
The Effect of Honor and Career Development Opportunities on The Supply of The Teacher Workforce

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Abstract

This study is motivated by the imbalance in the distribution and workload of educators in private schools, reflecting a fundamental problem in the supply of teacher labor. Such disparities potentially affect the quality of educational services and the effectiveness of the learning process. Therefore, this study aims to examine the influence of financial compensation (honorarium) and professional factors (career development opportunities) on teachers' labor supply, particularly in the allocation of teaching hours among private senior high school teachers in Jambi City. This research employs a quantitative approach with an associative explanatory design. Data were collected by distributing Likert-scale questionnaires to 94 respondents selected using proportional random sampling. The data were analyzed using multiple linear regression after satisfying the assumptions of classical test statistics. The results indicate that honorarium partially has a positive and significant effect on teacher labor supply ($t = 6.489$; $p = 0.001$). Similarly, career development opportunities demonstrate a strong, positive, and significant effect ($t = 5.189$; $p = 0.001$). Simultaneously, these two variables account for 62.4% of the variance in teacher labor supply decisions ($R^2 = 0.624$). The implications of this study suggest that while adequate financial compensation serves as a fundamental economic basis, the availability of career development opportunities acts as a crucial motivational driver and retention factor. Therefore, an integrated policy combining fair compensation and clear career pathways is highly recommended to ensure the stability and sustainability of the teaching workforce in private schools.

Keywords: *Career Development Opportunities; Honorarium; Labor Supply; Private High School Teachers*

A. Introduction

Education is a key pillar in human resource development, and the success of an educational institution depends heavily on the quality and availability of its teaching staff. As professionals, teachers play a crucial role in the learning process, and their availability and quality are key indicators of educational success (Oktavia et al., 2024). The issue of teacher supply in private high schools is crucial to examine because it is directly related to the quality of learning produced by educational institutions (Emynorane et al., 2024). Ideally, teacher supply should be balanced with school demand to prevent excessive workloads and maintain teaching stability. Therefore, studying teacher supply is crucial for maintaining sustainable educational quality (See et al., 2020).

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Conceptually, a teacher's decision to offer their labor is influenced by rational calculations that involve economic and psychological factors. A grand theory that explains this phenomenon is the Income–Leisure Trade-Off Theory, which holds that an individual's decision to offer labor is influenced by the trade-off between income and leisure time, where higher wages will increase labor supply (Mankiw, 1998). Furthermore, expectations regarding compensation fairness also play a significant role, as Equity Theory explains, emphasizing that honoraria must be balanced with contributions to increase work motivation (Wibowo, 2023). Furthermore, Expectancy Theory states that motivation in career development is influenced by the belief that effort will result in valuable performance and rewards (Heuvel, 2020). Based on this theoretical foundation, teachers will be highly motivated to teach optimally, as welfare, employment status, and professional support have been shown to influence teacher performance and commitment in fulfilling their duties (Santos, 2021).

However, empirical reality in the field shows a gap between ideal conditions and the actual supply of teachers, particularly in private high schools in Jambi City. Based on 2024 Dapodik data, current conditions indicate that teacher distribution is uneven and does not fully match each school's actual needs (Edwards et al., 2023). Some schools have a relatively high number of teachers but still experience a high teacher-to-student ratio, indicating a high number of students in those institutions (Kuswanto et al., 2025). Conversely, there are schools with fewer teachers but have a lower ratio because the number of students is also smaller (Carver-Thomas & Darling-Hammond, 2017). Based on this phenomenon, it can be understood that the problem in teacher supply is not only about the number of educators, but also about their distribution and alignment with curriculum needs and student numbers. This imbalance between the number of teachers and school needs is very risky because it can increase workload, reduce learning quality, and disrupt the stability of the teaching staff (Kuswanto et al., 2025).

This imbalance underpins the argument that there are problems with the factors that influence teachers' decisions. Literature reviews indicate that teacher labor supply is influenced by various factors such as salary, working conditions, and professional development opportunities (OECD, 2019). Recent research also emphasizes the importance of designing sustainable incentives and compensation in increasing the attractiveness of the teaching profession (Li et al., 2023). In this study, the analysis is limited to the micro-level, namely, individual teachers' decisions to offer their labor based on economic conditions and available professional opportunities (OECD, 2019). Financially, the level of honorarium has been shown to influence the size of the labor supply: an increase in honorarium encourages more individuals to work, while a decrease in honorarium reduces the labor supply (Yuliani et al., 2018). Honorariums empirically influence labor supply because changes in this compensation significantly impact workers' decisions to continue or terminate their employment (Doerrenberg et al., 2023). Teacher welfare can be assured if teachers receive income above the minimum living needs and receive social welfare benefits (Pitriyani et al., 2022). On the other hand, from a professional perspective, the development of technology-based curricula currently demands teachers with adequate digital competencies to ensure the learning process remains relevant and adaptable to changing times (Trninić, 2024). Fulfilling these competencies depends heavily on the availability of career development opportunities for teachers.

Although the urgency of teacher labor supply has been widely highlighted, a review of previous literature reveals a research gap. Previous research has the advantage of examining general factors influencing teacher labor supply, such as education, motivation, and working conditions (Andrisani & Triani, 2019). Furthermore, several studies have empirically demonstrated the relationship between compensation and teacher retention (Podolsky et al., 2016). However, a weakness of previous research is the lack of focus on the specific combination of honorarium and career development as a key variable in the context of private high schools

(OECD, 2019). Most research is also general in nature and fails to address local conditions in depth (Hasanah & Supardi, 2020). Furthermore, few studies link local labor market conditions to schools' needs-based recruitment policies (Edwards et al., 2023). This gap highlights the need for more in-depth and specific studies of the dynamics of teacher labor supply at the local level (Ubaidillah & Hresnawanza, 2025)).

To address this research gap, this study attempts to integrate financial and professional factors in a more focused analysis of teacher labor supply (See et al., 2020). The novelty of this study lies in its analytical focus, which combines two key variables: honorarium and career development, within a specific local context. The objective of this study is to analyze the influence of honorarium and career development opportunities on the labor supply of private high school teachers in Jambi City. This study seeks to identify the relationship between economic and professional factors in determining teacher employment decisions (OECD, 2019). This research is expected to provide empirical contributions to the development of human resource policies in the private education sector (See et al., 2020). Therefore, the results of this study are expected to serve as a basis for designing more effective and sustainable teacher recruitment and retention strategies.

B. Methods

This study uses a quantitative approach with an associative explanatory design (causal relationships). This quantitative approach was chosen because this study aims to test predetermined hypotheses and measure the influence of the studied variables in numerical and statistical form (Sugiyono, 2019). Specifically, the causal-associative design is used to empirically demonstrate the direction and magnitude of the influence of the independent variables, namely Honorarium (X1) and Career Development Opportunities (X2), on the dependent variable, Teacher Labor Supply (Y), in Private High Schools in Jambi City.

The population in this study was all teachers actively teaching at private high schools (SMA) in Jambi City. Based on 2024 data from the Education Office/Dapodik, the total population was 398 people spread across 32 schools. Given the large population, this study did not examine all individuals; instead, it used a sample. Sampling was conducted using Proportional Random Sampling. This technique was chosen to ensure that each school received a proportional quota based on its teachers' percentage, resulting in a truly representative sample. The minimum sample size in this study was calculated using the Slovin Formula, with a 9% margin of error (0.09). Once the total sample size (N) was known, the sample size allocation for each school was determined using the proportional formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is the population size of teachers, and e is the sampling error rate, usually 9%.

$$n = \frac{398}{1 + 398(0,09)^2} = 94$$

With this calculation, the sample size was 94 people.

Data in this study were collected through a survey method using a closed-ended questionnaire administered to selected respondents, either directly or via a digital platform such as Google Forms, to accommodate participants with limited time. The use of closed-ended

questions ensured that responses were focused, specific, and easily quantifiable, thereby supporting accurate statistical analysis.

The collected data were then tabulated and analyzed using statistical software such as SPSS. Prior to hypothesis testing, prerequisite analyses were conducted through classical assumption tests to ensure that the regression model met the criteria of the Best Linear Unbiased Estimator (BLUE) (Usmadi, 2020). These tests included a normality test using the Kolmogorov-Smirnov method to assess whether the residuals were normally distributed; a multicollinearity test to verify the absence of high correlations among independent variables, indicated by Tolerance values greater than 0.10 and Variance Inflation Factor (VIF) values less than 10; a heteroscedasticity test, conducted through scatterplot analysis or the Glejser test, to detect inconsistencies in residual variance; and a homogeneity test to ensure uniform variance within the data set. Multiple linear regression analysis was employed to examine the extent to which teacher labor supply (Y) is influenced by honorarium (X1) and career development opportunities (X2). For estimation purposes, all variables were transformed into logarithmic form, resulting in a double-log regression model expressed as:

$$\log Y = a + b_1 \log X_1 + b_2 \log X_2 + e$$

In the regression model, Y represents teacher labor supply; a denotes the constant; b1 and b2 are the regression coefficients; X1 denotes honorarium; X2 denotes career development opportunities; and e denotes the error term.

Hypothesis testing in this study was conducted using several statistical procedures. The t-test (partial test) was applied to examine whether the variables of honorarium (X1) and career development opportunities (X2) individually have a significant effect on teacher labor supply (Y). The decision criterion states that the hypothesis is accepted if the significance value is less than 0.05 or if the calculated t-value exceeds the critical t-value from the table. Furthermore, the F-test (simultaneous test) was employed to determine whether honorarium and career development opportunities jointly have a significant effect on teacher labor supply. The regression model is considered fit, and the hypothesis is accepted if the p-value is below 0.05 or the calculated F-value exceeds the critical F-value. In addition, the coefficient of determination (R²) was used to measure the proportion of the independent variables—honorarium and career development opportunities—in explaining the variation in the dependent variable, namely, teacher labor supply.

C. Results and Discussion

Based on the results of data collection using a questionnaire distributed to 94 respondents, the following descriptive statistics were obtained for each research variable:

Table 1. Description of Research Data

Variable	n	Minimum	Maximum	Mean	Standard Deviation	Skewness	Kurtosis
Y	94	6.00	48.00	24.01	11.73	0.17	-1.09
X1	94	90000	6900000	1043223.40	1223130.08	2.62	7.61
X2	94	51.00	98.21	72.26	9.96	0.24	-0.53

The data in Table 1 show that the average (mean) weekly teaching hours for teachers is 24.01 hours. This figure is generally in line with the national minimum teacher workload standard. However, the most interesting finding lies in the very extreme data range (minimum 6 hours and maximum 48 hours) and the relatively large standard deviation (11.73). This wide

data dispersion provides empirical confirmation of the phenomenon raised in the background of the problem: an unequal workload distribution. Some teachers work part-time with very few hours (6), while others experience excessive workloads (up to 48 hours per week). This indicates a teacher-availability crisis in certain subjects, or a combination of managerial and academic roles borne by a handful of educators in private schools.

The description of the honorarium variable reveals quite concerning financial facts. The absolute majority of respondents (72% or 68 teachers) are in the monthly honorarium range below IDR 1,000,000 (precisely between IDR 90,000 and IDR 996,631). This figure is significantly below the Jambi City Minimum Wage (UMK) standard. This finding highlights the high economic vulnerability faced by teachers in the private sector. This reality provides rational justification for why financial compensation is such a crucial factor; with a basic income that does not meet a living standard, teachers' decisions to increase, maintain, or reduce their teaching hours will be highly sensitive to any changes in honorarium policies at schools.

In contrast to financial conditions, teachers' perceptions of career development opportunities showed a very positive anomaly. All respondents (100%) rated career development support in their schools as high (70.2%) and very high (29.8%), with none in the low category. This data provides important managerial insight: although private high schools in Jambi City face limitations in offering competitive financial compensation, they strive to compensate by providing ample opportunities for their teachers' professional growth. Facilities such as competency training, flexibility in participating in MGMP forums, or clarity on job promotions appear to be used by foundations and schools as non-financial incentives (pull factors) to maintain motivation and prevent massive teacher turnover.

Before conducting hypothesis testing using multiple linear regression, the research data were evaluated using the prerequisite test. This was done to ensure the resulting regression equation model was unbiased and free from deviations from classical assumptions. The following is a breakdown of the results:

Table 2. Results of the Analysis Prerequisite Test

No	Prerequisite Analysis Test Form	Test Criteria	Test Results	Conclusion
1	Normality Test (Kolmogorov-Smirnov)	Sig. > 0,05	Asymp. Sig. = 0,200	Data is normally distributed
2	Multicollinearity Test	Tolerance > 0,10 dan VIF < 10	Tolerance = 0,700; VIF = 1,428	No multicollinearity occurs
3	Heteroscedasticity Test	Sig. > 0.05	Sig. Honor = 0.074; Sig. Career Development Opportunities = 0.990	No heteroscedasticity occurs
4	Linearity Test	Sig. Deviation from Linearity > 0,05	Sig. Deviation from Linearity X1 = 0,611 X2 = 0,291	The relationship between variables is linear

Based on the results of the normality test using the Kolmogorov-Smirnov method in Table 2, the p-value is 0.200 (> 0.05), indicating that the data are normally distributed. Furthermore, the results of the multicollinearity test indicate no strong correlation among the independent variables, as evidenced by the Tolerance value of 0.700 (> 0.10) and the Variance Inflation Factor (VIF) value of 1.428 (< 10). This regression model is also free of heteroscedasticity, as the variance test yields p-values exceeding the 0.05 significance level: 0.074 for the honor

variable and 0.990 for career development opportunities. As an additional basis, the linearity test confirms that the functional relationship between the variables is linear, with significance values for Deviation from Linearity above 0.05 (honor = 0.611; career development = 0.291). By satisfying all these basic assumptions, the resulting regression model is unbiased and valid for predicting the influence of independent variables on the supply of teacher labor.

This study aims to examine the effect of honorarium and career development opportunities on the job supply of private high school teachers in Jambi City. Based on data processing using multiple linear regression analysis, the following results were obtained:

Table 3. Results of Regression Analysis

Independent Variable	Coefficient	t-Count	Probability
Constant	-3.483	-7.058	0.001
Log(X1)	0.302	6.489	0.001
Log(X2)	1.640	5.189	0.001
R2	0.624		
F-count	75.622		0.001

Based on the results of the regression analysis in Table 3, the following equation model can be formed:

$$\log Y = -3,48 + 0,302\log X_1 + 1,64\log X_2 + e$$

By antilogging the equation, the following equation is obtained:

$$Y = 260491X_1^{0,302} X_2^{1,64} e$$

The analysis results in Table 3 show that the Honorarium variable (X1) has a t-value of 6.489 with a significance level of 0.001 ($p < 0.05$). This shows that honoraria have a positive, significant effect on teacher job supply. Meanwhile, the Career Development Opportunities variable (X2) yielded a t-value of 5.189 ($p < 0.05$), indicating a positive and significant effect on teacher job supply.

Simultaneously (F-test), the results indicate that both independent variables together have a significant effect on teacher job supply. The strength of the relationship and the contribution of these variables is indicated by the coefficient of determination (R-squared) of 0.624. This indicates that 62.4% of the variation in the job supply of private high school teachers in Jambi City can be explained by honorariums and career development opportunities, while the remaining 37.6% is influenced by other variables outside this research model.

The findings of this study indicate that honoraria play a crucial role in determining the number of teaching hours teachers offer. A positive regression coefficient indicates that any increase in teachers' perceptions of the appropriateness of their honorariums will be followed by an increase in labor supply. This aligns with the Income-Leisure Trade-Off Theory proposed by (Mankiw, 1998), which states that individuals will tend to substitute leisure time for work hours if the financial compensation offered is perceived as attractive and able to cover the opportunity cost of that leisure time.

Empirically, these results reinforce the view that financial well-being is a primary prerequisite for teacher stability. Teachers who perceive their honorariums as appropriate tend to have a higher time commitment to the school (Pitriyani et al., 2022). Furthermore, referring to Equity Theory (Wibowo, 2023) A sense of fairness in the honorarium received compared to the teaching load creates satisfaction that encourages teachers to continue contributing

optimally. This finding also supports research (Yuliani et al., 2018) which states that the level of wages or honorarium is the main economic signal that influences the workforce's decision to remain in the job market or increase their time allocation.

The analysis shows that career development opportunities have a very strong influence, with a coefficient (1.640) even greater than the salary factor on teacher labor supply. This indicates that for private high school teachers in Jambi City, future prospects and increased professional competence are very significant motivators. This phenomenon can be explained through the Expectancy Theory (Heuvel, 2020), where teachers are willing to dedicate greater time and energy (input) because they expect that this dedication will open up opportunities for promotion, access to training, and future professional development. The availability of career development, such as access to digital competency training, is highly relevant in the modern education era (Trninić, 2024). When schools provide space for teachers to grow professionally, they feel valued and develop a stronger emotional and professional attachment to the institution (Santos, 2021). This finding is consistent with the arguments of (Li et al., 2023) and (See et al., 2020) who emphasize that teacher retention and workforce supply in challenging schools depend not only on salary, but also on ongoing career support.

Collectively, salary and career development are two key pillars determining teacher labor supply in private high schools in Jambi City. The R² value of 62.4% indicates that the combination of financial incentives and professional opportunities is an effective strategy to address the previously identified imbalance in the teacher-to-student ratio (Kuswanto et al., 2025); (Edwards et al., 2023).

The absence of either of these two factors can discourage teachers from offering additional teaching hours or taking on other managerial duties. Therefore, for private school administrators, policies that focus solely on salary increases without a clear career path, or vice versa, will not provide optimal results in maintaining a qualified teacher workforce. The integration of a fair compensation system and structured professional development programs is key to increasing the attractiveness of the teaching profession in the private sector (Shahzad & Sheikh, 2025).

D. Conclusion

Based on the analysis and discussion, this study concludes that the decision of private high school teachers in Jambi City to offer their workforce, as reflected in the allocation of teaching hours, is strongly influenced by a combination of financial incentives and future professional prospects. Empirically, the provision of honoraria has been shown to be a significant driver; when teachers perceive an increase in the fairness and equity of the financial compensation they receive to meet basic living needs, they respond by increasing their time commitment to school. However, the most striking finding of this study is the significant driving force of career development opportunities. The availability of space for professional growth, such as access to quality training, support for continuing education, and clear promotion paths, serves as a key motivational anchor (retention factor) that encourages teachers to further dedicate themselves. Overall, the integration of financial rights (honorariums) and professional support (career development) has been shown to explain more than half of the dynamics of teachers' employment decisions in the field, making them two inseparable pillars in maintaining the availability of quality educators in the private sector.

In response to these empirical findings, this study recommends strategic steps for stakeholders to maintain the stability of the teaching staff. Foundations and managers of private high schools are strongly advised not to rely solely on teacher dedication and motivation, but to begin restructuring the compensation system to make it more equitable, for example, by

implementing additional performance-based incentive schemes. Given teachers' strong enthusiasm for career prospects, schools should also aggressively maintain and expand professional development programs, as these have proven to be the most effective retention tools amid limited salary budgets. Furthermore, for local governments, through the Department of Education, inclusive policy interventions are needed, such as providing free training quotas or facilitating access to certification for private teachers, to prevent massive teacher migration to the public school sector. Finally, for future researchers, it is recommended to expand the scope of this study by exploring additional factors beyond the model, such as work climate, principal leadership, and administrative workload, and to use a mixed-methods approach to capture the depth of the psychological narratives underlying the time-allocation decisions of these unsung heroes.

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