

The Precariatization On Teaching Profession

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ABSTRACT

A person's position in social stratification relates to what profession he is engaged in. Flexible employment makes it more difficult for labor force to achieve a better position in social stratification. The comparison between the labor force and employment opportunity in not balance. Thus, most of the labor force is absorbed in the work with the contract system.

The contract workers cannot be accommodated in the category of the proletarian working class. Because their position in the production system is temporary and replaceable. The contract workers need to be abstracted in a new category of working class, that is called with the precariat working class.

The staffing system in the teaching profession is now divided into three categories, namely permanent teachers (those who is work as a civil servant), teachers of Kontrak Kerja Individual (Individual Employment Contract), and honorary teachers. Of the three categories, only permanent teachers that provide security and certainty of the future.

This article examines the teacher of KKI position in the stratification of the working class. The characteristics of this contract based work are matched with the precariat class characteristics. The basis of this statement is based on a survey of 51 teachers of KKI from 11 state junior high schools in Ciracas districts, East Jakarta.

Precariatization of the teaching profession is inevitable. The need for teacher force is not matched by education resources. This could cause problems in the future. Teachers who are employed under periodic contract will continue to be overshadowed by the weaknesses of the precariat working class. If this is not anticipated, the teacher will not be able to fulfill their duty in full capacity.

INTRODUCTION

The precariatization of a workforce in the education sector has started. The notion of precariatization refers to the growing of workforce who are working in an unstable job, which

then put them unable to have a secure future. The lack of institutional resource especially financial capital has made educational institutions applying flexible job for some of their employers.

Teacher employment in public schools funded by the state has started to apply an annual employment contract for a teacher position, particularly in Jakarta Province. This practice is regulated by the law, particularly the decision of the head of the Jakarta Provincial Education Office No 1259 year 2017. Before the enactment of this regulation, there was only two type of teacher employment in public schools. The first one is the permanent teacher (*guru tetap*), who is also a civil servant. The second one is a paid teacher (*guru honorer*), who is recruited and hired based on the decision of the school principal. All the spending regarding paid teacher compensation comes from the school budget.

With the enactment of the 2017 regulation, there is a new type of employment status at public schools in Jakarta, which is called with Individual Working Contract or locally in Indonesia called with *Kontrak Kerja Individual (KKI)*. This employment status is given by the province to teachers or other educational staff who were recommended by the school as their place of work. The financial compensation for this type of employment comes from the provincial budget.

However, there are big differences between a permanent teacher and a KKI teacher. The first difference is in their compensation. A permanent teacher is also a civil servant. So he or she will receive the same salary and benefits based on their rank as other civil servants in who work for other government institutions. While the KKI teacher only receives financial compensation that is equal to the provincial minimum wage in Jakarta Province. They do not have any other kind of compensation, such as insurance or benefit.

The second difference is on the duration of their service. For a permanent teacher, the duration of their service is limited only by the time when they reach the pension period. Usually, a civil servant will reach their pension time at the age of 54. Meanwhile, a KKI teacher only has an annual contract that can be renewed based on the recommendation of the school.

A KKI status of employment has two opposite faces. The bright side of KKI is in its meaning for the worker who previously was only noted as a paid employee. Becoming a KKI employee means that they have an upgrade of employment status. A KKI employer has a

working contract that is signed by himself and the provincial education office. So a KKI employer is no longer just a school employer, he or she also working for the government.

However, the KKI employment status also has a dark side, especially in terms of the employee welfare. An upgrade of status does not mean the employee has a better paid. In fact, in KKI scheme, any kind of assignment given by the school are paid in the same value. For example, a KKI teacher has the same paid with a KKI staff who assigned to do a clerical task.

The KKI teachers employment nature has put them in an insecure position. Their job continuity is based on their performance. However, the financial compensation that they receive is very limited. It may be enough to fulfill their basic needs, but it would not be enough to make a planning for the future. Therefore KKI teachers could be considered as a part of the precariat working class.

The practice of KKI employment in public school teachers has given a mark to the development teaching profession, especially in the public sector. A flexible employment scheme that was applied in a school level, has also been adopted by the government.

This research paper has two objectives. The first is to argue that the practice of flexible employment in form of KKI teacher should be considered as an example of a precariatization in the educational profession. The second objective is to examine whether or not a KKI teacher is considered as a part of the precariat working class.

To fulfill these objectives, a survey at 11 state junior high school in Ciracas District Of East Jakarta has been conducted. There are 51 teachers, which are the total number of KKI teacher, who involved as respondents. The timing for the survey is in mid-April 2018. These working paper arguments are based on the result of this survey.

Before discussing the finding, the next section of this paper describes all concepts and variables that are used to measure the perception of insecure by KKI teachers regarding their status of employment.

The Precariat Working Class

Post industrial theory is focusing on the transition of the dominant employment sector from manufacture industry to services. At the same time with this change, the number of unskilled employment is decreasing, while the number of high skill employment is consistently rising

(Grint and Nixon, 2015). This shifting is influenced by the development of the new economy that is heavily based on knowledge and creativity. In the near future, these type of employment will be more important in its contribution to the economic growth and development.

However, knowledge-based employment apparently does not means more jobs for employment seeker. Infact, the employers are seeking ways to produce goods and services in the most efficient and effective manner. Which result in a more flexible employment scheme.

The shifting in employment characteristics is starting to give an impact on the meaning of work for the society. Some scholars argue that work value as a medium for self-actualization is degrading. This function has been taken over by consumption activities. As mentioned by Zigmun Bauman, most people are no longer search for self-actualization in their work, but in what they consume (Bauman 2005). Therefore, the value of work has changed to merely a means to acquire purchasing power, while other nonfinancial commitments and ethic aspect do not really matter.

The degrading value of work is caused by a flexible, unstable, and insecure employment. The number of jobs which provides enough compensation to make a plan for the future is limited and too little to accommodate the number of workforces. Many of the workforces is getting a job on a short-term contract. They often change their occupation in a short period of time. As the result, the job does not give any narrative in their lives.

Group of employees who falls in this kind of situation come from the precariat working class. Guy Standing (Standing, 2011: 7-8) mentioned that the precariat class is composed of workers who do not sufficiently have seven type of job security. The first is labor market security to provide a certainty for the worker to have a fix job. Secondly is employment security that refers to the security of workers from being a victim of unfair dismissal from their employee. Thirdly is job security in terms of building a career. Fourthly is work security that secures a safe working environment which includes the standard and procedure in the workplace. The fifth is skill reproduction, which refers to the opportunity for the employer to improve their skill and expertise through training or other activities. The sixth is income security, which ensures financial compensation and other benefits. The seventh is representation security which gives the freedom for workers to organize collectivity among them.

Based on Standing definition, a precariat class is not always about financial security. What makes a worker become a part of the precariat class is when his or her job is not sufficient to provide basic needs at the present and in the future. Standing also stated his warning that even the public sector has started to contribute to the growth of precariat class (Standing, 2011: 51). The background cause is the global crisis which forces the government of every country to reorganize their financial efficiently.

In the context of budget efficiency, the bureaucracy administrator has started to adopt flexibility in managing its employees. One of the examples is the KKI employment status. This kind of employment status is different from the civil servant. KKI employee only receives financial compensation equal to the provincial minimum wage. There are no other benefits including insurance. This condition makes KKI employment status has no different than other flexible employment provided by private sector.

The KKI Teacher

Until the end of the year 2017, there are approximately 980.000 KKI teachers. These teachers were paid teachers who personally enroll themselves in the KKI teacher selection. From the government point of view, the KKI employment is a solution to improve the quality of teachers and to meets the demand from paid teachers who were asking to be appointed as a civil servant.

However, a KKI employment is still considered an insecure employment status. KKI teachers have no guarantee that their contract would be renewed annually. Their contract renewal also does not only depend on their performance, the result of the school workforce needs also influence the future KKI teacher's employment.

Even though the permanent teacher and KKI teacher are different in terms of employment status, their workload is similar (Surachman, 2016). Both of them has a similar task and working hour. however, unlike their counterparts, KKI teachers have no career. They have no rank, promotion, and periodic salary raise. Every KKI teacher realizes this different, but they have no other option if they want to improve their employment status in the public school.

KKI teacher also finds inconsistency between their teaching task in school with their educational background. Depends on the school needs, KKI teacher can be

KKI teacher employment is also academically problematic. Teaching profession is considered an honorable job. Therefore even though KKI teacher pay rate is similar to labor who work in manufacture industry, but the teacher in Indonesia refuse to acknowledge that they are a labor (buruh).

KKI teacher's experiences reflect a radical transformation in public sector employment, particularly in teaching professions. The government deliberately create a new type of employment for the teacher which fulfill all the characteristics of labor market flexibility.

The nature of task for KKI teacher is flexible. Their assignment does not follow their expertise or educational background. Their employment contract is only for one year and has no guarantee for an extension, which makes their job considered as unstable. Even though KKI teacher work fulltime in school, but their financial compensation is considered as a basic income, which only enough to fulfill their basic needs. This makes KKI teacher employment an insecure job.

A survey has been conducted to confirm the insecurity in KKI teacher employment status. How the insecurity measured in the survey is described in the following section.

METHODE

The survey was aimed to measure the perception of KKI teacher regarding the insecurity of their employment status. There were 51 KKI teachers involve as respondent. The number of respondents is all KKI teachers from 11 public junior high schools who are registered in the educational office of Ciracas District office.

Each of the respondents was given a list of statements in printed questionnaires. They personally fill out the questionnaire by filling the suitable option that reflected the closest perception between the statement in the questionnaire and their experiences. There are four options of answers which started with strongly disagree, disagree, agree, and strongly agree.

Survey Finding and Discussion

The precariat is a combination between precarious (vulnerable) and proletariat. In other words, a precariat is a worker who holds a job that put them in a vulnerable position, especially in their ability to anticipate the future. Before a worker fell into the precariat class they suffer the process of precariatization, which makes them vulnerable from time to time because they can not accumulate enough resources to anticipate the future. Based on the

survey finding, the majority of KKI teachers perceived their employment status insecure. The perception of insecurity can be traced in the four dimensions of employment insecurity as shown in figure 2.

On the first dimension, the income security, 53 percent of respondents perceived their situation is insecure. This finding is understandable due to the amount of financial compensation that they received monthly is equal to the official basic income in Jakarta province, which is around IDR 3.350.000 that is equal with USD 280.

On the second dimension, 53 percent of respondents also perceived their job is insecure. This dimension refers to the chance of employer to have an upgrade in their career, such as promotion to a higher rank. However, in KKI employment there is no career ladder. Thus the respondents have no hope to develop their career through promotion or salary raise.

There is 67 percent of respondents who perceived their current job is insecure in terms of skill reproductions. Apparently, most respondents find themselves work in a routine manner. They also do not have any training or other activity that could improve their skill. The only chance for them to improve their skill is by self-financed.

The last dimension is the work security. The finding is quite bold since 69 percent of the respondents perceived that they are in an insecure state in terms of work. This dimension refers to the security of the working environment, which include respondents relation with their colleagues.

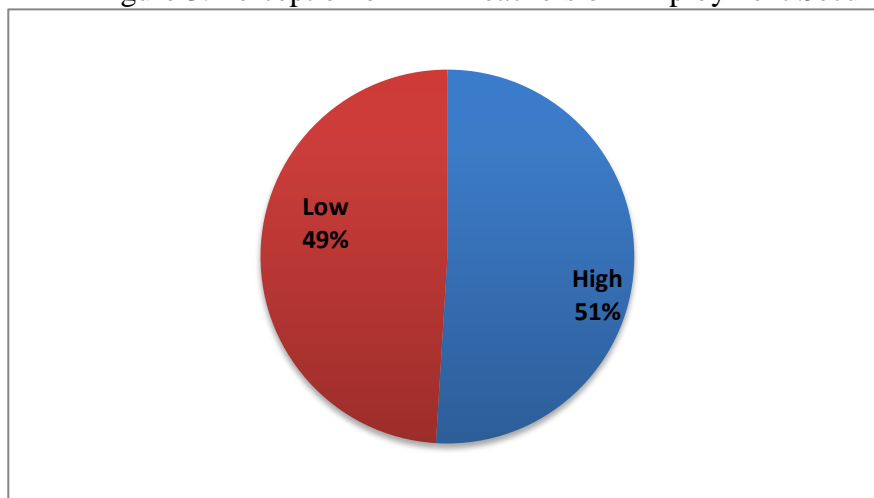
Figure 2. Perception of KKI Teachers on Four Employment Security Dimensions

Dimensions	Insecurity Perception	
	High	Low
Jaminan Penghasilan	53%	47%
Kepastian Karier	53%	47%
Reproduksi Skill	67%	33%
Jaminan Lingkungan Kerja	69%	31%

All the four indicators are combined to form a new variable named with the perception of employment insecurity. This is the variable that used to measure the state of respondents perception of their employment insecurity.

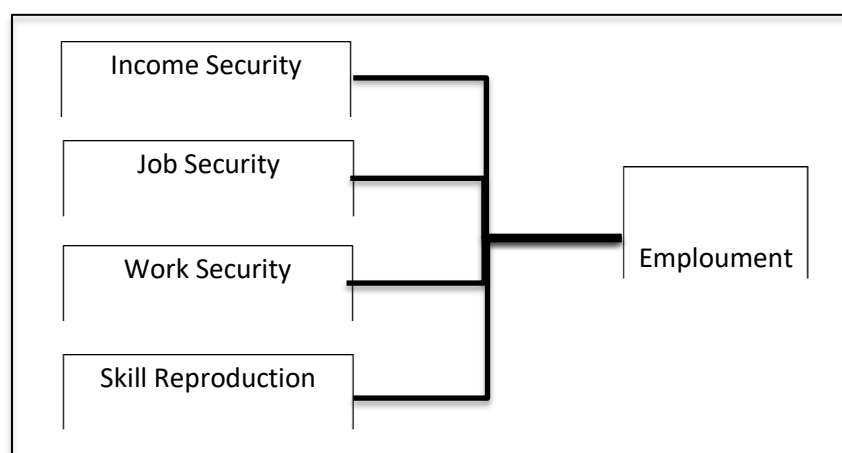
Based on the survey finding depicted in figure 3, most of the respondent perceived their employment status is insecure. However, the difference between them with respondents who perceived their employment status is secure is only two percent. Which is not decisive enough.

Figure 3. Perception of KKI Teachers on Employment Security



Based on the finding, the KKI Teacher could not be interpreted as a part of the precariat working class. However, they do suffer what Standing called with the precariatization process. This put them as the most vulnerable group of an employer in the public sector. The measurement of precariatization processes that contribute to their vulnerability is depicted in figure 4.

Figure 4. Corelations Between Employment Security With Four Identified Causes



By counting the correlation coefficient between each job insecurity dimension with employment security variable, we can find that each dimension has a different correlation value. Apparently what makes the respondent feels strongly vulnerable are shared by both income security (rx1y) and job security (rx2y), with coefficient correlation value 0.88 for each factor. Apparently, the respondents have a strong aspiration for better financial compensation and an opportunity to improve their career.

The third and fourth factors coefficient correlation value could be interpreted as a fair correlation between each factor with employment insecurity. As for the detail, the third factor is work insecurity with coefficient correlation value (rx3y) equal to 0.49. Besides the compensation issue, the respondents also feel insecure in term of a working environment. Their future employment is influenced by the reception of their colleagues. This makes their social relations at work becomes problematic, where they feel inferior with other permanent teachers or school staff. The last factor is social skill reproduction, with coefficient correlation (rx4y) equals 0.45.

Based on the finding, The KKI teachers perceived them self in high insecure employment. Even though they could not be considered as a part of the precariat class, but they undergo the process of precariatization.

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