



## Education and social mobility at SMK Negeri 1 Sangatta Utara

Nurjannah Eka Fitriani<sup>1</sup>, Haeril Kurniawan Wardana<sup>2</sup>, M.Rozak Hidayat<sup>3</sup>, Muhammad Yasin<sup>4</sup>  
<sup>1,2,3,4</sup>Tarbiah Department, Sociology of Education, Sangatta Islamic high school, Kalimantan timur, Indonesia

### ARTICLE INFO

#### Article history:

Received Jun 26, 2024

Revised Jul 6, 2024

Accepted Jul 30, 2024

#### Keywords:

Education  
Mobility  
Social

### ABSTRACT

Education in a broad sense develops the ability to recognize and understand emotional and intellectual weaknesses that are not divided by the dimensions of time and space. Similarly, education in the broadest sense encompasses the whole of life. One of the main factors that can affect social mobility is education. A good education can provide motivation to improve one's social and economic position. This article discusses the role of education on social mobility as well as the factors that influence social mobility through education, which is implemented by Sekolah Menengah Kejuruan Negeri 1 Sangatta Utara (SMK N 1). This article aims to understand the role of education on social mobility which aims to provide practical skills and knowledge that can be directly applied in the world of work as well as factors that affect social mobility through education such as the quality of education, availability of facilities, teacher support, and socio-economic background. This article was compiled using qualitative research methods by collecting data through interviews with teachers, students and parents, observations at school and literature review. The results show that the role of education in mobility, through internships and practical training in the world of work, which significantly increases their chances of getting a permanent job and improving their social status in the workplace, as well as in the factors that influence social mobility in education show that high-quality education in vocational schools provides a solid foundation for students to improve their social status through the development of skills and knowledge relevant to the labor market.

*This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.*



#### Corresponding Author:

Muhammad Yasin,  
Sociology education,  
Sangatta Islamic high school,  
Seokarno-Hatta College of Islamic Studies, Kalimantan timur Sangatta Selatan, 75680, Indonesia  
Email: mysqt1978@gmail.com

## INTRODUCTION

Education and mobility mean that education has an important role in providing opportunities for individuals to improve their social position in society (Lutfillah et al., 2022). Education is a process of learning obtained by students that can make students more critical in thinking, as well as understanding, understanding and more mature. For social mobility, it is a kind of status transfer

from one social group to another. Education is also considered an important factor in encouraging social mobility between generations and groups, by providing equal access to education so as to reduce social inequality (Hendrizar et al., 2024). In addition, education is also seen as a means to promote social inclusion, equality, and economic progress (Pattinasarany, 2016). Meanwhile, social mobility is the ability of a person or group to move up or down in the social structure, for example, due to changes in economic status, education, or power in society. Social mobility reflects how open or closed a society is to changes in the social status of individuals or groups (Sudarman & Madiistriyatno, 2022).

Education as a major factor in the demarcation of social mobility has been widely studied. Education not only provides knowledge and skills, but also plays a role in shaping social identity, developing social networks, and opening access to economic opportunities. (Subadi, 2009) More than that, education also plays an important role in shaping individual values, attitudes and aspirations which in turn achieve social progress. Social mobility, on the other hand, refers to the movement of individuals or groups within the social structure that includes changes in economic status, education, or social position, this concept reflects the complex dynamics between economic, cultural, and developmental factors that affect a person's opportunity to improve their position in the social hierarchy. (Fatonah et al., 2024).

Social mobility, which refers to the ability of individuals or groups to adjust to different social or economic conditions than before, is strongly influenced by access to and quality of education, including vocational education. Vocational education has great potential to be a means of improving student achievement in class, increasing student income and ultimately lowering students' position in society. (Lutfillah et al., 2022).

However, there are many challenges in realizing the role of vocational education as a tool of social mobility. Factors such as limited access to education in rural and urban areas, deteriorating educational facilities and infrastructure, and curricula that are not fully aligned with industry needs often hinder the achievement of set goals. In addition, Wahyu's opinion on vocational education, vocational education, Vocational education is good because it provides employment opportunities for students who are skilled in technical fields and applications. it's just that, in Indonesia, there are still minimal vocational schools that have the potential to provide opportunities or opportunities for students to graduate and change their lives. However, vocational education can also have some disadvantages, such as a lack of focus on critical thinking and problem solving, and a lack of flexibility in future employment. Overall, vocational education can be a good way for students to prepare themselves for a specific job and acquire the practical skills necessary for that job. However, it is important for students to consider all their educational options and choose the program that best suits their needs and interests.

Muhammad Husni Arifin argues in his journal "Understanding the Role of Higher Education on Social Mobility in Indonesia" that there is not much information in the literature regarding the relationship between higher education and social mobility in Indonesia (Arifin, 2017). Social mobility is a crucial aspect because it reflects people's access to education and the magnitude of disparities in it. Factors such as social origin and social reproduction also affect social mobility. (Sukarno, 2006) Although higher education is important, the rapid growth in the number of higher education institutions can have a negative impact on social mobility. However, to make this happen, concerted efforts are needed to overcome existing barriers and ensure that quality higher education is accessible to all levels of society. (Simanjuntak, n.d.)

Thus, higher education has an important role in improving social mobility in Indonesia but careful action is needed to overcome significant access barriers, such as economic, geographical and social factors. Based on the opinion of Muhammad Saputra, it is known that in producing a competent and reliable workforce in a vocational education environment, if in vocational education, students focus more on one field of expertise that is more technical than the general

theory taught in high school or others. But it goes back to the availability of jobs and the abilities of each student. Being aware that graduating students sometimes work outside their vocational majors shows that vocational education has not fully produced a competent workforce in accordance with the expectations of the world of work, to realize vocational education that is more effective in producing workers, it is necessary to improve the curriculum and suitability of educational programs with the demands of the world of work.

That way the quality of initial education must be improved and adjusted to the needs of the world of work, it is also necessary to focus on improving the quality of initial education both in primary, secondary and vocational schools such as SMK. This means that education must be adjusted to the demands of the world of work so that graduates can be more practically prepared and have relevant skills, through an interview with one of the teachers at the school, Mr. Zakari Ulinuha Sosl. Then also obtained information from other sources, namely students and communities around the education environment can provide a broader perspective, this helps in designing solutions that are more appropriate and relevant according to the realities faced by those directly involved in the education and economic system.

This research is intended to explore the role of education in increasing social mobility in Indonesia, particularly through higher education, and to understand the factors that influence social mobility. The purpose of this article is to fill the knowledge gap in this area. This research aims to explore the role of education in social mobility as well as the concept of factors that influence social mobility through education in a very significant observation conducted at SMK N 1 Sangatta Utara school.

## RESEARCH METHOD

This research uses a qualitative method, where the researcher collects data and analyzes the field findings. The qualitative research approach allows researchers to gain an understanding of how education at SMK N 1 Sangatta Utara affects social mobility. The data sources taken in this research are two parts, the first is primary data collected through observations and interviews with relevant parties, the second is secondary data obtained from other sources that highlight general issues, such as books, journals, and the internet.

The data collection methods used were documentation, observation, and survey. The methods used for qualitative data analysis involved data collection of questionnaires, observations and observational studies. The data is then evaluated and summarized so that conclusions can be drawn. Any technique or approach used to measure the skewness of data is known as triangulation. As an independent method, triangulation uses several techniques to extract data from various sources to verify credibility, which is then applied to verify the accuracy of the data in this study (Sugiyono, 2011).

With this, researchers interviewed five resource persons consisting of one resource person from the Educational Institution and four other students and people who live around the area. In this case, researchers conducted interviews face-to-face so that they could obtain the data needed. In addition, to strengthen the data obtained in addition to making observations, researchers also made experiences that were reviewed regarding the implementation of policies that had been implemented previously at SMK N1 Sangatta Utara. As a reinforcement, a number of literature is also added to perfect the data collection procedure so as to obtain certain results.

## RESULTS AND DISCUSSION

### **The role of education in social mobility**

Education plays an important role in shaping individuals and society. Through education, individuals acquire the knowledge, skills and values to contribute effectively to social, economic

and political life. According to Prof. H. Mahmut Yunus, the meaning of education is a deliberately chosen effort to influence and help children with the aim of increasing their physical knowledge and morals so that they can slowly guide children towards their highest goals and ideals. To have a happy life, what a person does can benefit himself, society, country, and religion (Masyhudi, 2014). In addition, education also plays an important role in improving the quality of life, reducing poverty and gender equality. By providing equitable access and quality, education can be a powerful tool for creating positive change and sustainable development around the world. Education plays an important role in social mobility by providing individuals with knowledge skills, and soft skills to increase employment opportunities and salaries (Maksum, 2016). It reduces economic disparities, opens access to a better life, and supports personal advancement and the advancement of society as a whole.

One very important factor in driving social and economic change in society is education. This issue points to a desire to understand how education affects the movement of individuals within social and economic structures (Karsidi, 2005). The extent to which the level of education contributes to the likelihood of a person to rise to a higher position in society (Maksum, 2016) So in this case the interview at the North Sangatta 1 State Vocational High School (SMK N 1) has an important role in facilitating social mobility for students. With a focus on developing practical skills and knowledge that can be applied in the world of work, education in SMK allows students to improve their social status through employment or self-employment after graduation as well as several roles of education in SMK in social mobility: Skills development, employment opportunities and social status change. From this field fact is to study how education affects individuals' access to opportunities, values and changes in culture, income, and social networks, as well as the impact of education on changes in the overall social structure. Therefore, the purpose of this research is to gain a better understanding of the role of education in social mobility and how education levels correlate with a person's social position in society.

In general, the literature supports the findings that vocational education plays an important role in social mobility. Skill development in vocational education focuses on developing skills that are specific to industry needs. Vocational students are trained to have high technical and practical skills, which are required by the world of work, employment opportunities show that vocational education that is relevant to industry needs often has apprenticeship programs that prepare students to enter the world of work more easily, and the potential for social status change has great potential to increase social mobility, especially in developing countries. Graduates who have the skills required by industry are more likely to find decent and stable employment, which in turn improves their social status and is key to contributing to increased social mobility.

Highlighting the role of vocational education in providing practical skills that can be applied in the workplace, vocational education has a significant impact on social mobility. Students not only learn theory but also receive intensive instruction in technical and practical subjects aligned with the needs of modern industry. This allows them to quietly participate and make meaningful contributions in the workplace after their break. Through education at SMK, students are encouraged to improve their social status. They can set their own work schedules by using the skills they gain from working in various industries. For example, students with a strong background in areas such as technology, information technology or hospitality have an advantage in pursuing a successful career and improve their social position significantly. Overall, education in SMK makes a significant contribution to social mobility by preparing students to become independent and hardworking employees. This not only provides them with the motivation to achieve personal success in their lives, but also has the potential to positively impact their communities and contribute to greater economic growth.(Zubaidah, 2016) Therefore, education in SMK is not only limited to formal education but also involves investing in human resources for sustainable development and enhancing social mobility in society.

The interview results show that education in SMK has a very important role in facilitating students' social mobility. In Nurhalisa's opinion, one of the main points that needs to be conveyed is that SMK education is important because it prepares us for the world of work by providing practical skills, a real understanding of the work environment through the pkl (field work practice) program, and makes them ready to work after graduation with hands-on experience and relevant skills. that this education allows learners to move from one social group to a more advanced social group. This is because education in SMK does not only focus on the acquisition of knowledge, but also strongly encourages the development of practical skills that can be applied in the world of work. we are also trained in SMK to meet various technical and practical requirements set by industry. Examples of these skills include machine learning techniques, information technology, culinary engineering, and many more, depending on the program chosen. Having these skills makes us more eager to enter the workforce and make active contributions. So, education at SMK gives students the tools they need to develop their entrepreneurial potential. Not only are they rewarded with encouragement to work as hardworking employees, but they are also given adequate support to start and run their own businesses. This may indicate the start of a new work schedule, which in turn may increase social mobility not only for individuals but also the group as a whole

Education in SMK not only produces a skilled and independent workforce, but also has a broad positive impact on the human and economic development of society. according to Faud Abdillah presented in the journal "organizational management of vocational education" explains that through vocational education has an important role in facilitating social mobility by providing practical skills needed by the world of work, as well as supporting partnerships between educational institutions, industry, and government to reduce economic disparities (Abdillah, 2020). This can provide better employment opportunities and positively affect an individual's social status. Therefore, vocational education not only provides practical experience but also plays an important role in facilitating students' social mobility, helping them achieve personal success and make valuable contributions to society.

The author's analysis in this context highlights the importance of the quality of education in Vocational High Schools (SMK) has an important role in improving students' social mobility by providing practical skills that match industry needs. Through theoretical and practical education, SMK students learn to improve their job presentation, create more rewarding job opportunities and improve their social standing. In addition, vocational education also encourages self-employment, enabling students to start and run their own businesses, thus creating new employment opportunities and reducing economic uncertainty. Vocational education not only contributes to students' personal success, but also has a positive impact on the economy and society.

Based on research, vocational high school (SMK) education has been shown to play an important role in improving students' social mobility. The program not only develops practical skills relevant to industry needs but also provides better employment opportunities. Through internships and practical training in the world of work, which significantly increases their chances of securing permanent employment and improving their social status in the workplace, education also equips students with the knowledge and skills to start and manage their own businesses, which have the potential to create new jobs and contribute to further economic development. The author's analysis in this context highlights the importance of the quality of education in Vocational High Schools (SMK) has an important role in improving students' social mobility by providing practical skills that are in line with industry needs. Through theoretical and practical education, SMK students learn to improve their job presentation, create more rewarding job opportunities and improve their social standing. In addition, vocational education also encourages self-employment, enabling students to start and run their own businesses, thus creating new employment

opportunities and reducing economic uncertainty. Vocational education not only contributes to students' personal success, but also has a positive impact on the economy and society.

### **Factors affecting social mobility through education**

Mobility is a situation where an individual or social group moves from one status to another in a social and educational context (Wulandari, 2019). In the role of education on social mobility, education can understand what was previously unknown and can contribute to positive changes in society (Yasir, 2022). Social mobility through education refers to the ability of a person to improve their social or economic status through the education they get. A good education can prepare students for higher job performance, and more social network access. This is one of the most important mechanisms in achieving social cohesion and progress in society (Yasin, 2022). Factors that can affect social mobility include: Education that can increase social mobility and the ability to obtain higher education To open up better job opportunities and higher income, luck and opportunity can also affect social mobility for business opportunities that are easily accessible, assistance from influential people and can facilitate social mobility, (Patta Rapanna & Zulfikry Sukarno SE, 2017) Economic conditions can affect social mobility, namely in a good economy and increased employment opportunities make it possible to get a higher social position. These factors can work together or separately in influencing mobility in society (Hanafi & Yasin, 2023).

Based on the evidence presented in the interviews, there are several factors that can influence social mobility in education, such as the quality of education on students' ability to improve their social status, the availability of adequate facilities, the support of teachers and educators to provide appropriate guidance and motivate students to reach their full potential, and the social and economic environment also affects their social mobility. Students from families with good financial and social support tend to have a greater chance of success.

This study examining the factors that influence social mobility of students in SMK is an important step in enriching our understanding of the process. By linking field facts with existing literature findings, this research can provide a more comprehensive and evidence-based understanding. Through in-depth analysis, this research can identify key factors that influence students' social mobility in SMK, such as Socioeconomic Background, according to Jati Rahmadana and Ichsan, which shows that socioeconomic background greatly influences students' access to and opportunities for education and social mobility (Rahmadana & Ichsan, 2021). Field facts can provide concrete data on how students from different socioeconomic backgrounds experience different social mobility, Teacher and Educator Support: shows that competent and dedicated teachers have a great influence on student motivation and achievement (Yasin & Fadilah, 2023). From the field facts about the interaction between teachers and students and the quality of guidance provided will provide deeper insights into this factor, The quality of education students receive is closely related to their ability to improve their social status. By collecting field data on the quality of education in SMK, such as curriculum, teaching methods, and learning outcomes, this research can strengthen or criticize the findings of the literature, and a conducive school environment supported by adequate facilities is essential for students' academic and skill development. Field facts that examine the condition of school facilities and their effect on students' readiness for work or further education will add to our understanding of this factor.

The author discusses the quality of education provided by vocational schools emphasizing the importance of an individual's ability to improve his or her social standing. Research shows that high-quality education provides students with a strong foundation to develop the skills and knowledge needed to overcome challenges in the workplace, Availability of facilities: state-of-the-art facilities, such as large laboratories, modern practice rooms and cutting-edge technology, are critical in enhancing student learning. Good facilities create a stable learning environment and help students gain practical experience aligned with current industry trends, Teacher and Educator

Support and social and economic environment. Taking these factors comprehensively, this research is expected to provide deeper insights into how to strengthen students' social mobility through collaborative efforts between various stakeholders in education.

Based on the evidence presented in the interviews, based on Tarisya's opinion in the vocational education system there are several factors that significantly influence students' social mobility including academic quality, availability of facilities, mentoring, interaction with industry, socio-economic support, and government policy. A high-quality education provides students with the foundation they need to achieve success, while well-maintained facilities and a supportive community of teachers uphold the importance of education. Work experience in industry provides practical experience for students, while social and economic background and government policies also play a role in determining students' social mobility. By considering these factors holistically, it can be ensured that students' learning outcomes and experiences will improve, thus enabling them to achieve success in their future endeavors.

This study combines research results from several literatures to evaluate various aspects of education quality. According to Siti Aisyah Nurfatimah et al 2020, quality education provides a solid foundation for learners to develop their abilities (Nurfatimah et al., 2022), according to Desta Mayang Arum 2023 adequate resources, such as modern learning facilities and support, are also recognized as important factors in improving educational effectiveness (Arum, 2023). On the other hand, according to Eka Meravigliosi 2023, social and economic barriers often hinder students' freedom of educational choice (Meravigliosi, 2023).

Analysis of the interviews and research shows that students' social mobility in SMK is influenced by several key factors. The high quality of education provides a strong foundation for students to improve their social status through the development of skills and knowledge relevant to the job market. In addition, modern facilities such as laboratories and cutting-edge technology play an important role in improving the effectiveness of practical learning. Support from competent teachers and educators not only increases students' motivation but also guides them towards better academic achievement. Students' social and economic environment also plays a role in determining their success, with adequate financial and social support allowing greater access to educational and career opportunities. Finally, government policies in support of vocational education create favorable conditions for improving students' overall social mobility.

The results show that high-quality education in vocational schools provides a solid foundation for students to improve their social status through the development of skills and knowledge relevant to the labor market. Modern facilities such as laboratories and advanced technology also play an important role in enhancing hands-on learning activities. The support of qualified teachers and faculty not only enhances students' motivation but also guides them to achieve better academic results. Students' economic and social environments play an important role in determining their success, with adequate financial and social support enabling greater access to educational and employment opportunities. Active engagement with industry through internship or co-op programs also provides valuable hands-on experience. In addition, government policies that support vocational education facilitate the overall improvement of students' social mobility.

## CONCLUSION

The role of education in social mobility, especially higher education and vocational education, in improving social mobility in Indonesia. The research method used is qualitative with primary data collection through observation and interviews, as well as secondary data from related literature. The results show that education in Vocational High Schools (SMK) plays an important role in facilitating students' social mobility by providing practical skills that match industry needs. SMK

students are trained to have high technical skills, enabling them to get better jobs and improve their social status.

Factors that influence social mobility through education include the quality of education, support from teachers and educators, students' socioeconomic background, and a conducive school environment. Good education quality opens up opportunities for students to acquire skills relevant to industry needs, while support from teachers and the availability of adequate facilities also contribute significantly to their social mobility.

This research provides deeper insights into how education, both higher and vocational, can act as a driver in social mobility in Indonesia. Despite challenges such as limited access and a curriculum that must be adapted to industry needs, education remains a major factor in equalizing opportunities and improving the social status of individuals in society.

This research uncovered another angle on Education and social mobility in the areas of education, curriculum development and community outreach. Nonetheless, there is still a need for a more thorough examination, taking into account dynamic social ties. In other words, education can effectively adapt to the needs of the general society and the world of work.

## References

- Abdillah, Fuad. 2020. *Manajemen Organisasi Pendidikan Kejuruan*. Cerdas Ulet Kreatif Publisher.
- Arifin, Muhammad Husni. 2017. "Memahami Peran Pendidikan Tinggi Terhadap Mobilitas Sosial Di Indonesia." *Masyarakat, Jurnal Sosiologi* 22 (2): 2.
- Arum, Desta. 2023. "Strategi Manajemen Pendidikan Untuk Meningkatkan Kualitas Pendidikan Di Era Digital." *JME Jurnal Management Education* 1 (November): 65-74. <https://doi.org/10.59561/jme.v1i2.70>.
- Fatonah, Ratih, Irma Irma, Muhammad Zidan Maulana, and Muhammad Yasin. 2024. "Hubungan Masyarakat Dan Budaya Lokal Dalam Interaksi Sosial Masyarakat." *Jurnal Ilmu Pendidikan & Sosial (Sinova)* 2 (01): 41-50.
- Hanafi, Arman, and Muhammad Yasin. 2023. "Upaya Memperkuat Hubungan Sosial Dalam Kehidupan Bermasyarakat." *JURNAL ILMU PENDIDIKAN & SOSIAL (SINOVA)* 1 (2): 51-62.
- Hendrizal, Hendrizal, Muhammad Joni, Kasim Hijrat, Joni Indra Wandu, and Nora Afrita. 2024. "Pendidikan Sebagai Investasi Dalam Meningkatkan Kesejahteraan Ekonomi Masyarakat." *El-Kahfi | Journal of Islamic Economics* 5 (01): 81-90.
- Karsidi, Dr Ravik. 2005. "Sosiologi Pendidikan."
- Lutfillah, Maya Muizatil, Arita Marini, and Maratun Nafiah. 2022. "Pengelolaan Pendidikan Dasar Dikaitkan Dengan Mobilitas Sosial." *An-Nidzam: Jurnal Manajemen Pendidikan Dan Studi Islam* 9 (1): 126-43.
- Maksum, Ali. 2016. "Sosiologi Pendidikan." *Malang: Madani*.
- Masyhudi, Fauza. 2014. "Pemikiran Mahmud Yunus Tentang Konsep Pendidikan Islam." *Jurnal Tarbiyah* 21 (1).
- Meravigliosi, Eka. 2023. "Kurangnya Pemerataan Pendidikan Di Indonesia: Mengatasi Hambatan Menuju Kesetaraan," May.
- Nurfatihmah, Siti, Syofiyah Hasna, and Deti Rostika. 2022. "Membangun Kualitas Pendidikan Di Indonesia Dalam Mewujudkan Program Sustainable Development Goals (SDGs)." *Jurnal Basicedu* 6 (May): 6145-54. <https://doi.org/10.31004/basicedu.v6i4.3183>.
- Patta Rapanna, S E, and M M Zulfikry Sukarno SE. 2017. *Ekonomi Pembangunan*. Vol. 1. Sah Media.
- Pattinasarany, Indera Ratna Irawati. 2016. *Stratifikasi Dan Mobilitas Sosial*. Yayasan Pustaka Obor Indonesia.
- Rahmadana, Jati, and Ichsan Ichsan. 2021. "PENGARUH TINGKAT PENDIDIKAN ORANG TUA TERHADAP PRESTASI BELAJAR ANAK SEKOLAH DASAR." *WANIAMBEBY: Jurnal Pendidikan Dasar Islam* 2 (December): 69-78. <https://doi.org/10.53837/waniambey.v2i2.182>.
- Simanjuntak, Subiyantoro-Shofiatul Afifah-Widia Ningsi. n.d. "LEMBAGA PENDIDIKAN ISLAM."
- Subadi, Tjipto. 2009. "Sosiologi Dan Sosiologi Pendidikan." Universitas Muhammadiyah Surakarta.
- Sudarman, Enjang, and Harries Madiistriyatno. 2022. *Sosiologi Dan Manajemen Pendidikan (Edisi Revisi)*. Indigo Media.
- Sugiyono, Prof. 2011. "Metodologi Penelitian Kuantitatif Kualitatif Dan R&D." *Alpabeta, Bandung* 62: 70.
- Sukarno, Makmuri. 2006. "Latar Belakang Sosial Budaya Dan Pencapaian Pekerjaan-Pendapatan." *Jurnal*

- Kependudukan Indonesia* 1 (1): 29-51.
- Wulandari, Rahma Tri. 2019. "PENDIDIKAN DAN MOBILITAS SOSIAL." *KATA PENGANTAR*, 153.
- Yasin, Muhammad. 2022. "ANALISIS KONDISI SOSIAL EKONOMI DAN TINGKAT PENDIDIKAN MASYARAKAT: PAI." *JOEL: Journal of Educational and Language Research* 2 (2): 237-54.
- Yasin, Muhammad, and Kiki Fadilah. 2023. "STRATEGI KEPALA SEKOLAH DALAM MENGATASI KEKURANGAN TENAGA PENDIDIK DI SMP ISLAM MA'ARIF SANGATTA UTARA." *An-Nadzir: Jurnal Manajemen Pendidikan Islam* 1 (01): 1-11.
- Yasir, Muhammad. 2022. "Peran Pentingnya Pendidikan Dalam Perubahan Sosial Di Masyarakat." *Tugas Mata Kuliah Mahasiswa*, 122-32.
- Zubaidah, Siti. 2016. "Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran." In *Seminar Nasional Pendidikan*, 2:1-17.