

## The Role of Teachers in Building Student Entrepreneurial Character at SMK Negeri 1 Polewali

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**Abstract.** The role of teachers in forming the entrepreneurial character of class x students at SMK Negeri 1 Polewali. This research aims to determine the role of teachers in forming the entrepreneurial character of class x students at SMK Negeri 1 Polewali. This research is quantitative research that shows cause and effect. The sample in this study was 51 students at Polewali State Vocational School 1 using a simple random sampling technique. The data collection techniques used are observation, questionnaires, and documentation. The data analysis techniques used in this research are descriptive data analysis and inferential statistical analysis. The research results show that the teacher's role is in the "Very good" category with 4 indicators, namely educator, mentor, teacher, and motivator. Meanwhile, the entrepreneurial character formation of class X students at SMK Negeri 1 Polewali is in the "Very good" category with 3 indicators, namely optimistic, responsible, and paying attention to quality. Based on the results of simple linear regression analysis, it can be concluded that there is a positive and significant influence on the role of teachers in the formation of the entrepreneurial character of class X students at SMK Negeri 1 Polewali.

**Keywords:** Teachers, roles, character formation, entrepreneurship

### 1. Introduction

Human resources that have good quality are important assets in supporting the progress of a country's development (Ahammad et al., 2020; Marchington et al., 2016; Russell et al., 2016). Human resource development aims to produce a professional workforce, is an integral part of the role of education (Banzon-Librojo et al., 2017; Finsterwald et al., 2013; Saleh & Arhas, 2019). Educational success is very important, as reflected in the national education goals which serve as guidelines for all forms of education in Indonesia.

Secondary education can be divided into two types, namely general education and vocational education. General education is an educational program that aims to develop students' personalities as a whole, with a focus on scientific thinking skills and emotional management, which is based on ethical and moral values that help in forming students' characters. Meanwhile, vocational education, as explained in Law of the Republic of Indonesia Number 20 of 2003 article 15 concerning the National Education system, is a type of education that prepares students specifically to work in certain fields.

Vocational High School (SMK) is an educational institution whose presence is awaited by the community, especially the lower middle class community, (Utami, 2013). With the current high cost of education, vocational schools have become an alternative for people to continue their secondary education with the hope that after graduating from vocational school they can immediately work. Vocational school as an object of study, is a secondary school education unit that provides vocational education by prioritizing student preparation to enter the workforce, as well as developing professional attitudes. Vocational school graduates are expected to be ready to work in the field of work according to the major they have taken, although, in reality, not all vocational school graduates can work straight away. This can be done by developing entrepreneurial skills to equip students with skills that lead to the formation of an attitude of independent work, the courage to take risks, and tolerance for efforts and results.

The role of entrepreneurship education has great significance in stimulating interest in entrepreneurship among students, (Lutfiadi & Rahmanto, 2011; Wedayanti &

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Giantari, 2016). Entrepreneurship education in the vocational school environment basically focuses on developing innovation and creativity, as well as guiding students to undergo change through a structured work process. Entrepreneurship education aims to shape individuals as a whole, equipping them with the character, understanding, and skills needed to become an entrepreneur.

At vocational schools, entrepreneurship subjects are provided to prepare students for the world of entrepreneurship. It is important to maximize entrepreneurship teaching so that the mindset of vocational school students changes from "graduate and look for a job" to "graduate and create job opportunities". With the birth of more entrepreneurs, more jobs will be created, which in turn will make a positive contribution to overcoming the problem of unemployment.

The aim of entrepreneurship education is to provide vocational school graduates with provisions so that they can be independent and not depend on available jobs, because so far students have been more interested in looking for work than in creating jobs. Graduates who do not get jobs increase the number of unemployed every year. Based on data from the Central Statistics Agency quoted by (Suryowati, 2014) The number of people in poverty in August 2014 was 7.24 million people an increase of 90,000 people compared to data in February 2014. In February 2014, the number of people in poverty was recorded at 7.15 million people. In connection with the high poverty rate, vocational education has an important role. Vocational High Schools with educational designs based on the world of work contribute to equipping students to develop skills. These skills equip students to enter the business world so that they can reduce poverty.

According to (Dwi Jiwani, 2017; Indriani, 2016) One of the reasons for the increase in unemployment in Indonesia is the low quality of Human Resources (HR). Quality human resources are basic capital and are the key to successful national development. Quality human resources are needed to process Natural Resources (SDA) which are useful for maintaining survival and increasing the prosperity and welfare of society. The increasing population and workforce as well as the high rate of population growth are one of the obstacles to obtaining employment opportunities. It is very important to create alternative jobs that are appropriate and match your skills, talents, and interests. This job does not have to meet certain qualifications but is work that is close to everyday life.

Entrepreneurship education cannot be separated from the role of teachers who have the ability to realize the goals of Vocational High Schools. Teachers become agents of change by changing their thinking paradigm first, continuously actualizing themselves, and learning to expand and sharpen their knowledge in order to facilitate students learning and make themselves competent and professional. Professional teachers become facilitators to help students channel their potential into developing and useful abilities or skills. Teachers' entrepreneurial activities can implement and foster entrepreneurial attitudes, such as discipline, responsibility, leadership, positive thinking, never giving up, creativity and innovative, daring to take risks, and self-confidence. The role of entrepreneurship subject teachers is very strategic in instilling an entrepreneurial attitude in students.

Apart from that, students are important in the success of entrepreneurship learning. Skills can be effective if students are motivated and willing to become entrepreneurs. Entrepreneurial activities equip students to be able to create their own businesses so they don't just depend on existing jobs. The advantage of opening your own business is that students have the freedom to determine business goals and obtain the expected benefits and profits.

One of the vocational schools that implements entrepreneurship education is Polewali State Vocational School 1 which equips students by providing facilities in the form of shopping places such as mini markets. It is hoped that the provision of these

facilities will make it easier for students to develop entrepreneurial skills so that learning does not only focus on theory but also direct practice. Based on initial observations made by prospective researchers where the initial conditions seen were that the teacher's role was not optimal, in this case, the lack of provision of entrepreneurial learning was limited to providing theory and practice had not yet been carried out at SMK Negeri 1 Polewali on March 1 2022, then based on The background to the problem that has been described above is based on existing considerations, so the author is interested in conducting research with the title The Role of Teachers in the Formation of Students' Entrepreneurial Character at Polewali 1 State Vocational School.

This research aims to determine the description of the role of teachers in the formation of entrepreneurial character, to find out the description, and to determine the influence of the role of teachers on the formation of students' entrepreneurial character at SMK Negeri 1 Polewali. The indicators for the teacher's role according to (Azhari et al., 2022) includes, namely educators, mentors, instructors, motivators. Indicators for the formation of entrepreneurial character according to (Wahid, 2006) include, namely optimistic, responsible, and paying attention to quality. The hypothesis in this research is that it is suspected that the role of teachers in the formation of entrepreneurial character has a positive and significant effect on student satisfaction at SMK Negeri 1 Polewali.

## 2. Method

The type of research used in this research is associative research with a quantitative approach. This research aims to interpret the influence between the variables whose relationships will be studied or to find out how big the role of teachers is in the formation of students' entrepreneurial character at SMK Negeri 1 Polewali. Meanwhile, the quantitative approach in this research is by analyzing it by emphasizing numerical data processed through statistical methods. The teacher role indicators consist of Educator, Guide, Teacher, and Motivator. Formation of Entrepreneurial Character Entrepreneurial characteristics are traits that a person must have if they want to become a successful entrepreneur. If someone has most of the characteristics of an entrepreneur, they will be more interested and interested in becoming an entrepreneur. The indicators for forming entrepreneurial character consist of Optimism, Responsibility, and Paying Attention to Quality.

The population in this study were all students at SMK Negeri 1 Polewali, totaling 102 students in classes XI and XII. The sample in this study used the Slovin formula with a significance level of 10%, namely 51 students. The technique used in sampling is the stratified random sampling technique (stratified random sample). Stratified random sampling, which is a sampling method used in populations that have a stratified or multi-layered structure, . This technique processes a sample frame that has not previously been stratified or has not been grouped based on certain levels, high, medium, and low. The data analysis technique in this research consists of descriptive statistics using percentage analysis, mean, and standard deviation. Inferential statistics consists of normality tests, product moment correlation analysis tests, and simple linear regression analysis. The statistical tool used to analyze the results of this research is the SPSS version 16.

## 3. Results and Discussion

The results of the research include a description of the role of teachers, a description of the formation of entrepreneurial character, and a description of the influence of the role of teachers on the formation of students' entrepreneurial character

at SMK Negeri 1 Polewali. The research results consist of descriptive statistical analysis and inferential statistical analysis:

### 3.1 Descriptive Statistics

Descriptive analysis in this research is to find out a general description of the role of teachers and the formation of entrepreneurial character through achievement indicators, which consist of percentages, means, and standard deviations. To understand the role of teachers at SMK Negeri 1 Polewali, the data presented in this research is data obtained from questionnaire scores that were distributed to 51 students who were the research sample. In the teacher role variable, there are 4 indicators, namely Educator, Guide, Teacher, and Motivator. The following are the results of the descriptive analysis of each indicator of the teacher's role:

**Table 1.**  
**Results of Data Analysis Per Indicator of Teacher Role**

No.	Indicator	n	N	%	Category
1	Educator	630	765	82,35	Very good
2	Mentor	666	765	87,06	Very good
3	Teacher	641	765	83,79	Very good
4	Motivator	644	765	84,18	Very good
Amount		2581	3060	84,35	Very good

*Source: Questionnaire results*

Based on the results of the questionnaire, the Educator indicator in the role of teachers at SMK Negeri 1 Polewali is in the very good category or 82.35 percent. These percentage results show that teachers can educate and monitor student development that occurs in the classroom, in addition to helping educators through the development stage process. The Supervising indicator in the role of teachers at SMK Negeri 1 Polewali is in the very good category or 87.06 percent. understand the learning material and help to direct or provide guidance in order to solve a problem being faced by students. The Teaching indicator on the role of teachers at SMK Negeri 1 Polewaliber is in the very good category or at 83.79 percent. The percentage results show that the majority of respondents are very satisfied with the actions taken in providing input and as examples that can influence the actions of students at SMK Negeri 1 Polewali. The Motivator indicator for the role of teachers at SMK Negeri 1 Polewali is in the very good category or at 84.18 percent. The percentage results show that for the most part motivators are one of the tasks of a teacher, which is very important to encourage students in the development process in order to achieve goals. Respondents are very satisfied with students' development in achieving their learning goals.

The role of the teacher in this research is an independent variable. shows that the teacher role variable has a minimum value of 35; a maximum of 2581; The mean (average) value is 99.27 and the standard deviation value is 48.669. The data obtained is viewed from the indicators of Educator, Guide, Teacher, and Motivator. And based on the results of descriptive analysis, the teacher role variable is 84.35 percent. So it can be concluded that the teacher role variable is in the very good category.

To determine the formation of entrepreneurial character at SMK Negeri 1 Polewali, the data presented in this research is data obtained from questionnaire scores that were distributed to 51 students who were the research sample. In the entrepreneurial character formation variable, there are 3 indicators, namely Optimistic, Responsible, and Paying Attention to Quality. The following are the results of the descriptive analysis of each indicator in the formation of entrepreneurial character.

**Table 2.****Descriptive analysis of indicators of entrepreneurial character formation**

No	Indicator	n	N	%	Category
1	Optimistic	675	765	88,24	Very good
2	Responsible	1128	1275	88,47	Very good
3	Pay Attention to Quality	657	765	85,88	Very good
<b>Amount</b>		<b>2460</b>	<b>2805</b>	<b>87,70</b>	<b>Very good</b>

*Source: research results*

Based on the results of the questionnaire, the indicators for the formation of the entrepreneurial character of students at SMK Negeri 1 Polewali are in a good category, or 87.70 percent. The percentage results show that respondents are satisfied with the formation of entrepreneurial character carried out by students at SMK Negeri 1 Polewali. The Optimistic indicator at SMK Negeri 1 Polewali is in the good category or 88.24 percent.

The percentage results show that respondents are satisfied with the confidence and enthusiasm in carrying out entrepreneurship at SMK Negeri 1 Polewali. The indicator Responsible for building entrepreneurial character at Polewali State Vocational School 1 is in the very good category or at 88.47 percent. The percentage results show that respondents are very satisfied with the responsibilities carried out by SMK Negeri 1 Polewali. The indicator for paying attention to the quality of students at SMK Negeri 1 Polewali is in the very good category or 85.88 percent. The percentage results show that respondents are very satisfied with the quality of entrepreneurship in improving good products at SMK Negeri 1 Polewali.

Entrepreneurial Character Formation in this research is the dependent variable. Table 4 shows that the entrepreneurial character formation variable has a minimum value of 34; and a maximum of 2460; The mean (average) value is 94.62 and the standard deviation value is 46.386. The data obtained is reviewed from the indicators of Optimism, Responsibility, and Paying Attention to Quality. Based on the results of descriptive analysis of the entrepreneurial character formation variable, it was 87.70 percent. So it can be concluded that the entrepreneurial character formation variable is in the very good category.

### 3.2 Inferential Statistics

Inferential statistical analysis of the results of this research consists of normality tests, product moment correlation analysis tests, and simple linear regression analysis.

#### Normality test

The normality test is used to determine whether a data distribution is normal or not. The normality test in this study used the SPSS 16 program with Kolmogorov-Smirnov statistics.

**Table 3.**  
**Data Normality Test Results**

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		51
Normal Parameters <sup>a</sup>	Mean	.0000000
	Std. Deviation	572.195.642
Most Extreme Differences	Absolute	.111
	Positive	.111
	Negative	-.046
Kolmogorov-Smirnov Z		.111
Asymp. Sig. (2-tailed)		.156

a. Test distribution is Normal.

*Source: SPSS 16 Data Processing Results*

Based on the results of the normality test using the Kolmogorov-Smirnov method in Table 5, the variable teacher role and entrepreneurial character formation obtained a significance value of 0.156, where this value is greater than 0.05 ( $0.156 > 0.05$ ), so it can be concluded that the data in this study is distributed. normal.

#### Product Moment Correlation Analysis

Product moment correlation test to determine whether there is a significant relationship between the role of the teacher (X) and the formation of entrepreneurial character (Y).

**Table 4.**  
**Product Moment Correlation Analysis Results**

Correlations			
		Teacher's Role (X)	Entrepreneurial Character Formation (Y)
Teacher's Role (X)	Pearson Correlation	1	.461**
	Sig. (2-tailed)		0,001
	N	51	51
Entrepreneurial Character Formation (Y)	Pearson Correlation	.461**	1
	Sig. (2-tailed)	0,001	
	N	51	51

\*\* Correlation is significant at the 0.01 level (2-tailed).

*Source: data processing results*

Based on the results of the correlation test in Table 6, the correlation coefficient value is 0.461, which shows that there is a relationship between the teacher role variable and the formation of entrepreneurial character at SMK Negeri 1 Polewali with a moderate level of relationship (0.40-0.599). Based on product-moment correlation analysis, it can be concluded that there is a moderate relationship between the teacher role variable and the formation of students' entrepreneurial character at SMK Negeri 1 Polewali.

#### Simple Linear Regression Analysis

A simple linear regression test was used to test the hypothesis, namely the influence of the teacher's role on the formation of students' entrepreneurial character at SMK Negeri 1 Polewali. Simple linear regression uses the t-test via the coefficient table. The accepted hypothesis is:

$$H_0 : \alpha : \beta = 0, \text{ oppose } H_1 : \alpha \neq 0 \text{ or } \beta = 0$$



The test criteria are if  $t_{\text{count}}$  is greater than  $t_{\text{table}}$  at the 5% significance level then  $H_0$  is rejected which states that the teacher's role influences the formation of students' entrepreneurial character, so further research needs to be carried out, and vice versa if  $t_{\text{count}}$  is smaller than  $t_{\text{table}}$  at the 5% significance level then  $H_0$  is accepted which states that the role of the teacher has no influence on the formation of students' entrepreneurial character.

**Table 5.**  
**Results of Simple Linear Regression Analysis (Coefficients)**

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	28.180	5.550		5.077	.001
Teacher's Role	.396	.109	.461	9.412	.001

a. Dependent Variable: Entrepreneurial Character Formation (Y)

Source: data processing results

Based on the calculation results in Table 4.8, it is known that the excellent service (X) t-value is  $3,639 > t_{\text{table}} 2.009$  ( $df = n-2 = 51-2 = 49$ ) with a significance level of  $0.001 < 0.05$ . So the teacher role variable (X) has a positive and significant effect on the formation of entrepreneurial character (Y). Thus, the hypothesis which states that there is a significant influence between the teacher role variable on the formation of the entrepreneurial character of students at SMK Negeri 1 Polewali is accepted.

**Table 6.**  
**Results of Simple Linear Regression Analysis (Model Summary)**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.461 <sup>a</sup>	0.231	0.197	4.714

a. Predictors: (Constant), Teacher's Role

Source: SPSS 16 Data Processing Results

Based on table 8 of the regression test results (Model Summary), it can be seen that the correlation or relationship value (R) is 0.461 (medium) and the R square value obtained is 0.213, which shows that student satisfaction is influenced by the teacher role variable by 21.3%. and the remaining 78.7% is influenced by other variables outside this research.

$$\hat{Y} = 28.180 + 0.396X$$

This equation can be translated, namely 1) A constant of 28.180 means that the consistent value of the independent variable (the role of the teacher) is 28.180; 2) The regression coefficient is positive (+) so it can be said that the direction of influence of variable X on variable Y is positive, meaning that if the teacher role variable increases, then the formation of entrepreneurial character will also increase. the value of the teacher's role, the student satisfaction value increases by 0.396; 3) The regression coefficient

Based on simple linear regression analysis, it is concluded that there is a positive and significant influence between the two variables. Based on the decision-making criteria in answering the research hypothesis proposed previously, the research hypothesis can be accepted, so it can be concluded that the role of teachers in the entrepreneurial character of class X students at SMK 1 Polewali.

## Discussion

### 3.1 Teacher Role Service

The role of a teacher is to provide services that prioritize the interests of students, (Buchari, 2018; Oviyanti, 2016). Therefore, service providers must have the ability to provide excellent service quality standards, exceeding student expectations, so that students' needs, desires, and expectations can be met with an appropriate and balanced level of professionalism. The results of research at SMK Negeri 7 Makassar show that the indicators used to measure superior service quality are ability, attitude, appearance, attention, action, and responsibility.

In the learning process in class, This is clearly seen in the implementation of learning where teachers provide motivation and create a supportive environment for students. An educator has the main responsibility of educating students. Specifically, in the context of Islamic education, an educator is responsible for the development of students by making efforts to develop all their potential, including affective, cognitive, and psychological aspects, in accordance with Islamic values.

Teachers have an important role in educating and monitoring student development in the classroom. Additionally, they help students through various stages of their development. This is reflected when students can understand the material taught by the teacher and also follow the applicable discipline and rules.

A supervisor, in the context of learning in class X SMK 1 Polewali, is a teacher whose job is to guide students in identifying and developing their potential. The teacher's role as a guide is to help students grow and develop according to their interests and talents, as well as guide them in completing the tasks given. (Herawati et al., 2018) defines a supervisor as someone who has expertise and technical skills in the field of social work, in addition to having an understanding of law relevant to their duties. In the learning process, the teacher is not only a teacher, but also a guide. This can be seen from the way teachers provide experiences to students, provide direction in certain areas, and help students understand learning material. Teachers also provide guidance in overcoming problems faced by students. The solution to this problem often involves direction related to the material being taught.

An instructor is a teacher who has the responsibility to plan a teaching program, carry out the program that has been prepared, and carry out assessments after the program is completed. In the context of the learning process, the teacher plays the role of teacher.

According to (Emani et al., 2014) a teacher is someone who provides teaching or instruction. Teachers can also be known as teachers, educators, counselors, tutors, or lecturers. This role is reflected in the learning process in class Apart from that, teachers are also tasked with providing understanding and motivation to students so that they can understand the teaching material presented by their teacher. Motivators are considered an important element in the learning process, especially in terms of their function and benefits. This shows that learning motivation has a role in triggering and influencing student behavior.

According to (Manizar, 2015) a motivator is someone who professionally provides motivational encouragement to others. They are individuals who encourage others to do things and act as enablers. This indicates that the success of a teacher in guiding and motivating students in overcoming personality conflicts at an early age is very important in shaping children's success in their social lives in adulthood. Therefore, through entrepreneurial learning from an early age, the value of independence can be instilled, which will shape the child's behavior and character in the next phase of development. Based on several opinions outlined above, it can be concluded that the role of the teacher can familiarize students with delivering every task given by them. a teacher. For example,



before learning begins, the teacher gives assignments in each lesson so that students understand the responsibility for the tasks given by the teacher.

### 3.2 Formation of Students' Entrepreneurial Character at SMK Negeri 1 Polewali

Entrepreneurial characteristics are traits that a person must have if they want to become a successful entrepreneur. If someone has most of the characteristics of an entrepreneur, they will be more interested and interested in becoming an entrepreneur. Optimism is a character that is very necessary in entrepreneurship, because every entrepreneur will feel more confident in carrying out every task they face. Students who have enthusiasm will always have confidence in their abilities, they also insist and try hard to optimize every task and responsibility given by the teacher, with the aim of achieving the goals they hope for.

Responsibility is a very important learning responsibility for students at school because a sense of responsibility will create motivation and interest in learning and participating in every activity at school. Responsibility can also be observed from students' actions in carrying out and completing assignments optimally so that they can submit assignments on time and during the learning process, students are on time to enter class.

In entrepreneurship we must pay attention to quality. And able to create innovative products and services to meet student needs and can help with other activities along with technological developments, according to (Herawati et al., 2018) that quality is an important part that every company must strive for if it wants its products to be able to compete in the market to satisfy consumer needs and desires.

### 3.3 Entrepreneurial Character of Class X Students at SMK Negeri 1 Polewali

Based on the results of the analysis, the research results show that the relationship coefficient value with the level of relationship is moderate, which provides an explanation that the relationship between the teacher's role and the formation of entrepreneurial character is moderate. Based on the regression coefficient This coefficient is positive so it can be said that the direction of influence of the teacher's role on the formation of students' entrepreneurial character is positive.

Based on the results of data analysis using SPSS 25, it shows that the results of the simple linear regression test were 21.3 percent. This shows that the hypothesis proposed, namely "there is a positive and significant influence between the teacher role variable on the formation of the entrepreneurial character of class X students at SMK Negeri 1 Polewali" was accepted with a low level of influence. This means that the hypothesis proposed is "there is a positive and significant influence between the teacher role variable on the formation of students' entrepreneurial character at SMK Negeri 1 Polewali.

The results of the analysis of this research support the research conducted. This is in line with the results of research conducted by Sari (2013: 10) which states that: in "The Role of Teachers in the Entrepreneurial Archives of Students at SMK Muhammadiyah 1 Bantul" there is a positive and significant influence between the role of teachers and readiness. entrepreneurship for SMK 1 Polewali students, the calculated r-coefficient is 0.392 and is significant at 0.002. The role of teachers contributes 15.3% to entrepreneurial readiness. Furthermore (Minarsih et al., 2022) explained that Vocational High School (SMK) is a type of formal school that provides entrepreneurship education that can direct students to become graduates who are ready to enter professionally and take part in the world of business and industry..

#### 4. Conclusion

Based on the results of data analysis and discussion regarding the role of teachers in forming the entrepreneurial character of class from 4 (four) indicators, namely Educator, Guide, Teacher, and Motivator. The formation of Entrepreneurial Character (Y) at SMK Negeri 1 Polewali is in the very good category or 3445 percent which consists of 3 (three) indicators, namely Optimism, Responsibility, and Paying Attention to Quality. Based on the results of a simple linear regression test, the count is greater than ttable, it can be said that Ha is accepted by stating that there is a positive and significant influence on the role of teachers in forming the entrepreneurial character of class X students at SMK Negeri 1 Polewali. Based on the results of a simple linear regression test, a coefficient value of 0.592 was obtained with a moderate level of relationship, a coefficient of determination of 0.351, which shows that student satisfaction is influenced by the excellent service variable by 35.1 percent.

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