

COMPENSATION MANAGEMENT OF HELPER TEACHERS
(Analysis Study of Compensation Management of Helper Teachers at Public
Senior High School in Banyuasin Regency, South Sumatera)
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The objective of this research is to get the empirical description of compensation management of helper teacher at public Senior High School in Banyuasin regency South Sumatera. This Research is about: forms and kinds of compensation received by helper teachers, compensation's source, compensation's mechanism, obstacles faced in compensation management and work performance of helper teachers.

This research used descriptive qualitative approach, and the data obtained from interview, observation and documentation analysis.

The results showed that compensation management of helper teacher at public Senior High School in Banyuasin Regency, South Sumatera is not quite effective. The indicators are: (1) The compensation received can not fulfill teacher's basic needs (clothing, food and shelter). (2) Compensation received is not equitable. (3) The mechanism is still difficult and expired. (4) There is no variation of forms and kinds of compensation.

The forms and kinds of compensation received by helper teachers are: extra teacher incentive, classroom teacher incentive, co/extracurricular teacher incentive, transportation, teacher's picket, the examination incentive, the incentive of evaluating the student's examination, incentive as committees, official houses, clothing, lebaran bonus, training and educational program, chance to find additional income, borrowing the money easily, using school facilities, leave, praising, greeting, and friendship. For honorarium from Central Government taken from APBN, and other incentives in school is come from school committees, while for non monetary compensation come from headmaster, civil servant teachers, students and society. The compensation mechanism from Central Government is given directly to helper teacher through bank account. Whereas the compensation from school committees is given directly through school treasurer. And for non monetary compensation is given directly by headmaster, civil servant teachers, students and society in all situation. The obstacles faced is just about the little of fund. Although with the little compensation but the helper teacher still shows the good work performance, which is motivated by the desire to be promoting a civil servant teacher.

Based on the research, it can be recommended that: (1) Central Government and Territory Government give additional incentive to helper teacher. (2) Government, school, and society find out the way to increase teacher welfare by searching the new source of educational profit centre. (3) Government make special mechanism for helper teacher compensation's in remote area. (4) Government doing the follow up program from work performance assessment and recruiting helper teacher who have a good performance.