



## The Behavior of Substitute Teachers Who Teach in Elementary Schools (Social Reality Study at Elementary Schools in North Sangatta Subdistrict, East Kutai Regency)

Samia Salam, I Made Weni, and Zainur Rozikin

University of Merdeka Malang

Indonesia

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### ABSTRACT

*The phenomenon of many substitute teachers teaching in elementary schools is caused by an imbalance in the ratio of the number of teachers and the number of schools, as well as the absence of teachers on duty causing a vacuum in learning so that the presence of substitute teachers is needed. Based on the social reality above, the problem of this research is formulated as follows: 1) How is the behavior of substitute teachers who teach in elementary schools in Sangatta Utara District, East Kutai Regency? 2) What are the factors behind the behavior of substitute teachers teaching in elementary schools in Sangatta Utara District, East Kutai Regency? This study uses a qualitative method with a grand theory approach strategy, the subjects of this study are substitute teachers who teach in elementary schools in Sangatta Utara District, East Kutai Regency. The conclusion of this study is 1. The behavior of substitute teachers according to the results of the study can be concluded as follows: a) The attitude of educating substitute teachers; b) Choosing an offer to teach; c) Attitude of simplicity; d) Attitude of devotion; e) Choosing an attitude or action to spend time. f) The decision to choose to teach;. 2. Factors Behind the Behavior of Substitute Teachers, a) Emotional intelligence; b) Perception of Substitute Teachers; c) Motivation; d) Talent; e) Mastery of Knowledge; f) Time; g) Job opportunities; h) Family environment; i) Social environment. This study supports the social theory, BF Skinner (in Ritzer 2003), that Social Behavior is manifested through attitudes, and feelings that can lead to relatively fixed interpersonal actions. These interpersonal events can be learned from actions taken towards objects: acceptance, rejection, and avoidance.*

**Keywords:** Elementary Schools, Teaching, Social Behavior, Substitute Teacher.

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### 1. INTRODUCTION

In the Preamble to the 1945 Constitution of the Republic of Indonesia, it is stated that the National and National objectives of Indonesia are to protect all the people and all of Indonesia's territory to advance public welfare, educate the nation's life and participate in implementing world order based on independence, eternal peace and social justice. In this framework, education is a factor that greatly determines the continuity of the development of the Indonesian nation.

The urgency of education as a locomotive of development encourages the Indonesian government to make improvements and developments in various education sectors. This is because in essence Education functions to develop abilities and form the character and civilization of a dignified nation in order to make the life of the nation more intelligent, with the aim of developing the potential of students to become human beings who believe in and are devoted to God Almighty, have noble morals, are healthy, knowledgeable and capable, and become democratic and responsible citizens as mandated in Law Number 20 of 2003 concerning system National Education Article 3. Policy vision System National Education is the realization system Education as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are able and proactive in responding to challenges. erawhich is always changing.

The consequence of the above challenges is that the world of education is required to produce graduates who fulfill 4 (four) competencies, namely: (1) Academic Competence (2) Professional Competence (3) Value and Attitude Competence (4) Competence to face change. In other words, education must be able to produce graduate of capable think global (think globally) and able to act locally (act locally) and based on noble morals. The superior

quality of Indonesian people is the output of the implementation of quality education. At this level, educational personnel, especially teachers and lecturers, have very strategic functions, roles and positions.

At that level, a teacher is required to play a strategic role in order to realize the hope of producing graduates who meet the above competencies. A teacher can carry out his/her function and role well if supported by other educational components. This means that the quality of education is influenced by support.systematic towards all components of education such as improving quality and teacher distribution, improved curriculum, learning resources, adequate facilities and infrastructure, conducive learning climate, and supported by government policies (Political will), both at the center and in the regions. Because the reality shows that so far teachers have always been lulled into the term "Unsung Heroes", as if teachers work socially without compensation, are required to give the greatest attention to the world of education, but welfare is ignored. This is evidenced by the many stories about teachers who are forced to scrape together to find additional income to meet the needs of their families, the teachers referred to here are not only Teachers with the status of State Civil Apparatus (Civil Servants and Government Employees with Work Agreements) but also Teachers with the status of Honorary Teachers, Non ASN or Private. Whatever their status, every teacher is required to have competence (Professionalism Aspect, Skill Aspect, and Attitude or Behavior Aspect). Without ignoring the role of professionalism and skill aspects, the attitude or behavior factor is one aspect that greatly determines the success of a Teacher in carrying out his duties as a teacher which will ultimately determine the success or failure of the education process.

Various kinds of teacher behaviors that teach at school include, among others, seen from the attitude or behavior when teaching, motivation to teach, teaching methods or whether or not the teacher is diligent in coming to teach at school. Although various efforts have been made by the government to improve the quality and competence of teachers.

The government is making breakthroughs in the world of education to improve the quality and professionalism teacher, so that in the future all teachers must have a certificate as a license or permission teaching. However, efforts to form teachers who professional and competent In Indonesia, it is not as easy as turning the palm of your hand and the reality is still far from hope and reality.

Even though the teaching profession is in high demand by the public, because...limitations budget, recruitment teachers are also still limited every year. Even in private schools also have limitations in their acceptance. Conditions like this cause the ratio of teachers to be unbalanced with the number of schools managed by the Government and the Private Sector. The lack of teachers and exacerbated by the frequent absence of a teacher teaching in class is a problem that is often highlighted by education observers.

The social phenomenon related to teacher absence from class has become a topic of concern and research by experts. Research conducted by Suprastowo (2012) found several factors of teacher absence from school, the dominant factor being the assignment by the school for various official purposes, such as being assigned to another school, being assigned to attend training and being assigned to attend meetings outside of school. In addition, there is also the factor of personal needs of teachers with official permission, such as being sick with a statement and there are other negative factors, such as going home too early, personal matters without permission, being late, being lazy, and so on.

Some negative impacts that can arise from teacher absence are, losses to students because they do not receive learning, declining school discipline and disruption of the learning process and student learning performance, huge waste in the budget allocated for teacher salaries, this is because the funds issued by the APBN or APBD are meaningless because they finance teachers who do not carry out their teaching duties properly. Another impact is the financial loss of parents and the community due to spending personal funds for pocket money, transportation and others, but their children do not receive the education services they should (Suprastowo, 2012)

Based on a survey conducted by the Ministry of Education and Culture in 2014 with a sample of 880 schools in six regions (Sumatra, Java, Bali, Nusa Tenggara, Sulawesi, Kalimantan, Papua and Maluku), in general the teacher absence rate in Indonesia reached 10%, meaning that around 1 in 10 teachers were absent from school when the teaching schedule was running. The reasons for absence varied, around 26% were due to official duties that were still related to teaching activities. However, for the Kalimantan region, the most common reason given was being late,

around 1 in 4 teachers were absent due to being late. These findings illustrate that the teacher absence rate at school is still high.

The existence of several factors that trigger teacher absence above causes students to be unable to receive lessons in class. This is what gives rise to the existence of substitute teachers, either teachers who happen not to be teaching at that time, and also public who often become substitute teachers or substitute teachers can be a school that needs them. As a substitute teacher, they have no interest in the school, but at any time if someone asks to replace a certain teacher who is unable to teach, then that person will teach in class or at school. The presence of a substitute teacher reduces the impact of losses for students because they potentially do not have the assistance of a mentor or facilitator so that they do not experience the transfer of knowledge.

Substitute teachers have a contribution so that the learning process does not stop. However, in this case, substitute teachers will not always be effective in replacing teachers who should be working. This is due to several factors, substitute teachers do not fully understand the entire learning process that should be carried out according to the learning plan that has been set in the class concerned (Suprastowo, 2013). Most substitute teachers are assigned to fill more than one class at the same lesson hour, even based on data produced in the 2014 Ministry of Education and Culture study, it was found that in the schools visited, only about 40% of substitute teachers were teachers of the same subject, meaning that there were 60% of substitute teachers who taught not according to their expertise. Therefore, the absence of teachers even though there are substitute teachers will be difficult to eliminate the impact on the disruption of the learning process, the decline in the level of enthusiasm for learning and the growth of a negative image of the school in the community (Ivatts, 2013).

The government through the regulation of Permendikbud No. 23 of 2013 Article 2, agrees that the ideal ratio of teachers and students to support the effectiveness and efficiency of the learning process is 1 teacher for a maximum of 32 students and there are 6 teachers for an educational unit. This is in line with the summary data from the Ministry of Education and Culture dated October 12, 2023 regarding the number of teachers and students at SDN 001 Sangatta Utara which shows the number of teachers with Civil Servant status, Government Employees with Work Agreements (PPPK), Regional Contract Workers and School Honorariums as many as 42 people, while students as many as 772 people, which shows that the ratio is 1:18. This shows that there is a balance between the number of teachers and students at SDN 001 Sangatta Utara.

Although there is a balance, the phenomenon of substitute teachers at SDN 001 Sangatta Utara is quite cultural. This is shown from initial observations and interviews with one of the teacher respondents at SDN 001 School with the initials N. He said that often several teachers and even himself asked for substitute teachers to teach for several reasons. This phenomenon is caused by indications of the absence of several teachers due to various factors.

The indication of absence and the cultivation of substitute teachers apparently did not have a negative impact as happened in several regions. This is because the level of student achievement at SDN 001 Sangatta Utara is very adequate. Several of the students with the initials MRM became representatives of SDN 001 Sangatta Utara in the FLS2N Elementary School Level competition at the Kutai Regency level in 2023 and won 3rd place in the story-telling picture competition, 1st place in the independent learning walk competition at the Kutai Timur Regency level in 2022.

Although there are no rules or regulations governing Substitute Teachers in schools, the reality is that the existence of substitute teachers has become a social reality because those who work as Substitute Teachers are faced with various problems, such as the absence of rules governing the existence of Substitute Teachers, uncertain teaching schedules, uncertain honorariums or salaries, but there are still people who want to be Substitute Teachers.

## **2. LITERATURE REVIEW**

### **2.1 Concept of Individual Behavior and Social Behavior**

Individual behavior is a function of the interaction that occurs between individuals and the environment, where individuals bring a structure in the form of abilities, self-confidence, needs, experiences and expectations. Basically, individual behavior is shaped by their personality and experiences. Therefore, individual behavior can be understood by studying individual characteristics. These characteristics include biographical traits, personality, perceptions and attitudes (Sopiah, 2018). There are 3 interrelated assumptions regarding individual behavior, including (1) behavior is

caused, behavior is motivated and (3) behavior is shown to the target, these three elements are related to each other in the basic capital of individual behavior and apply to anyone and anytime (Kast & Rosenzweig, 1995).

In understanding individual behavior, there are several approaches that are grouped into 3, namely the cognitive approach, the reinforcement approach and the psychoanalytical approach. The cognitive approach is related to individual behavior that arises due to stimuli that cause responses in the form of behavior. Furthermore, the reinforcement approach is related to behavior that arises due to reflex movements caused by the motor nervous system. While the psychoanalytical approach is related to behavior that is influenced by personality, where mature individuals can distinguish between good and bad for themselves and their environment (Tewal, Pandowo & Tawas, 2017).

## **2.2 Concept of Teaching Behavior**

Sociology of Education is related to the definition, conception of objectives and research topics in education related to sociology. In addition, it also explains the aspects of education in society, and describes schools as a culture in society and also explains the role of teachers in schools and provides an overview of the relationship between teachers and students in schools.

Sociology of education cannot be defined easily, this is because in addition to the difficulty of limiting the field of study between the fields of education and sociology, also because of the lack of research in the field of sociology of education, so that the contribution given by the sociology of education in the field of education has not been clearly described. Some of these things are the causes so that teaching materials on the sociology of education are mostly still a mixture of education and sociology.

## **2.3 Substitute Teacher Concept**

Teachers are those who consciously direct individual behavior and experiences so that the educational process occurs (Suprihatin, 2014). Teachers are known as professional educators, meaning they have professional knowledge, skills and attitudes in developing their profession by adhering to the professional code of ethics (Roestiyah, 2001). Yamin in Mustanding (2012) explains that teachers who act as educators are key to meeting educational quality standards because they contribute to achieving educational success.

A substitute teacher is a substitute teacher who is tasked with replacing a teacher who cannot teach in class. Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning teachers explains that if there is a teacher vacancy, the Central Government or Regional Government is required to provide a substitute teacher to ensure the continuity of the learning process at the relevant educational unit. This explains that substitute teachers also play a role in the continuity of the learning process, especially when subject teachers cannot attend class.

## **2.4 Motivation Theory**

Motivation is a process decided within a person that causes movement, either towards a goal or away from an unpleasant situation (Wade, et al., 2016). Motivation means something that provides encouragement or energy to do something, motivation in teachers is something that encourages teachers to provide professional learning; whether it is just carrying out obligations, encouragement to achieve, awareness of duties and responsibilities in educating the nation's young shoots, or just to obtain a certificate (pass certification) that can improve welfare.

Motivation is a process that gives enthusiasm, direction, and persistence to behavior. This means that behavior that has motivation is behavior that is full of energy, directed, and long-lasting (Santrock, 2003). In teaching activities, motivation can be said to be the overall driving force within the teacher that gives rise to learning activities, which ensures the continuity of learning and teaching activities, provides direction to learning activities, so that goals can be achieved (Sardiman, 2000).

Teachers who are motivated to provide professional learning can raise students' learning motivation. Brophy (2004) stated that learning motivation prioritizes cognitive responses, namely the tendency of students to achieve meaningful and useful academic activities and try to gain benefits from these activities. Students who are motivated to learn will pay attention to the lessons delivered, read the material so they can understand it, and use certain learning

strategies that support it. In addition, students who are motivated to learn also have intense involvement in the learning activity, high curiosity, always look for materials to understand a topic, and complete the tasks given. Students' learning motivation is also determined by whether the activity has interesting content or process.

### **2.5. Social Behavior Theory**

Social behavior is an atmosphere of interdependence which is a necessity to guarantee human existence (Rusli Ibrahim, 2001). As proof that humans fulfil the needs of life as an individual cannot be done alone but requires help from others. There is a bond of interdependence between one person with another. This means that human survival takes place in an atmosphere of mutual support in togetherness. For this reason, humans are required to be able to work together, respect each other, not bother the rights of others, tolerance in employee life.

According to Krech, Crutchfield and Ballachey (1982) in Rusli Ibrahim (2001), a person's social behavior is seen in the pattern of responses between people expressed in reciprocal relationships between individuals. Social behavior is also identical to a person's reaction to others (Baron & Byrne, 1991 in Rusli Ibrahim, 2001). This behavior is shown by feelings, actions, attitudes, beliefs, memories, or respect for others. A person's social behavior is a relative trait to respond to others in different ways. For example, in carrying out cooperation, there are people who do it diligently, patiently and always prioritize common interests above their personal interests. While on the other hand, there are people who are lazy, impatient and only want to seek their own profit.

### **2.6. Social Exchange Theory**

Social exchange theory (*social exchange theory*) in social sciences are widely found in the works of anthropologists and sociologists. In Anthropology for example, the use of this theory is seen in Ekeh, where Ekeh himself divides this theory into two types, namely individual and collective. For individual social exchange in Anthropology it is called transactionalism and for collective it is called structuralism (Ekeh, 1974). Malinowski defines exchange as an exchange relationship (principle of *reciprocity*) which is based on non-material rewards which intended to bind relationships with one another and maintain order in a society (study of primitive societies in *tribe*). (Malinowski, 1920) Clark explains that social exchange can be rigid or loose depending on the closeness of the relationship. If the relationship between two people who are still strangers (acquaintances, business partners) the relationship takes place based on a rigid/strict exchange of acquisition (what is given must be balanced with what is received). On the other hand, in intimate relationships (family members, close friends), people are more responsive to the needs of others and are less concerned with the balance between capital (input) and acquisition (outcomes) (Mills, 1976). To review the social exchange theory in more detail, below is taken from one of the figures in social exchange Homans:

For Homans, a theory is not enough to contain only a few propositions. The theory of a phenomenon is an explanation of the phenomenon itself. Homans holds the necessity of using the principles of individual psychology to explain social behavior rather than merely describing it. Homans argues that scientific explanations must be centered on real behavior that can be observed and measured empirically. Internal states (subjective feelings and attitudes, and so on) must be defined in behavioral terms for the purposes of empirical measurement (Lawang, 1990).

### **2.7. Social Interaction Theory**

Berger and Luckman (1967) said that institutions are created and maintained or changed through human actions and interactions. Although social institutions appear objectively real, in reality they are all built in subjective definitions through the process of interaction. New objectivity can occur through repeated affirmations given by others who have the same subjective definition. At the highest level of generality, humans create a world in universal symbolic meaning, namely their comprehensive outlook on life, which legitimizes and regulates social forms and gives meaning to various areas of their lives.

### **2.8. Theory of Social Change**

In the group of classical social change theories, four views have been discussed from famous figures, namely August Comte, Karl Marx, Emile Durkheim, and Max Weber. August Comte stated that social change takes place in an evolutionary manner through stages of change in the human mind, which Comte called Intellectual Evolution.

These stages of thought include three stages, starting from the stage Theological Primitive. Transitional metaphysical stage, and finally the positive rational stage. Each change in the stage of human thought affects other elements of life, and overall also drives social change.

Karl Marx basically saw social change as a result of changes that occurred in the social order of employee life, especially as a result of the ongoing conflict between groups of owners of capital or the means of production and groups of workers.

In his work Marx states the history of class struggle. Class struggle originates from the division of labor and private ownership which produces deep and broad contradictions, namely between groups of owners of the means of production and non-owners.

On the other hand, Emile Durkheim saw social change as the result of ecological and demographic factors, which changed life from a condition bound by mechanical solidarity, to a modern condition bound by organic solidarity. Meanwhile, Max Weber basically saw the social change that occurred as the result of a shift in values that were used as the orientation of life. In this case, Europe was exemplified, which for a long time was shackled by mark Orthodox Catholicism then developed rapidly in its socio-economic life due to the encouragement of Protestant values which were felt to be more rational and more in line with the demands of modern life.

## **2.9. Phenomenological Theory**

Berger and Luckmann's thoughts were certainly also influenced by many other scientists' thoughts, either those who were their teachers directly or simply influenced by the thoughts of their predecessors. If traced, we can identify that Berger was directly influenced by his teacher who was also a phenomenologist, Alfred Schutz. Schutz himself was a student of Edmund Husserl, the founder of the phenomenology school in Germany. On that basis, Berger's thoughts are said to be influenced by phenomenological thinking.

MeIt cannot be denied that the thoughts initiated by Berger and Luckmann are a derivation of the phenomenological perspective that has gained fertile ground in both philosophy and social thought. The phenomenological school was developed by Kant and continued by Hegel, Weber, Husserl, Schutz, and then Berger and Luckmann (Basrowi, 2002:204). The term sociology of knowledge attached to their thoughts is actually not something new, previously pioneering directions towards the sociology of knowledge had been introduced by Max Scheler and Karl Manhein.

ListenThus we can conclude that Berger and Luckmann's thinking is influenced by Schutzian thinking on phenomenology, Weberian on "subjective meanings", Durkheimian-Parsonian on "structure", Marxian on "dialectics" and Mead on "symbolic interaction". In that context, Poloma concluded that the formation of reality socially is a synthesis between structuralism and interactionism (Margaret, 1994).

## **2.10. Symbolic Interactionism Theory**

The symbolic interactionism perspective attempts to understand human behavior from the perspective of the Subject being studied. This theory emphasizes that human behavior is seen as a process involving individuals to shape their behavior by considering the expectations of the people who interact with them (Backer in Mulyana, 2006:230). The definitions they give to other people, situations, objects, and even themselves determine their behavior.

Branda Mead in Poloma (2004 7:255) the focus of attention is human action, both visible (hidden), all of which are obtained from relations between humans. Mead also developed a framework of transformation as a process in which a person obtains a new self-image, a new self-language, new relationships with others and new ties to the social order.

Fork to obtain self-image in a multicultural society, it is necessary to carry out a dynamic or group socialization process. On the other hand, symbolic interactionism reveals that self-socialization is slightly different from the views of other theories, where the theory assumes that socialization is seen as a process of learning things that exist in society so that they can survive in society, but symbolic interactionism sees socialization as a dynamic process. In that process, humans not only receive information but they can interpret and adjust the information according to their needs, but are also interested in interaction in general.

Intereaction is a process in which the ability to think is developed and expressed. All kinds of interactions can filter human ability to think and influence humans in behaving. An actor's behavior should take other people into account and decide how to behave in order to fit in with the people around him. Thus, not all interactions involve a logical thinking process, as expressed by Raho (2007:108) that there are two types of interactions, namely (1) non-symbolic interactions that do not involve logical thinking processes (2) symbolic interactions that involve logical thinking and reasoning processes.

### **2.11. Structural Functionalist Theory**

MenuAccording to the structural functional perspective (Durkheim; Parsons), society is basically an organic whole that has its own reality and has a set of needs or certain functions that must be fulfilled by the parts that are its members in order to remain normal and sustainable. The consequence is that if the needs are not met, then a social imbalance can occur which is seen as 'pathological'. Therefore, functionalism is: (1) social reality is considered as a system, (2) the system process can only be understood in the reciprocal relationship between the parts, (3) a system is bound by efforts to maintain integrity (Soekanto, 1988:21). Thus it can be said that the theory of structural functionalism basically wants society to live in a peaceful and stable atmosphere that is bound by the values and norms of society.

Durkheim's functionalism theory concept was greatly influenced by Gomte's concept of the organism. Durkheim put forward the assumption that: (1) society must be viewed as a unity consisting of inseparable parts, (2) the parts of a system function to fulfill the interests of the system as a whole, (3) functional interests are used in normal and pathological conditions, to prevent abnormal conditions.

## **3. RESEARCH METHODS**

### **3.1 Research Design**

The approach used in this study is a qualitative approach in the type of descriptive research. The research specification is public policy implementation research, namely studying the problems of implementation and effectiveness of policies that apply in certain situations, including the relationship and influence of a phenomenon (Nazir, 2005: 55). This means that research is conducted only to present a fact through data without testing hypotheses, looking for relationships and making predictions.

### **3.2 Research Focus**

The focus of research in this study is on the problems:

- 1) Teaching behavior of substitute teachers at elementary schools in North Sangatta District includes:
  - a. Attitudes possessed (Related to educational attitudes, responsiveness, simplicity and sense of devotion)
  - b. Action (Regarding whether or not to spend time teaching)
  - c. Decisions taken by substitute teachers (Regarding choosing to teach or not)
- 2) The factors behind Substitute Teachers teaching consist of internal and external factors.
  - a. Internal Factors
  - b. External Factors

### **3.3 Selection of Informants**

Informants are people who are used to provide information about the situation and conditions of the research background, they must have a lot of experience about the research background. Therefore, an informant must really know or be an actor who is directly involved with the research problem. Choosing an informant must be seen from their competence, not just to present them. The informants in this study were the Principal, Substitute Teachers, Class Teachers, Students and the Community.

The informants in this study consisted of:

- 1) Head of the Department of Education and Culture of East Kutai Regency
- 2) Head of the Civil Service and Human Resources Development Agency of East Kutai Regency.
- 3) Head of North Sangatta District.

- 4) Head of Elementary Education Division, Department of Education and Culture, East Kutai Regency
- 5) Principal of State Elementary School 001 North Sangatta
- 6) Principal of State Elementary School 009 North Sangatta
- 7) Principal of State Elementary School 003 North Sangatta
- 8) There are 15 substitute teachers in North Sangatta District.

The research informants are key informants when collecting data in the field. With the presence of key informants, the data to be used can be truly valid and its truth is not in doubt, making it easier for researchers to collect data.

In order to collect information from the research object in accordance with the observed phenomenon, a purposive element was selected as a Substitute Teacher informant. The selection was based on the consideration that the informant had an understanding of the research phenomenon. Additional information was obtained from other informants determined by the purposive sampling technique. The informant search will end if no additional information is obtained or if there are constraints of funds and time.

### **3.4 Data Analysis Techniques**

The data was analyzed using several steps according to the technique developed by Miles, Huberman & Saldana (2014: 10-19), namely analyzing data through the following steps: data collection, data condensation, data display, and drawing conclusions or verification (conclusion drawing and verification).

## **4. RESEARCH RESULT ANALYSIS**

### **4.1 Behavior of Substitute Teachers Teaching at Elementary Schools in North Sangatta District**

Reality shows that even though there is a lesson schedule and teachers who will teach have been arranged and determined every day, there are still teachers who are unable to come to teach according to the schedule that has been set. If this situation is left alone, there are several things that will happen, for example, students in that class will not get lessons at that time, then the situation in the class will not be conducive and can even disrupt other classes because of the noise and the non-conducive situation. If we expect from the existing teachers, the teachers are also certainly tasked with teaching according to the existing assignment schedule, and it is not certain that the competence of the teacher is the same as the teacher who is unable to attend, including mastery of the subject matter as stated in the schedule. While it may not be known when the teacher on duty will be present to teach in class according to the schedule and subject matter that has been set. So that the situation and conditions, especially the teaching and learning process, run according to the learning schedule that has been set.

If this condition continues to occur, the purpose of organizing education in the school will not be achieved. This is where a substitute teacher is needed who can overcome these problems. However, the reality is not as easy as imagined, the substitute teacher must be able to adapt to the situation and conditions he faces including the school environment. This is where interdependence is needed which in the theory of social behavior is an atmosphere of interdependence which is a necessity to guarantee human existence (Rusli Ibrahim, 2001) as evidence that humans in fulfilling their life needs as individuals cannot do it themselves but need help from others. There is a bond of interdependence.

According to Crutchfield and Ballachey (1982) in Rusli Ibrahim (2001) a person's social behavior is seen in the pattern of responses between people expressed in reciprocal relationships between individuals. Social behavior is also identical to a person's reaction to others (Baron & Byrne, 1991 in Rusli Ibrahim, 2001).

From this social theory it can be seen that an individual or a group needs other people in return, this is also the case in elementary schools in North Sangatta District, even though teaching schedules and teachers who will teach have been arranged, but

then this is where the help of a substitute teacher is needed to come in to teach to replace the teacher. The summons or the reality often happens that what has been determined cannot be implemented because there are teachers who are unable to attend to carry out their duties.

To ensure that the teaching and learning process at elementary schools in North Sangatta District continues even though some teachers are unable to attend. The appointment of a substitute teacher is also not easy, because not



everyone has an educative, responsive, simple attitude, and has a sense of dedication. In this study, interview data using the depth interview method on the behavior of substitute teachers to be studied focused on the attitudes they have (including educative, responsive, and simple attitudes), actions (taking time to teach or not), decisions taken (choosing to teach or not).

which is explained as follows:

The attitudes that are possessed include:

a. Educating Attitude

The educational attitude that is an important instrument in instilling values that will be taught to students must be possessed by someone who works as a teacher, including those who become substitute teachers. Kamaruddin Haji Husin (1993:8) in Ahmad Sopian (2016:92) explains the role of teachers in various aspects, namely as (1) Educators, (2) Teachers, (3) Facilitators, (4) Mentors, (5) Servants, (6) Designers, (7) Managers, (8) Innovators, (9) Assessors.

This opinion is in line with the statement of the Head of the East Kutai Regency Education and Culture Office that What are the roles of teachers in instilling values in their students. The first answer to this question certainly revolves around the role of teachers as educators. The attitude of educating is a very important instrument in instilling values that will be taught to their students. Teachers as educators as well as molders of the nation's generation, of course have a big role in instilling the values needed by students as the future generation. The role of teachers in instilling these values can be done in various ways. The values of truth that will be conveyed and instilled by delivering learning materials according to the field of study being taught, starting with exemplifying a good attitude in the form of an educating attitude.

The implementation of the teaching and learning process in elementary schools, the educational attitude of a teacher including a substitute teacher is a very important trait. Teachers who are the main element in the teaching and learning process must have an educational nature so that students can emulate the teacher's behavior in order to create the next generation of the nation.

From the explanation above, a substitute teacher must have competence and experience in order to be able to act as an educator like the existing permanent teachers. According to Robert A. Roe (2001), competence is a description of the ability to carry out a task, role or ability, integrate knowledge, skills, attitudes, personal values, skills based on experience and the ability to build knowledge and skills (Competence builds on knowledge and skills and is acquired through work experience and learning by doing). Another scientist, namely Spencer and Spencer (in Palan 2007) explains that competence is an individual characteristic that describes behavior and is seen through a person's motives, self-concept, values, knowledge and expertise.

The opinion on competence is also conveyed by Wardiman Djojonegoro (1996), who stated that competence is a basic competence possessed by a person that is causally related to the assessment standards that are referenced to superior performance in a job. Furthermore, it is said that the characteristics of competence are motivation, which is something that consistently becomes a drive, thought, or desired by a person to then become the cause of an action. In addition, competence is also an innate (trait) which is a tendency to consistently respond to situations or information received by an individual, is also a self-concept in the form of behavior, intentions, traits, which describe an individual's personality, knowledge, namely expertise possessed by an individual based on information possessed in a particular field, skills, namely intelligence or ability to perform a particular mental or physical activity.

Based on the opinions above, it can be understood that competence contains the meaning that a person's characteristics are related to effective performance, and excel in certain work situations. In this case, a substitute teacher must have competence which is a deep part of what he has.

Observing the data from the results of interviews conducted by researchers with the interviewed parties, a substitute teacher must have the ability, competence, or self-potential to be able to play a role in replacing the existing permanent teacher when he is unable to teach. The problem that could possibly arise is related to the subjects that will be taught by the substitute teacher including the class level that he will face whether he is able to

master the subject matter or not. Thus, a substitute teacher is not enough to only master or be able to master one subject but must also master other subjects.

The attitude of educating becomes a very important instrument in instilling values that will be taught to their students. Teachers as educators and molders of the nation's generation, of course, have a big role in instilling the values needed by students as the future generation. The role of teachers in instilling these values can be done in various ways. The values of truth that will be conveyed and instilled by delivering learning materials according to the field of study being taught, starting with exemplifying a good attitude in the form of an educating attitude.

Teachers as educators do not only play a role as academic teachers. Teachers also have an important role in teaching moral education, including substitute teachers.

Discussion on this matter yielded the following findings:

**Finding 1 : Substitute teachers have educational behavior or attitudes.**

**Finding 2 : An educational attitude is one of the competencies that a substitute teacher must have in order to produce the future generation of the nation.**

From the findings regarding the behavior of substitute teachers who teach at elementary schools in North Sangatta District, East Kutai Regency, seen from their educational attitudes, it was found that:

**Proposition 1 : The educational attitude that is the behavior of substitute teachers is one of the competencies that a substitute teacher must have to produce the future generation of the nation.**

b. Responsive

The social reality that arises when there is a class in school that cannot carry out teaching and learning activities because a teacher is absent from teaching, then students in that class cannot get learning at that time. This situation and condition must be responded to spontaneously by finding a solution so that teaching and learning activities in the class can take place according to the schedule that has been set. The results of the author's interview with the principal related to this situation show that if there is an empty class because the teacher is absent, the first alternative is to contact the substitute teacher who usually teaches at the school. The teacher who is contacted is sometimes also in other activities. However, as a substitute teacher when someone contacts, the response attitude is shown by the substitute teacher. When receiving information, the reaction shown by the substitute teacher first makes considerations according to the information he gets, both regarding the subject matter to be delivered, the time and which class will be taught. When arriving in class, a substitute teacher will also study the situation and condition of the students at that time. The response given is through consideration of a good solution.

When contacted by the school, the substitute teacher is likely to be doing other activities or activities so that in responding to the request, the substitute teacher will choose which is the priority to be implemented. Whether to continue the activities that are being or will be carried out, or to choose to teach according to the school's request. Priority actions in responding to the school's request, when referring to the theory of social interaction, can reveal realities and events that can be observed contextually. Referring to the theory of social interaction according to Weber (2006), priority actions during service are something that is based on individual motivation and the motivation of the social action itself. The experience of substitute teachers in priority actions shows that when interacting, a person or group is actually trying or learning how to understand the social actions of other people or groups. This is revealed because interaction will cause a response from other parties. Social interaction will be chaotic when the interacting parties do not understand each other's motivation and meaning of the social actions carried out. Weber's opinion was also strengthened by Herberth Mead (1962), who explained that in order for social interactions to proceed in an orderly and regular manner and for members of society to function normally, it is necessary not only to have the ability to act in accordance with the social context, but also the ability to objectively assess our own behavior from the perspective of others.

In the reality of fulfilling solutions to fill the vacancies of teachers who are unable to attend elementary schools in North Sangatta District, priority actions and responses from substitute teachers are very important steps in determining whether the teaching and learning process at the school, especially in classes where teachers are unable to attend, continues to run well or not.

According to the confession of substitute teachers, the form of priority action chosen when receiving a call to teach, whether choosing another job or accepting a call to teach, then the consideration is the level of urgency. As long as the work we are doing does not cause anything fatal when we leave, then accepting a call to teach becomes a priority choice. The choice to teach becomes a priority not because there is no reason but substitute teachers and other teachers who consider themselves as unsung heroes, teaching is a very noble job, even though the time and energy spent are not directly proportional to the material obtained.

David Hansen in his book *The Call to Teach* (1995), stated that being a teacher is a calling. According to him, there are two aspects to the calling, namely: the work helps develop others (there is a social element), and also develops and fulfills ourselves as individuals (Paul Suparno 2004:9).

From the explanations above, the author found the following findings:

**Finding 3 : A responsive attitude is based on careful consideration, through a choice of priority scales.**

**Finding 4 : Responsive attitude in accepting teaching offers due to the consideration that teaching is not only for personal interests but also beneficial for the interests of others.**

From the findings regarding the responsive attitude of substitute teachers who teach at elementary schools in the North Sangatta District, East Kutai Regency, seen from their educational attitudes, it was found that:

**Proposition 2: Choosing an offer to teach, for substitute teachers, is based on careful consideration because they consider that teaching is for the benefit of themselves and others.**

c. Simplicity

Social reality shows that working as a teacher is a profession that always shows a simple lifestyle or full of simplicity. The slogan of teachers, as in general Umar Bakrie's people, is identical to the title of unsung heroes. Having a simple house, sometimes even very simple, going to school by bicycle, with simple clothes is always a title for those who choose teaching as their profession. Even if traced further, many people choose to become volunteer teachers, honorary teachers, and/or substitute teachers. At this level, it can be predicted that their salaries are very small compared to other professions, some are even willing to become volunteers who of course do not get any salary at all. Then why is the profession of teacher not a few people are involved in or become their choice of profession.

When a teacher is teaching in front of the class, his/her movements become the attention of the students. If the teacher's behavior shows wealth and arrogance, the students will be reluctant to be more familiar with the teacher. However, if simplicity is displayed, it will make the students closer. The simplicity displayed by a teacher makes the students often wait for the teacher's presence. That is why simplicity should be shown by teachers. The simplicity displayed by the teacher does not reduce the teacher's authority in front of the students., it is better if the simplicity displayed actually makes students more sympathetic and willing to emulate the attitude of their teacher. The attitude of simplicity of a teacher does not mean that the teacher must be poor because simplicity is not identical to poverty. The attitude of simplicity displayed by a teacher does not mean that the person concerned does not have property or in other words is poor. In short, simplicity means being able to actualize effectively and efficiently, not appearing luxurious in their appearance so that they will be closer to their students. The simplicity of a teacher can be seen from several indicators, including the teacher will look modest, not extravagant in appearance or lifestyle, not excessive in using anything, utilizing everything appropriately and having positive uses or contributions. The results of the study showed that substitute teachers who teach at elementary schools in North Sangatta District always show an attitude of simplicity both when they come to teach at school, in front of the class or the lifestyle they show.

The pattern of simplicity is also shown by substitute teachers when they receive a call to teach, in general they never question how much pay or salary they receive. Sometimes humans live in this world not only trying to fulfill their needs but sometimes also trying to fulfill their desires. Wijaya (2014:117) stated that simplicity is a person's habit of behaving according to their needs and abilities. Indicators of simplicity according to Wijaya (2014:87) include always appearing as they are, not excessive, not showing off, and not being cheerful.

As a role model or example for his students, a teacher, in addition to having a simple attitude, must also have wise and prudent qualities and be humble. By having a humble nature, a teacher will feel more authoritative and even respected by his students for his example. The teacher does not consider himself as someone who is above all

else compared to his students so that his students convey ideas or innovations or ideas both in teaching and learning activities and in their daily lives, a teacher must not have an arrogant attitude. Thus, choosing a substitute teacher is actually not an easy matter because if you choose the wrong one, it will have implications for your students.

The importance of a teacher, including substitute teachers to always provide an example through attitudes including simplicity is an important thing to be maintained by every teacher so that these teachers can instill good attitudes and character patterns and examples to their students, this is as stated by Gibson (1997), explaining attitudes as positive and negative feelings or mental states that are always prepared to be learned and regulated through experiences that have a special influence on a person's response to people, objects, or circumstances. Attitude is more of a determinant of behavior because attitude is related to perception, personality, and motivation (Umam, 2012: 183).

Based on the discussion above, the following findings were obtained:

**Finding 5 : Simplicity is a good learning strategy.**

**Finding 6 : His humble attitude is seen when teaching, never worrying about how much salary he will receive.**

From the findings regarding the modest attitude of substitute teachers who teach at elementary schools in the North Sangatta District, East Kutai Regency, seen from their educational attitudes, it was found that:

**Proposition 3 : The attitude of simplicity is a good learning strategy, focusing on the best education, not material, a reflection of dedication and integrity.**

d. Sense of Devotion

Being a teacher is inseparable from a sense of devotion. Not just a name or position but truly done because of an urgent need, namely education for the nation's future generations. Devotion will not take into account how much salary is earned from what is done, although in fact as a human being they need a salary for their daily lives, but the conscience of a devoted teacher will not think about that and the intention in their heart is truly to build a superior generation with the knowledge they share. Humans can say that patience has limits, but the principle of unlimited devotion in the hearts of unsung heroes does not budge with the obstacles that cross their path. Sometimes they do not receive or get much, but their hearts remain sincere in serving, educating future leaders. The principle is that hope for the future will always be there because the future will not disappear.

From the results of the research conducted by the author through interviews with respondents regarding the attitude of devotion, it was explained that teachers, including substitute teachers, always teach with a full sense of devotion. If we look at the answers of these teachers carefully, we will realize how noble the task of a teacher is. He is a figure who has a very important task, to educate the life of the nation which includes all aspects of life, including spiritual aspects, emotional aspects, physical aspects, intellectual aspects, and other aspects. We can see this important and not easy task in the field, what the teachers have done with full feelings of love, responsibility and sincerity. These teachers carry out their duties as a form of devotion to society, nation, and state. This is what causes the teaching profession to often be in the spotlight of society. Although sometimes faced with all the limitations of facilities and situations faced in the field, a teacher is always required to be professional in developing and conveying the knowledge he has to his students. Teachers are required to work with good quality and are based on a sense of devotion, love for the profession, the habit of self-reflection, and the demand to continue to be enthusiastic about learning until the end of life. Teachers as a professional position require teachers to really focus on teaching without having to do other jobs. However, the reality in the field is that many teachers teach while doing other jobs to meet economic needs. Especially for a substitute teacher, whose main job is not a teaching profession, but only a part-time job in addition to their main job, whether a substitute teacher who is still a student, a housewife or other profession or main job. Thus, work as a substitute teacher sometimes has to be followed by great sacrifice.

The attitude of simplicity possessed by substitute teachers who teach in Elementary Schools, who accept compensation as it is, is not because they do not have the burden of life's needs. But the attitude of accepting what is shows that the motivation of needs in their lives is not the same as the motivation of needs of most people in general. The difference in motivation of people's life needs is in line with what was put forward by Maslow who

stated that each person at the same time and in the same company or organization can also have different needs to obtain satisfaction. According to Maslow, every human being has a number of needs that are arranged in a hierarchical form.

The attitude of the substitute teacher's simplicity who teaches at an Elementary School in Sangatta Utara District, East Kutai Regency, to accept a teaching request can be analyzed using Parsons' social action, that: (1) every individual action of the substitute teacher has the freedom to respond to the needs of life, especially regarding the attitude of simplicity, so that even though the salary received by the substitute teacher is not much, they are still willing to accept the offer to teach to fill the gap in the class where the teacher happens to be absent; (2), the choice taken by the substitute teacher is influenced by the educational environment, demands of society and students; (3) the behavior of the substitute teacher who teaches at an Elementary School in Sangatta Utara District, East Kutai Regency, towards the request to teach to replace a teacher who is absent is influenced by the attitude, actions and decisions taken as well as other internal and external factors.

**Finding 7 : The substitute teacher's devoted attitude is shown by an attitude full of feelings of love, responsibility and sincerity.**

**Finding 8 : The motivation of substitute teachers to teach is to feel that their needs can be met, namely the need for self-actualization by maximizing their potential, abilities and skills.**

From the findings regarding the attitude of devotion of substitute teachers who teach at elementary schools in North Sangatta District, East Kutai Regency, seen from their educational attitudes, it was found that:

**Proposition 4 : An attitude of devotion based on love, responsibility, and sincerity causes substitute teachers to feel that their needs when teaching can be met through self-actualization to maximize their potential abilities and skills.**

#### **4.1.1 Actions (regarding whether or not to spend time teaching)**

When a permanent teacher has to take a sudden leave from work, or is prevented from coming to teach due to sudden business, sudden illness, and other things that cause the permanent teacher to be prevented from coming to teach, the school principal or school management must think about how to overcome this problem. The same is true for permanent teachers who are prevented from attending. If the permanent teacher has a great sense of responsibility for his/her duties, then the permanent teacher should look for alternative solutions to the problem, if there is still time to think about it. The problem becomes even more crucial if the problem comes suddenly, sudden illness, sudden obstacles that cause the permanent teacher to be unable to teach. Is it the permanent teacher who has to find a solution, or is it the principal or other management who will find a solution? The best solution so that the teaching and learning process can continue is of course to ask someone who works as a substitute teacher to fill the gap. The choice or alternative is of course very much determined by the situation and conditions at that time. When the permanent teacher has the time and opportunity to think about it, then it is better for the permanent teacher to communicate with the substitute teacher. The permanent teacher can provide more precise instructions to the substitute teacher. However, if the permanent teacher does not have the time and opportunity to resolve the problem of empty classes, then the leadership and/or other school management will take the role of finding and contacting people who work as substitute teachers.

When a permanent teacher is absent or the school principal or other school management has contacted the person who works as a substitute teacher, then the problem will move to the substitute teacher, the action to be taken, whether to take the time or not. Moreover, if at the time of contact, the substitute teacher also has another job, maybe even a job that is no less important. Everyone, including substitute teachers, is required to have good time management. skills to manage the available time effectively to increase productivity, reduce stress, and achieve the intended target. This time management needs to involve setting priorities, setting schedules, and determining important tasks. The basic principle of time management also needs to recognize the difference between important and urgent tasks. Important tasks, tasks that have a long-term impact on life, such as goals and success in the future, while urgent tasks are tasks that must be completed immediately. The use of time management can help someone avoid the trap of completing urgent tasks but do not have a long-term impact.

The results of the study showed that several substitute teachers who teach at elementary schools in the North Sangatta District, East Kutai Regency, take action or attitude, taking time or not based on considerations of whether the job is important or urgent for the substitute teacher when faced with the choice of fulfilling the call to teach or completing urgent work, then the choice of attitude or action is to prefer taking time to teach because of the reason that teaching is a job that aims to train my skills to become a better teacher in the future.

Adkinson (in Luthfiana, 2010) explains that time management is a type of skill that is related to all forms of efforts and actions of a person that are carried out in a planned manner so that individuals can make the best use of their time.

According to Rasyidi, et al. (2020: 149) said that time management is the process of planning, organizing, controlling time, by utilizing time as best as possible using one's own abilities so as to get the desired results. Macan and Mulyani (2017: 112) said that time management is the management of a person's time in determining their needs and wants first and then managing other interests. Linda in Wati and Himmi (2018: 574) said that time management is the ability to determine what is most important in life, both at school, at home, and in personal life.

From the explanations regarding attitudes and actions regarding taking time or not as described above, the author found the following findings:

**Finding 9 : The attitude of taking time or not for substitute teachers to carry out teaching assignments is based on time management considerations.**

**Finding 10 : The choice of whether to spend time or not is decided by looking at whether the work is important or urgent, and the tendency is to choose an action based on whether the work is indeed important.**

From the findings regarding attitudes towards taking time or not for substitute teachers who teach at elementary schools in North Sangatta District, East Kutai Regency, it was found that:

**Proposition 5: Choosing an attitude or action to spend time based on job considerations is important for one's future.**

#### **4.1.2 Decisions Made by Substitute Teachers (regarding choosing to teach or not)**

Every human being in living his life and life in this world, full of activities, of course there are alternative choices based on what he will do at a certain time. The choice of activity occurs because of the possibility that at the same time other activities appear, both those that have been planned in advance or not planned. The attitude or action chosen will depend greatly on what is the choice of action, what is the choice of priority.

The priority action is the choice when referring to Social Interaction theory can reveal realities and events that can be observed contextually. Referring to Social Interaction Theory according to Weber (2006), priority actions in action are something that is based on individual motivation and the motivation of the social action itself. The experience of teachers, including substitute teachers, in choosing alternative actions in social interactions when asked to teach, a person or group of people are actually trying or learning how to understand the social actions of that person or group. This arises because social interaction will elicit a response from other parties. Social interaction will run well and smoothly when the interacting parties understand the meaning or purpose and motivation of the social actions carried out. Likewise, if social interaction does not run well, it will be chaotic when the interacting parties do not understand each other's meaning or purpose and motivation of the social actions carried out. Weber's opinion is reinforced by Herberth Mead (1962), who explains that in order for social interaction to run in an orderly and orderly manner and so that members of society can function normally, it is necessary not only to have the ability to act according to the social context but also the ability to objectively assess our own behavior from the perspective of others.

In the reality of the actions of substitute teachers who teach at elementary schools in Sangatta Utara District, East Kutai Regency, the action of choosing to teach or not, the social reality is that most people choose to teach. The actions taken by these substitute teachers are inseparable from their choice of attitude. According to them, choosing to teach is a habit because we love the teaching profession. When there is a request to teach, even though there are other activities, most of us choose to teach because of several considerations, one of which is because we love the teaching profession. Of course, this choice of action is based on a professional attitude in accordance with education, skills and experience.

The choice of action to choose to teach or not when there is an offer to teach, shows that the social reality, even though the salary is not much, there is no legal basis yet, maybe there are other activities, Substitute Teachers more often choose to accept teaching offers, especially in Elementary Schools that ask them to fill in for class hours when the permanent teacher is unable to attend.

Based on the description, its relationship with the Social Interaction theory has relevance. Discussion of the attitudes or actions of substitute teachers in choosing to teach or not when there is a request to teach to fill a gap in class due to the absence of the permanent teacher and the social reality shows that substitute teachers more often choose to teach, the researcher has determined several findings as follows:

**Finding 11 : Substitute teachers are willing to teach because of the vacancies in the classroom, in social reality many prefer to teach.**

**Finding 12 : Your choice. The act of wanting to teach is a form of social interaction that occurs between substitute teachers and permanent teachers or the management of elementary schools.**

From findings regarding the decision-making attitudes of substitute teachers who teach at elementary schools in Sangatta Utara District, East Kutai Regency, found:

**Proposition 6: The attitude of choosing to teach in making the education program a success is based on an instinctive attitude, based on the belief in the priority of activities regarding the importance of education for the young generation of the nation.**

## **4.2 Factors Influencing the Behavior of Substitute Teachers Teaching in Elementary Schools in North Sangatta District**

### **4.2.1 Internal Factors**

Internal factors are the drive that grows from within each individual or what is called inner directed oriented which comes from each individual due to the capacity they have in the form of an educational process that occurs from time to time from childhood to adulthood.

#### **a. Emotional**

From the results of the research conducted by the author, it can be seen that one of the internal factors that influences Substitute Teachers who teach at Elementary Schools in North Sangatta District is the emotional factor. The results of interviews conducted by the author with several respondents showed that emotional factors play an important role in seeing the behavior of substitute teachers who teach at Elementary Schools. Emotional intelligence plays an important role in managing stress, thereby helping substitute teachers navigate the challenges posed by changes in education policy, globalization, and technological advances. In line with this, Erik Erikson's Theory of Psychosocial Development (2010) states that personality develops in several stages. One important part of Erikson's Psychosocial Theory is the development of ego equations. Ego equations are conscious feelings that are developed through social interaction. According to Erikson, ego development always changes based on new experiences and information obtained in interacting with others. Erikson believes that the ability to motivate attitudes and actions can help psychosocial development.

In line with Erikson, Hazhira Qudsy (2010: 29) explains that psychosocial or personality according to Islam is the integration of the human heart, mind, and desire systems that cause behavior. The human nafsani aspect has three powers, namely: (1) the heart (fit ra Ilahiyah) as the aspect of human supra-consciousness that has the power of emotion or feeling. (2) reason (fitrah insaniyah) as the aspect of human consciousness that has the power of cognition or creation. (3) desire (fitrah hayawaniyah) as the aspect of human pre- or sub-consciousness that has the power of conation or intention. From a functional perspective, personality is an integration of the powers of emotion, cognition and conation, which are manifested in external behavior (walking, talking, and so on) and internal behavior (thoughts, feelings, and so on).

From the explanation above, the author concludes the following findings:

**Finding 13 : Emotional intelligence is influenced by emotional power or feeling, cognitive power or creativity and conation power or will so that it becomes an attitude or personality.**

**Finding 14 : The personality of a substitute teacher enables him/her to manage stress in the face of changes in education policy, technological advances and globalization.**

From the findings regarding attitudes towards taking time or not for substitute teachers who teach at elementary schools in North Sangatta District, East Kutai Regency, it was found that:

**Proposition 7 : Emotional intelligence is influenced by emotional power or feeling, cognitive power or creativity and conation power or intention, making it a person who is able to play an important role in managing stress, thereby helping substitute teachers navigate the challenges posed by changes in education policy, globalization and technological advances.**

b. Perception

A person's attitude and behavior patterns are also usually influenced by a person's perception of an object. As in this study, the results of the author's interviews with several substitute teachers who were respondents in the study showed that the choice to become a substitute teacher was because both their own perception and the perception of several other people considered the teaching profession to be a noble profession, a noble job. Sarwono W. Sarlito (2013: 95) said that internal factors not only influence attention as one aspect of perception, but also influence our perception as a whole, especially the interpretation of a religious stimulus, ideology, intellectual level, economic level, work, and taste as internal factors clearly influence the perception of a reality. Thus, perception is related to culture (culture bound). How we interpret a message from an object or environment depends on the value system we adhere to.

Choosing a job or profession as a teacher, including a substitute teacher, the social reality shows that it is not just a choice of job or profession, but also based on overall perception, including the level of intellectuality, which of course being a teacher requires a good level of intellectuality. Someone who becomes a teacher must have sufficient knowledge to be given to students. Regarding the economic level, it is clear that those who choose to become substitute teachers make it a source of income to be able to meet their life needs.

From the explanation above, the author concludes the following findings:

**Finding 15 : The profession of substitute teacher is a noble profession, a noble job.**

**Finding 16 : Choosing a job or profession as a teacher is because of work considerations, making it a source of income.**

From the findings regarding attitudes towards taking time or not for substitute teachers who teach at elementary schools in North Sangatta District, East Kutai Regency, it was found that:

**Proposition 8 : The perception of substitute teachers who consider being a teacher to be a noble job makes them choose this profession as their job and as a source of income.**

c. Motivation

Although the Government's efforts to meet the number of teachers who teach, especially in Elementary Schools, have been quite optimal. The reality is that there are still empty classrooms without teachers. There are teachers who are unable to attend teaching due to various factors, such as leave, illness or other unavoidable obstacles. This is where the role and presence of Substitute Teachers are very much needed, although the rules or regulations have not been regulated.

There are no rules or regulations yet, including unclear salary standards and salary sources, do not discourage someone who wants to become a substitute teacher motivated to take this profession. Because motivation explains what makes people do something, keeps them doing it, and helps in completing tasks. Motivation explains the desire to behave, the direction of behavior (choice), the intensity of behavior (effort, sustainable), and the actual completion or achievement (Pintrich, 2003). So that "motive" (motivation) means something that provides encouragement or energy to do something.

In relation to this, the researcher's interviews with several substitute teachers who teach at elementary schools in North Sangatta District, East Kutai Regency showed several things that caused them to accept teaching offers, including:

- 1) Desire to develop talents and abilities;
- 2) Looking for experience;
- 3) Expanding relationships which can indirectly make it easier for him to find work later;
- 4) Fill the free time;
- 5) Habits and life experiences that enjoy teaching others with something that is considered good.



The informants' answers confirmed several things that motivated Substitute Teachers to want to teach in Elementary Schools, starting from the desire to develop talents and abilities, seek experience, expand relationships that can indirectly make it easier for them to get a job later, fill their free time, the habit of enjoying teaching others with something they consider good. Substitute Teachers are also certainly aware that what they do has no rules, uncertain salaries, sometimes unscheduled times, uncertain subject matter, and other things that require consideration. In other words, the choice to become a substitute teacher is not an easy matter, but requires choice behavior because it is based on several of these motivations.

Thus, motivation is something that drives Substitute Teachers to want to teach at Elementary Schools in North Sangatta District, not just to fill their free time, but the encouragement to develop talents and interests, seek experience, expand relationships, and a calling to help educate the nation's children. This is in line with Santrock's opinion that motivation is a process that provides enthusiasm, direction, and behavior. Behavior that has motivation is behavior that is full of energy, directed, and long-lasting (Santrock, 2007). In teaching activities, motivation is the overall driving force within the Teacher that gives rise to learning activities, which guarantees the continuity of learning and teaching activities, provides direction to learning activities, so that goals can be achieved (Sardiman, 2000). Teachers who are motivated to provide professional learning can raise students' learning motivation. Students' learning motivation also depends on whether the activity has interesting content or a fun process. In essence, learning motivation involves learning goals and strategies related to achieving learning goals (Brophy, 2004).

In line with this, Weber views that sociology is "a science concerning itself with interpretative of social action and there by with a causal explanation of its cause and consequences" (Weber, 1978). All human actions are directed by the meanings and motives behind an action. Weber asserts that social action is distinguished for the meanings that are the basis for the orientation of the action. For that, Weber tries to interpret and understand social action between social relations and explain the causal relationship between various factors of various social actions.

By using the theory of social action, we can interpret the behavior of Substitute Teachers and understand the rationality behind the attitude of Substitute Teachers who are willing to accept offers to teach at Elementary Schools, amidst the busyness of other professions, the absence of standard regulations, salary uncertainty, uncertainty of the subject matter they will teach, and so on.

From the explanation above, the author concludes the following findings:

**Finding 17 : Substitute Teacher Motivation is closely related to the motives or reasons for teaching because of the benefits of choosing a job as a Substitute Teacher.**

**Finding 18 : The motivation of substitute teachers, which was initially just to fill their free time, then became more towards a love for the teaching profession.**

From the findings Regarding the attitude of taking time or not for substitute teachers who teach at elementary schools in the North Sangatta District, East Kutai Regency, the following was obtained:

**Proposition 9: Intrinsic motivation to carry out the profession of Substitute Teacher as a form of self-actualization and the process of humanizing humans.**

#### d. Talent

Humans are born with innate abilities that are potentials that still need to be developed. Basically, every individual or every child has different talents, the difference lies in the type of talent. Every human being has their own characteristics that distinguish them from other humans. These innate talents or abilities should continue to be developed so that the person concerned can grow and develop into a human being who has advantages and abilities.

The results of the author's interview with the Substitute Teachers who were respondents that they were interested in becoming Substitute Teachers because since childhood when playing with their friends, they often played the role of teachers. From this habit since childhood, they consider that they have talent as a teacher.

In line with this, Ali and Asrori (2010) stated that talent (aptitude) contains the meaning of innate ability which is potential (potential ability). Because its nature is still potential or still latent, talent is a potential that still requires serious and systematic development and training efforts in order to be realized. Asmini and Makmur (2012) stated

that there are several benefits to knowing talent, namely (1) to know one's potential, (2) to plan for the future, and (3) to determine tasks or activities. Thus, understanding, knowing, and trying to develop the potential that exists in oneself certainly has positive benefits for the individual. Asrori (2008) and Habib, Zimmerman & Ostaszewski (2014) stated that creativity can develop because individuals practice and learn to become creative individuals. The creativity that exists in individuals is used to face various problems that exist when interacting with their environment and looking for various alternative solutions so that self-adjustment can be achieved quickly.

The role of talent and ability of a person greatly determines a person's achievement. Achievement is the manifestation of talent and ability. Achievement that stands out in one field reflects superior talent in that field. On the other hand, it is not certain that someone who has a certain talent will always achieve high achievements. There are several factors that determine the extent to which a person's talent can be realized. These factors are partly determined by a person's environmental conditions, such as opportunities, available facilities and infrastructure, support and encouragement from parents and people around them, place of residence (urban or rural), and so on.

Another factor that is also very decisive, of course, is the condition within the person himself. His interest in pursuing a field, his desire to achieve and his tenacity to overcome difficulties or obstacles that exist or may arise. The extent to which a person achieves superior performance also depends to some extent on his motivation to achieve, in addition to his innate talent. Excellence in a field is the result of the interaction of innate talent and environmental factors that support it, including his personal interests and motivation.

From the description above, it can be seen that the teaching behavior of substitute teachers at Elementary Schools in North Sangatta District, especially regarding the behavior that motivates substitute teachers to want to teach because they feel they have a talent for teaching, and by teaching, the talent that they have had since childhood can develop., it is not even impossible that in the end you will become a professional teacher.

From the explanation above, the author concludes the following findings:

**Finding 19 : Choosing the job or profession of Substitute Teacher is because it has been his talent since childhood.**

**Finding 20 : The role of a person's talent and ability greatly determines a person's achievements..**

From the findings regarding attitudes towards taking time or not for substitute teachers who teach at elementary schools in the District North Sangatta, East Kutai Regency, obtained:

**Proposition 10 : The behavior that motivates substitute teachers to want to teach is because they feel they have a talent for teaching, and by teaching, the talent they have had since childhood can develop, and it is even possible that they will eventually become professional teachers.**

e. Mastery of Knowledge

One of the factors that influences the behavior of Substitute Teachers who teach at Elementary Schools in Sangatta Utara District, East Kutai Regency is the mastery of knowledge. The knowledge possessed by Substitute Teachers is more oriented towards intelligence and thinking power as well as mastery of broad knowledge. With the knowledge of Substitute Teachers formed from a number of competencies they have which include high education and a sense of responsibility, the combination of ability and willingness will produce good quality. However, if one of the two factors is absent, even if both are absent, then the quality of teaching is low.

The above is in line with Gordon's opinion (2007:57) which states that knowledge is a knowledge organization structure that is usually a fact of a procedure where if carried out it will meet possible performance. Knowledge is information that is known or realized by someone., knowledge is not limited to descriptions, hypotheses, concepts, theories, principles and procedures that are probabilistically true or useful. According to the constructivist approach, knowledge is not a fact of a reality that is being studied, but rather a person's cognitive construction of objects, experiences and their environment.

The results of field research show that the mastery of scientific knowledge based on the level of education and educational qualifications of substitute teachers shows that the majority of substitute teachers come from a background Bachelor of Teacher Education, final semester students at Teacher Training College, or those who come from non-teaching bachelor background but have the potential to become Substitute Teachers. The Substitute Teachers have high self-confidence and the ability to teach in Elementary School well. These results support

Notoadmojo's opinion (2007: 30) that there are several factors that influence factors that influence a person's knowledge include education level, information, socio-cultural factors, environment, experience and age.

From the explanation above, the author concludes the following findings:

**Finding 21 : Mastery of scientific knowledge is one of the factors that influences the teaching behavior of substitute teachers.**

**Finding 22 : Substitute teachers who have relative educational/knowledge qualifications have high self-confidence in teaching in Elementary Schools.**

From the findings regarding attitudes towards taking time or not for substitute teachers who teach at elementary schools in North Sangatta District, East Kutai Regency, it was found that:

**Proposition 11 : Good mastery of science makes substitute teachers have high self-confidence in teaching.**

#### 4.2.2 External Factors

In this study, external factors are events originating from outside the individual, society, group or organization, which cause social change. External factors that influence the behavior of Substitute Teachers who teach at Elementary Schools in Sangatta Utara District, East Kutai Regency include several aspects, including: time, job opportunities, family environment, and social environment.

##### a. Time

Humans in their activities are always faced with the problem of how someone is able to manage their time management well. It is not uncommon to hear people who are stressed because they are unable to divide their time into activities that are simultaneous or almost simultaneous. Likewise, what is discussed in this study, related to how to maximize the teaching and learning process on the one hand, then on the other hand there are factors that cause the process to be disrupted, one of these factors is the problem of time management. When a teacher is absent and the solution is to ask for a substitute teacher, sometimes it doesn't end there. The Substitute Teacher still has to see if there is time or opportunity to accept the offer or not. Because it is likely that the person concerned is working on his main job.

The results of the author's research show that in general they will accept the teaching offer, unless there is a very important job that cannot be left. The problem of time division is what requires special skills or abilities in time management. Time management according to Santrock (2007) is something that can help individuals be more productive, provide a balance between work and play and prevent stress. Wesfix (2016) defines time management as a skill to realize plans efficiently. The inability to manage time management is not impossible to cause someone to become stressed. Robbins and Judge (2006) define work stress as a dynamic condition in which an individual is confronted with an opportunity, obstacle or demand that is associated with what he really wants and the results are perceived as uncertain and important. The number of work problems, then clashing with time will also cause someone to be stressed. As stated by Bachroni and Asnawi (1999) who stated that work stress is a transaction between sources of work stress and self-capacity, which influences the response whether it is positive or negative. In fact, the impact of work stress can be even worse, as stated by Munandar (2006) who explained that work stress is a negative condition, a condition that leads to the emergence of physical or mental illness, or leads to abnormal behavior.

The results of the study also showed that in general, Substitute Teachers are willing to accept teaching offers because of the flexibility of time that is not binding. There is no need to be present at school when there are no empty classrooms due to the absence of permanent teachers. They have plenty of time to complete their work or main tasks.

From the explanation above, the author concludes the following findings:

**Finding 23 : Substitute Teachers are willing to accept teaching offers because of the flexibility of non-binding time.**

**Finding 24 : The willingness of substitute teachers to accept teaching offers in the midst of other busy schedules is because they are able to manage their time well.**

From the findings regarding attitudes towards taking time or not for substitute teachers who teach at elementary schools in North Sangatta District, East Kutai Regency, it was found that:

**Proposition 12 :** Substitute teachers receive calls to replace permanent teachers by managing their time because their time is not binding.

b. Job Opportunities

Everyone who is ready to work will compete to get a job. The competition will be more difficult when the number of opportunities to work is less than the number of workers who are ready to work. This competition sometimes does not only occur between citizens in a country, even further than that, competition for opportunities or job opportunities between countries becomes a global problem. Alternative job selection is very much determined by the conditions and situations surrounding job seekers. There are job seekers who can choose good jobs, but on the other hand, there are not a few people who have difficulty getting good job opportunities. Those who can choose good jobs are certainly in good conditions too. Ruslan (2012: 62) states that a person can choose a job well if they are in certain conditions. These conditions are as follows: (1) Sufficient information about the existence of good job opportunities, (2) Conscious consideration between existing alternatives, (3) Various knowledge about the world of work, rational in choosing a job, (4) There is a combination of tendencies with expectations, and (5) There is crystallization in choice. The issue of whether or not to be accepted is independent of the employee selection policy.

The results of the study illustrate that one of the external factors that influences Substitute Teachers to teach and work as substitute teachers is because of the job opportunity. For those who already have a permanent job, the profession of Substitute Teacher is an additional job opportunity. Meanwhile, for those who do not have a permanent job, the choice to become a Substitute Teacher is because they consider this opportunity to be a job opportunity that must be seized. Although there are no standard rules, uncertain salaries, and uncertain hours do not dampen their enthusiasm to become Substitute Teachers.

From this explanation, the author found several findings as follows:

**Finding 25 :** Becoming a substitute teacher for those who are unemployed is an opportunity to get a job, even though the salary is uncertain and there are no standard rules.

**Finding 26 :** Choosing to become a substitute teacher for those who are already working makes the profession of substitute teacher an additional job.

From the findings regarding attitudes towards taking time or not for substitute teachers who teach at elementary schools in North Sangatta District, East Kutai Regency, it was found that:

**Proposition 13 :** Becoming a substitute teacher for those who do not have a job is an alternative job choice and for those who already have a job, it is an additional job choice that they do without considering the amount of salary and job status.

c. Family Environment

The influence of the family environment in human life certainly plays a very important role. Even in all aspects of life, not one side of life can be separated from the influence of the family environment. The learning process begins from the family environment, when we are still babies, entering kindergarten, elementary school, middle school, high school, even to college. Human personality is a complex and diverse structure, formed through the interaction of genetic factors, personal experiences, and the social environment. Najwa Sayyidina Nur Umayya (2023) said that the family is the first foundation in the formation of our personality. In the family environment, we learn values, social norms, and interactions with the outside world. Communication with parents and siblings, conflict resolution, and emotional support are the foundations of personality that have a big influence when we enter the outside world. Children who grow up in supportive and communicative families tend to have self-confidence and empathy. Conversely, an unhealthy family environment can cause problems in building relationships and resolving conflicts outside the family. Therefore, the family plays an important role in shaping the foundation of an individual's personality.

M. Dalyono (2005) argues that the family environment is one of the external factors that influence learning achievement. The family is the father, mother, and children and family members who are residents of the house. The parent factor has a very large influence on the success of children in learning. The high or low education of the parents, whether or not the parents are harmonious, whether or not the relationship between parents and children is close, whether or not the situation at home is calm, all of which influence the achievement of children's learning

achievement. Singgih Gunarso (1985: 9) states that in education, the family is the main source of education, because all human knowledge and intellectual intelligence are obtained first from parents and family members themselves. Meanwhile, the indicators used to measure the family environment according to Alma (2011: 8) include: (1) Family support, in terms of choosing a job is usually influenced by the family environment. A family that supports someone will be more enthusiastic and persistent in achieving something. Family support is also a positive encouragement when someone is going to start a business. (2) Parents' jobs. Parents' jobs can also influence the choice of jobs for children in the future. Parents' work can provide knowledge, both in terms of experience and the best hopes, to the child in making decisions.

The results of the author's research through interviews with several respondents show that family environmental factors play a very important role in shaping a person's personality. Personality is formed from the results of interactions and habits that are built in the family environment. Likewise in choosing a profession to become a substitute teacher. From the beginning when they were just about to go to college, parents had directed them to choose a teaching major. The family environment considers the teaching profession to be a proud profession. Even many family environments connect it with social status in society. They consider the social status of families who work as teachers to be considered quite respected by society. The behavior of Substitute Teachers who teach at Elementary Schools in North Sangatta District, East Kutai Regency, of course, is greatly influenced by family environmental factors. Where the teaching profession is seen as an honorable position, an honorable job. As an honorable profession, of course, their behavior must reflect good traits, be role models in the family and community environment.

From the explanation above, the author concludes the following findings:

**Finding 27 : Interactions within the family from childhood to adulthood shape personalities that are reflected in the attitudes and behavior of teachers.**

**Finding 28 : Personality that is formed from the influence of the family environment is reflected in the behavior of substitute teachers who teach at elementary schools.**

From the findings regarding attitudes towards taking time or not for substitute teachers who teach at elementary schools in North Sangatta District, East Kutai Regency, it was found that:

**Proposition 14 : The family environment consisting of father, mother and family members influences the teacher's attitude and behavior, forming personality.**

#### d. Social Environment

The social environment is everything that is around an individual, both physical, biological and social environments. The environment influences the changing nature and behavior of individuals because the environment can be an opponent or challenge for individuals to overcome. Individuals continue to try to conquer the environment so that they can adapt and master it. Zastrow (in Kurniawan, et al., tt) said that the community environment is all individuals and systems, both of which interact with each other to form relationship patterns. So that the community environment also has a central role in instilling ethical and aesthetic values in the formation of children's character (Subianto, 2013). Shofiyatuz Zahroh (2020) said that children who live in a conducive community environment will have different characters from children who live in an uncontrolled or non-conducive environment. For example, children who live in a tough community environment, many criminals such as pickpockets, robberies and so on. So the child will grow up to be a rude, stubborn person who likes to disturb his friends. In contrast to children who live in a conducive environment, they will be full of authority, able to apply the cultural values of society such as honesty, politeness, friendliness, responsibility and so on.

A good social environment can certainly influence a child's behavior, which then, after the child has grown into an adult, will then choose a profession or job to fulfill his/her life and livelihood, including becoming a teacher, including a substitute teacher.

Good teacher behavior can influence student learning achievement in various ways. According to Indriyani, Saefulloh, & Riono (2020), a teacher's job is to guide students so that they can develop their personality potential and be able to adapt to various needs and changes that occur in their environment.

The behavior of substitute teachers who teach at elementary schools in Sangatta Utara District, East Kutai Regency, as the results of this study indicate that social environmental factors are one of the most influential

factors. They live in a relatively good social environment, community environment. Their behavior is also carried over into habits and attitudes, both when in their environment and when they become substitute teachers. According to them, the learning methods in schools are also colored by the positive habits of the community in their environment. The attitude of respecting others, respecting the elderly and loving others is also easier to apply when teaching. Substitute teachers do not only teach subject matter according to the existing schedule, but they also provide education to students, both through examples of attitudes and behavior, as well as good advice that exists in their environment.

From the explanation above, the author concludes the following findings:

**Finding 29 : The behavior of substitute teachers who teach at elementary schools in North Sangatta District is influenced by their social environment.**

**Finding 30 : The influence of the social environment such as attitudes of mutual respect, politeness, and so on are often exemplified and become good character learning strategies when substitute teachers teach in elementary schools.**

From the findings regarding attitudes towards taking time or not for substitute teachers who teach at elementary schools in North Sangatta District, East Kutai Regency, it was found that:

**Proposition 15 : The teaching behavior of substitute teachers who teach at Elementary Schools in North Sangatta District, East Kutai Regency is influenced by their social environment which teaches good manners and makes it a good character learning method.**

Based on the propositions above, the major propositions can be determined as follows:

**The behavior of substitute teachers so that they are willing to teach sincerely is based on an educational attitude, simplicity and a sense of devotion..**

## 5. CONCLUSION AND SUGGESTIONS

### 5.1. Conclusion

- 1) The behavior of substitute teachers who teach at elementary schools in Sangatta Utara District, East Kutai Regency, according to the research results, can be concluded as follows:
  - a) The attitude of educating substitute teachers is one of the competencies that a teacher must have to produce the future generation of the nation;
  - b) Choosing an offer to teach, for substitute teachers, is based on the consideration that teaching is for the benefit of themselves and others;
  - c) The substitute teacher's humble attitude, demonstrated by not questioning the salary he receives, is used as a strategy to attract the attention of students;
  - d) An attitude of devotion based on love, responsibility, and sincerity causes substitute teachers to feel that their needs are met through self-actualization in maximizing the potential of their abilities and skills.
  - e) Choosing an attitude or action to spend time is done by managing time management based on the consideration that the work is important for the future.
  - f) The attitude of choosing to teach in making the education program a success is based on an instinctive attitude, based on the belief in the priority of activities regarding the importance of education for the young generation of the nation..
- 2) Factors Influencing the Behavior of Substitute Teachers Teaching at Elementary Schools in North Sangatta District, East Kutai Regency
  - a) Emotional intelligence is influenced by emotional power or feeling, cognitive power or creativity and conation power or intention, thus making it a person who is able to play an important role in managing stress, thereby helping substitute teachers navigate the challenges posed by changes in education policy, globalization and technological advances.
  - b) The perception of substitute teachers who consider being a teacher to be a noble job makes them choose this profession as their job and as a source of income.
  - c) Intrinsic motivation to carry out the profession of Substitute Teacher as a form of self-actualization and the process of humanizing humans.

- d) behavior that motivates substitute teachers to want to teach because they feel they have a talent for teaching, and by teaching, the talent they have had since childhood can develop, and it is even possible that they will eventually become professional teachers.
- e) Good knowledge mastery makes Substitute Teachers have high self-confidence in teaching.
- f) Substitute teachers receive calls to replace permanent teachers by managing their time because their time is not binding.
- g) Becoming a substitute teacher for those who do not have a job is an alternative job choice and for those who already have a job, it is an additional job choice that is done without considering the amount of salary and job status.
- h) The family environment consisting of father, mother and family members influences the teacher's attitude and behavior, shapes his personality and is reflected when teaching in Elementary School.
- i) The teaching behavior of substitute teachers who teach at Elementary Schools in North Sangatta District, East Kutai Regency is influenced by their social environment which teaches good manners and makes it a good character learning method.

## 5.2. Implications of research results

### 1) Theoretical Implications

Research conducted on the behavior of substitute teachers who teach in elementary schools (Social Reality Study in Elementary Schools in North Sangatta District, East Kutai Regency) has supported the theory of social behavior pioneered by BF Skinner (1963). According to Skinner, the social fact paradigm and social definition as a mysterious perspective, contain problems that are still enigmatic and cannot be explained rationally. While the behavioral paradigm focuses on the relationship between individuals and their environment. The environment consists of various social and non-social objects. The difference in views between the social behavior paradigm and the social fact paradigm lies in the source of individual behavioral control. Included in the social behavior paradigm are behavioral sociology theory and exchange theory. Social behavior theory focuses on the relationship between actor behavior and the behavior of their environment. The basic concept is empowerment (reinforcement) which can be interpreted as a result or reward. A reward that does not have an effect on the actor will certainly not be repeated. This theory cannot be separated from the ideas put forward by its predecessors, such as Adam Smith, David Ricardo, John Stuart Mill.

In other words, the behavior of society is not solely due to innate from the family but is the result of social interaction in the society itself. So that the behavior of society is also born due to the influence of where the society is located or sheltered, meaning that external factors from the society itself are also very dominant. The same thing was put forward by BF Skinner that individual behavior that occurs in relation to environmental factors will produce consequences, or changes in environmental factors, causing changes in behavior (Ritzer, 2005: 82) This thinking is based on ideas and assumptions built through the theory of social behavior, including, that:

- a. People basically do not seek maximum profit, but they always want to gain benefits from the interactions they have with other people;
- b. Humans do not have all-encompassing information as a basis for developing alternatives, but they still have information, even if it is little or limited, in order to calculate the advantages and disadvantages;
- c. Humans do not act completely rationally, but in their relationships with other humans they always think about the advantages and disadvantages;
- d. Humans always have limitations, but they always compete to gain advantages;
- e. Even though they can gain an advantage by using competition, they are still limited by the resources available; and
- f. Humans always try to obtain results in material form as well as non-material forms such as emotions, feelings of liking and sentiment (Zamroni; 1992: 66).

Thus, human behavior is a collection of behaviors owned by humans and influenced by customs, emotions, values, ethics, power, persuasion, social norms (the influence of social pressure), personal behavioral control (a

person's belief about the difficulty of doing a behavior), and genetics. A person's behavior is grouped into normal behavior, acceptable behavior, strange behavior and deviant behavior. In sociology, behavior is considered as something that is not only directed at others and therefore is a very basic human social action. Behavior should not be mistaken for social behavior, which is a higher-level action, because social behavior is behavior that is specifically directed at others. The recipient of a person's behavior is measured relative to social norms and regulated as social control.

Then George C. Homans & Peter M. Blau put forward several forms of social behavior, including;

- a. Success Proposition, meaning that the more often an action is rewarded (brings a positive response from others), the more often the action will be carried out by the person concerned.
- b. Stimulus Proposition, meaning that if a certain stimulus has been a condition where a person's actions are rewarded, then the more similar the existing stimulus is to that stimulus, the greater the possibility for that person to repeat his actions as he did in the past.
- c. Value Proposition, meaning the more beneficial the results of a person's actions are for him/her, the greater the likelihood that the action will be repeated.
- d. The Saturation-Loss Proposition, meaning that the more often a person receives a special reward, the less meaningful the reward will become.
- e. The Agreement-Resistance Proposition, meaning that if someone does not get the reward he wants, or gets a punishment he does not expect, he will become angry and it will be more likely for that person to resist or resist, and the results of this kind of behavior will be becomes more valuable to him, and vice versa.

Some of the above thoughts, were further emphasized by Weber, as quoted by Veeger (1990: 174), who tried to classify social behavior in society by dividing it into four types:

- a. Behavior that is rationally directed towards achieving a goal;
- b. Behavior that is oriented towards a value, such as beauty (aesthetic value), freedom (political value), brotherhood (religious value) and so on;
- c. Behavior that receives its orientation from a person's feelings or emotions, so it is called "effective or emotional behavior);
- d. There is behavior that receives its direction from tradition, so it is called "traditional behavior".

## 2) Practical Implications

Besidetheoretical implications, the results of this study also have practical implications, which aim to provide contributions to all parties who have a relationship with this dissertation.

- a. The results of this study can be used by the Department of Education and Culture of East Kutai Regency in anticipating empty classrooms due to the absence of teachers teaching at that time.
- b. This research can also be used as a policy material for school principals in overcoming the smooth running of the teaching and learning process if a teacher is unable to attend teaching.

## 5.3. Suggestion

Based on the findings in this study, several suggestions will be presented, both theoretical and practical. This study is a case study and is limited to only examiningPethe behavior of substitute teachers who teach at elementary schools in Sangatta Utara District, East Kutai Regency and this is a limitation of the study that needs to be followed up. In this context, the following suggestions are needed:

### 1) Theoretical Suggestions

Further research should be conducted by developing the perspective fromPethe behavior of substitute teachers who teach at elementary schools in Sangatta Utara District, East Kutai Regency and it is suggested that researchers can carry out direct observation on every mission implementation activity at the research location, to be able to clearly see the behavior of substitute teachers more broadly in various forms of cases and varied settings.

### 2) Practical Advice

The East Kutai Regency Government through the Education and Culture Office can consider policies that formulate regulations related to the status of substitute teachers.



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