

Entrepreneurial Opportunities: Business Realities for Students in the Midst of Changes in ASN Teacher Recruitment Regulations

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INFO ARTIKEL	ABSTRAK
<p>Histori Artikel:</p> <p>Tanggal Masuk :12-06-23</p> <p>Tanggal Diterima : 12-06-23</p> <p>Tersedia Online</p> <hr/> <p>Kata Kunci:</p> <p>Entrepreneur, Educator, Regulation, Teacher Recruitment</p>	<p><i>This article aims to explain the importance of education study program students and to see entrepreneurial opportunities amid changes in teacher recruitment regulations with ASN status. It is undeniable that the main hope for students of the education study program when they finish, can compete and graduate to become PNS or PPPK teachers, but amid changes in regulations related to recruitment, this hope may or may not be realized, so awareness is needed to be able to see entrepreneurial opportunities in addition to still trying to prepare abilities, towards competition in the recruitment process. The study uses qualitative research with a literature study approach. Based on the analysis results, it can be explained that IAHN Gde Pudja Mataram has three educational study programs: the Hindu Religious Education Study Program, Early Childhood Education, and Hindu Religious Arts and Culture Education. The three study programs emphasize the profile of graduates as professional educators and the profile to become entrepreneurs. Entrepreneurial opportunities that can be taken certainly adjust to the science of the study program; for example, the PAUD study program forms a literacy and counting course business, and the Hindu religious education study program can open a business for making and selling upakara tools. The art education study program takes business opportunities such as opening art courses, makeup artists, etc. The results of this study can become a reference library for relevant research in the future, and the information contained in this study can open and strengthen insights about the importance of entrepreneurship for students of education study programs.</i></p>

1. Pendahuluan

Amid increasingly dynamic regulatory changes, prospective educator students need to be able to see entrepreneurial opportunities. This does not exclude the focus of graduates on education study programs to become teachers. However, regulations regarding teacher recruitment may change every year, so every student must start thinking about preparing themselves if they cannot become a teacher with ASN status in the future. Essentially, individuals who carry out the educational process do not always base their externals on work. This is the essence of education, which is a form of knowledge transformation; education is

carried out as a medium to transform culture, mature individuals, and also prepare a reliable workforce in a field (Amanudin, 2019; Hasbullah, 2009; Husamah et al., 2015; Yusuf, 2018).

However, it is undeniable that in the current era, individuals who carry out the educational process base the process to have capital in the future in living life; this capital is not always money but the ability to have knowledge, attitudes, and skills. Knowledge, attitudes, and skills become required to be called a professional in a field. So this competence is obtained through the learning process in formal and informal education environments. As mentioned, the I, the education process is a comprehensive activity carried out by individuals to master a competency (Pribadi, 2011, 2021). So the individual learns to have a competence that will later become capital in obtaining a job to support himself.

This also underlies students who choose an education study program at IAHN Gde Pudja Mataram to learn competence as professional educator candidates, as regulations regarding teachers and lecturers require a prospective teacher to have qualifications, competencies, and certifications. The possession of a diploma indeed symbolizes qualifications after students are declared finished in taking the educator process in college, competence as a requirement for a teacher consists of personal, social, pedagogical, and professional competencies obtained through the learning process inside and outside the university, and certification is recognition of professional abilities after taking the teacher professional education process (Andina, 2018; Mulyana, 2010; Nurfitka et al., 2022; Warsono, 2017). So the hope to become a teacher with ASN status becomes a great hope for every prospective student.

However, the fact is that changes in regulations regarding the recruitment of ASN teachers every year change due to problems related to the existence of honorary teachers in Indonesia, which are quite a lot. The existence of these honorary teachers, on the one hand, occurs due to the uneven distribution of ASN teachers, the quota for teacher recruitment each year does not match the number of teachers who retire, and the number of graduates is large compared to the number of teachers needed, the government budget in teacher appointment tends to be minimal, so to overcome the shortage of teachers many schools recruit honorary teachers. However, this initiative impacts many honorary teachers (Andina & Arifa, 2021). So since the recruitment of civil servants a few years earlier, the quota for teacher positions has been prioritized. However, it still needs to solve the problem of honorary teachers. So, in the last two years, the government has tried recruiting teachers with PPPK status. PPPK teachers are teachers with the status of government employees with employment agreements. This recruitment has requirements, including being recorded in the education database of both honorary teachers in public schools and schools and new graduates who have educator certificates.

The problem arises when participating in the PPPK teacher selection; alums must already have teacher status or have an educator certificate. This is a paradox because the existence of PPPK is to solve the honorary problem (Hanamunika et al., 2020; Qomarani, 2020). If alums must become honorary teachers first, then the resolution of honorary problems does not work; instead, adding new problems related to the possession of educator certificates for new graduates also through a reasonably long selection and education process. So that it must be a concern not only for students but also for higher education providers to prepare prospective educator students; in addition to emphasizing the profile of graduates to become educators, but also must prepare students to have the ability to read opportunities to choose and form entrepreneurs, this is a preparation if in the future the hope of becoming an educator cannot be realized, but life must continue while preparing for selection, through the creation of business opportunities.

So in this study, the things discussed are how to prepare students who can see business opportunities and what business opportunities can be done by students in the education study program at IAHN Gde Pudja Mataram because entrepreneurship is not only the domain of economics students but also an opportunity for education students, especially in this digital and millennial era, It seems that the easy generation has begun to consider being a state servant or civil servant no longer their passion. So that this study is expected to be a reference for information for the community and students in preparing themselves to be able to think about what business opportunities are suitable to be created by the competencies and knowledge learned during their studies at university.

2. Tinjauan Pustaka

Related to the literature review, several previous research results are very relevant to the study of the importance of awareness of building business opportunities for education students, namely:

Alfianto (2012) in his study explained that entrepreneurship is the ability of a person to create an opportunity for something and generate finances from the opportunities he creates, while entrepreneurship is an individual who forms these opportunities to generate profits through minimal resource management, with maximum results (Alfianto, 2012).

Suhardan, Riduwan, and Enas (2014) explained that in the economic aspect, education has an important position, especially from the investment point of view. Not only money education is one of the investments made by humans, considering that in the future, one of the capital that humans must own is not only money but also competence, so that through the education process, humans prepare themselves to acquire competencies through the learning process,

the competencies they have in the future will be capital to be used in the field of work they choose. In addition, education is one of the media for economic actors; through education, humans learn to be able to manage their resources; resource management in economic studies is essential because the process of effective and efficient resource management will be the foundation of the running of a nation's economic process (Suhardan et al., 2014).

Yuliani (2015) explained in her study that students who have gained knowledge and insight into entrepreneurial information, especially in the context of franchising, have an interest in making a franchise business as an opportunity for entrepreneurship because the franchise business system already has clear standard operating procedures so that franchise business among students can be a consideration in opening a business (Yuliani, 2015).

Mulyanto (2018) in his study explained that several factors encourage a student to decide to become an entrepreneur; these factors include confidence in self-ability and perception factors of business opportunities. Confidence in self-ability positively influences students deciding to run a business and become an entrepreneur; the same thing is also found that the perception of business opportunities also positively influences running a business (Mulyanto, 2018).

Seprilina et al. (2021) explained in their study that mentoring activities as part of implementing community service have an important role, especially in building student entrepreneurial awareness. This awareness is also increasing because of the bookkeeping application-based business management, with the application making it easier for students to manage their businesses. So mentoring and implementing business management becomes vital in building awareness for students in seeing and creating business opportunities (Seprilina et al., 2021).

Nuraeningsih, Indaryani, and Rusiana (2021) explained that during a pandemic, running a business has various challenges; in addition to challenges, there are also promising opportunities for students. Therefore, the PKK program is vital to provide strengthening insight for students to respond to existing opportunities and challenges, especially during the pandemic; access and restricted activities are one of the challenges that must be found solutions. In addition, with the development of social media, it has become one of the media that students can use to see opportunities and support the business made (Nuraeningsih et al., 2021).

Gunada and Suastra (2023) in their study explained that in addition to having the competencies required as prospective teachers, students in education study programs, in general, must have character as an educator in carrying out their position duties in the future. With character attitudes and behaviors, a prospective educator will be firm in carrying out his

duties and avoid deviations from the implementation of his obligations. In addition, being entrepreneurial is vital capital, especially in preparing yourself to become an entrepreneur if the hope of becoming a teacher cannot be realized. This should not be a reason to discourage becoming a teacher, but you must still prepare to face the selection process to become an ASN teacher while entrepreneurship (Gunada & Suastra, 2023).

From what has been explained in previous research (Alfianto, 2012; Gunada & Suastra, 2023; Mulyanto, 2018; Nuraeningsih et al., 2021; Seprillina et al., 2021; Suhardan et al., 2014; Yuliani, 2015), So entrepreneurship for students is a pretty important position, especially education students and is a reinforcement of theories and ideas in this study, but this study has novelty in terms of findings related to the discussion of the types and business opportunities that students can take by the science of the study program taken, the next novelty is related to research locations that are different from previous studies except research (Gunada & Suastra, 2023), where this research is a continuation of the limitations of previous studies.

3. Metodologi Penelitian

The study of the importance of student's ability to see opportunities and build businesses that have prospects for success uses qualitative type research with a literature study approach. Qualitative research seeks to explore problems, not test a theory (Harreveld et al., 2016; Merriam, 2009; Patton, 2015; Taylor et al., 2016). In comparison, a literature study is a research approach that analyzes literature relevant to the problem, whereas in qualitative research, a literature study seeks to be the foundation and strengthening of concepts and ideas in research (Creswell, 2007; Johnson & Christensen, 2014). So it can be explained that qualitative research in this study seeks to explain the phenomenon of entrepreneurship that can be taken by students amid changes in teacher recruitment regulations in Indonesia which every year undergo adjustments and adaptations to the analysis of real teacher needs through analysis of research relevant to the focus of the problem in this study.

The study was designed using qualitative research with a literature review approach, carried out by collecting related literature. The collected literature is then analyzed to obtain topics, research gaps, and theories and strengthen concepts. The library is then analyzed to get certainty about the answers needed by the focus of the problem formulation. The data obtained is then analyzed using a qualitative data analysis approach. Qualitative analysis used with data reduction models is to select appropriate data, then the pattern in a specific code, then conclude through the process of data interpretation (Miles et al., 2014), the findings are then compiled

and presented with a narrative data presentation model to explain the research findings thoroughly.

4. Analisis dan Pembahasan

Based on the results of data analysis related to the context of this study, several things can be explained about the need for awareness for students to try to open a business from an early age, as one of the competencies considering the increasingly dynamic changes in regulations regarding the recruitment of teachers with ASN status, the explanation will be divided into the following sub-sections, namely:

4.1 Development of ASN Teacher Recruitment Regulations

The term teacher is a profession for educators who teach in school institutions, especially at the primary and secondary education levels. The task of teachers today is quite heavy, considering the vital role of teachers in building the knowledge, attitudes, and skills of students to be able to live life in the future. Education is not only a means but an essential aspect of life for humans; education is carried out throughout human life from birth to death; education is carried out to shape human abilities so that later they can be helpful for their lives, not only for themselves but society and the nation (Bariyah, 2019; Ermansyah, 2021; Syarbin, 2015). Even the role of the teacher is vital since children become students from an early age. Especially in early childhood education, the role of teachers is central enough to work with parents to carry out the educational process through parenting patterns (Mursid, 2015; Reza & Eliza, 2021; Sujiono, 2013).

So a teacher who is not only a worker but a professional who is an expert in their field by regulations regarding teachers in Indonesia is needed. If referring to regulations regarding teachers, a prospective teacher must have a calling, be physically and mentally healthy, and have qualifications, competencies, and certifications obtained through academic education and professional education. In addition, a selection and recruitment system is also needed to obtain competent and professional teacher candidates to carry out their official duties. Given that in the field, there is still a perception that implementing teacher duties in the context of teaching is part of the duties of their position as a workforce recruited by the government. However, there are more extraordinary things besides only working for a teacher, namely moral responsibility because those educated are humans, so it becomes part of the implementation of the teacher's duty to form intellectually intelligent learners, emotionally and spiritually, as well as delivering students to be able to live their lives in the future.

Teachers in Indonesia are divided into two categories: teachers with ASN status and non-ASN teachers who teach in public schools and private schools. For non-ASN teachers in public schools it is called honorary teachers recruited by schools to fill the vacancy of educators, considering the lack of many ASN teachers. However, now many honorary teachers have also had the status of contract teachers recruited by local governments. The problem of honorary teachers occurs because of the improper distribution of teachers with civil servant status, not only in one region, but this phenomenon is massive in many regions. The school to overcome the problem of the shortage of civil servant teachers who have not been provided the initiative to recruit teachers to serve students in the learning process (Apriliyani & Meilani, 2021; Fauzi & Syafar, 2017; Pangestuti et al., 2021). This initiative then had an impact on providing a reasonably small salary and had an impact on the welfare of honorary teachers, then massively. Then a few years ago, there were demonstrations carried out by honorary teachers demanding improved welfare and appointment of status to become civil servant teachers.

This problem certainly cannot only be blamed on one party, namely schools, but there has been a mistake in the civil servant recruitment system by the government in recent years, which only recruits and appoints technical personnel rather than educators and health workers. So to overcome this problem, the government, in the past two years, began to change the pattern of teacher recruitment who used to be civil servants more through the PPPK teacher recruitment process (Nugraha et al., 2022; Pangestuti et al., 2021). Although there are also many problems in the recruitment practice, it is undeniable that this is a more appropriate solution by the central government to overcome the problem of honorary teachers and the firmness of local governments and schools to stop recruiting honorary teachers again.

Through <https://gurupppk.kemdikbud.go.id/> website, several requirements and categories are mentioned for prospective teachers to be able to participate in the PPPK teacher selection, including 1) Priority I Applicants, Priority 1 Applicants are participants who have participated in the PPPK selection for JF Teachers in 2021 and have met the Threshold Value. Meeting the needs of teachers from the priority, I applicant category is carried out based on the following order: a) THK-II who meet the Threshold Value in the PPPK selection for JF Teachers in 2021, b) Non-ASN teachers who meet the Threshold Value in the PPPK selection for JF Teachers in 2021, c) PPG graduates who meet the Threshold Value in the PPPK selection for JF Teachers in 2021, and d) Private Teachers who meet the Threshold Value in the PPPK selection for JF Teachers in 2021. 2) Priority II Applicants, Priority II applicants are THK-II who are not included in THK-II in the priority I applicant category. 3) Priority III Applicants, Priority III applicants are non-ASN teachers who are not included in the non-ASN teacher category of priority I applicants in education units organized by local governments and have a minimum of 3 (three) years of

teaching activity or equivalent to 6 (six) semesters at Dapodik. 4) General Applicants, General applicants consist of: a) PPG graduates registered in the graduation database of Teacher Professional Education at the Ministry of Education and Culture and Technology; and b) applicants registered with Dapodik.

Persyaratan	Berkas yang harus disiapkan
<ul style="list-style-type: none"> ✓ Pelamar merupakan Warga Negara Indonesia (WNI); ✓ Usia minimal adalah 20 (dua puluh) tahun dan maksimal 59 (lima puluh sembilan) tahun pada saat pendaftaran; ✓ Tidak pernah dipidana dengan pidana penjara berdasarkan putusan pengadilan yang sudah mempunyai kekuatan hukum tetap karena melakukan tindak pidana penjara 2 (dua) tahun atau lebih; ✓ Tidak pernah diberhentikan dengan hormat tidak atas permintaan sendiri atau tidak dengan hormat sebagai Pegawai Negeri Sipil, PPPK, Prajurit Negara Republik Indonesia, atau diberhentikan tidak dengan hormat sebagai pegawai swasta; ✓ Tidak menjadi anggota atau pengurus partai politik; ✓ Memiliki sertifikat pendidik dan/atau kualifikasi Pendidikan dengan jenjang paling rendah sarjana atau diploma empat sesuai dengan persyaratan; ✓ Sehat jasmani dan rohani sesuai dengan persyaratan Jabatan yang dilamar; ✓ Surat keterangan berkelakuan baik; dan ✓ Persyaratan lain sesuai kebutuhan jabatan yang ditetapkan oleh menteri yang menyelenggarakan urusan pemerintahan di bidang pendidikan, kebudayaan, ilmu pengetahuan dan teknologi. 	<ul style="list-style-type: none"> ✓ Pas Foto dengan latar belakang berwarna merah; format JPEG/JPG dan ukuran maksimal 200KB; ✓ Scan Kartu Tanda Penduduk (KTP) ASLI atau Surat Keterangan ASLI telah melakukan perekaman kependudukan yang dikeluarkan oleh Dinas Kependudukan dan Pencatatan Sipil (Disdukcapil); ✓ Scan Ijazah ASLI dan Transkrip Nilai ASLI jenjang D-IV/S-1 dan Surat penyetaraan ijazah asli dari Direktorat Jenderal Pembelajaran dan Kemahasiswaan, Kemendikbud (Eks Direktorat Jenderal Pembelajaran dan Kemahasiswaan, Kemenristekdikti) bagi lulusan Perguruan Tinggi luar negeri jenjang D-IV/S-1; ✓ Scan Sertifikat Pendidik ASLI bagi yang memiliki; ✓ Bagi pendaftar penyandang disabilitas menambahkan surat keterangan penyandang disabilitas dari rumah sakit/puskesmas milik pemerintah ✓ Melampirkan link video singkat melakukan kegiatan sehari-hari dalam menjalankan tugas sebagai pendidik;

Figure 1. Screenshot of PPPK Teacher selection requirements

Source: <https://gurupppk.kemdikbud.go.id/>

From several categories and requirements set related to the existence of alums, the opportunity to become teachers with PPPK status is for alums who already have the status of teachers and are recorded in DAPODIK and alums who already have educator certificates. However, for students who are currently studying, it must be understood from an early age about the requirements for teacher recruitment, although in the future, when students complete their studies, there may be changes in regulations, which may complicate or make it easier. However, it is not wrong if students who still want to become ASN teachers to be able to make a career road map during their studies by thinking from now on to prepare themselves to take part in pre-service teacher professional education after graduating from college to get an educator certificate, as one of the requirements to take part in teacher selection.

4.2 Business Opportunities for Students from Education Study Programs

The explanation in the previous section indicates that there are requirements that students must meet as prospective educators in participating in the selection process when graduating from college and becoming new graduates. Dynamic regulatory changes must certainly be addressed by opening awareness to prepare themselves and opening eyes to open business opportunities as a middle ground if, in the future, the hope of becoming a teacher cannot be

realized. IAHN Gde Pudja Mataram, amid national competition, indeed expects that its graduates will be absorbed in the world of work by the profile of graduates from existing study programs to carry out improvements and quality improvements in aspects of planning, implementing and assessing the educational process, to prepare students to have competence, quality, and competitiveness.

There are three educational study programs held, namely the Hindu Religious Education Study Program, the Early Childhood Education Teacher Education Study Program, and the Hindu Religious Arts and Culture Education Study Program. These three study programs in the field of education in reality emphasize the main graduate profile is to become professional educators according to the field they have, there are also other profiles such as researchers in the field of education, managers in the field of education, and entrepreneurship in the field of education.

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Because of the profile as entrepreneurship in the field of education, it becomes an opportunity for students to look at the field of entrepreneurship in addition to the goal of becoming educators. When viewed scientifically in education, the Hindu religious education study program emphasizes scientific aspects to form professional educators in religious contexts. The early childhood education teacher education program emphasizes the scientific field of early childhood education, and the Hindu religious art and culture education study program emphasizes the mastery of fine arts, dance, and kara witan arts.

So the business opportunities that can be taken by students who study in the field of Hindu religious education include 1) Opening services and sales of ceremonial and upakara facilities, considering the phenomenon at this time, Hindus buy more ceremonial facilities than make their own because of limited time and economic value, 2) Open religious courses, the phenomenon of increasing religious awareness and spirituality in Hindus, then it can be a business opportunity for students to improve their self-competence in order to open a business in the field of religious courses such as ceremonial facilities making courses, 'kepinanditaan' courses, 'dharmagita' courses, and so on, and 3) We are opening Hindu religious and educational institutions.

In the early childhood education study program, several business opportunities can be done since the lecture period and after graduation, including 1) opening a private literacy course, considering that some places literacy courses set relatively high prices, then students can glance at literacy courses that are privacy from door to door and come directly to consumers, 2) opening early childhood education institutions in the form of daycare, children's playgrounds, and also opening kindergartens, considering the rapid population growth rate in Indonesia, it can be expected that the number of children will also increase, and compared to the number of early childhood education institutions with government-owned status, it becomes a business opportunity for alums to open educational institutions at low and competitive costs, However, still have to maintain quality.

For students of the Hindu religious arts and culture education study program, there are quite a lot of business opportunities that can be glimpsed and taken, including 1) opening an art studio, 2) opening art courses, both fine arts, dance, or karawitan arts, 3) Becoming makeup artists are now a promising business field. Even many makeup artists who used to be freelance have now become successful and have well-known business places and many customers, and, 4) They sell arts and crafts items.

Some business opportunity ideas described above are certainly few compared to the many opportunities that still exist and are promising for students. So it takes the ability of students to learn the theory and practice of entrepreneurship, to be more sensitive to seeing profitable business opportunities while also continuing to prepare themselves through increasing competence, certification, and qualifications to compete in the ASN teacher recruitment process.

4.3 Support and Obstacles for Students in opening business opportunities

In addition to students' need for entrepreneurial skills, support is needed so that the program can be run. The most significant support is from university organizers to facilitate the entrepreneurial context in students both through academic and non-academic activities. In an academic context, it can be done by improving the competence of teachers of entrepreneurship courses that are already in the study program curriculum; it can also be done by inviting entrepreneurship practitioners to share knowledge and experience in teaching practitioner programs, holding scheduled seminars and workshops on entrepreneurship, improving guidelines and implementation of independent learning and independent campus programs by freeing students to choose programs Entrepreneurship both on campus and off campus, facilitates student activity units in entrepreneurial aspects.

However, it takes work in practice to open a business, especially among students with limited resources. The obstacles that may be faced are internal and external. Internally, motivation and intention in opening a business become inhibiting factors, lack of knowledge about business management, and fear because in opening a business, besides there are profit aspects, it is undeniable that you can experience losses. Meanwhile, in the external aspect, the obstacles that may be faced are the support of people around, especially lack of family support, economic factors, namely the absence of capital that can be used to open a business is one of the biggest obstacles, unable to see existing opportunities, competitors in one business field are many and other obstacles.

So support in opening business ideas must be increased by both initiatives in students and also by universities because the position of universities is also responsible for delivering students to be absorbed in the world of work or able to open job opportunities in the future through improving the quality of education and learning in lectures. In addition, obstacles cannot be avoided. However, it takes an entrepreneurial spirit that never gives up and works hard to survive and compete in the era of competitive business competition.

5. Kesimpulan, Keterbatasan, dan Saran

Based on the results of the discussion, several things can be concluded. Namely, students who study in education study programs need to develop skills in entrepreneurship, considering that regulatory changes are dynamic and adaptive every year with the demands of the development of science and technology, which can facilitate the path of alums to become teachers or also complicate with the many conditions that must be met. So, there must be student readiness if they still want to become ASN teachers, but while preparing themselves, there is nothing wrong if students try to open a business as a part-time or main job in the future. This study is still limited because of the literature study approach used, so the data and interpretation are still said to be less in-depth, so the author suggests that future researchers who want to study the same topic be able to use a field study approach to see facts in the field, and also quantitative studies to test the context of the importance of entrepreneurship among students. So there are theoretical suggestions that the author can convey, namely that education students need to strengthen information and update on changes in existing regulations, students must also improve public speaking competence and entrepreneurial skills for future success, and higher education providers to develop the learning process by adapting entrepreneurial aspects, and also facilitate student entrepreneurial activities as a form of improvement and improvement. The quality of education that adapts to paradigm changes in the industrial era 4.0 and the era of society 5.0.

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