Journal of Social Research

E-ISSN: 2828-335x
Vol. 5, No. 11, October 2026, pp. 5772-5782
DOI : 10.55324/josr.v5i11.3514
Journal of Social Research

From Honorary to PPPK: The Effect of Changes in Personnel Status and Organizational Support on the Performance of Teachers and Education Personnel Through Work Motivation

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Keywords:
Changes in Employment Status; PPPK; Organizational Support; Work Motivation; Performance of Teachers and Education Personnel.

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ABSTRACT

This study aims to analyze the influence of changes in employment status and organizational support on performance and test the role of work motivation as a mediating variable in educators who experience a change in status from honorary employees to Government Employees with Employment Agreements (PPPK). The research uses a quantitative approach with descriptive and explanatory methods. The research was carried out on high school, vocational, and SLB education units in the work area of the Region IX Education Office Branch which includes Banjarnegara, Wonosobo, Kebumen, and Purworejo Regencies. Data was obtained through a questionnaire with a Likert scale and analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM). The results of the study show that changes in personnel status have a positive and significant effect on the Performance of Teachers and Education Personnel, organizational support has a positive and significant effect on the Performance of Teachers and Education Personnel, changes in personnel status have a positive and significant effect on work motivation, and organizational support has a positive and significant effect on work motivation. work motivation is proven to mediate the influence of changes in personnel status and organizational support on the Performance of Teachers and Education Personnel. The findings of the study show that the change from honorary personnel to PPPK needs to be understood not only as an administrative change, but also as a transition process related to the motivation and performance of teachers and education personnel.

INTRODUCTION

Education is one of the strategic sectors in human resource development so that the success of its implementation is not only determined by the availability of facilities and infrastructure, but also by the quality of human resources who carry out the educational process. Based on the National Education System, (Ponomarenko et al., 2022)Law Republic of Indonesia Number 20 Year 2003teachers and education personnel are placed as an important part of the implementation of the national education system, including in the management and implementation of the educational process. Educators have a strategic position because the performance of teachers and education personnel is related to the implementation of learning, student development, and the achievement of educational goals. Provisions regarding teachers are also strengthened through the provision of teachers and lecturers who regulate the position, professionalism, rights, obligations, and protection of teachers in carrying out their professional duties. Therefore, the management of educational human resources is one of the important aspects in realizing the effective implementation of education (Zeng, 2023) Law Republic of Indonesia Number 14 Year 2005.

In its development, the management of human resources in the public sector has changed through the policy of reform of the management of the state civil apparatus. regarding the State Civil Apparatus (ASN) stipulates that ASN Employees consist of Civil Servants (PNS) and Government Employees with Employment Agreements (PPPK) which places the arrangement of non-ASN personnel as one of the important agendas in the transformation of ASN management. In addition, the emphasis on ASN management is oriented towards professionalism, performance, public services, and the implementation of the merit system. The change in regulations is an important foundation for the process of structuring non-ASN personnel who previously worked in various forms of employment relationships in government agencies, including honorary personnel in the education sector Law Number 20 Year 2023.

The transformation from honorary personnel to PPPK is an important phenomenon in the management of educational human resources. Before obtaining the status of ASN, some teachers and education personnel carried out their duties in their capacity as honorary or non-ASN personnel. After participating in the selection process and meeting the applicable regulations, some of them obtained the status of PPPK. Normatively, the management of PPPK has been regulated through the Management of Government Employees with Employment Agreements, where the change in status not only changes Rules Government Republic of Indonesia Number 49 Year 2018 the administrative position of the personnel but can also change work experience, perception of work, relationship with the organization, and expectations for career sustainability. Thus, the change in status from honorary personnel to PPPK is important to be studied not only as an administrative process of personnel, but also as a phenomenon of human resource management that can be related to the motivation and performance of teachers and education personnel (Putra, 2024).

Based on specifically regulating the Part-Time PPPK, where the policy is part of the government's efforts to organize non-ASN employees. According to the explanation, the Part-Time PPPK is an ASN employee who is appointed based on a part-time employment agreement and is given wages in accordance with the availability of the budget of government agencies. This condition shows that the transformation of personnel status does not take place in a uniform pattern, but results in a personnel configuration consisting of civil servants, full-time PPPK and part-time PPPK Ihsan & Damayanti (2026) Ministerial Decision Utilization Apparatus State and Reform Bureaucracy Number 16 Year 2025.

This condition can be seen in education units located in the work area of the Region IX Education Office Branch which includes Banjarnegara, Wonosobo, Kebumen, and Purworejo Regencies. Based on preliminary data obtained at the research site, there is a total of around 5,000 teachers and education personnel. The composition consists of approximately 2,000 civil servants, 2,000 full-time PPPK, and 1,000 part-time PPPK. The initial data can be described as follows.

Table 1. Staffing Conditions in Education Units in Region IX Banjarnegara

No.	Characteristics	Quantity	Percentage
1.	PNS	1.817	36,7%
2.	Full-Time PPPK	1.955	39,5%
3.	Part-Time PPPK	1.178	23,8%
	Total	**4.950**	**100%**

Source: Banjarnegara Region IX Education Office, 2026.

Based on the table above, it shows that the management of human resources in educational units in the research area faces quite complex conditions. Around 60% of all employees based on the initial data are PPPK, both full-time and part-time. Furthermore, some PPPKs are teachers and education personnel who previously had the status of honorary personnel. Thus, there is a process of transformation of personnel status that is experienced directly, namely from honorary personnel to PPPK. This is in line with the statement that personnel arrangements provide a new position in the ASN system, but at the same time can cause different experiences and perceptions among Setiady et al. (2025) teachers and education personnel based on their employment status.

This difference is increasingly relevant because full-time PPPK and part-time PPPK have different characteristics of employment relationships. According to the statement, part-time PPPK is part of ASN who is appointed based on a part-time work agreement and its implementation takes into account organizational needs and budget availability. This condition can be related to Raihanuddin et al. (2025)how teachers and education personnel view their work, feel support from the organization, build work motivation, and ultimately carry out tasks optimally.

From the perspective of organizational behavior, changes in employment status cannot automatically be assumed to result in an increase in performance. New status can have positive consequences if (Steers, 1980)teachers and education staff view the change as a form of appreciation and recognition fortheir experience and contribution during work. However, changes in status can also be followed by new expectations for the organization, the need to adapt to the work system, and the difference in experience between full-time PPPK and part-time PPPK. Thus, the relationship between changes in employment status and performance needs to be seen through the accompanying psychological and organizational mechanisms (Umam et al., 2024).

Work motivation is an impulse that directs individuals to carry out work, maintain their business, and achieve organizational goals. In (Deckers, 2018)the context of teachers and education personnel who experience a change in status from honorary personnel to PPPK, work motivation can be an important mechanism that explains how the change in work experience is related to performance. Teachers and education personnel who interpret the change in status as a form of recognition and obtain supportive working conditions can have a stronger motivation to carry out their duties, if the change in status has not been followed by work experience in accordance with expectations, then the administrative change does not necessarily result in an optimal change in work behavior (Riyadh, 2022).

In addition to changes in staffing status, organizational support is an important factor in shaping the work experience of teachers and education staff. Organizational support

describes the extent to which teachers and education personnel feel that the organization appreciates the contributions made and pays attention to their welfare. Organizational support can be realized through attention to (Hidayat & Fatimah, 2019)the needs of teachers and education personnel, appreciation for contributions, provision of work facilities, competency development support, assistance in dealing with work problems, and organizational communication and treatment that supports the implementation of duties. Organizational support becomes increasingly relevant in diverse personnel conditions because teachers and education personnel who have different statuses can have different experiences and needs (Nuraini et al., 2026).

Organizational support can also play a role in strengthening work motivation. When teachers and education personnel feel that the organization pays attention and appreciates their contributions, there is a possibility of a stronger motivation to contribute to the organization. Organizational support is important because the process of changing from honorary personnel to PPPK not only requires administrative adjustments, but also the process (Wenström, 2020) of integrating teachers and education personnel into the organizational system as ASN. Thus, organizations not only play a role in managing changes in status, but also in creating conditions that allow educators to adapt and maintain work motivation.

Based on this description, this study views the change from honorary personnel to PPPK as a process of transformation of personnel status that has consequences for the work experience of teachers and education personnel. This study examines the influence of changes in personnel status and organizational support on the performance of teachers and education personnel through work motivation as a mediation variable. The focus of the research is directed at teachers and education personnel who are in the environment of educational units in the work area of the Region IX Education Office Branch, especially in the context of changes in the composition of teachers and education personnel after the process of structuring non-ASN personnel. Thus, the success of the arrangement of honorary personnel into PPPK is not only measured from administrative success in changing personnel status, but also from the organization's ability to create support that is able to maintain motivation and improve the performance of teachers and education personnel.

A change in employment status is a change in an individual's position in the employment relationship that can have consequences for job certainty, rights and obligations, job characteristics, and individual experience in the organization. A change in employment status refers to the process of changing the (Kalleberg, 2009)position of teachers and education personnel from honorary or non-ASN employees to Government Employees with Employment Agreements (PPPK). Changes are not only administrative changes, but also a form of transition in employment relationships that can change educators' experience of work and organizations. Research shows that changes in employment status from temporary to permanent are related to changes in perceptions of job characteristics, especially job security and participation in decision-making. Meanwhile, it was found that changes from non-permanent contract jobs to permanent jobs are related to increased perceptions of job security and job satisfaction.(Rubery et al., 2002)Parker et al. (2002)Virtanen et al. (2003)

The indicators in this study are arranged contextually based on the characteristics of changes in employment relations that are relevant to the research phenomenon that occurs.

Based on the findings in the field regarding the consequences of changes in employment status and the substance of changes in positions in employment relationships. So that the aspects used include changes in job certainty, changes in employment positions, changes in rights and obligations, changes in recognition of employment, and adaptation to new employment status.

Organizational support or Perceived Organizational Support (POS) is an employee's perception of the extent to which the organization appreciates the contributions made and pays attention to the welfare of employees. The concept was developed in Organizational Support Theory which was put forward by explaining that the perception of organizational support is related to employees' belief that the organization values contributions and cares about their well-being. Organizational support is related to various work attitudes and behaviors, including job satisfaction, affective commitment, performance, and the tendency to withdraw from the organization.Rhoades & Eisenberger (2002)

Organizational support indicators in this study use those that include organizational fairness, supervisor support, and organizational rewards and favorable job conditions. In this study, these indicators are then adjusted to the context of the educational unit, for example, fairness in the treatment of educators, attention to principals or superiors, appreciation for contributions, and support for facilities and working conditions.Rhoades & Eisenberger (2002)

Work motivation is an impulse that causes individuals to direct effort, energy, and perseverance in carrying out work to achieve certain goals. Meanwhile, it is explained that motivation can come from intrinsic or extrinsic motivations, with different levels of internalization. In the context of work, developing a Motivation at Work Scale (MAWS) based on the multidimensional conception of motivation in Self-Determination Theory. In this study, educators' work motivation was measured by adapting the Motivation at Work Scale framework from the indicators used including intrinsic motivation, identified regulations, introjective regulations, and external regulations. The adaptation was used to describe the reasons and motivations of educators in carrying out their duties after experiencing a change in status from honorary personnel to PPPK.(McClelland, 1988)Vroom (1964)Won et al. (2010)Won et al. (2010)

The performance of teachers and education personnel is an individual's achievement in carrying out tasks and responsibilities related to work as an educator. Performance is not only understood based on the final results of work, but also based on behaviors that are relevant to the achievement of organizational goals. Developing the concept of individual work performance as individual behavior or actions that are relevant to organizational goals. In the development of the Individual Work Performance Questionnaire (IWPQ), individual performance is ultimately constructed through three main dimensions, namely task performance, contextual performance, and counterproductive work behavior. The Performance Indicators of Teachers and Education Personnel in this study are adapted from the framework of task performance and contextual performance, then adjusted to the characteristics of the educator's work. The aspect of task performance includes the ability to plan and carry out main tasks, achieve work results, work effectively, and complete work according to responsibilities. Contextual performance aspects include cooperation, communication, responsibility, initiative, and contribution to the organizational environment and counterproductive work behavior.Koopmans et al. (2012)Koopmans et al. (2012)

The results of the research are expected to enrich scientific references on human resource management in the public sector, particularly in the context of personnel status transformation. Theoretically, this study contributes to the literature on organizational behavior by integrating changes in personnel status, organizational support, work motivation, and performance in a single model. Practically, the findings offer evidence-based guidance for the Education Office Branch and education units in designing interventions that address not only administrative aspects of status change but also the psychological and organizational factors that determine whether status change translates into improved performance. The research is expected to benefit teachers and education personnel, education managers, policymakers, and researchers interested in human resource management in education.

METHOD

This study uses a quantitative approach with descriptive and explanatory methods to analyze the influence of changes in staffing status and organizational support on the performance of teachers and education personnel through work motivation as a mediating variable. The research was carried out on high school, vocational, and SLB education units in the work area of the Region IX Education Office Branch which includes Banjarnegara, Wonosobo, Kebumen, and Purworejo Regencies in 2026. The research population is educators who have experienced a change in status from honorary or non-ASN personnel to PPK P, both full-time PPPK and part-time PPPK. The sample in this study uses the slovin formula with a margin of error of 10% so that 100 respondents were obtained. Primary data was obtained through a questionnaire using the Likert scale. The research instrument consists of statements for the variables of Change in Employment Status (X1), Organizational Support (X2), Work Motivation (M), and Performance of Teachers and Education Personnel (Y), which are compiled based on indicators from previous research and adjusted to the context of educators in educational units.

Data analysis was carried out using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of SmartPLS software. The analysis included descriptive analysis, outer model and inner model testing. Outer model testing included convergent validity through outer loading and Average Variance Extracted (AVE) values, discriminant validity, and reliability through Cronbach's Alpha and Composite Reliability. Constructs were declared to have convergent validity if the outer loading and AVE values met the criteria recommended in PLS-SEM, while construct reliability was assessed based on Cronbach's Alpha and Composite Reliability. Inner model testing included $R^{2\ values}$, effect size (f2), predictive relevance (Q2), and path coefficient. Hypothesis testing was carried out through a bootstrapping procedure by looking at the values of the path coefficient, t-statistic, and p-value. Indirect influence testing was used to determine the role of work motivation in mediating the influence of changes in staffing status and organizational support on the performance of teachers and education personnel.

RESULTS AND DISCUSSION

Respondent Characteristics

The research respondents were dominated by female teachers and education staff at 57.5%. Based on age, the 41-50 year old group was the largest group, which was 36.0%. This condition shows that some respondents have had a long enough work experience before experiencing a change in employment status. This is strengthened by the old data of working as honorary personnel, where 50.0% of respondents have worked for more than 10 years before obtaining PPPK status. This condition is important because long experience as an honorary employee can shape certain perceptions of changes in status, organizational support, motivation, and performance.

Outer Model

External model testing was carried out to determine the validity and reliability of the research instrument. Convergent validity was assessed through the outer loading value and Average Variance Extracted (AVE), while the reliability of the construct was assessed using Cronbach's Alpha and Composite Reliability. An outer loading value that is approaching or exceeding 0.70 indicates that the indicator has a good ability to reflect the measured construct.

Table 2. Convergent Validity Test Results

Variable	Number of Indicators	Lowest Score	Highest Score	AVE	Remarks
Change in Employment Status (X1)	10	0,724	0,891	0,638	**Valid**
Organizational Support (X2)	10	0,718	0,903	0,651	**Valid**
Motivation (M)	12	0,706	0,917	0,627	**Valid**
Performance of Teachers and Education Personnel (Y)	12	0,731	0,914	0,644	**Valid**

Based on Table 2, all constructs have an AVE value above 0.50 and the indicator outer loading value is above the minimum limit of 0.70. Thus, the indicators used have adequate convergent validity and are able to represent their respective constructs.

Table 3. Construct Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability	Remarks
Change in Employment Status (X1)	0,936	0,946	Valid
Organizational Support (X2)	0,941	0,950	Valid
Motivation (M)	0,929	0,940	Valid
Performance of Teachers and Education Personnel (Y)	0,945	0,952	Valid

Cronbach's Alpha and Composite Reliability values of the entire construct were above 0.70. The results showed that the research instrument had good internal consistency. With the fulfillment of validity and reliability, the measurement model can be continued at the testing stage of the structural model.

Inner Model

Structural model testing was carried out to determine the ability of independent variables to explain endogenous variables and test the relationship between research variables. The value of R^2 was used to determine the magnitude of variations in endogenous constructs that can be explained by exogenous constructs.

Table 4. R-Square Value

Variable	R Square	Adjusted R-Square
Motivation (M)	0,521	0,516
Performance of Teachers and Education Personnel (Y)	0,684	0,679

An R2 value of work motivation of 0.521 indicates that changes in employment status and organizational support together are able to explain 52.1% of the variation in work motivation. Meanwhile, the ^{R2} value of Teacher and Education Personnel Performance of 0.684 shows that changes in staffing status, organizational support, and work motivation together are able to explain 68.4% of the variation in Teacher and Education Personnel Performance.

Hypothesis Test

Table 5. Hypothesis Test

Hypothesis	Relationships	Coefficients	T-Statistics	P-Value	Remarks
H1	X1->Y	0,214	2,637	0,008	Accepted
H2	X2->Y	0,286	3,418	0,001	Accepted
Hypothesis	**Relationships**	**Indirect Coefficients**	**T-Statistics**	**P-Value**	**Remarks**
H3	X1->M->Y	0,127	3,184	0,001	Accepted
H4	X2->M->Y	0,190	4,126	0,000	Accepted

The test results showed that changes in personnel status had a positive and significant effect on the performance of teachers and education personnel with a path coefficient value of 0.214, t-statistic of 2.637, and p-value of 0.008. These results showed that the more positively educators viewed the change in status from honorary staff to PPPK, the higher the performance tendency shown in carrying out tasks. Organizational support had a positive and significant effect on the performance of teachers and education personnel with a path coefficient of 0.286, t-statistic of 3.418, and a p-value of 0.001. These results show that the higher the organizational support felt by teachers and education staff, the higher the performance shown.

The test results showed that work motivation mediated the effect of changes in employment status on the performance of teachers and education personnel with an indirect effect of 0.127 and a p-value of 0.001. The findings showed that changes in employment status were not only directly related to performance, but could also work through increased work motivation. Work motivation was also proven to mediate the influence of organizational

support on the performance of teachers and education personnel with an indirect effect of 0.190 and a p-value of 0.000. These results show that organizational support can improve performance not only through direct influence, but also through work encouragement that arises in educators.

Overall, the results of the study show that changes in staffing status and organizational support are two factors related to the performance of teachers and education personnel, both directly and through work motivation. These findings provide an idea that the transformation process from honorary personnel to PPPK is not enough to be understood only as a change in administrative status. These changes have behavioral and organizational dimensions because educators must adjust to new positions, demands, and work experiences.

Organizational support also shows an important position in the research model. The coefficient of the effect of organizational support on work motivation of 0.452 indicates that educators' experience of organizational treatment has a strong correlation with work motivation. This shows the importance of the organization ensuring that changes in employment status are followed by an adequate process of integration, communication, reward, and work support.

Meanwhile, work motivation has an influence of 0.421 on the Performance of Teachers and Education Personnel and is proven to be a mediator in both indirect relationships. The findings show that motivation is one of the mechanisms that explains how changes in organizational status and conditions can be translated into work behavior. Thus, the success of structuring honorary personnel into PPPK can not only be seen from changes in personnel status, but also from how the organization manages the transition process to produce work experience that is able to support the motivation and performance of teachers and education personnel.

CONCLUSION

This study shows that the change in employment status from honorary employees to Government Employees with Employment Agreements (PPPK) has a positive relationship with the Performance of Teachers and Education Personnel. Status change is not only an administrative process in personnel arrangement, but can also provide new experiences related to position, certainty of employment relationships, rights and obligations, and recognition of educators' contributions.

Organizational support has been proven to play a role in improving the performance of teachers and education personnel. Support provided through organizational attention, supervisor support, appreciation for contributions, and supportive working conditions can create an environment that helps educators carry out their duties optimally.

Work motivation has also been shown to have an important role in the research model. Changes in staffing status and organizational support have a positive effect on work motivation, while work motivation has a positive effect on the performance of teachers and education personnel.

The results of the mediation test showed that work motivation is a mechanism that links changes in staffing status and organizational support with the performance of teachers and education personnel. Thus, performance improvement after a change in personnel status is not

enough to rely only on changes in formal status, but needs to be accompanied by strengthening motivation and organizational support. The implications of the study show that the Education Office Branch and the education unit need to pay attention to the integration process of PPPK educators, both full-time and part-time, through clear communication, leadership support, appreciation for contributions, competency development, and the creation of supportive working conditions.

FUNDING

The research and preparation of this article was carried out independently without funding support from external parties.

CONFLICT OF INTEREST

The author states that there are no conflicts of interest, whether personal, commercial, or financial, that can affect the implementation and results of this study.

AUTHOR'S CONTRIBUTION

Faisal Ibn Ridlo Danang Aryanto, Muslih Faozanudin Contribute to research design, data collection and processing, system development, result analysis, and article manuscript preparation.

GENERATIVE ARTIFICIAL INTELLIGENCE USAGE STATEMENT

In the process of compiling this article, the author uses generative artificial intelligence (AI) as a tool in language refinement, writing structure, and grammar improvement. The use of AI is carried out on a limited basis and remains under the supervision of the author. All data, analysis, interpretation, and scientific substance in this article have been checked and verified by the author. The author is solely responsible for the accuracy, authenticity, and final content of the manuscript.

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