study employed the interactive analysis model proposed by Miles and Huberman, consisting of three main stages: data reduction, data display, and conclusion drawing and verification. Data reduction involved selecting, focusing, and simplifying interview and observation data without eliminating the essence of the findings. Data display was conducted through descriptive narratives and thematic classifications to facilitate understanding of patterns and relationships among data categories. Conclusion drawing and verification involved

interpreting data meanings, linking findings with relevant theories and previous studies, and continuously verifying conclusions throughout the research process.

6. Data Validity

To ensure data validity, this study applied triangulation techniques, including source triangulation (non-permanent teachers and the principal) and technique triangulation (interviews and observation). These techniques were employed to ensure data consistency and credibility.

7. Research Ethics

This study adhered to research ethics principles by maintaining informant confidentiality, obtaining consent from the school, and ensuring that data were used solely for academic purposes.

RESULTS AND DISCUSSION

Conditions of Non-Permanent Teachers at SDN 02 Cikembulan Banyumas

Based on in-depth interviews and field observations, SDN 02 Cikembulan Banyumas actively involves non-permanent (Wiyata Bakti) teachers in daily teaching and learning activities. Non-permanent teachers at SDN 02 Cikembulan Banyumas perform teaching duties, classroom administration, and participate in other school activities similarly to permanent teachers. However, their employment status remains relatively uncertain and requires attention.

Non-permanent teachers at SDN 02 Cikembulan Banyumas work under assignment decrees issued by the school committee without long-term employment guarantees. These decrees are temporary and must be periodically renewed according to school needs and budget availability. Such conditions place non-permanent teachers in relatively vulnerable positions, as job continuity depends heavily on school policies and funding support.

Theoretically, these findings align with Greenhalgh and Rosenblatt's view that job insecurity arises when individuals feel they lack control over job continuity (Greenhalgh & Rosenblatt, 1984). In this context, non-permanent teachers occupy structurally vulnerable positions, as assignment renewals depend entirely on school policies and budget availability, resulting in uncertain employment status despite equivalent workloads to permanent teachers.

Non-permanent teachers receiving honoraria from School Operational Assistance (BOS) funds earn IDR 500,000 per month, while those funded by Regional Revenue and Expenditure Budgets (APBD) receive IDR 1,900,000 per month. Differences in funding sources lead to disparities in income stability and adequacy. These findings indicate that the administrative employment status of non-permanent teachers at SDN 02 Cikembulan does not provide long-term certainty in terms of job continuity or economic welfare, thereby creating conditions conducive to job insecurity.

Dynamics of Job Insecurity among Non-Permanent Teachers at SDN 02 Cikembulan Banyumas

The research findings indicate that non-permanent (Wiyata Bakti) teachers at SDN 02 Cikembulan Banyumas experience job insecurity, as reflected in feelings of uncertainty regarding the continuity of teaching assignments, the lack of clarity in employment status and career pathways, and relatively low and unstable honoraria. These conditions generate concerns in carrying out their profession as educators. Of the four non-permanent teachers involved, three explicitly expressed complaints and experiences related to job insecurity. One of them was unmarried, while the other two were married. These findings indicate that job insecurity is not experienced uniformly but is influenced by the personal and socio-economic conditions of each individual teacher.

These findings are consistent with the definition of job insecurity proposed by Greenhalgh and Rosenblatt, who describe job insecurity as a condition of individual powerlessness in maintaining job continuity due to perceived threats to job stability. Non-permanent teachers at SDN 02 Cikembulan demonstrate such perceptions of threat through concerns about the non-renewal of assignment decrees (SK) and uncertainty regarding monthly income.

Furthermore, De Witte explains that job insecurity is subjective in nature and is influenced by individuals' perceptions of their professional future (De Witte, 2005). This is evident in the present study, where the level of job insecurity perceived by non-permanent teachers varies despite their being situated within the same system and work environment.

Job Insecurity Viewed from Teachers' Social and Economic Conditions

Based on the research findings, further analysis indicates variations in experiences of job insecurity according to the personal social and economic conditions of non-permanent teachers. The first non-permanent teacher was unmarried and served as the primary breadwinner of the family. With limited honoraria sourced from School Operational Assistance (BOS) funds amounting to IDR 500,000, this teacher experienced considerable economic pressure, as the income earned was insufficient to fully meet family needs. This situation intensified concerns regarding job continuity and future economic stability.

The second non-permanent teacher was married and also served as the family's primary breadwinner, with honoraria likewise sourced from BOS funds. To meet household economic needs, this teacher undertook additional work outside the education sector in the form of an online trading business. Consequently, this condition required the teacher to work extra hours and divide focus between professional responsibilities at school and supplementary employment, which potentially affected psychological well-being and concentration in carrying out primary duties as an educator.

The third non-permanent teacher was also married and received honoraria from BOS funds but was in a relatively more stable economic condition compared to the other two teachers. This was due to additional financial support from the spouse's income. Nevertheless, this teacher still experienced concerns related to uncertainty in employment status, although the economic pressure was not as strong as that experienced by the other two teachers. This finding indicates that job insecurity is not solely influenced by economic conditions but is also shaped by uncertainty in employment status and the continuity of one's professional role as a teacher.

On the other hand, one non-permanent teacher reported not experiencing significant signs of job insecurity. Based on in-depth interview findings, it was revealed that the teacher's family economic condition was relatively stable due to support from the spouse's income. In addition, this teacher was not the main economic provider for the family, and the honorarium received was sourced from the Regional Revenue and Expenditure Budget (APBD) with an amount of IDR 1,900,000. As a result, pressures related to uncertainty in employment status and honoraria were perceived to be lower compared to others. This further supports De Witte's view that job insecurity is influenced by contextual and personal factors, not merely by formal employment status (Castro et al., 2023).

The Impact of Job Insecurity on Teacher Professionalism

The research findings indicate that job insecurity has implications for the psychological condition and work professionalism of non-permanent teachers. The principal of SDN 02 Cikembulan revealed that early signs of job insecurity among non-permanent teachers were first identified through behavioral changes observed in one non-permanent teacher who appeared less active in school activities.

Following a personal approach, the principal became aware of problems related to the working conditions of non-permanent teachers. In general, non-permanent teachers tend to be more cautious in expressing opinions, accept additional workloads without objection, and strive to maintain their performance in order to remain trusted by the school (Affandi et al., 2025). In the context of teaching and learning, this condition has the potential to reduce teachers' focus on innovation, although they generally continue to make efforts to maintain the quality of classroom instruction.

The principal of SDN 02 Cikembulan also stated that some non-permanent teachers tend to be passive in expressing ideas during meetings and performance evaluations, are closed off regarding personal problems, rarely participate in professional development activities such as seminars or training, tend to choose routine and repetitive teaching methods rather than attempting innovative and riskier learning approaches, and demonstrate less active teaching styles toward their students.

The three non-permanent teachers who experienced job insecurity acknowledged that they often worry that their employment may end at any time or that their assignment decrees (SK) may not be renewed, and they feel anxious when there are delays in the honoraria received or changes in the amount. Nevertheless, job insecurity experienced by non-permanent teachers at SDN 02 Cikembulan does not immediately lead them to behave unprofessionally, as they

continue to strive to maintain the quality of their teaching with a strong sense of responsibility. However, in the long term, job insecurity may gradually erode the level of professional performance of teachers as educators.

Based on the findings above, the factors causing teachers to experience job insecurity vary, and there are differences in the levels of job insecurity among individual teachers. Despite this, non-permanent teachers at SDN 02 Cikembulan generally demonstrate high dedication in carrying out their profession. Teachers perceive teaching activities as a form of service in advancing the education of the nation's children, regardless of the various pressures and limitations they face. In addition, non-permanent teachers at this school view the teaching profession as having high social and moral value; therefore, they strive to conduct their teaching practices with strong commitment, even when confronted with structural limitations and pressures resulting from job insecurity.

The Principal's Perspective on the Phenomenon of Job Insecurity among Non-Permanent Teachers at SDN 02 Cikembulan Banyumas

The principal of SDN 02 Cikembulan Banyumas perceives the phenomenon of job insecurity as an unavoidable condition within the employment system of non-permanent teachers in Indonesia, particularly at the public elementary school level. Limitations in school authority to determine teachers' employment status, as well as dependence on school funding policies, constitute significant challenges in the management of educational human resources.

Nevertheless, the principal strives to take supportive measures by emphasizing the importance of school management in minimizing the negative impacts of job insecurity. The principal views non-permanent teachers as an essential component in sustaining the teaching and learning process at SDN 02 Cikembulan Banyumas; therefore, they must be managed through a humanistic and supportive approach. From the principal's perspective, the role of the principal is not only that of an organizational leader or administrative manager, but also that of an educational leader who possesses a high level of sensitivity toward teachers' psychological conditions and social well-being.

School Management Strategies in Managing Job Insecurity

To manage these conditions, SDN 02 Cikembulan Banyumas implements educational human resource management strategies through the provision of a teacher dialogue forum known as *Panggenan Rembug Cikemdu*. Panggenan Rembug Cikemdu is a non-formal dialogue space that functions as a forum for teachers at SDN 02 Cikembulan to express concerns, share work experiences, and build emotional support among fellow teachers. This activity does not include elements of performance evaluation; therefore, teachers feel psychologically safe to express their feelings and professional reflections.

Panggenan Rembug Cikemdu activities are conducted once a month after the teacher performance evaluation. The activities include experience-sharing sessions between non-permanent and permanent teachers, discussions between senior and junior teachers, presentations of materials related to teacher professionalism, personal dialogue sessions between teachers and the principal, and the provision of supportive advice.

On several occasions, these activities are also carried out outside the school environment using a recreational or healing concept as a form of appreciation and an effort to strengthen relationships among teachers. This activity concept is grounded in the theory of psychological safety proposed by Edmondson. Edmondson emphasizes the importance of a safe work environment that allows individuals to express opinions, concerns, and reflections without fear of threats or sanctions (Edmondson, 2019).

In addition to providing dialogue spaces, the principal actively supports teachers' professional development, particularly that of non-permanent teachers, through several measures such as disseminating information about seminars, training programs, and educational competitions to increase their participation in professional development activities. The school also implements fair and transparent performance evaluations based on indicators of attendance, responsibility in carrying out teaching and learning activities, involvement in school activities, and the quality of classroom learning processes, without distinguishing between permanent and non-permanent teachers.

Teacher performance evaluations at SDN 02 Cikembulan Banyumas are conducted regularly on the 5th of each month. The evaluation process emphasizes strong principles of transparency and fairness and is carried out by the principal, involving the vice principal and senior teachers to ensure objectivity in assessment. The indicators used in

the evaluation are conveyed in an open forum to all teachers so that they understand the assessed aspects and the purpose of the evaluation in supporting future learning quality.

The results of performance evaluations are not announced publicly and are not intended as punitive measures. Instead, evaluation results are communicated personally through two-way dialogue between the principal and the teacher. The principal provides constructive feedback, expresses appreciation for teachers' performance and achievements, and offers realistic and capacity-appropriate suggestions for improvement.

This strategy aims to maintain the professionalism of non-permanent teachers while simultaneously fostering a conducive and mutually supportive work environment within the school. Through this humanistic and supportive management approach, teachers are better able to maintain their professional performance despite internal and external pressures they may experience. This approach also seeks to create psychological safety for non-permanent teachers, enabling them to continue working professionally (Fiona et al., 2024).

CONCLUSSION

This study demonstrates that non-permanent teachers at SDN 02 Cikembulan Banyumas experience working conditions characterized by limited long-term employment status guarantees and the provision of honoraria sourced from School Operational Assistance (BOS) funds and the Regional Revenue and Expenditure Budget (APBD). These conditions give rise to experiences of job insecurity at varying levels among non-permanent teachers, influenced by economic factors, marital status, family roles, and sources of honoraria received.

The findings indicate that job insecurity does not directly eliminate teacher professionalism; however, it has the potential to gradually erode professional capacity through work attitudes marked by defensiveness, limited participation in self-development activities, and declining confidence in expressing ideas and engaging in innovation. Nevertheless, non-permanent teachers continue to demonstrate a high level of dedication to their teaching duties and perceive the teaching profession as a form of service. Thus, despite experiencing concerns about their career prospects, they persist in maintaining their role as teachers.

In response to the research objectives, SDN 02 Cikembulan Banyumas implements educational human resource management strategies oriented toward a humanistic approach through the provision of the non-formal dialogue forum *Panggenan Rembug Cikemdu*, continuous professional development, and fair and transparent performance evaluation. These strategies play a role in fostering psychological safety for non-permanent teachers, thereby reducing the negative impacts of job insecurity and supporting the sustainability of educational quality at the school.

Overall, this study affirms that managing job insecurity among non-permanent teachers depends not only on structural aspects and employment policies but also on the quality of school managerial practices that are supportive, communicative, and oriented toward the development of teacher professionalism.

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