# Income and community service are the two most important factors in increasing motivation to teach equality tutors (Study on equality education program)

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**Abstract:** This study aims to explain the factors that affect the motivation of tutors to teach at PKBM Widya Sentana. The teaching and learning process at PKBM is carried out by tutors as educators. The importance of tutoring has not received much attention from the government, especially regarding professional careers. However, the lack of attention does not reduce the motivation of tutors to teach at PKBM. The research used a qualitative type with a phenomenological study approach. Data was obtained through in-depth interviews and analyzed through a reduction process, data display, and data verification. Based on the findings, there are two important factors in increasing tutors' motivation to teach. The first factor is community service, which refers to internal encouragement; tutors teach with the aim of contributing to educating people's lives. The second factor is income, related to external encouragement; in teaching, tutors are given rewards according to their work performance. These two factors are interrelated and support the motivation of equality tutors to play a role in community-based, non-formal educational institutions. The results of this study can add insight into the role of equality education institutions in educating people's lives and can serve as a reference for relevant research in the future.

*Keywords: Equality education, Learning, Motivation, Society, Tutors.*

## 1. Introduction

In a macro or broader context, education is one of the main pillars that supports social and economic development; moreover, education is very closely related to cultural development [1-4]. Access to quality educational services for every individual is a fundamental human right and is an important aspect of achieving the sustainable development goals for a nation [5-8]. However, although there has been significant progress, especially in every aspect and component of education, in increasing the participation rate of education in various parts of the world, there are still significant challenges to be faced. According to a report on the UNESCO website, in 2021 alone, about 258 million children and adolescents worldwide were not enrolled in the formal education system. This figure includes a wide range of community groups, including people in remote areas, minority groups, and socially and economically marginalized individuals. This educational gap not only impacts individuals but also society as a whole, hampers economic growth, exacerbates social inequality, and, of course, has an impact on the progress of a nation [9-13].

In Indonesia, challenges in education are increasingly complex, especially in various aspects [14-17]. Although the government has made efforts to improve access to education through various programs, data from the Ministry of Education and Culture shows that in 2023, about 3.5 million school-age children are not enrolled in the formal education system. This phenomenon certainly

requires joint attention, considering the importance of education in individual lives. Therefore, a solution is needed to overcome the problem of many school-age children who do not have access to formal education. This creates an urgent need for an effective and quality equality education program [18-20]. Equality education, which is a model or type of education designed to provide learning opportunities for individuals who cannot follow the formal education path, is an important solution to overcoming this problem [21, 22]. The role of equality education is so important, but of course, the success of the equality education program is highly dependent on the quality of teaching provided [23-27]. The quality of teaching inequality education for the community will also depend on the role of the educator, namely the equality tutor.

Equality tutors play a key role in this equality education process [28-30]. They are responsible for providing teaching and guidance to students, assisting students in developing the skills and knowledge necessary to be able to participate actively later in society [31-34]. However, the motivation of equality tutors to carry out their duties is often influenced by various factors, including financial factors and a sense of devotion. The financial factor in this case is that inadequate income can indirectly reduce the motivation of educators and vice versa; adequate income will form motivation in performance [35-37]. While the high factor of devotion in order to participate in educating people's lives can encourage equality tutors to remain committed despite facing challenges. In this context, it is important to understand the extent to which these factors affect the motivation of equality tutors as educators in order to design more effective strategies to support their teaching motivation in the context of equality education.

The current situation or phenomenon in Indonesia shows that many educators, both teachers and tutors, face significant challenges in carrying out their duties. Many of them work as educators in less supportive conditions, with rewards that are not proportional to the workload and responsibilities they carry out [18, 28, 29, 38, 39]. A survey conducted by the Indonesian Equality Tutors Association in 2022 showed that 65% of tutors feel that their income is insufficient to meet their daily needs. This will undoubtedly create dissatisfaction that can reduce their motivation to teach well and provide maximum educational services to students. In addition, the lack of support and recognition from educational institutions and the community is also a factor that affects the motivation of tutors. Without adequate support, both from educational institutions and the community, their sense of devotion can decrease, which has an impact on their commitment to the learning process.

Therefore, equality tutors should get adequate support to carry out their duties in order to provide proper access to education for equality students. Decent income and recognition for their contributions should be a priority in the development of equality education programs [23, 40]. According to the two-factor motivation theory developed by Frederick Herzberg, the factors that affect job satisfaction can be divided into two categories: motivators and hygiene factors [41-43]. In the context of equality tutoring, adequate income can be considered an important hygiene factor. Dissatisfaction with low income can reduce tutor motivation and commitment. At the same time, devotion and a sense of accomplishment in helping students achieve their educational goals can serve as motivators that increase their satisfaction and commitment.

In addition, the Self-Determination Theory by Edward Deci and Richard Ryan is also relevant in this context. This theory emphasizes the importance of intrinsic and extrinsic motivation in influencing individual behavior [44-47]. In the context of equality tutors, the devotion of tutors is a manifestation of intrinsic motivation, where tutors feel connected to the educational mission and committed to helping students. Conversely, an adequate income can serve as an extrinsic motivation that supports the tutors' basic needs for security and stability. Understanding the interaction between these two types of motivation can be helpful in designing more effective strategies to support equality tutors in carrying out their roles.

Although there are a number of studies that address teacher motivation in the context of formal and non-formal education, there is still a significant gap in studies that specifically examine the motivation of equality tutors. Most of the previous research focused more on teachers in formal schools [30, 48-

52]. Without considering the unique dynamics faced by equality tutors [31-33]. In terms of relevance, there are still limited previous studies that specifically discuss the motivation of equality tutors in the context of equality education in the last decade. This gap points to the need for more in-depth research to understand how income and devotion factors contribute to teaching motivation and equality of tutor performance.

The Widya Sentana Community Learning Activity Center in Badung Regency is one of the existing equality education institutions. This institution runs an equality education program in the community. The main goal in the process is to provide opportunities for the community to receive an education equivalent to formal education. Tutors are the spearhead of the success of the learning process in this equality education institution. Their teaching motivation is dominated by these two factors, namely the income aspect and the service aspect. On the one hand, love as an educator gives rise to the urge to be willing to provide learning for equal students. However, on the other hand, as part of the profession, equality tutors should ideally get rewarded in the form of a decent income because they have been given the responsibility of teaching.

Therefore, this study aims to explore income and service as motivational factors that affect equality tutors at the Widya Sentana Community Learning Activity Center in Badung Regency. By understanding how these two factors interact and affect the motivation and performance of tutors, this study can make a significant contribution to the development of more effective and comprehensive education policies, especially the contribution of equal tutors. In addition, the results of this study are expected to provide practical recommendations for educational institutions and policymakers to increase support for equality tutors so as to have a positive impact on the quality of education provided to students.

Thus, the research at the Widya Sentana Community Learning Activity Center in Badung Regency is not only academically relevant but also has broad practical implications for the development of equality education in Indonesia in general. Through a better understanding of the motivation of equality tutors, better strategies can be produced to support them in carrying out the important role of equality tutors in education so as to improve the quality of education for students in need. This research is expected to be the first step in formulating policies that are more responsive to the needs of equality tutors, as well as contributing to the achievement of more inclusive and equitable education goals.

## 2. Definition of Research Concept

Equity tutors are individuals who act as teachers in inequality education programs, which are designed to provide access to education to individuals who are unable to follow the formal education path [22, 53, 54]. These tutors are not only responsible for delivering the subject matter but also serve as facilitators who assist learners in developing the skills, knowledge, and attitudes necessary to participate in society actively [28, 31]. In the context of equality education, tutors are expected to have a deep understanding of the needs and challenges faced by students and be able to create an inclusive and supportive learning environment [32, 55, 56].

Equality education institutions are institutions that organize non-formal education programs that aim to provide learning opportunities for individuals who are not served by the formal education system [21]. This institution serves as a forum to organize various educational programs, such as package A (elementary school equivalent), package B (junior high school equivalent), and package C (high school equivalent), which are designed to meet the diverse educational needs of the community [18, 22, 57]. Equality education institutions play an important role in developing relevant curricula, providing educational resources, and training and supporting equality tutors in carrying out their duties [2, 58].

Overall, collaboration between equality tutors and equality education institutions is essential in educating the lives of Indonesian people. This is because education is the right of every society. After all, education is an important part of the life process of individuals [29, 42, 59]. Through equality education, previously marginalized individuals can gain access to proper education, which in turn can improve their quality of life and contribute to social and economic development [11, 60, 61]. Thus,

equality education not only serves as a tool to improve knowledge and skills but also as a means to empower society and reduce social inequality.

Teaching motivation can be defined as internal and external motivations that drive individuals [52, 62]. In this case, equality tutors as educators to be involved in the teaching and learning process. This motivation includes a variety of factors that affect the commitment, dedication, and quality of teaching provided by the tutor as an educator [63-65]. In the context of education, teaching motivation is not only related to the desire to deliver subject matter but also includes aspects such as personal satisfaction, a sense of social responsibility, and recognition of contributions made to students [66, 67]. Motivational theories, such as the Self-Determination Theory by Ryan and Deci [68] emphasize the importance of intrinsic motivation, i.e., motivation that comes from within the individual, as well as extrinsic motivation, which comes from external factors such as rewards and recognition [44, 68-71].

In the context of equality education, teaching motivation is an important factor that affects the effectiveness of teaching and the quality of learning received by equality students. Equality tutors, as educators and teachers, play a role in providing access to quality education to individuals who are not served by the formal education system [1, 55, 57, 72]. In addition, equality tutors also have a great responsibility to create an inclusive learning environment and support the improvement of students' competencies [22, 30]. High motivation in equality tutors not only encourages them to deliver the subject matter innovatively and engagingly but also contributes to the development of positive relationships with students, which is very important in the context of non-formal education [31, 56].

The equality education institution in this case, namely the Widya Sentana Community Learning Activity Center in Badung Regency, as an institution that organizes non-formal education programs, has a strategic responsibility and role in supporting the increase in teaching motivation of its tutors. By providing learning facilities, adequate training, sufficient resources, and appreciation for the contribution of tutors as educators, PKBM Widya Sentana can create supportive conditions for tutors to stay motivated in carrying out their duties. In this case, PKBM Widya Sentana, as an equality education institution, functions as a facilitator and support system that not only regulates the curriculum and educational programs but also creates a work environment that facilitates the development of professional and personal tutors.

Therefore, this study aims to explore the factors that affect the teaching motivation of equality tutors and the support provided by PKBM Widya Sentana as an equality education institution in increasing the teaching motivation of its tutors. By understanding how income and service as motivational factors affect tutor performance, as well as how PKBM Widya Sentana can contribute to increasing this motivation, this research can provide valuable insights for the development of more effective equality education policies.

## 3. Research Methods
The focus of this study is to explore important aspects of increasing the motivation to teach equality tutors at PKBM Widya Sentana, Badung Regency. In examining these aspects of motivation, the following research methods are used:

### 3.1. Research Design
This study adopts a qualitative approach with the phenomenological study method as the primary way to explore a deep understanding of the experiences and views of equality tutors at PKBM Widya Sentana, Badung Regency, primarily related to the factors that are the reasons for the increase in teaching motivation of tutors. The phenomenological approach was chosen because it provides an opportunity for researchers to understand the meaning of the interviewees' views on the problem or phenomenon being studied [73, 74]. In this case, it is the view given by equality tutors on the phenomenon of increasing teaching motivation in the context of learning by considering the aspects of income and service as important factors that shape the experience. The views were collected with the

aim of finding patterns and themes that emerged from the tutors' narratives in order to build a comprehensive understanding of the motivation of equality tutors to teach.

The location of the research is focused on PKBM Widya Sentana in Badung Regency because this institution is a representative equality education institution and has a sufficient number of tutors to provide rich and diverse data.

Data were obtained through the views of resource persons as research participants [75, 76]. In this study the participants of this study are all tutors who are active in teaching at PKBM Widya Sentana during the data collection period. The number of participants will be determined based on the principle of data saturation, where data collection will be stopped when no new themes or information emerge from subsequent interviews. The inclusion criteria for participants are tutors who have taught for at least one year at PKBM Widya Sentana to ensure they have enough experience to provide meaningful insights. The number of research participants can be seen in the following table:

**Table 1.**
Participant in Research at PKBM Widya Sentana.

| Types of Equivalency Tutors | | Gender | Sum |
|---|---|---|---|
| Equivalency Tutor Status | Male Equality Tutor | Man | 4 |
| | Women's Equality Tutor | Woman | 1 |
| Total | | | 5 |

### 3.2. Data Collection Techniques

The data in this study uses an interview technique with an in-depth interview type. In-depth interviews are qualitative data collection techniques that aim to explore a deep understanding of the perspectives, experiences, and views of research subjects [77, 78]. In-depth interviews emphasize dialogical interaction between researchers and interviewees, creating a comfortable and open atmosphere for interviewees to express their thoughts and feelings honestly and in detail [77, 79].

In the study on the factors that affect the increase in the motivation of teaching equality tutors in PKBM Widya Sentana, in-depth interviews were used as the primary data collection technique. The data collection process was carried out through semi-structured interviews with questions that had been prepared previously. Still, it provided space for researchers to dig more deeply based on the responses of the resource persons, in this case, the equality tutors.

### 3.3. Data Analysis Techniques

To analyze the data, the Miles, Huberman, and Saldana data analysis models were used. Qualitative data analysis with the Miles, Huberman, and Saldana model is a systematic approach that emphasizes iterative and interactive processes in understanding data [80]. This model consists of three main stages: data reduction, data presentation (data display), and drawing conclusions or verification [4, 81, 82].

In a study on the factors influencing the increase in the motivation of equality tutors to teach at PKBM Widya Sentana, the Miles and Huberman model was used to analyze qualitative data obtained through in-depth interviews. Raw data in the form of interview transcripts are reduced through the coding and categorization process based on emerging themes related to tutor teaching motivation. The reduced data is then presented in the form of tables and descriptive narratives that describe the frequency and intensity of factors that affect teaching motivation. The verification process is carried out through data triangulation, namely comparing data from sources and checking the consistency of findings with relevant literature. The results of the analysis were then interpreted to identify the key factors that contributed to the increase in the motivation of teaching equality tutors at PKBM Widya Sentana.

### 3.4. Trustworthiness

Data in qualitative research tends to be considered biased, so a process is needed to test the results of data analysis. In this study, the validity test was carried out by triangulation techniques, namely

matching and comparing data obtained from data sources or techniques from data collection [83-85]. To ensure the validity of the data, the researcher triangulation the data by comparing the interview results of several tutors and using the data checking method (member checking) by asking the interviewees to validate the interview transcripts. This process ensures that the data obtained is accurate and reliable as a basis for drawing valid conclusions regarding the factors that affect the motivation of teaching equality tutors at PKBM Widya Sentana, Badung Regency.

## 4. Result

Based on the findings of the study that has been carried out on the views of tutors, two important factors are the background in increasing the motivation of equality tutors to teach at PKBM Widya Sentana. These two factors are sincere devotion as an intrinsic factor and the aspect of income as an extrinsic factor. The findings are presented in the following table:

**Table 2.**
Intrinsic Factors in Increasing Equity Tutor Motivation.

| Participants | Question | Answer | Theme | Sub-theme |
|---|---|---|---|---|
| Participants 1 | What motivates you to be interested in becoming an equality tutor at PKBM Widya Sentana? | Helping people who cannot complete school in formal schools so that they can still get an equal education | Motivation from within the tutor | Community Service |
| Participants 2 | | desire to share experiences and knowledge | | |
| Participants 3 | | sincere devotion, increasing experience, and income | | |
| Participants 4 | | sharing with the community, additional income, providing more knowledge to students, the knowledge provided can be practiced in daily life, having much experience during dialogue and discussion, increasing the network of friends | | |
| Participants 5 | | Because I can share my experience of understanding related to the subjects I teach to students | | |

**Table 3.**
Extrinsic Factors in Increasing Equity Tutor Motivation.

| Participants | Question | Answer | Theme | Sub-theme |
|---|---|---|---|---|
| Participants 1 | What do you think about the salary and benefits provided by PKBM? | the salary and allowances provided by the PKBM management have really motivated me to continue to be a tutor; there is a form of financial incentive given to the tutors | Tutor's external encouragement | Income in exchange for the profession. |
| Participants 2 | | the salary provided by PKBM is in accordance with performance and adds to my motivation dalam mengajar | | |
| Participants 3 | | The salary is not enough for sure, but we still prioritize service; even though it is felt that it is lacking, it does not reduce our intention to teach. | | |
| Participants 4 | | In terms of salary and allowances from year to year, there is an increase, and it is sufficient; of course, it is an increase in our enthusiasm for teaching | | |
| Participants 5 | | If income can be increased again, it will also increase welfare for us so that we will be more enthusiastic in providing learning to students | | |

Based on the findings, two important aspects were obtained in increasing the motivation of equality tutors, namely the aspect of community service and the aspect of income. The intention of the tutors to have various knowledge and play an active role in educating the life of the community concludes that there is an aspect of devotion in the tutors. This aspect indicates that service is a trigger for the willingness of tutors to provide educational services for equal students. The reward for the profession as a tutor also encourages the motivation of tutors to continue to provide learning to students. This gives the conclusion that the devotion that arises in oneself and the recognition of the contribution of tutors in the form of income motivates the tutors to teach in the equality education program at PKBM Widya Sentana.

## 5. Discussion

Two important factors that were found in the study on the aspect of increasing the motivation to teach equality tutors were income and community service. These two factors are included in the aspect of motivation that comes from within the tutor and also from outside the tutor of equality. The aspect of community service is an intrinsic part that comes from within the tutor, while income is a reward because the tutor has carried out teaching duties as an extrinsic part.

The study's findings show a positive relationship between these two elements and teaching motivation. The following discussion will explore in depth the contribution of each element and the interaction between the two in the context of improving the quality of equality education services.

The first aspect is community service; the factor of devotion, according to the equality tutors, appears as a significant theme consisting of several shaping elements, namely the desire of tutors to help people who have not had the opportunity to undergo formal education, the desire to share knowledge, share experiences, and help educate the life of the nation. Of these elements, it is the most important part that forms the desire to devote oneself to society, especially in the context of education.

Community service, as an internal factor, has been shown to have a significant role in increasing the motivation of equality tutors to teach. Service here is interpreted as a high commitment and dedication to the education profession, especially in the context of equality education. Commitment as an element in community service, especially in the context of teachers as educators, refers to the emotional and psychological attachment that a person has to the profession and the desire of educators to continue

their careers in the field of Education [86]. The Commitment aspect has a significant positive impact on the teaching performance of teachers, especially in influencing teachers' desire to continue their profession and also affecting educators' involvement with existing resources in the work environment. A supportive educational atmosphere and environment can increase commitment, which can ultimately increase learning achievement and goals [51, 87-89].

Educator dedication is a fundamental pillar in the success of educational services. The high commitment and devotion of an educator is not only limited to carrying out formal duties but also reflects the seriousness in guiding and developing the potential of students [31, 33, 69]. The high dedication of educators contributes to improving the quality of education, creating a conducive and inspiring learning environment for all members of the school community [90, 91]. These findings are in line with intrinsic motivation theory, which emphasizes the role of internal satisfaction in driving individual behavior [45, 54, 92].

Equality tutors who are highly dedicated tend to feel emotionally fulfilled through their profession. They see teaching as a calling, not just a job, so they are motivated to always provide the best quality of education. Tutors also strive for innovation in teaching methods and to achieve the educational goals that have been set. Furthermore, the high dedication of the equality tutor at PKBM Widya Sentana correlates with increased creativity and adaptation when facing the challenges of equality education. Equality education is often faced with complex obstacles, such as diverse student backgrounds and limited resources. Tutors who have a strong sense of devotion tend to be better able to overcome these challenges by developing innovative teaching strategies that are responsive to students' needs. This shows that service is not only a motivational factor but also an important resource in improving the quality of equality education.

The next aspect is income as an external factor. Income, as an external factor, also plays an important role in increasing the motivation of equality tutors to teach. Adequate income will undoubtedly provide a sense of security and financial stability for educators [5, 39, 50]. So that educators can focus on teaching tasks without being burdened by economic problems [35, 36, 93]. The extrinsic theory of motivation explains that material rewards can be a powerful driver of individual performance [65, 71, 94]. When equity tutors feel financially valued, they tend to be more passionate and committed to providing quality educational services.

In the context of PKBM Widya Sentana, some tutors make this profession an additional job, so a decent income is a significant incentive. An adequate income not only meets basic needs but also increases the self-esteem and confidence of equality tutors. So that tutors will feel more appreciated and respected. This contributes to an increase in the motivation and commitment of tutors to equality towards obligations and responsibilities in teaching duties.

These two factors, dedication, and income, have a profound correlation with increasing tutors' motivation to teach. Community service and income are not independent factors but are interrelated and mutually reinforcing, especially in increasing teaching motivation. High devotion can encourage tutors to work harder, even with relatively low incomes. Conversely, an adequate income can reinforce a tutor's commitment and devotion, as they feel valued and supported financially.

The combination of these two factors creates an optimal positive synergy in improving teaching motivation and the quality of equality education services at PKBM Widya Sentana. Tutors who have high dedication and adequate income tend to be more motivated to improve their competence, innovate in teaching methods, and provide quality educational services for students. This increase in motivation not only has an impact on the quality of teaching but also the learning outcomes of students. This aspect certainly contributes to the achievement of equality education goals. Therefore, efforts to increase the motivation to teach equality tutors at PKBM Widya Sentana by institution managers need to pay attention to these two factors in an integrated manner.

## 6. Conclusion

Based on the results of the discussion, increasing the sense of community service and income for equality tutors is a crucial factor in improving the quality of non-formal education services. Adequate tutor motivation and well-being will have a positive impact on the spirit of teaching, the quality of learning, and the success of students. Tutors who are motivated and free from economic burdens will focus more on developing innovative and responsive learning methods to students' needs, creating a conducive learning environment, and providing optimal personal guidance and support. This will contribute to increasing the participation rate and learning success of equality students, as well as playing a role in improving the overall quality of human resources.

Therefore, collaborative efforts are needed between the managers of equality education programs and the government. Program managers need to review the remuneration and incentive system for tutors, taking into account the workload, qualifications, and teaching difficulty. The government, on the other hand, needs to allocate adequate budgets to support the improvement of the welfare of equality tutors, as well as develop sustainable training and professional development programs. In addition, increasing access to technology and learning resources also needs to be a concern. This research, although it provides an important overview, has limitations in scope and methods. Therefore, further research with different research locations and methods is urgently needed to enrich understanding and produce more comprehensive policy recommendations.

## Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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