

Management of Auxiliary Personnel at the Education, Youth, and Sports Office of the Special Region of Yogyakarta

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Abstract

This study analyzes the Management of auxiliary Personnel within the Department of Education, Youth, and Sports (Disdikpora) of the Special Region of Yogyakarta (DIY). Employing a qualitative approach through a case study method, data were gathered via interviews, observations, and documentation. Research informants comprised structural and functional officials within Disdikpora DIY and auxiliary Personnel from various operational units. Findings indicate that the Management of auxiliary Personnel within the Disdikpora DIY has been effectively established, encompassing planning, organization, implementation, and supervision/evaluation. Supporting factors include the involvement of various stakeholders, legal frameworks, official decrees, supportive leadership policies, opportunities for external collaborations, and cooperation between civil servants (PNS) and auxiliary Personnel. Despite encountering several challenges, measures have been taken to address them. Improvement needs to encompass regulatory adjustments, including gubernatorial regulations within DIY, welfare considerations, diploma adjustments, position qualifications, and job descriptions of auxiliary Personnel.

Keywords

Auxiliary Personnel Management; Department of Education; Youth; Sports

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1. INTRODUCTION

The Management of auxiliary Personnel at the Education, Youth, and Sports Office (EYSO) is critical to ensuring the effective and efficient delivery of educational services to students, youth, and the community. (Nisa, 2020) Auxiliary Personnel, which encompasses a diverse range of positions such as administrative assistants, custodians, security guards, and cafeteria workers, play a vital role in supporting the core functions of the EYSO. Their contributions range from providing administrative support to maintaining facilities and ensuring the safety of students and Staff. (Suyuthi, 2020)

Effective Management of auxiliary Personnel is essential for several reasons. Firstly, it helps to ensure that auxiliary Personnel are well-trained, motivated, and equipped to perform their duties effectively. (Arifin, 2020) This, in turn, contributes to the overall quality of educational services provided by the EYSO. Secondly, effective Management of auxiliary Personnel helps create a positive and supportive work environment, leading to improved morale, productivity, and retention rates. Finally, proper Management of auxiliary Personnel can help to reduce costs and optimize the use of resources.



(Agustia, 2020)

The Management of auxiliary Personnel at the EYSO is typically governed by a set of policies and procedures that outline the responsibilities of both the EYSO and its auxiliary Personnel. These policies and procedures should be clear, concise, and understandable. (Mulyono, 2008) They should also be reviewed and updated regularly to reflect changes in legislation, labor relations, and best practices. (Dyah, 2020)

In addition to policies and procedures, the EYSO should also have a system in place for managing auxiliary Personnel on a day-to-day basis. This system should include a process for recruitment, selection, training, performance evaluation, and disciplinary action. The EYSO should also have a transparent system for communication with auxiliary Personnel and provide them with opportunities for feedback and input. (Darmawan A. &, 2020)

Effective Management of auxiliary Personnel is an ongoing process that requires continuous attention and effort. By investing in the development and Management of its auxiliary Personnel, the EYSO can create a more efficient, effective, and supportive organization that can better meet the needs of its students, youth, and the community. (Darmawan D. &, 2020)

Management is a specific process that utilizes abilities or skills to achieve a goal, which in its execution can follow scientific principles and can also highlight the manager's uniqueness or style in leveraging the abilities of others (Educational Administration Lecturer Team UPI, 2012: 86). Management is highly crucial in all fields of life. With effective Management, an organization's performance can be maximized (Dyah, 2020). According to G.R. Terry, as cited in Sukarna (2011: 10), Management is divided into four essential functions: (1) planning, (2) organizing, (3) executing, and (4) controlling. Mulyono (2008:25) states that planning is a rational and systematic process of making decisions, activities, or steps to be taken in the future in order to effectively and efficiently achieve goals. According to its function, planning can be carried out through several steps, namely: (1) analysis of factors causing changes in human resource needs, (2) forecasting human resource needs, (3) determining future human resource needs, (4) analysis of human resource availability, and (5) determination and implementation of programs.

They are organizing as a process of connecting people involved in a particular organization and unifying their tasks and functions within the organization. Meanwhile, according to M. Manullang (2005: 11), organizing is adjusting organizational structure to its goals, resources, and environments (Fata, 2017). Organization is a system of cooperative activities conducted by two or more people. The organizing process can be demonstrated through three procedural steps including: (1) detailing all the work that needs to be done to achieve organizational goals, (2) dividing the total workload into logically feasible activities that one person can carry out, (3) providing and developing a mechanism to coordinate the work of organization members into an integrated and harmonious unity. (Fitriani F. &, 2020)

According to Robbins, as cited in Suyuthi et al. (2020: 6), executing is a management function that includes motivating subordinates, influencing individuals, maintaining effective communication channels, and solving various problems and employee behaviors. Terry's perspective (2009:17) defines actuating as initiating and continuing activities set by planning and organizing elements to achieve goals. Saefullah (2012:38) describes controlling as a management function that aims to assess and correct everything done by subordinates so that they can be directed towards the right path according to the goals. Controlling can be defined as a process to ensure that organizational and Management objectives are achieved. Control can be divided into direct control and indirect control. Direct control can be done through personal inspection, namely introspection by reviewing work performance, while indirect control is remote supervision through verbal and written reports. (Hasibuan, 2012)

Based on the above explanation, Auxiliary Personnel management can be defined as the process of

planning, organizing, executing, and controlling Auxiliary Personnel, who are individuals who meet certain qualifications and are appointed for a specific period to fill civil servant positions and positions not performed by civil servants, funded by regional revenue and expenditure budgets. Auxiliary Personnel is regulated by Special Region of Yogyakarta Governor Regulation Number 74 of 2019, which was later amended by Special Region of Yogyakarta Governor Regulation Number 43 of 2020 and further amended to adapt to current developments by Special Region of Yogyakarta Governor Regulation Number 106 of 2020. Whereas according to Special Region of Yogyakarta Governor Regulation Number 106 of 2020 concerning Auxiliary Personnel Management.

Based on the existing problems, this research aims to (1) analyze the Management of Auxiliary Personnel at the Special Region of Yogyakarta Department of Education, Youth, and Sports, (2) analyze supporting factors and inhibiting factors of Auxiliary Personnel management at the Special Region of Yogyakarta Department of Education, Youth, and Sports, (3) analyze problems and steps encountered in the Management of Auxiliary Personnel at the Special Region of Yogyakarta Department of Education, Youth, and Sports, and (4) describe the needs or improvements in regulations that must be made for the improvement of Auxiliary Personnel management at the Special Region of Yogyakarta Department of Education, Youth, and Sports. This research can provide input, suggestions, alternatives, and additional information for the Special Region of Yogyakarta Department of Education, Youth, and Sports in developing the Management of Auxiliary Personnel.

2. METHODS

This study adopts a qualitative approach with a descriptive research design, chosen for its aim to gain a profound understanding of auxiliary workforce management in the Special Region of Yogyakarta's Department of Education, Youth, and Sports. In the preparatory phase, research procedures encompass the development of a research proposal, obtaining research permits, and preparing research instruments such as interview guides, observation sheets, and document checklists. (Herawati, 2020) The data collection phase involves in-depth interviews with research subjects, participant observations of auxiliary workforce management activities, and collection of relevant management documents. Following data collection, the data analysis phase is conducted using qualitative descriptive analysis techniques, wherein the results are interpreted to gain deeper insights. Finally, the report preparation phase includes crafting a research report containing the findings and discussions. (Indah, 2020) The research subjects consist of structural and functional officials involved in auxiliary workforce management and the auxiliary workforce in the Department of Education, Youth, and Sports in the Special Region of Yogyakarta. Data collection methods employed include in-depth interviews, participant observation, and documentation. Data analysis results are guided by qualitative descriptive analysis techniques with data triangulation to ensure the validity and reliability of findings. Thus, the research approach, subjects, procedures, instruments used, data collection techniques, and data analysis techniques comprehensively support achieving this research's objectives.

3. FINDINGS AND DISCUSSIONS

Management of Auxiliary Personnel in the DIY Education and Development Office

The Management of Auxiliary Personnel in the DIY Education and Culture Office consists of planning, organizing, implementing, and monitoring/evaluation. The planning of Auxiliary Personnel in the DIY Education and Culture Office is carried out through several steps, namely: (1) coordinating with schools, educational units, and training centers, (2) analyzing and mapping the needs of Auxiliary Personnel, (3) preparing job analysis and workload analysis, (4) proposing Auxiliary Personnel, (5) supporting facilities and infrastructure in the planning of Auxiliary Personnel, and (6) involving stakeholders in the analysis of proposed Auxiliary Personnel. The research found data on Auxiliary

Personnel in the DIY Education and Culture Office environment, as follows:

Table 1. Number of Auxiliary Personnel in the DIY Education and Culture Office Based on Their Educational Background

No.	Work Unit	Elementary School	Junior High School	Senior High School/Equivalent	Associate Degree	Bachelor's Degree	Master's Degree	Total
1	Yogyakarta City Education and Training Center	9	23	184	0	54	149	0
2	Bantul Regency Education and Training Center	1	33	187	0	82	224	0
3	Kulon Progo Regency Education and Training Center	0	6	78	0	57	100	0
4	Gunungkidul Regency Education and Training Center	2	10	112	5	20	198	1
5	Sleman Regency Education and Training Center	5	14	154	1	33	140	2
6	Yogyakarta Special Region Education and Culture Office and Special Needs School	0	2	36	0	32	95	0
7	Teacher and Education Personnel Training Center	0	0	6	0	6	6	0
8	Education and Training Development Center	0	0	2	0	0	2	0
9	Language Development Center	0	0	12	0	2	2	0
Total		17	88	771	6	286	916	3

Source : UPT, Balai Dikmen and Dinas Dikpora DIY, October 2021

Table 2. Number of Auxiliary Personnel in the DIY Education and Development Office Based on Their Position

No.	Work Unit	Teachers	Staff	Total
1	Yogyakarta City Education and Culture Office	138	281	419
2	Bantul Regency Education and Culture Office	222	305	527
3	Kulon Progo Regency Education and Culture Office	97	144	241
4	Gunungkidul Regency Education and Culture Office	151	197	348
5	Sleman Regency Education and Culture Office	103	246	349
6	Yogyakarta Special Region Education and Culture Office and Special Needs Schools	80	85	165
7	Teacher Training and Development Center	0	18	18
8	Education and Culture Service Unit	0	4	4
9	Language Development Center	0	16	16
Total		791	1,296	2,087

Source: UPT, Balai Dikmen and Dinas Dikpora DIY, October 2021

The findings of the research are in line with the opinions of several experts regarding planning. Following Mulyono's assertion (2008: 25) that planning is the process of activities or steps to be undertaken in the future to achieve goals effectively and efficiently, planning also represents a crucial activity or process in various organizational endeavors, including human resource management within an organization. Meanwhile, according to Fata Rahmi (2017: 35), planning generally involves goal setting, evaluating various alternative approaches, and determining actions to be taken. In the context of human resource management for an organization, planning entails determining future human resource needs based on occurring changes and the existing workforce within an organization. Hariandja and Mariat Tua Efendi (2009: 92) state that in planning, several steps are involved, namely: (1) analysis of factors causing changes in HR needs, (2) forecasting human resource needs, (3) determining future human resource needs, (4) analyzing the availability of human resources, and (5) determining or implementing programs. These steps have also been undertaken by the DIY Education and Culture Office in the Auxiliary Staff planning process, albeit with slight variations in the workflow, but fundamentally, these steps have been followed.

The organization of Auxiliary Staff in the DIY Education and Culture Office is carried out through several steps: (1) dividing the work of Auxiliary Staff based on their positions, (2) hierarchical coordination starting from schools, Vocational Training Centers, Technical Implementation Units, and the DIY Education and Culture Office, and (3) fostering good cooperation between Auxiliary Staff, Auxiliary Staff and civil servants, and Auxiliary Staff and immediate supervisors. The research findings align with the opinions expressed by several experts, including Saefullah (2012: 22), who asserts that organizing connects individuals involved in a particular organization and integrates tasks and functions within the organization. Another perspective comes from M. Manullang (2005: 11), who defines organizing as aligning organizational structure with its goals, resources, and environments. According to Ernest Dale, as cited in Fattah (2017: 72), three steps are necessary for organizing: (1) detailing all the work that needs to be done to achieve organizational goals, (2) dividing the total workload into logically manageable activities by individuals, and (3) establishing and developing a mechanism to coordinate the work of members into an integrated and harmonious unit.

Furthermore, the implementation of Auxiliary Staff in the DIY Education and Culture Office comprises several aspects, including (1) procurement, (2) appointment, (3) rights, obligations, and prohibitions, (4) welfare, (5) working hours and attire, (6) utilization, (7) discipline, (8) guidance and training, and (9) competencies of Auxiliary Staff. Based on the research findings, the implementation of

Auxiliary Staff in the DIY Education and Culture Office aligns with the form of implementation in Auxiliary Staff management. As defined, acting or directing is providing impetus, direction, and influence to all group members to willingly and conscientiously work towards achieving a predetermined goal in line with planning and organizational patterns. Therefore, it is necessary to consider several principles: (1) treating employees with utmost fairness; (2) fostering the growth and development of employees' talents and abilities without suppressing their creativity; (3) instilling a spirit of continuous effort to enhance employees' talents and abilities; (4) appreciating every good and perfect work produced by employees; (5) ensuring fairness and displaying wisdom towards every employee without favoritism; (6) providing appropriate opportunities for employee development, both in terms of learning opportunities and sufficient funding for that purpose; (7) motivating employees to develop their potential through their ideas, concepts, and works (Thoha, 2004:17). Additionally, based on the implementation of Auxiliary Staff in the DIY Education and Culture Office, the operational function of Human Resource Management according to Malayu S.P Hasibuan (2012; 54-55) includes: (1) procurement, (2) development, (3) compensation, (4) integration, (5) maintenance, (6) discipline, and (7) termination.

The supervision/evaluation of Auxiliary Staff in the DIY Education and Culture Office is conducted through (1) guidance and direction in work, (2) coaching and coordination meetings with Auxiliary Staff, (3) monitoring and discipline of Auxiliary Staff, (4) the Auxiliary Staff information system through the DIY BKD Simpeg application, (5) Civil Service Administration staff constantly reminding about attendance if forgotten or late, and (6) supervisors providing assessments as part of supervision and evaluation. (Kusuma, 2020) These findings are consistent with Saefullah's opinion (2012:38) that controlling or monitoring and control is one of the management functions aimed at assessing and correcting everything subordinates do to guide them correctly toward the goal. Supervision can be differentiated into direct supervision and indirect supervision, where indirect supervision includes (1) oral reports, (2) written reports, and (3) special reports (Rahayu, 2020)

Supporting Factors and Inhibiting Factors for Auxiliary Manpower Management in the DIY Education and Development Office

Supporting factors for the Management of Auxiliary Staff in the DIY Education and Culture Office include (1) the involvement of various parties, (2) the existence of legal products as the basis for managing Auxiliary Staff, (3) the issuance of decrees determining Auxiliary Staff, (4) leadership policies, (5) opportunities for Auxiliary Staff to collaborate with external parties in enhancing their capacity, and (6) good cooperation between Civil Servants (PNS) and Auxiliary Staff. The DIY Education and Culture Office is one of the Regional Apparatus Organizations (OPDs) in DIY with the highest number of employees and work units, consisting of schools, Training Centers, and Technical Implementation Units (UPTs). The presence of these work units is spread throughout DIY, thus requiring hierarchical coordination to accommodate every issue and need.

The second supporting factor for the Management of Auxiliary Staff in the DIY Education and Culture Office is legal products regulating the Management of Auxiliary Staff. This further acknowledges the presence of Auxiliary Staff and facilitates all agencies in managing Auxiliary Staff in their respective institutions. Auxiliary Staff began to exist and were regulated in 2019. Up to now, there have been three revisions to the DIY Governor Regulations regarding the Management of Auxiliary Staff: (1) DIY Governor Regulation Number 74 of 2019, (2) DIY Governor Regulation Number 43 of 2020, and (3) DIY Governor Regulation Number 106 of 2020. These regulations were revised because the previous DIY Governor Regulations were no longer in line with the current developments.

Apart from the DIY Governor Regulations, job analysis for Auxiliary Staff still follows regulations for Civil Servants, namely DIY Governor Regulation Number 15 of 2021. Meanwhile, employee disciplinary actions also follow the disciplinary regulations for Civil Servants, namely Republic of Indonesia Government Regulation 94 of 2021 concerning Employee Discipline. Therefore, if there are

disciplinary issues related to Auxiliary Staff, they will be processed according to Republic of Indonesia Government Regulation Number 94 of 2021.

Another supporting factor for the Management of Auxiliary Staff in the DIY Education and Culture Office is the issuance of Governor's Decrees or SK for Auxiliary Staff, which further boosts the morale and motivation of Auxiliary Staff and the DIY Education and Culture Office in managing Auxiliary Staff. Before the issuance of the Governor's Decree, the position of Auxiliary Staff was uncertain, as they initially worked only as Non-Permanent Employees (PTT) or Non-Permanent Teachers (GTT). Another supporting factor is leadership policies that allow Auxiliary Staff to develop themselves and be empowered by allowing them to participate in other official activities outside their primary duties attend official trips, and serve as resource persons according to their skills.

Another equally crucial supporting factor is creating a conducive work environment between Auxiliary Staff and their colleagues, Auxiliary Staff and Civil Servants, and Auxiliary Staff and their immediate superiors, thus creating a comfortable atmosphere in the office. They respect and collaborate in completing and carrying out their tasks without distinguishing between Civil Servants and Auxiliary Staff, as in line to appoint Auxiliary Staff, which is to fill civil servant positions and positions not performed by civil servants with funding from the regional revenue and expenditure budget.

Meanwhile, inhibiting factors for the Management of Auxiliary Staff in the DIY Education and Culture Office include (1) inadequate office facilities, (2) insufficient needs for Civil Servants and Auxiliary Staff, (3) educational qualifications and background of the duties of Auxiliary Staff, (4) residence of Auxiliary Staff far from the agency where they work, and (5) the workload of Civil Servants often being delegated to Auxiliary Staff. (Suyuthi, 2020)

Problems and Steps Encountered in Auxiliary Manpower Management at the DIY Education and Development Office

In the Planning of Auxiliary Personnel in the Education and Culture Department of the Special Region of Yogyakarta (DIY), several issues have been identified, namely: (1) the proposed needs planning has not been fully met by the DIY Regional Personnel Agency (BKD DIY), (2) mapping and data collection of Auxiliary Personnel needs have not been maximized, (3) the selection process each year may not necessarily fulfill the current year's needs, and (4) the planning of Auxiliary Personnel clashes with job qualifications. To address these issues, the following steps are taken: (1) fostering in mapping Auxiliary Personnel, (2) identifying employee needs, (3) socializing Auxiliary Personnel management, and (4) proposing Auxiliary Personnel needs.

Issues arising in the organization of Auxiliary Personnel in the Education and Culture Department of DIY include: (1) Auxiliary Personnel are not allowed to occupy treasurer positions or assistant treasurer positions, and (2) treasurer positions and assistant treasurer positions lack Personnel. To address these issues, the following steps are taken: (1) coaching and guidance are provided, (2) identifying Auxiliary Personnel needs through mapping, placement, implementation, and evaluation, and (3) maximizing human resources from civil servants (PNS) and Auxiliary Personnel.

Issues in the implementation of Auxiliary Personnel in the Education and Culture Department of DIY include (1) an insufficient number of Auxiliary Personnel, (2) educational qualifications affecting the performance of Auxiliary Personnel, and (3) difficulties for schools to dismiss Auxiliary Personnel if there are additional civil servants (CPNS) in the school due to humanitarian considerations. To address these issues, the following steps are taken: (1) coaching and guidance are provided to Auxiliary Personnel, (2) performance enhancement is conducted following the duties and positions of Auxiliary Personnel, (3) understanding of job mapping is necessary, and (4) competency training related to Auxiliary Personnel assignments is conducted.

As for the supervision/evaluation of Auxiliary Personnel, there are no significant issues as they have been anticipated with the following steps: (1) coaching and guidance of Auxiliary Personnel, (2)

periodic coaching through gatherings and coordination meetings, as well as inherent supervision, (3) routine provision of information on Auxiliary Personnel regulations, and (4) monitoring the attendance and performance of Auxiliary Personnel. (Terry, 2009)

Need or Improvement of Rules to be Done to Improve Auxiliary Manpower Management in the DIY Education and Development Office

The needs or regulatory improvements required for the enhancement of Auxiliary Personnel management in the Education and Culture Office of the Special Region of Yogyakarta include (1) issuance of regulations by the Governor of Yogyakarta Special Region governing Auxiliary Personnel, (2) regulations that pay more attention to the welfare of Auxiliary Personnel, (3) regulations regarding diploma adjustments for Auxiliary Personnel, and (4) regulations on job qualifications and duties of Auxiliary Personnel.

4. CONCLUSION

When associated with management functions, the Management of Auxiliary Personnel in the DIY Education and Culture Office can be deemed effective as each management function incorporates indicators conveyed or proposed by experts. The Management of Auxiliary Personnel in the DIY Education and Culture Office consists of planning, organizing, implementing, and monitoring/evaluation. Supporting factors for Auxiliary Personnel management include (1) involvement of various parties in the implementation of Auxiliary Personnel management in the DIY Education and Culture Office, (2) existence of legal products as the basis for Auxiliary Personnel management, (3) issuance of Decrees/Appointments determining Auxiliary Personnel by the Governor of DIY, (4) leadership policies supportive of the presence of Auxiliary Personnel, (5) opportunities for Auxiliary Personnel to engage in collaborations with external parties for self-capacity improvement, and (6) good cooperation between civil servants and Auxiliary Personnel. Several issues are also encountered in planning, organizing, implementing, and monitoring/evaluation, yet steps are taken to address these issues, ensuring that Auxiliary Personnel management in the DIY Education and Culture Office continues to proceed smoothly. Meanwhile, the needs or improvements in regulations carried out by Auxiliary Personnel management in the DIY Education and Culture Office include (1) regulations by the Governor of DIY governing Auxiliary Personnel, (2) regulations focusing more on the welfare of Auxiliary Personnel, (3) regulations regarding diploma adjustments for Auxiliary Personnel, and (4) regulations on job qualifications and duties of Auxiliary Personnel.

Based on the research findings and discussions, the recommendations from the researcher are: (1) to maintain the already effective Management of Auxiliary Personnel in the DIY Education and Culture Office, (2) to retain and optimize supporting factors, (3) to promptly address inhibiting factors, (4) to seek optimal solutions to identified issues, (5) to promptly address the needs or improvements in regulations for enhancing Auxiliary Personnel management in the DIY Education and Culture Office, and (6) the necessity of an information system for Auxiliary Personnel, particularly in the DIY Education and Culture Office, that can access databases, measure performance, and evaluate Auxiliary Personnel within the DIY Education and Culture Office environment.

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