

## ABSTRAK

Resistensi oleh Pegawai Negeri Sipil (PNS) merupakan fenomena yang relatif jarang terjadi dalam konteks birokrasi pemerintahan di Indonesia. Namun, PNS guru yang bekerja pada Pemerintah Provinsi Daerah Istimewa Yogyakarta memperlihatkan resistensi mereka terhadap kebijakan Tambahan Penghasilan Pegawai (TPP) bagi ASN yang dinilai tidak memenuhi prinsip kesetaraan dan mengecualikan profesi guru dari struktur kebijakan tersebut. Dengan lensa teori resistensi Scott, penelitian ini bertujuan menjelaskan bagaimana resistensi tersebut terbentuk, dimaknai, dan diekspresikan dalam batasan struktur hierarkis birokrasi serta nilai moral profesi yang melekat pada guru.

Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus. Pengumpulan data dilakukan melalui wawancara mendalam dengan anggota Forum Komunikasi Guru (FKG) yang terlibat dalam rangkaian resistensi, telaah dokumen kebijakan, analisis dokumentasi dari informan, media pemberitaan daring, dan observasi media sosial. Analisis data dilakukan dengan *manual coding* dan triangulasi diterapkan untuk validasi data.

Hasil penelitian menunjukkan bahwa kemunculan resistensi bukan semata karena adanya disparitas TPP, melainkan delegitimasi peran dan kontribusi, serta eksklusi guru dari kebijakan kompensasi ASN daerah. Resistensi secara kolektif melalui FKG memiliki karakteristik yang tidak mengusung bentuk perlawanan seperti demonstrasi atau mogok kerja. Bentuk resistensi ini adalah mekanisme strategis ditengah keterbatasan ruang ekspresi dalam birokrasi. Namun, nilai moral profesi dan budaya ikut berkontribusi sebagai alasan landasan gerakan bagi FKG memilih bentuk resistensi yang tidak konfrontatif ini.

Kata Kunci : Resistensi, PNS Guru, Tambahan Penghasilan Pegawai, Birokrasi, Etis, Budaya.

## ABSTRACT

Resistance by Civil Servants (PNS) is a relatively rare phenomenon within the context of government bureaucracy in Indonesia. However, civil servant teachers employed by the Special Region of Yogyakarta Provincial Government demonstrated resistance against the Additional Employee Income (TPP) policy for State Civil Apparatus (ASN), which was perceived to violate the principle of equality and excluded the teaching profession from its structural framework. Utilizing the lens of Scott's resistance theory, this study aims to explain how such resistance is formed, interpreted, and expressed within the constraints of hierarchical bureaucratic structures and the professional moral values inherent to teachers.

This research employs a qualitative method with a case study approach. Data collection was conducted through in-depth interviews with members of the Teacher Communication Forum (FKG) involved in the resistance movement, as well as through policy document reviews, analysis of documentation from informants, online media reports, and social media observation. Data analysis was performed using manual coding, and triangulation was applied to ensure data validation.

The findings indicate that the emergence of resistance was driven not merely by the disparity in TPP, but also by the delegitimation of the teachers' role and contribution, along with their exclusion from regional ASN compensation policies. Collective resistance through the FKG is characterized by its avoidance of overt forms of defiance, such as demonstrations or strikes. Instead, this form of resistance serves as a strategic mechanism amidst the limited space for expression within the bureaucracy. Furthermore, professional moral values and cultural factors contributed to the FKG's decision to adopt these non-confrontational forms of resistance.

**Keywords:** Resistance, Civil Servant Teachers, Additional Employee Income (TPP), Bureaucracy, Ethics, Culture.