



Improving the Welfare of Honorary Teachers Through the Implementation of Pentahelix in Stakeholders in the Scope of Education

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Abstrak

Kesejahteraan guru honorer di Sekolah Dasar terbilang masih rendah, terutama karena upah yang jauh di bawah standar. Meskipun dana BOS sebesar 15% dari Rp 342.000.000 per tahun telah dialokasikan, jumlah ini belum mencukupi kebutuhan guru honorer. Keterbatasan sumber daya memperburuk situasi dan menghambat efektivitas kolaborasi dalam meningkatkan kesejahteraan mereka. Penelitian ini bertujuan untuk menganalisis peningkatan kesejahteraan guru honorer melalui implementasi Pentahelix dalam stakeholder lingkup pendidikan. Penelitian ini menggunakan metode kualitatif deskriptif dan analisis data dilakukan dengan metode Miles, Huberman dan Saldana. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dari 10 informan. Hasil menunjukkan bahwa kolaborasi antara Dinas Pendidikan, kepala sekolah, komite sekolah, koperasi, dan media sosial adalah kunci, dengan kontribusi terbesar dari Dinas Pendidikan (40%). Namun, koordinasi dan sumber daya perlu ditingkatkan untuk efektivitas model ini. Implikasi dari hasil penelitian ini adalah pemahaman yang lebih mendalam tentang peran masing-masing stakeholder dalam mendukung kesejahteraan guru honorer, khususnya bagaimana kebijakan dari Dinas Pendidikan berkontribusi secara signifikan.

Kata Kunci: Guru, Sekolah, Stakeholder, Pentahelix, Pendidikan

Abstract

The welfare of honorary teachers in Elementary Schools is still relatively low, mainly because the wages are far below standard. Although BOS funds of 15% of IDR 342,000,000 per year have been allocated, this amount is not enough to meet the needs of honorary teachers. Limited resources worsen the situation and hinder the effectiveness of collaboration in improving their welfare. This study aims to analyze the improvement of honorary teacher welfare through implementing Pentahelix in education sector stakeholders. This study uses a descriptive qualitative method, and data analysis is carried out using the Miles, Huberman, and Saldana methods. Data were collected through observation, interviews, and documentation from 10 informants. The results show that collaboration between the Education Office, principals, school committees, cooperatives, and social media is key, with the most significant contribution from the Education Office (40%). However, coordination and resources need to be improved for the effectiveness of this model. The implications of the results of this study are a deeper understanding of the role of each stakeholder in supporting the welfare of honorary teachers, mainly how policies from the Education Office contribute significantly.

Keywords: Teacher, School, Stakeholder, Pentahelix, Education

1. INTRODUCTION

Education is the main foundation for the progress of a country, along with the progress of the world, the quality of education remains highly dependent on the effectiveness of teaching, which depends on the performance of teachers, including honorary teachers. In recent studies, the importance of continuous supervision in improving teacher quality has received attention. Education is a primary tool for achieving a country's goals because the source of all state needs must be based on adequate knowledge. Academic supervision from

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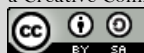
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school leaders plays an important role in improving teacher welfare, especially when carried out in a participatory manner and involving comprehensive planning, implementation, and evaluation (EUDL) stages. The appointment of honorary teachers in Indonesia is regulated in Government Regulation No. 49 of 2018 concerning Management of Government Employees with Work Agreements (PPPK), which provides an opportunity for honorary teachers to be appointed as ASN. In addition, Law No. 14 of 2005 concerning Teachers and Lecturers emphasizes the importance of teacher welfare, including honorary teachers, although in practice there are many challenges related to inadequate compensation. Honorary teachers to adapt to technology in order to improve teaching effectiveness (Budiman, 2017; Sholehati & Hadijah, 2019). The use of digital technology can improve the quality of learning. It requires qualified human resources with the formation of appropriate educational systems (Hadi et al., 2022; Putrawangsa & Hasanah, 2018; Sakkir et al., 2023).

However, the welfare of honorary teachers is often affected by compensation that does not meet standards (Hanifah et al., 2022; Vani et al., 2020). The issue of education is closely related to the authority of the Education Office as a technical implementer in the field. In addition, monitoring the welfare of honorary teachers is also an important part that involves the direct role of stakeholders in schools. The involvement of stakeholders in the Pentahelix model involving the government, academics, business actors, communities, and the media offers a solution to improve the welfare of honorary teachers (Vani et al., 2020). This model creates synergy between various elements in creating a more conducive educational environment, with a focus on strong collaboration to support fairer policies and a better working environment (Suroto et al., 2023). The percentage of teachers and honorary staff at SD Negeri 01 Pagak, Pagak District, Malang Regency, there are 21 employees, consisting of 6 Civil Servants (PNS), 5 Government Employees with Work Agreements (PPPK), 3 School Honorary Staff, and 7 honorary teachers, which means that honorary teachers cover 37% of the total employees. Initial data on honorary teachers at SD Negeri 01 Pagak, Malang Regency, revealed that the welfare of honorary teachers at this school is still relatively low. The decline in productivity and performance of honorary teachers is very clear from various indicators identified in the observation. One of the main causes of this condition is the lack of adequate support from stakeholders who should play an active role in supporting and improving the quality of honorary teacher performance. This lack of attention and support reflects structural and communication problems between schools, the government, and the surrounding community. This lack of support has the potential to cause honorary teacher motivation to decline, which in turn has a negative impact on the quality of the learning process at the school. If this problem is left without an effective solution, there is a serious risk that the quality of education at SD Negeri 01 Pagak will continue to decline. This can affect students' opportunities to receive quality education and has the potential to exacerbate the gap in educational outcomes in Malang Regency. Therefore, stakeholders have a responsibility to ensure that honorary teachers not only receive adequate compensation but also adequate professional support.

This research is very relevant to be conducted considering the findings of previous studies. Guidance and direction from stakeholders, including the government, are very important in improving teacher professionalism at MTs Negeri 1 Serang through various training and development programs (Anwar & Mubin, 2019). In addition, the principal's leadership is a key factor in managing schools effectively and must continue to be improved to achieve professional leadership (Amri et al., 2021; Faqihudin, 2019; Putri & Wibowo, 2018). However, this study is different from previous studies because it uses the Pentahelix model, which involves various parties comprehensively, while other studies only focus on one aspect. This study was also conducted at SD Negeri 01 Pagak, which provides a different local context from previous research locations. Previous studies have shown that the role of

stakeholders is very important in education. One of the educational problems is closely related to the authority of the Education Office as a technical implementer in the field of education (Ridwan et al., 2022). Based on these findings, this study focuses on the implementation of the Pentahelix model in educational stakeholders with the aim of improving the welfare of honorary teachers. This study aims to analyze the improvement of honorary teacher welfare through the implementation of Pentahelix in educational stakeholders.

2. METHOD

This research uses qualitative research, which is a process of observing or observing objects in depth using experience as the basis for its analysis (Sholihah, 2020). The research data was collected from primary data obtained through informants, field facts, and interviews, and secondary data came from related documents. The research location was focused on SD Negeri 01 Pagak in Pagak District, Malang Regency. This study has a main focus on stakeholder collaboration in improving the welfare of honorary teachers. In the context of stakeholder collaboration, the study includes identifying stakeholders, their roles and responsibilities, experiences and perspectives, challenges and obstacles in collaboration, to strategies used to improve the welfare of honorary teachers. The subjects in this study were stakeholders involved in improving the welfare of honorary teachers at SD Negeri 01 Pagak. These stakeholders include the government (Education Office), principals, honorary teachers, school committees, school cooperatives, and social media. The data collection methods used in this study were observation, interviews, and documentation. Meanwhile, the data analysis technique in this study used data analysis techniques in accordance with the theory, namely analyzing with steps through the flow of activities simultaneously (Miles et al., 2014).

The steps in analyzing this research data begin with data collection, which is done through observation, interviews, and documentation. Second, namely data condensation, involves the process of selection, focusing, abstraction, as well as simplification and transformation of the data obtained. Furthermore, data presentation is done by compiling information in the form of narratives, matrices, diagrams, tables, and charts to provide a comprehensive picture. Verification and confirmation of conclusions are the final steps, involving interpretation of the data that has been presented. Conclusions are verified by reviewing the writing, field notes, and conducting discussions with colleagues to reach agreement. Qualitative data analysis is an ongoing process that includes reduction, presentation, and drawing conclusions to describe facts and answer research questions.

3. RESULT AND DISCUSSION

Result

In the use of BOS funds in schools, the results of the agreement and decision of the school management team are obtained, which must be recorded as a source of additional school income (RKAS/RAPBS). Funding is obtained from the local government or other legal sources. Based on the results of an interview with the principal of SD Negeri 01 Pagak, the mechanism for distributing funds in 2023/2024 at SD Negeri 1 Pagak is IDR 342.000.000. This is in accordance with the results of the following interview excerpt: "BOS funds are transferred to schools in 2 stages or 2 semesters according to technical instructions with a breakdown of funds of IDR 171.000.000 per semester".

The mechanism for the disbursement of BOS funds according to the Principal's statement is carried out at the end of each semester. The total BOS funds received by the school allocated for paying honorariums for honorarium teachers is only 15%, which is IDR

25.650.000 each semester or IDR 4.275.000 each month. Of the funds paid to honorarium teachers, each teacher's salary varies based on their role and length of service. In fact, the total salary of honorarium teachers paid each month is IDR 5.000.0000, of which 15% comes from BOS funds. This is explained in [Figure 1](#).

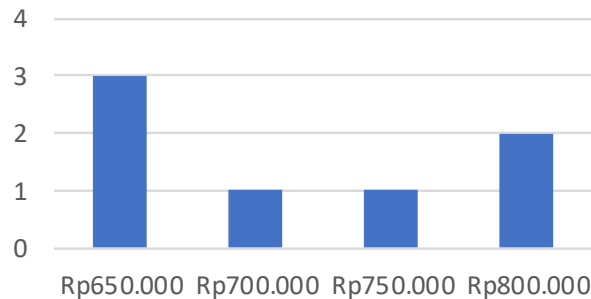


Figure 1. Honorer Teacher Wage Breakdown Diagram

Based on [Figure 1](#), the wage breakdown diagram above, it is explained that honorary teachers receive wages according to their length of service, where 3 honorary teachers receive wages of IDR 650.000, 1 person receives wages of IDR 700.000, 1 person receives wages of IDR 750.000, and 2 people receive wages of IDR 800.000, then the funds from the BOS Fund are not sufficient to provide wages for honorary teachers. Of course, these funds will not be sufficient for employee expenses. Therefore, the focus of the school and treasurer shifts to the Regional School Operational Assistance (BOSDA) fund of IDR 2.5% to cover employee expenses. However, since 2019, there have been regulations that limit the use of Regional School Operational Assistance funds that cannot be used to provide wages for honorary teachers and teachers who teach if they have an Incentive Decree because the source of the budget comes from the same fund, namely the Malang Regency Regional Revenue and Expenditure Budget. So in an effort to improve the welfare of honorary teachers, stakeholders take policies with other programs. Effective collaboration between stakeholders is key in efforts to improve the performance of honorary teachers at SD Negeri 01 Pagak. In this context, the Malang Regency Education Office plays a role as the main authority that has a major responsibility in coordinating, facilitating, and leading various initiatives aimed at supporting honorary teachers. As an institution that regulates education policies, the Education Office is not only responsible for formulating policies that are in accordance with the needs in the field, but must also ensure that these policies are implemented properly.

The Malang Regency Education Office also plays an important role in disseminating the latest information on education policies to all stakeholders, including school principals, school committees, and the community. This information covers various aspects, from the latest regulations to technical guidelines in managing School Operational Assistance (BOS) funds. The Education Office needs to ensure that all parties clearly understand the applicable rules and policies, as well as how BOS funds can be used effectively to support programs that improve the performance of honorary teachers. In this process, it is important for the Education Office to use valid data and research results as a basis for decision making. Based on accurate data, every policy taken can be more focused and effective in achieving its goals. This includes continuous monitoring of the implementation of programs that have been implemented and routine evaluations to measure their impact on the performance of honorary teachers. In addition, the Education Office must also encourage active participation from all

stakeholders, including schools and the community, in efforts to improve the quality of education.

The Education Office can coordinate various activities such as workshops, seminars, and training. These activities are designed to connect all stakeholders and provide up-to-date information on education policies and the use of BOS funds. It is important for the Education Office to continue to share research results and relevant data to support the design of more effective welfare improvement programs. In addition, the equalization of honorary teachers to Government Employees with Work Agreements (PPPK) is a strategic policy to improve teacher welfare and the quality of education in Malang Regency, allowing honorary teachers to be more focused and committed to their duties without worrying about economic stability and the future of their work. The principal at SD Negeri 01 Pagak has a very strategic role in translating policies set by the Education Office into real actions in the field. As a leader in the school, the principal is not only responsible for ensuring that training programs for honorary teachers are implemented properly, but also trying to improve their welfare in various ways, one of which is by providing opportunities for additional income. One way that the principal does this is by giving additional tasks to honorary teachers, such as assignments in distributing report cards.

In this activity, honorary teachers are given the responsibility to coordinate and distribute student report cards to parents. This task, in addition to providing additional administrative experience, is also accompanied by an honorarium that can increase their income. In addition, the principal can also assign honorary teachers to carry out official duties outside of school, such as attending meetings or training organized by the Education Office or other parties. This assignment not only increases the teacher's insight and skills, but is also usually followed by an allowance given as compensation for the time and energy they have spent. The school committee, consisting of parents, teachers, and community leaders, plans and oversees the use of BOS funds. The active involvement of the school committee ensures that the programs implemented are effective and in accordance with the needs of the school, as well as improving the welfare of honorary teachers. Honorary teachers play an important role in knowledge sharing sessions, where they share experiences and practical solutions that improve the competence of the teaching team and create a collaborative working atmosphere. The participation of the community and parents of students in school committee meetings and deliberations is very valuable for maintaining transparency and accountability in the use of BOS funds. Their involvement ensures that education programs meet the needs in the field and focus on improving the quality of education and the welfare of honorary teachers. School cooperatives provide educational facilities, teaching tools, and entrepreneurial opportunities for school communities. Involvement in cooperatives helps improve the economic welfare of honorary teachers and strengthens support for education. Social media facilitates rapid communication between honorary teachers, principals, and the community. The platform allows for the sharing of information on training, activities, and evaluation results, and provides a discussion forum for best practices and direct feedback, which increases the transparency and efficiency of the program.

Finally, evaluation and continuous development are integral parts of this collaboration. After each program is implemented, it is important to conduct an in-depth evaluation to assess the achievement of objectives and the resulting impact. This evaluation helps identify the strengths and weaknesses of the program that has been implemented and provides recommendations for improvement. With regular evaluation, all stakeholders can ensure that efforts to improve the welfare of honorary teachers continue effectively, adapt to evolving needs, and consistently improve the quality of education at SD Negeri Pagak District. The results of the study, there are five main themes identified from interviews with stakeholders. First, Policies and Regulations from the Education Office include policies

related to the use of BOS funds, training programs, and other regulatory support that play an important role in the welfare of honorary teachers. Second, the provision of additional tasks by the principal provides opportunities for honorary teachers to earn additional income through special assignments. Third, the management of BOS funds carried out by the school committee emphasizes transparency and supervision of the use of BOS funds, which directly supports the welfare of honorary teachers. Fourth, financial support from cooperatives provides opportunities for honorary teachers to receive additional financial assistance through school cooperatives. Finally, Promotion and Communication managed by social media managers play an important role in disseminating information and promoting activities related to efforts to improve the welfare of honorary teachers. All of these themes contribute to improving the welfare of honorary teachers through stakeholder collaboration.

The Malang Regency Education Office plays a central role in improving the Malang Regency Education Office plays a major role in improving the welfare of honorary teachers with a contribution of 40%. They are responsible for coordinating education policies, designing and facilitating training, and disseminating the latest information on education policies and the use of School Operational Assistance (BOS) funds. The Education Office also ensures that policies are implemented effectively in the field and serves as a liaison between various stakeholders. The principal of SD Negeri 01 Pagak contributed 25% by translating Education Office policies into daily practices at school. They also provide additional tasks, such as distributing report cards and managing extracurricular activities, which not only increase the income of honorary teachers but also improve their skills and experience outside of classroom teaching. The School Committee contributed 20% by planning, supervising, and ensuring the use of BOS funds is carried out effectively and transparently to support school needs and the welfare of honorary teachers. The School Cooperative Manager contributed 10% by providing educational facilities, teaching tools, and entrepreneurial opportunities, which function to improve the economic welfare of honorary teachers. Social media managers, even with a contribution of 5%, play an important role in facilitating rapid communication and sharing information on training, activities, and evaluations. They also provide a platform for discussion and feedback that supports transparency and improves the efficiency of educational programs. Figure 2 below explains how many stakeholders influence the welfare of honorary teachers. Based on the results of interviews and observations that have been presented in the research results, a SWOT analysis was obtained which is presented in Table 1.

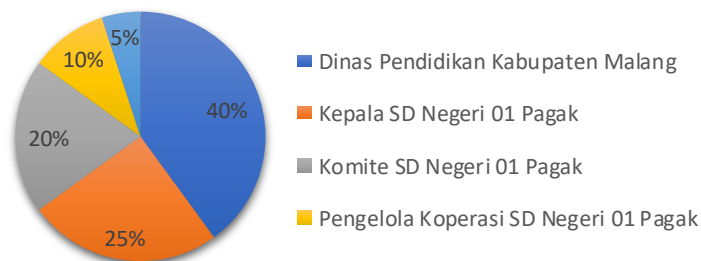


Figure 2. Stakeholder Role Diagram

Table 1. The SWOT Analysis

Strengths (Strength)	Weaknesses (Weakness)
<ol style="list-style-type: none"> 1. Additional Income from Extracurricular Activities: Schools provide additional income to honorary teachers through additional tasks such as report card distribution and extracurricular activities, which can help supplement their income. 2. Role of School Cooperatives: School cooperatives provide additional facilities such as training and loans that support the welfare of honorary teachers. 	<ol style="list-style-type: none"> 1. Wages Below UMK Standard: Honorary teacher wages that are far below the District Minimum Wage (UMK) cause financial stress and affect teachers' mental and physical health. 2. Inconsistent BOS Allocation: Uncertainty in the allocation of School Operational Assistance (BOS) funds hampers the effectiveness of additional programs that support honorary teachers.
Opportunities (Opportunity)	Threats (Threat)
<ol style="list-style-type: none"> 1. Pentahelix Model: The Pentahelix approach involving academics, government, private sector, community, and media can create synergy to improve the welfare of honorary teachers. 2. Technology in Education: Adaptation of technology can improve the efficiency and effectiveness of education management and the competence of honorary teachers. 	<ol style="list-style-type: none"> 1. Funding Uncertainty: Uncertainty in the allocation of BOS funds can disrupt the implementation of programs planned for the welfare of honorary teachers. 2. Limited Community and Media Support: Without active support from the community and media, transparency and accountability in the use of BOS funds may be compromised, affecting the effectiveness of education programs.

Discussion

The results of the study showed Improving the welfare of honorary teachers in Malang Regency faces major challenges, especially wages that are far below the UMK, which affect their quality of life. To overcome this problem, the Pentahelix model involves the government, academics, the private sector, the community, and the media to become an effective solution. Honorary teachers in Malang Regency face significant challenges because their wages are far below the Regency Minimum Wage (UMK) standard. Inadequate wages have a negative impact on teachers' quality of life, reducing their motivation and well-being (Hanifah et al., 2022). The inability to meet basic needs results in financial stress, which in turn affects teachers' mental and physical health (Gunawan & Hendriani, 2019; Hanifah et al., 2022; Rahayuningsih, 2021). Low wages can affect teachers' quality of life and overall performance. To address this issue, many schools provide additional income through additional tasks such as report card distribution and extracurricular activities. However, funding for these activities is highly dependent on the School Operational Assistance (BOS) (Arifin & Sari, 2021). Inconsistent BOS allocation can hinder the effectiveness of this additional program (Kusnadi & Sari, 2021). Uncertainty in fund allocation can disrupt the implementation of planned programs (Rubiyati & Ismanto, 2020; Sismono, 2020). Therefore, collaboration between various stakeholders, including the government, education office, school principals, school committees, and the community, is the key to improving the welfare of honorary teachers (Muhadi et al., 2021). The government needs to formulate policies that support the adjustment of honorary teacher wages and ensure adequate BOS allocation (Atoillah & Hakim, 2024; Witarti et al., 2021). Community and media support is also important in strengthening the success of the program and ensuring transparency and

accountability (Atika, 2022). Community involvement in education can improve the outcomes of compensation and support policies (Atoillah & Hakim, 2024).

This challenge demands a more comprehensive and sustainable solution. Adaptation of technology in education can be one strategy to increase the efficiency and effectiveness of education management (Buddhist, 2017). The importance of technology in improving teacher competence. The Pentahelix approach involving academics, government, private sector, community, and media can help create synergy in improving the welfare of honorary teachers (Suroto et al., 2023;Pugra et al., 2021). In addition, active community participation and support from the media in education programs can strengthen transparency and accountability in the use of BOS funds. Cooperation between stakeholders in the context of education reform can result in significant improvements in the quality of education (Muhadi et al., 2021). Therefore, the development of policies that are oriented towards improving the welfare of honorary teachers, supported by various parties and using technology as a tool, is an important step to overcome existing challenges (Umami, 2019). Effective compensation policies can have a positive impact on teacher performance and their well-being (Apriliyani & Meilani, 2021).

Collaboration between various stakeholders such as the Education Office, principals, school committees, honorary teachers, school cooperatives, social media, and the community is very important in improving the welfare of honorary teachers in Malang Regency. The Education Office has a central role in formulating, supervising, and evaluating policies related to School Operational Assistance (BOS) and fund distribution. Clear and relevant policies regarding the use of BOS funds can strengthen school development and improve the overall quality of education (Judge, 2021). The importance of effective policies in the management of education funds to ensure optimal quality of education (Ruby & Ismanto, 2020). The Education Office must ensure that the allocation of funds is carried out effectively to support additional activities that contribute to improving the welfare of honorary teachers. In addition, school principals and school committees play a key role in implementing policies and managing funds at the school level. They are responsible for ensuring that the programs designed are in accordance with the needs and expectations of the community and are effective in improving the welfare of honorary teachers (Brotosedjati, 2013;(Ruby & Ismanto, 2020). The role of the principal and school committee is crucial in ensuring that educational policies can be implemented successfully at the school level. Community support is invaluable in ensuring that educational programs can operate effectively and in accordance with local needs (Taroreh, 2021). The success of community support in this context helps direct education programs to be more responsive to the needs of honorary teachers. The media plays a key role in disseminating information about education programs and raising public awareness of the importance of honorary teacher welfare (Lee & Thompson, 2022).

Support from school cooperatives is also important, because cooperatives can provide additional resources and income opportunities for honorary teachers through economic activities in schools. School cooperatives play a role in improving teacher welfare by providing access to various facilities and resources (Nurjanah & Cahyana, 2023). Social media plays a significant role in disseminating information and promoting educational programs, which can increase transparency and accountability in the use of BOS funds (Arifin & Sari, 2021). Social media can be an effective tool for increasing community engagement in education. (Sopandi, 2019). Active community participation also contributes to the success of educational programs, by providing moral and material support and playing a role in monitoring and evaluation. Community participation is an important factor in the success of educational policies (Rubiyati & Ismanto, 2020). Effective collaboration between all parties ensures that the policies and programs implemented can run well and provide a significant positive impact on the welfare and performance of honorary teachers (Anwar &

Mubin, 2019; Judge, 2021). Integration of all stakeholders in the education process can result in significant improvements in teacher welfare and the quality of education.

Effective collaboration between all stakeholder elements will be more effective if the goals and benefits are clear. Partnerships will have a clear focus and direction, so that all processes can be completed quickly and efficiently (Hanifah et al., 2022; Rozikin et al., 2023). The Education Office, school principals, school committees, honorary teachers, school cooperatives, social media, and the community are the keys to improving the welfare of honorary teachers in Malang Regency. Each party has a strategic role in formulating, implementing, and evaluating policies and programs that support honorary teachers. The importance of good cooperation between stakeholders to overcome various challenges and ensure the success of education programs (Rahman et al., 2022). Solid collaboration can facilitate the resolution of existing problems and improve the working conditions of honorary teachers. With effective collaboration, it will be easier to overcome existing problems, improve the working conditions of honorary teachers, and overall improve the quality of education in the area.

The main factor that plays a role is human resources (HR), where the most important aspect of humans is commitment. With a strong level of commitment, HR such as policy implementers and stakeholders are more likely to provide financial support and allocate their time more than the standards set in implementing the policy (Rahman et al., 2022). With solid support and collaboration between all stakeholder elements, it will be easier to overcome existing challenges and improve the quality of education in Malang Regency. The Pentahelix model not only strengthens synergy between various parties, but also ensures that efforts to improve the welfare of honorary teachers are carried out comprehensively and effectively. The Pentahelix approach can create strong synergy that facilitates the achievement of better results in the management of education and teacher welfare (Suroto et al., 2023; Khusniyah, 2020). The success of the Pentahelix model in this context underlines the importance of harmonious cooperation between various stakeholders to create a positive and sustainable impact in improving the welfare of honorary teachers at SD Negeri 01 Pagak, Malang Regency.

This study has several advantages, including the use of a comprehensive Pentahelix model in involving various stakeholders such as government, academics, business, community, and media, thus providing a holistic picture of collaboration to improve the welfare of honorary teachers. The implication of the results of this study is a deeper understanding of the role of each stakeholder in supporting the welfare of honorary teachers, especially how policies from the Education Office contribute significantly. However, this study also has limitations, such as the scope that only focuses on one school and limited resources, which can affect the generalization of the research results. Recommendations for further research are to expand the scope of research locations, as well as explore more deeply other aspects such as the use of technology in improving the effectiveness of collaboration between stakeholders.

4. CONCLUSION

Improving the welfare of honorary teachers in Malang Regency faces major challenges, especially wages that are far below the UMK, which affect their quality of life. To overcome this problem, the Pentahelix model involves the government, academics, the private sector, the community, and the media as an effective solution. The government, especially the Education Office, plays an important role in formulating BOS policies and ensuring effective allocation. Academics provide training to improve teacher competency, while school cooperatives and the private sector support with additional facilities.

Community and media participation increases transparency, accountability, and community involvement in education. With strong collaboration between stakeholders, the Pentahelix model can significantly improve the welfare of honorary teachers. However, for this model to be more effective, it is recommended that there be increased coordination and utilization of technology to ensure more efficient communication and management of funds, as well as policies that better support the adjustment of honorary teacher wages and welfare.

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