
THE CONTRIBUTION OF WIYATA BAKTI TEACHERS TO IMPROVING THE QUALITY OF EDUCATION AT KARANGREJO PUBLIC ELEMENTARY SCHOOL

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ABSTRACT

We often fail to realize that the lifeblood of elementary education is not driven solely by civil servant teachers. This concern led us directly to SD Negeri Karangrejo in Borobudur, Magelang a school where nearly half of the teaching staff are honorary teachers known as Guru Wiyata Bakti. Through a qualitative case study approach, we observed, engaged in indepth conversations with the principal, teachers, and students, and examined school documents to uncover the actual reality on the ground. The findings were truly eyeopening. These noncivil servant educators are not merely supplementary staff but rather the backbone of the school. They design teaching materials, mentor students, and lead extracurricular projects with extraordinary dedication and professionalism even amid limited salaries and uncertain employment status. Ultimately, we found that the quality of education here relies heavily on the harmonious collaboration between civil servant and honorary teachers. This reality should serve as a wakeup call for policymakers to better support and humanize those who dedicate their lives to teaching.

Keywords: Honorary teachers, educational quality, elementary school, teacher professionalism, noncivil servant educators

ABSTRAK

Kami sering kali luput menyadari bahwa denyut nadi pendidikan di sekolah dasar tidak hanya digerakkan oleh guru berstatus aparatur sipil negara. Kegelisahan inilah yang membawa kami turun langsung ke SD Negeri Karangrejo di Borobudur, Magelang, sebuah sekolah di mana hampir separuh tenaga pendidiknya adalah Guru Wiyata Bakti. Lewat pendekatan kualitatif dengan desain studi kasus, kami mengamati, berbincang mendalam dengan kepala sekolah hingga para siswa, dan membedah dokumen sekolah untuk melihat realita yang sebenarnya. Hasilnya sungguh membuka mata. Para guru non-ASN ini bukan sekadar pelengkap, melainkan tulang punggung yang menyusun perangkat ajar, mendampingi siswa, hingga mengawal proyek sekolah dan ekstrakurikuler. Mereka menunjukkan loyalitas dan profesionalisme luar biasa di tengah minimnya kesejahteraan dan ketiadaan kepastian status kepegawaian. Pada akhirnya, kami menemukan bahwa mutu pendidikan di sekolah ini sangat bergantung pada kolaborasi harmonis antara guru ASN dan Wiyata Bakti. Sebuah kenyataan yang mestinya menjadi sentilan bagi pemangku kebijakan untuk lebih memanusiakan dan memperhatikan nasib mereka.

Keywords: Guru Wiyata Bakti, mutu pendidikan, sekolah dasar, profesionalisme guru, tenaga pendidik non-ASN

INTRODUCTION

Education is a strategic investment in the development of highquality human resources¹. The success of educational programs is greatly influenced by the quality of education, which is realized through effective learning processes, good school governance, and the availability of professional educators. In the context of elementary education, teachers play a central role as both facilitators of learning and agents of change who determine students' success in achieving the expected competencies². Therefore, improving the quality of education cannot be separated from the quality, competence, and contributions of teachers in carrying out their professional duties.

¹Achmad Anwar Abidin dan Nor Mubin, "Supervisi Kepala Madrasah dalam Optimalisasi Potensi Guru Mata Pelajaran Fiqih di Madrasah Ibtidaiyah Negeri 2 Gresik," *Jurnal Administrasi Pendidikan Islam* 3, no. 2 (2021): 31–43, <https://doi.org/10.15642/japi.2021.3.2.31-43>; Petrus Abineno dkk., "Pengaruh Model Pembelajaran Tutor Sebaya terhadap prestasi belajar matematika siswa," *Asimtot : Jurnal Kependidikan Matematika* 1, no. 1 (2019): 61–67, <https://doi.org/10.30822/asimtot.v1i1.99>; Zainal Abidin dkk., "Manajemen Pendidikan Ramah Anak dalam Lembaga Pendidikan Islam," *EDUKASIA: Jurnal Pendidikan dan Pembelajaran* 3, no. 3 (2022): 1055–62, <https://doi.org/10.62775/edukasia.v3i3.271>; Ulil Amri dkk., "Analisis Pengelolaan Dan Pengembangan Lembaga Pendidikan Non Formal Dalam Menciptakan SDM Yang Berkarakter," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 3, no. 5 (2021): 1904–9, <https://doi.org/10.31004/edukatif.v3i5.686>; Fadiah Nur Amalia dkk., "Analisis Pengaruh Fungsi Manajemen terhadap Efektivitas Lembaga Pendidikan," *Katalis Pendidikan : Jurnal Ilmu Pendidikan dan Matematika* 1, no. 3 (2024): 1–9, <https://doi.org/10.62383/katalis.v1i3.492>; Ifa Nur Afifah dkk., "Pengaruh Model Market Place Activity (MPA) Berbantuan Poster Terhadap Prestasi Belajar Siswa Kelas V SD IT At-Taufiq Al-Islamy Pada Tema 6 Subtema 1 Muatan IPA," *Caruban: Jurnal Ilmiah Ilmu Pendidikan Dasar* 3, no. 1 (2020): 93–93, <https://doi.org/10.33603/caruban.v3i1.3278>.

²Zainal Abidin, "Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Berwawasan Ekologi (Analisis Empiris 'Konservasi Alam' di Bukit Prambanan Dalam Perspektif Hadis)," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 3, no. 2 (2024), <https://doi.org/10.14421/al-bidayah.v3i2.8997>; Sisilia Ni Wayan Dina Natasya Adelia dan Putu Eka Purnamaningsih, "Tata Kelola Sarana Serta Prasarana di Lembaga Pendidikan Dasar," *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 2 (2024): 781–781, <https://doi.org/10.35931/am.v8i2.3469>; Novela Aditiya dan Siti Fatonah, "Upaya Mengembangkan Kompetensi Guru Penggerak di Sekolah Dasar Pada Kurikulum Merdeka Belajar," *Scholaria: Jurnal Pendidikan dan Kebudayaan*, advance online publication, 2023, <https://doi.org/10.24246/j.js.2023.v13.i2.p108-116>; N. Afifah dkk., "Pengembangan Media Pembelajaran Interaktif Pada Pembelajaran Bahasa Indonesia Kelas Iii Sekolah Dasar," *Jurnal Kiprah Pendidikan*, 2022, <https://kpd.ejournal.unri.ac.id/index.php/kpd/article/view/24>; Sari Andani dkk., "Peranan Guru dalam Membangun Karakter Siswa Kelas VI SD Negeri Rangat Nusa Tenggara Timur," *DIKDAS MATAPPA: Jurnal Ilmu Pendidikan Dasar* 5, no. 3 (2022): 856–856, <https://doi.org/10.31100/dikdas.v5i3.2256>; Gathot Unggul Pratama Wisnu Bomantra dan Zulherman Zulherman, "Pengaruh Model Pembelajaran Probing-prompting terhadap Peningkatan Prestasi Belajar Siswa Sekolah Dasar," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 3, no. 5 (2021): 3105–12, <https://doi.org/10.31004/edukatif.v3i5.1227>; Firmansah Koesyono Efendi, "Pengembangan Media Pembelajaran Berbasis Asesmen Kompetensi di Sekolah Dasar," *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 2 (2024): 733–733, <https://doi.org/10.35931/am.v8i2.3191>.

Law No. 20 of 2003 on the National Education System affirms that education aims to develop students' potential so that they become individuals who are faithful, Godfearing, of noble character, knowledgeable, creative, independent, and responsible. Furthermore, Law No. 14 of 2005 on Teachers and Lecturers states that teachers are professionals whose role is to improve the quality of national education through the performance of duties such as educating, teaching, guiding, directing, training, assessing, and evaluating students³. These provisions indicate that a school's success in improving the quality of education depends heavily on the quality of its teaching staff.

In practice, public elementary schools in Indonesia are supported not only by civil servant teachers (ASN) but also by Wiyata Bakti teachers nonASN educators appointed by educational institutions or local governments to meet instructional needs. The presence of Wiyata Bakti Teachers serves as a solution to the limited number of ASN teachers, particularly in schools facing a shortage of educators due to retirement, transfers, or limited teacher recruitment quotas. Although they hold different employment statuses, Wiyata Bakti Teachers carry out the same responsibilities in the learning process, character development of students, and the implementation of various school programs.

Nationally, the issues of equitable distribution and meeting teacher needs remain challenges in the delivery of basic education. Many public schools still rely on noncivil servant teachers to ensure the continuity of the learning process. This situation indicates that Wiyata Bakti Teachers do not merely serve as a supplement to the teaching staff but have become an integral part of the delivery of educational services

³Wyris Cayeni dan Ade Silvia Utari, "Penggunaan Teknologi Dalam Pendidikan: Tantangan Guru Pada Era Revolusi Industri 4.0," *Prosiding Seminar Nasional Program Pascasarjana*, 2019, 658–67, <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/3096>; Halik S. Maranting dkk., "Implementasi Standar Nasional Pendidikan dalam Meningkatkan Daya Saing Madrasah Ibtidaiyah Negeri 1 Gorontalo," *Tadbir: Jurnal Manajemen Pendidikan Islam* 8, no. 2 (2020): 188–206, <https://doi.org/10.30603/tjmpi.v8i2.1765>; Mastur Mastur, "Pendidikan Islam dalam Spektrum Politik Pendidikan Nasional," *eL-HIKMAH: Jurnal Kajian dan Penelitian Pendidikan Islam* 13, no. 1 (2019): 59–80, <https://doi.org/10.20414/elhikmah.v13i1.902>; Melkianus Suluh, "Perspektif Pendidikan Nasional," *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: e-Saintika* 2, no. 1 (2018): 1–1, <https://doi.org/10.36312/e-saintika.v2i1.78>; Lucky Atminias dkk., "Analisis Lagu Nasional Sebagai Media Pendidikan Karakter di Sekolah Dasar," *DIKDAS MATAPPA: Jurnal Ilmu Pendidikan Dasar* 5, no. 1 (2022): 9–9, <https://doi.org/10.31100/dikdas.v5i1.1462>; Fajar Dwi Mukti, "Development of Educational Game-Based Learning Media in Natural Science Subjects at Madrasah Ibtidaiyah Jayapura," *Southeast Asian Journal of Islamic Education* 5, no. 1 (2022): 1, <https://doi.org/10.21093/sajie.v5i1.5512>; Sugiyanto Sugiyanto dkk., "Analisis nilai-nilai karakter dalam Tut Wuri Handayani sebagai asas pendidikan nasional," *Jurnal Pendidikan Karakter* 14, no. 1 (2023): 91–103, <https://doi.org/10.21831/jpka.v14i1.59168>.

in schools. On the other hand, various government policies continue to be directed toward enhancing teachers' competencies, professionalism, and wellbeing as part of efforts to improve the quality of national education.

Various studies show that teacher professionalism is closely linked to improvements in educational quality⁴. Teachers who possess strong pedagogical, professional, and social competencies, as well as good personal character, will be able to create effective, innovative, and studentcentered learning experiences⁵. Teacher professionalism is a key factor in improving educational quality because it influences the quality of instruction, student learning outcomes, and a school's ability to adapt to changes in education. Other studies have also shown that the quality of school management, including the management of teacher resources, has a significant impact on the quality of education.

Nevertheless, most previous studies have primarily examined teacher professionalism in general, principal leadership, or teacher recruitment management as factors influencing the quality of education. Studies that specifically analyze the contribution of Wiyata Bakti teachers to improving the quality of education, particularly in public elementary schools in rural areas, remain relatively limited. In fact, Wiyata Bakti teachers have different characteristics, challenges, work motivations,

⁴Nazri Adlani, "Penguatan Pendidikan Karakter Melalui Penerapan Kurikulum Muatan Lokal Gayo di Madrasah Ibtidaiyah Kabupaten Aceh Tengah," *At-Thullab : Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 6, no. 1 (2022): 40–40, <https://doi.org/10.30736/atl.v6i1.698>; Kiky Chandra Silvia Anggraini, "Penggunaan Model Pembelajaran Inkuiri Terbimbing Dalam Pembelajaran Ips Untuk Meningkatkan Kepekaan Sosial Terhadap Lingkungan Siswa Madrasah Ibtidaiyah Di Lamongan," *At-Thullab : Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 1, no. 1 (2020): 88–88, <https://doi.org/10.30736/atl.v1i1.78>; Joko Prasetyo, "Pengaruh Implementasi Kebijakan Manajemen Sekolah dan Konsep Diri Guru terhadap Kualitas Pelayanan Pendidikan pada Sekolah Menengah Kejuruan Swasta di Kecamatan Pasar Kebo Jakarta Timur," *JHIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 3 (2022): 974–82, <https://doi.org/10.54371/jiip.v5i3.526>.

⁵Himmatul Husniyah, "Pengaruh Profesionalisme Guru Terhadap Peningkatan Prestasi Belajar Siswa Kelas X Di Madrasah Aliyah Muhammadiyah 02 Pondok Modern Paciran Lamongan," *Jurnal Pendidikan Islam* 7, no. 1 (2021): 13–38, <https://doi.org/10.37286/ojs.v7i1.90>; Mashur Razak Nurjannah, "Pengaruh Tunjangan Sertifikasi, Profesionalisme dan Disiplin Kerja Terhadap Kinerja Guru di Gugus SD Inpres Ujung Katinting Kec. Pa'jukukang Kab. Bantaeng," *Nobel Management Review*, advance online publication, 2021, <https://doi.org/10.37476/nmar.v2i4.2695>; Intan Permatasari dan A. Sobandi, "Profesionalisme Guru Sebagai Determinan Terhadap Prestasi Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 4, no. 2 (2019): 182–182, <https://doi.org/10.17509/jpm.v4i2.18013>; R. Rahmadani dkk., "Profesionalisme guru dalam meningkatkan mutu pendidikan," *Jurnal Pendidikan Tambusai* 8, no. 1 (2024): 13545–55; Ramlan Ramlan, "Kompetensi Manajerial Kepala Madrasah Dalam Meningkatkan Profesionalisme Guru di MTsN 4 Aceh Tenggara," *IHSANIKA: Jurnal Pendidikan Agama Islam* 1, no. 2 (2023): 1–9, <https://doi.org/10.59841/ihsanika.v1i2.931>.

and forms of contribution compared to civil servant teachers, thus requiring a more indepth study⁶.

This situation is also evident at Karangrejo Public Elementary School in Borobudur Subdistrict, Magelang Regency. This school has 12 teachers, consisting of 7 civil servant teachers and 5 Wiyata Bakti teachers. With this composition, approximately 42% of the teaching staff are Wiyata Bakti teachers. This percentage indicates that the continuity of the learning process at the school does not depend solely on civil servant teachers but is also heavily influenced by the active involvement of Wiyata Bakti teachers in carrying out instructional duties, managing classroom administration, mentoring students, leading cocurricular and extracurricular activities, and participating in various school quality improvement programs.

Based on initial observations, Wiyata Bakti teachers at Karangrejo Public Elementary School not only serve as instructional facilitators but are also involved in developing teaching materials, conducting assessments, planning school activities, and fostering students' character development. However, they still face challenges, such as limitations regarding their employment status, welfare, opportunities for professional development, and career certainty. These conditions have the potential to affect their work motivation, job satisfaction, and the optimization of their contributions to improving educational quality if not properly managed.

The quality of education in elementary schools is measured not only by students' academic achievements but also by the quality of the learning process, school leadership, organizational culture, educational services, and community satisfaction with school services. Therefore, the contributions of Wiyata Bakti teachers must be

⁶Yustrivat Asa dkk., "Manajemen Mutu Pembelajaran, dari Pengaruh Kepemimpinan Kepala Sekolah, Kompetensi dan Motivasi Mengajar SMP di Kecamatan Lamaknen, Nusa Tenggara Timur," *JPI (Jurnal Pendidikan Indonesia): Jurnal Ilmiah Pendidikan* 6, no. 2 (2020): 47–47, <https://doi.org/10.20961/jpiuns.v6i2.46979>; Henni Marlinah, "Pengaruh Kepemimpinan Kepala Sekolah, Kompetensi Guru dan Etos Kerja Guru terhadap Prestasi Belajar Siswa," *Wiga : Jurnal Penelitian Ilmu Ekonomi* 9, no. 1 (2019): 43–50, <https://doi.org/10.30741/wiga.v9i1.400>; Sahri Sahri dkk., "Kepemimpinan Transformasional Kepala Sekolah di Lembaga Pendidikan Islam," *PARAMUROBI: JURNAL PENDIDIKAN AGAMA ISLAM* 6, no. 1 (2023): 35–55, <https://doi.org/10.32699/paramurobi.v6i1.4486>; Haziratul Qudsyah dkk., "Kompetensi Kepemimpinan Pendidikan Kepala Sekolah sebagai Pemimpin Pendidikan dalam Meningkatkan Mutu Pendidikan di Sekolah Dasar," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 7 (2023): 4891–98, <https://doi.org/10.54371/jiip.v6i7.2367>; Ria Puspita Sari dkk., "Pengaruh Kepemimpinan Kepala Sekolah dan Profesional Guru untuk Mewujudkan Sekolah Efektif di Sekolah Dasar," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 9 (2023): 6596–601, <https://doi.org/10.54371/jiip.v6i9.2798>; Nurwiyanto Nurwiyanto dkk., "Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja, dan Budaya Sekolah, terhadap Kinerja Guru Sekolah Dasar di Kecamatan Pulosari Kabupaten Pematang,," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 12 (2022): 5775–81, <https://doi.org/10.54371/jiip.v5i12.1259>.

viewed as part of the school's internal quality assurance system that supports the achievement of educational goals as a whole.

Have we ever realized that behind a school's progress, there are driving forces that are often overlooked? Until now, much educational research has viewed teachers as a homogeneous group, without distinguishing between the civil servant (ASN) status and that of Wiyata Bakti teachers (contract teachers). In reality, however, the situation on the ground tells a different story. This difference in status clearly affects both psychologically and practically their work motivation, wellbeing, and even the way they serve. Unfortunately, the existing literature remains too focused on highlighting the professionalism of civil servant teachers in general, seemingly overlooking a crucial question: how exactly do these Wiyata Bakti teachers strive to ensure the quality of learning and school administration?

Take, for example, the situation at Karangrejo Public Elementary School in Borobudur Subdistrict, Magelang. Unlike previous studies, which often focused on urban schools or madrasahs, this elementary school reveals a rather intriguing fact. Of the 12 educators there, 5 (about 42%) are Wiyata Bakti Teachers. This figure is not merely a statistic on paper but tangible evidence that the very lifeblood of educational services at this school rests heavily on their shoulders. It is this disparity that compels us to take a closer look, get directly involved, and understand their true dynamics.

Driven by this concern, this study offers a fresh perspective. Rather than rigidly theorizing about leadership or school management in general, the focus is now shifted to a more personal level examining the tangible contributions of Wiyata Bakti Teachers, from classroom processes and the development of school culture to the obstacles they face. The hope is simple yet essential: that these findings will not merely end up on library shelves, but will serve as both a wakeup call and valuable input for school principals and local governments in formulating empowerment strategies that are more humane and supportive of these noncivilservice teachers.

RESEARCH METHODOLOGY

This study employs a qualitative approach using a case study design⁷. The qualitative approach was chosen because the research aims to gain an indepth

⁷J. W. Creswell dan J. D. Creswell, *Research design: Qualitative, quantitative, and mixed methods approaches*, ed. oleh 6th ed. (Sage Publications, 2023).

understanding of the contributions of Wiyata Bakti Teachers toward improving the quality of education at Karangrejo Public Elementary School, Borobudur Subdistrict, Magelang Regency. The case study allows the researcher to obtain a comprehensive picture of the role of Wiyata Bakti Teachers within the realworld context of educational implementation at the school. Data analysis was conducted using the Miles, Huberman, and Saldaña model, which involves data condensation, data presentation, and interactive conclusion drawing.

The research location was Karangrejo Public Elementary School, Borobudur Subdistrict, Magelang Regency. This school was selected because its teaching staff consists of 7 civil servant teachers (ASN) and 5 Wiyata Bakti teachers, meaning that approximately 42% of the teaching staff are Wiyata Bakti teachers. This situation indicates that the continuity of the learning process and various school programs is significantly influenced by the involvement of Wiyata Bakti teachers.

Research subjects were selected using purposive sampling, specifically informants considered to have indepth knowledge of the management and implementation of learning at the school. Informants included the principal, five Wiyata Bakti teachers, three ASN teachers, the chair of the school committee, and several students serving as supporting informants.

Data collection techniques included observation, indepth interviews, and documentation. Observations were conducted to gain an understanding of the implementation of the learning process and the involvement of Wiyata Bakti teachers in various school activities. Interviews were used to explore the experiences, perceptions, and contributions of Wiyata Bakti teachers toward the quality of education. Documentation, such as teaching materials, school programs, activity reports, photographs, and other supporting documents, was used to strengthen the research findings.

Data validity was ensured through source triangulation, methodological triangulation, member checking, and increased observational rigor, ensuring that the data obtained possessed a high level of credibility.

RESULTS AND DISCUSSION

Contributions of Wiyata Bakti Teachers to the Quality of Learning

The research results indicate that Wiyata Bakti Teachers make a significant contribution to the continuity of the learning process at Karangrejo Public Elementary School. Of the 12 teachers at the school, five are Wiyata Bakti Teachers who teach subjects or classes as needed by the school. Wiyata Bakti teachers not only conduct learning activities in accordance with the curriculum but also develop teaching modules and assessment tools, implement differentiated instruction, and provide guidance to students experiencing learning difficulties.

The presence of Wiyata Bakti teachers helps reduce the workload of civil servant teachers, allowing the learning process to proceed more effectively. The principal stated that without the involvement of Wiyata Bakti teachers, the distribution of teaching loads would not function optimally.

Contributions to School Quality Improvement

In addition to teaching, Wiyata Bakti Teachers play an active role in various school quality improvement programs, including the development of school programs, the implementation of the Pancasila Student Profile Strengthening Project (P5), literacy activities, extracurricular activities, academic and nonacademic competitions, as well as religious and social activities.

Wiyata Bakti Teachers also demonstrate a strong commitment to supporting school culture through their involvement in environmental cleanup activities, school administration, services for parents, and various student characterbuilding activities. This involvement shows that their contributions are not limited to teaching and learning activities but also support the overall improvement of educational service quality.

Professionalism of Wiyata Bakti Teachers

Interview results indicate that Wiyata Bakti teachers are highly motivated to provide the best possible educational services despite facing various limitations. All Wiyata Bakti teachers have independently developed instructional materials, participated in Teacher Working Groups (KKG), attended training sessions organized by the education department, and actively engaged in selfdirected professional development through the Merdeka Mengajar Platform and learning communities.

This professionalism is reflected in their ability to manage classrooms, utilize digital learning media, conduct formative and summative assessments, and maintain good communication with students' parents.

Impact on Improving Educational Quality

The contributions of Wiyata Bakti teachers have had a positive impact on improving the quality of education at Karangrejo Public Elementary School. This impact is evident in several indicators, namely:

- a. the learning process proceeds according to the allotted time;
- b. learning services provided to students have become more optimal;
- c. literacy and extracurricular activities are carried out on an ongoing basis;
- d. increased student participation in various school activities;
- e. the creation of a culture of collaboration between civil servant teachers and Wiyata Bakti teachers;
- f. increased parental satisfaction with educational services.

These findings indicate that the quality of education is influenced not only by the number of civil servant teachers but also by the quality of Wiyata Bakti teachers' contributions in supporting the achievement of school goals.

DISCUSSION

The research results show that Wiyata Bakti teachers hold a strategic position in supporting the improvement of educational quality at Karangrejo Public Elementary School. The presence of five Wiyata Bakti teachers out of a total of twelve educators indicates that nearly half of the educational service process depends on their contributions. This situation demonstrates that Wiyata Bakti teachers have become an integral part of the school management system.

The contributions of Wiyata Bakti Teachers are evident not only in the delivery of instruction but also in various school development activities. This aligns with educational human resource management theory, which states that all educators are organizational assets who play a role in achieving educational goals. Commitment, professionalism, and collaboration are the key factors determining the quality of educational services.

Although their employment status differs from that of civil servant teachers (ASN), Wiyata Bakti teachers at Karangrejo Public Elementary School demonstrate a

high level of dedication. They continue to perform additional duties, participate in competency development programs, and actively engage in every school initiative. These findings suggest that intrinsic motivation, loyalty to the school, and support from the principal can strengthen Wiyata Bakti teachers' contributions to improving educational quality.

However, the study also identified several challenges, including limited welfare benefits, unequal access to training opportunities, and the lack of certainty regarding employment status. Nevertheless, these challenges have not diminished the commitment of Wiyata Bakti teachers to providing educational services to students.

Overall, this study demonstrates that the success in improving educational quality at Karangrejo Public Elementary School is the result of collaboration between civil servant teachers and Wiyata Bakti teachers. Therefore, policies to empower Wiyata Bakti teachers through competency development, performancebased rewards, professional development opportunities, and welfare support are crucial strategies for strengthening educational quality in public elementary schools.

CONCLUSION

Based on the research findings, it can be concluded that Wiyata Bakti teachers make a significant contribution to improving the quality of education at Karangrejo Public Elementary School in Borobudur Subdistrict, Magelang Regency. Of the total 12 educators comprising 7 civil servant teachers and 5 Wiyata Bakti teachers the presence of Wiyata Bakti teachers plays a vital role in ensuring the continuity of the learning process and supporting various school quality improvement programs.

The contributions of Wiyata Bakti teachers are manifested through the implementation of effective teaching, the development of instructional materials, student mentoring, participation in literacy activities, extracurricular activities, the Pancasila Student Profile Strengthening Project (P5), school administration, and characterbuilding activities. Furthermore, Wiyata Bakti Teachers demonstrate a high level of commitment, loyalty, and professionalism despite facing limitations regarding their employment status and welfare.

Factors supporting the contributions of Wiyata Bakti teachers include collaborative leadership from the principal, a harmonious work culture between civil servant teachers and Wiyata Bakti teachers, high intrinsic motivation, opportunities to participate in Teacher Working Groups (KKG), and support from the school committee.

Conversely, inhibiting factors include limited welfare benefits, the lack of certainty regarding employment status, limited opportunities to participate in ongoing training, and a limited school budget.

This study shows that improvements in educational quality are determined not only by the number of civil servant teachers but also by the optimization of the role of Wiyata Bakti teachers as part of a school's human resources. Therefore, policies are needed to support the enhancement of Wiyata Bakti teachers' competencies, wellbeing, and professional development so that their contribution to improving educational quality can be sustained.

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