



# THE ROLE OF TERMINATION OF EMPLOYMENT POLICY PROCEDURES FOR NON-CIVIL SERVANT EDUCATORS IN IMPROVING THE QUALITY OF LEARNING (CASE STUDY OF SMP AISYIYAH MUHAMMADIYAH 3 MALANG)

Zahrol Aisah\*, Agus Timan\*

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

\*Author of correspondence, Email: [zahrol.aisah.2301316@students.um.ac.id](mailto:zahrol.aisah.2301316@students.um.ac.id),  
[agus.timsn.fip@um.ac.id](mailto:agus.timsn.fip@um.ac.id)

## Abstract

Termination of employment has various causal factors, as well as being a motivation for educators to improve performance so that development can continue to be carried out to improve the quality of learning and reduce the occurrence of termination of employment (PHK) factors, especially for Non - ASN educators. This study aims to explore what influences are related to the termination policy and how educators try to improve performance through various programmes, such as the PPG (Teacher Professional Education) programme. This research uses data sources obtained through individual interviews, observation and field research. This research is also supported by a literature study through a review of scientific articles, journals and sources that are already relevant regarding the termination of employment (PHK) policy procedure. The results show that the layoff procedure policy will not occur if the performance of educators continues to develop and make improvements to the quality of learning, this is a motivation for educators to avoid layoffs due to low educator performance. In addition, the occurrence of layoff factors for Non - ASN employees when educators are already at the maximum age limit for teaching, namely 60 years to retire. There are other influencing factors, namely health factors that are less supportive and also violations of the teacher code of ethics that can cause a warning letter of termination.

**Keywords:** procedures; termination of employment; quality of learning

## 1. Introduction

Human resource management is the process of developing, assessing, and managing individual members within an institution or organisation. This implementation involves the direct application of management practices within the institution or organisation through the stages of planning, directing, organising, supervising, developing, maintaining, integrating, and terminating employment relationships, which can help achieve the institution's and organisation's objectives (Arifin, 2023).

Human resource management encompasses various terms such as personnel administration (human resources), workforce management, and industrial relations. Human resource management reflects the vital role it plays within an organisation. Human resource management within educational institutions is closely related to teaching staff and educational staff in schools and educational institutions. Human resources can contribute to the utilisation of functions and activities that ensure the welfare of schools and the community (Akilah et al., 2018).

According to the law, the termination of employment (PHK) of educators is regulated by legislation, including Law Number 14 of 2005 and Government Regulation Number 19 of 2017

concerning the Termination of Employment of Educators, which regulates the rights and obligations of educators and the procedures for termination of employment. The termination of employment process is carried out for various reasons, such as: 1) resignation, 2) retirement, 3) death, 4) violation of the code of ethics/legal regulations, and 5) change in the status of civil servant teachers/lecturers to non-civil servants.

Termination of employment that occurs due to the expiration of the agreed-upon term in an employment contract, but termination of employment also occurs due to policy decisions or issues arising from both parties. Termination of Employment (PHK) is often associated with crime and high unemployment rates, as it affects the lives of many people. This needs to be demonstrated through the quality of human resources within an institution/company/organisation (Bambar, 2022).

Termination of employment is the final step in the process of settling rights and obligations. Although PHK itself has negative impacts, both personally and for the institution as a whole. In the process of termination of employment without proper consideration, this can create a negative stigma towards an educational institution, as it affects the institution's reputation (Sauri, 2024).

The issue of termination of employment (PHK) is something that all active workers, whether in industry or educational institutions, strive to avoid. The cause of termination of employment is the expiration of the agreement stipulated in the employment contract, so that both the employee and the institution concerned have made efforts to prepare themselves for the reality that the employment period has ended (Wicaksana, 2019). The personal impact of termination of employment can cause emotional instability, due to the loss of identity and the burden of supporting a family. It not only affects the economy and psychology but also has broad social implications, leading to high unemployment in Indonesia with very few job vacancies (Wicaksana, 2024).

Teacher management is a regulation governing the entry of educators into educational institutions until their termination, through human resource planning, selection, placement, rewards, compensation, and termination of employment. The management of honorary teachers can optimise school performance (Aliyah in Sabon, 2022). Through problem-solving skills, teachers need to be able to create illustrations, definitions, analyses, build trust, and provide varied perspectives so that the maximum strength of teachers can be beneficial in learning standard material (Rukhani, 2020).

The management of teaching and non-teaching staff needs to be carried out in an organised manner, with the aim of conducting recruitment, selection, placement, and compensation in stages. However, in appointing honorary teachers, prospective teachers need to enter into an agreement in the form of a P3K (Perjanjian Kerja Kontrak Karyawan, or Employee Contract Agreement), which requires the completion of documents and a stamped statement (Nasir, 2020).

## 2. Method

Contains the type of research, time and place of research, targets / targets, research subjects, procedures, instruments and data analysis techniques and other things related to the way of research that can be written in sub-subchapters, with sub-subheadings.

Using qualitative research methods. Data sources are obtained through various means, and qualitative research requires data collection, individual interviews, and field research. To collect valid data, there must be a mutually supportive relationship in obtaining data that aligns with the research objectives, ensuring the data is reliable and consistent with reality (Denzim and Lincoln in Rukin, 2021). This research positions humans as researchers, enabling them to adapt to everyday life situations, thereby facilitating in-depth observations and interviews. In this study, the respondents are the subjects being researched (Suwendra, 2018). Additionally, this research is collected in the form of interview results and images as key elements in the study (Ifit, 2022).

Based on the introduction, this study will discuss the role of the layoff policy procedure on non-civil servant educators and the factors that can influence the layoff policy to improve the quality of educators' performance in the learning process at school.

Observations in the study serve as a reference to ensure the compatibility of the interview results with the research focus. Based on the introductory material, the study was conducted at Aisiyiah Muhammadiyah 3 Malang Junior High School, located at Jalan Husni Tamrin No. 3, Klojen, Klojen District, Malang City, East Java 65111, with the research conducted in March 2025. The results of the interviews and observations were used as the basis for the results and discussion through qualitative methods.

### **3. Results and Discussion**

#### **3.1 Result**

Based on the results of interviews and observations conducted by the author, it is evident that the role of the Termination of Employment (PHK) policy procedures can improve the quality of learning at SMP Aisiyiah Muhammadiyah 3 Malang. This improvement in learning quality is achieved through efforts to enhance teaching competencies through professional development programmes. These professional development programmes are implemented to obtain teacher professional certification. Educators at SMP Aisiyiah Muhammadiyah 3 Malang, specifically teachers who have served for five years, are eligible for this programme. Two or three years later, educators are registered in the Dapodik system and then submitted to the LPTK. This LPTK programme has implemented curriculum competency standards that are already aligned with the requirements. The role of the policy procedure for Termination of Employment (PHK) can enhance the quality of education, with the Merdeka Mengajar Platform (PMM) where educators are directly supervised by the central office. Education at SMP Aisiyiah Muhammadiyah 3 is under the auspices of the Muhammadiyah Foundation, which manages supervision through the Muhammadiyah Foundation Branch in Klojen. The school principal also plays a crucial role in evaluating teachers' performance, which is conducted monthly.

## 3.2 Discussion

### 3.2.1 Procedures for Termination of Employment to Improve the Quality of Learning in Schools

The discussion is focused on relating the data and the results of the analysis with the problem or research objectives and the broader theoretical context. It can also be an answer to the question of why facts are found as in the data. The discussion is written attached to the data discussed. The discussion is tried not to be separate from the data discussed.

Based on the results of interviews and observations conducted by the author, it is evident that the role of the Termination of Employment (PHK) policy procedures can improve the quality of learning at SMP Aisyiyah Muhammadiyah 3 Malang. This improvement in learning quality is achieved through efforts to enhance teaching competencies through professional development programmes. The development of these professional development programmes is carried out to obtain professional certification for teachers. This objective aims to develop students' potential to become individuals who are pious, knowledgeable, independent, and responsible democratic citizens (Sutianah, 2022).

At SMP Aisyiyah Muhammadiyah 3 Malang, teachers who have served for five years are eligible for this programme. Two or three years later, educators will be registered in the Dapodik system and submitted to the LPTK. This LPTK programme has implemented curriculum competency standards that are already in line with the requirements. There are four key competencies for teachers: social competencies, pedagogical competencies, professional competencies, and personal competencies (Najmi, 2021), enabling educators to participate in the PPG (Teacher Professional Education) programme. Teachers are required to have various academic qualifications, competencies, teaching certificates, and good physical and mental health to avoid being laid off. Regarding teacher qualifications, these are outlined in Article 45 of Law Number 14 of 2005, which regulates the qualifications of teachers and lecturers as qualifications for the educational institutions where they work. The role of teachers in the learning process is irreplaceable, as teachers are key persons in the classroom (Sutianah, 2022). This is an effort by educators at SMP Aisyiyah Muhammadiyah 3 Malang to improve the quality of learning competencies to realise national education.

The role of the Termination of Employment (PHK) policy procedure can improve the quality of learning, with the Merdeka Mengajar Platform (PMM) where educators will be directly supervised by the central office. The existence of the PHK policy procedure motivates teachers to increase the use of PMM as a means of improving the quality of learning that will be provided to educators. PMM (Merdeka Mengajar Platform) is a guide for teachers to improve teaching practices in the Merdeka Curriculum, with more than 2000 learning reference materials that have been adapted to the Merdeka Curriculum (Minister of Education, Culture, Research and Technology of the Republic of Indonesia, 2022).

Educators are required to record all learning activities in their PMM accounts to monitor their performance as educators. PMM itself strives to encourage educators to improve their teaching competencies, as improvements in learning quality will continue throughout the ages. When educators are unable to master the necessary competencies, it will have an impact on their performance, which may result in termination of employment (PHK). In addition to

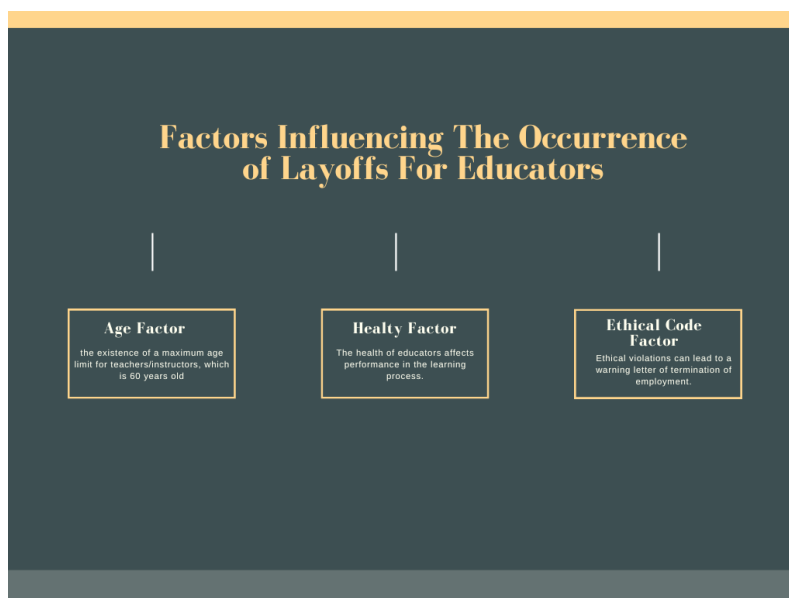
imparting knowledge to students, teachers also need to continuously learn to develop their existing competencies. This aligns with the Merdeka Mengajar Platform (PMM), which provides references for developing teaching practices aligned with the Merdeka curriculum, thereby offering equal opportunities for growth anytime and anywhere through the use of technology (Jamal, 2025). Within the PMM account, educators must report all activities such as observations, research, and seminars. The Merdeka Mengajar Platform serves as a solution and support system designed with various features to enhance teachers' innovation, including Self-Directed Training, Work Portfolio, and Community. This feature serves as a platform for collaboration across all levels of education in Indonesia (Rahayu in Sariman, 2023). However, while utilising the PMM mechanism, the government must also consider the specific needs of teachers in supporting education, which directly addresses the daily challenges of education (Haeri, 2024).

Educators are required to submit reports twice a year, but due to an update from the Ministry of Education, reporting on the Merdeka Mengajar Platform is now only required once a year. With the implementation of the Layoff Procedure (PHK) and the educators' obligation to submit PMM reports, which are directly supervised to ensure that the learning process is clearly documented, this will instil a sense of pride in schools regarding the performance of non-ASN educators and minimise the occurrence of layoffs within educational institutions. This aligns with the statement by the Minister of Education and Culture that there have been updates which constitute an important step towards improving the quality of education in Indonesia. This system offers practical and effective performance management. One of the advantages is that performance evaluations are conducted only once a year, replacing the previous process of twice a year (Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, 2022).

Education at SMP Aisyiyah Muhammadiyah 3 is under the auspices of the Muhammadiyah Foundation, which is supervised by the Muhammadiyah Foundation Branch in Klojen. The school principal also plays a crucial role in evaluating teachers' performance, which is conducted monthly. This evaluation can be used as feedback for educators with low performance, which may result in a warning letter of dismissal if educators fail to consistently develop their competencies. This aligns with the influence of the principal's leadership in creating a school environment that fosters educational development. The principal also needs to be a role model for their subordinates, able to motivate them to continue to develop (Juniarti in Joen, 2022). This evaluation reflects the extent of educational development and progress, while assessment in the learning process is a comprehensive effort regarding the process and progress achieved by students (Zainuri, 2022).

Joint meetings to formulate common problems and return to the school's vision and mission. This is because if a problem arises with a student, the way of educating students must be returned to the school's vision and mission. This is in line with the strategy of implementing the school's vision and mission in achieving educational goals through school resource improvement and development programmes. (Baidowi, 2024). This evaluation is also conducted at SMP Aisyiyah Muhammadiyah 3 Malang itself every Friday. This activity is routinely carried out to address the challenges and issues faced by educators in the teaching process. This evaluation is conducted to ensure that students receive the input, process, and output components resulting from the improvement of educators' teaching processes (Magdalena, 2020). Additionally, the evaluation itself serves as a selective tool that specifically

assesses the extent to which educational objectives are achieved across various aspects of learning (Rahayu, 2019).



**Figure 1. Teacher evaluation techniques at SMP Aisyiyah Muhammadiyah 3 Malang**

Based on the results of interviews and observations conducted by the author regarding the factors of termination of employment (PHK) at SMP Aisyiyah Muhammadiyah 3 Malang, there has never been any direct dismissal of employees, but rather the termination was due to age limits or retirement. Termination of Employment (PHK) due to reaching the age limit is regulated in Law Number 13 of 2003, Article 154A(1) on Labour. In accordance with the policy that teachers may teach until the age of 60. This aligns with the system of employment termination policies following government regulations for educators and educational staff, specifically a retirement age of 58 for educational staff and 60 years for educators (Naflah, 2024) Furthermore, there is a generational transition to new educational staff, which aligns with the function of Human Resources Management (HRM) to improve the adaptability and commitment of educators and educational staff (Astuti, 2018)

Since SMP Aisyiyah Muhammadiyah 3 Malang is a private school under the auspices of the Muhammadiyah Foundation, where educators are non-civil servant educational staff, if the school still requires educational staff, they are still permitted to teach even after reaching the maximum teaching age. However, this must be done in accordance with the foundation's agreement. Regarding this policy, it differs from the central office, which does not allow teachers over 60 years old to teach. Therefore, age is a significant factor in the termination of employment for educators. This policy differs from the central government's policy, which does not allow teachers over 60 years of age to teach. Thus, age is a significant factor in the termination of employment for educators, as outlined in educational policies. This termination of employment is a difficult decision that impacts the quality of education, as the influence of educators is so significant in shaping the quality of future generations (Aisyah, 2024).

Another factor related to termination of employment (PHK) at SMP Aisyiyah Muhammadiyah 3 Malang that can affect student performance is health. The health of

educators greatly influences the quality of teaching in the classroom. When educators are no longer in good health, their performance in teaching will decline, which will affect students and may lead to decisions regarding employment. However, the PHK policy at SMP Aisyiyah Muhammadiyah 3 Malang was implemented during the COVID-19 pandemic, where teachers with poor health conditions were offered reduced teaching hours or leave of absence. This situation was particularly challenging, as the pandemic's impact was felt acutely by all educators in Indonesia. In addition to health factors, this situation significantly affects mental health, which can have adverse effects on overall well-being (Sulastri, 2021). Health conditions play a crucial role in the educational environment, particularly in evaluating the suitability of educators' performance, which is assessed by educational institutions. Therefore, preventive measures or prioritising health as a primary condition are necessary to prevent job termination due to health-related factors. This aligns with educators' ability to teach both physically and mentally. Additionally, other factors that influence this include motivation in performing their duties and responsibilities as educators (Sutono, 2017).

Lastly, poor adherence to the code of ethics for educators can lead to warnings or termination letters. The code of ethics for teachers serves as a form of professionalism within the educational sphere. This aligns with the Indonesian Teachers' Code of Ethics within the PGRI (Indonesian Teachers' Association), which serves as the foundation for behaviour and actions, having been agreed upon as the guiding principle in fulfilling their duties as educators (Maryanto, 2022). The issuance of a warning letter for dismissal to educators who have violated the code of ethics serves as a disciplinary measure to prevent unwanted dismissals within the educational sphere. Violations of the code of ethics align with examples of behaviour such as physical violence by teachers towards their students (Amarisa, 2023).

#### 4. Conclusion

Based on the results of observations and interviews conducted, it can be concluded that several factors influencing the termination of employment policy at SMP Aisyiyah Muhammadiyah 3 Malang can motivate educators to continue to develop and improve the quality of learning performance at the school. This is to prevent educators from receiving warning letters due to poor performance, prompting them to enhance their competencies through professional development courses and teacher certification. The research aims to determine the extent to which the termination of employment policy (PHK) influences the quality of education at the school through teacher performance. Additionally, other factors influencing termination of employment at SMP Aisyiyah Muhammadiyah 3 Malang include the retirement age of 60 years for educators and educational staff. Another factor occurs when educators violate the code of ethics, resulting in a termination warning letter. However, this has never occurred at SMP Aisyiyah Muhammadiyah 3 Malang. The implementation of PHK was carried out during the COVID-19 pandemic, which affected the health of educators in teaching.

#### References

- Aisyah, V. P., Adinda, V., Briana, T. D., Nuphanudin, N., & Trihantoyo, S. (2024). Implementasi Pemutusan Hubungan Kerja Pendidik dan Tenaga Kependidikan di SMPN 20 Surabaya. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 3(2), 240-246. (Online) <https://jppion.org/index.php/jpi>. Diakses pada tanggal 19 Maret 2025

- Akilah, F. (2018). Peran manajemen sumber daya manusia dalam lembaga pendidikan. *Adaara: Jurnal Manajemen Pendidikan Islam*, 6(1), 518-534. (Online) <https://doi.org/10.35673/ajmpi.v6i1.282>. Diakses pada Tanggal 12 Maret 2025
- Arifin, N. (2023). Manajemen Sumber Daya Manusia : Teori, Studi Kasus dan Solusi. In N. Arifin, *Manajemen Sumber Daya Manusia : Terori, Studi Kasus dan Solusi* (pp. 5-6). Jepara: UNISNU Press. (Online) [https://books.google.co.id/books?id=gl\\_qEAAAQBAJ&lpg=PP1&ots=V3UFxoWKp1&dq=manajemen%20sumber%20daya%20manusia%20teori%2C%20studi%20kasus%20dan%20solusi&lr&hl=id&pg=PP1#v=onepage&q=manajemen%20sumber%20daya%20manusia%20teori,%20studi%20kasus%20dan%20solusi&f=false](https://books.google.co.id/books?id=gl_qEAAAQBAJ&lpg=PP1&ots=V3UFxoWKp1&dq=manajemen%20sumber%20daya%20manusia%20teori%2C%20studi%20kasus%20dan%20solusi&lr&hl=id&pg=PP1#v=onepage&q=manajemen%20sumber%20daya%20manusia%20teori,%20studi%20kasus%20dan%20solusi&f=false). Diakses pada Tanggal 13 Maret 2025
- Amarisa, Y., Pratiwi, S., Nasution, Y. M., & Nasution, Z. (2023). Pelanggaran Kode Etik Berupa Kekerasan Fisik Yang Dilakukan Oleh Guru Kepada Muridnya. *Jurnal Sentra Pendidikan Anak Usia Dini*, 2(1), 13-17. (Online) <http://e-journal.sari-mutiara.ac.id/index.php/sentra/index>. Diakses pada Tanggal 18 April 2025
- Astuti, A. S. T. U. T. I. (2018). Manajemen Pengembangan Sumber Daya Manusia Di Sekolah. *Adaara: Jurnal Manajemen Pendidikan Islam*, 7(1), 604-624. (Online) <https://doi.org/10.35673/ajmpi.v7i1.308>. Diakses pada Tanggal 18 April 2025
- Baidowi, A. (2024). Strategi Implementasi Visi dan Misi dalam Meningkatkan Mutu Pendidikan. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)*, 4(02), 37-55. (Online) DOI: 10.37680/almikraj.v4i02.4448. Diakses pada Tanggal 19 Maret 2025
- Bambar, A. T. (2022). Pemutusan Hubungan Kerja Secara Sepihak menurut Undang-Undang Ketenagakerjaan. *JIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(6), 2035-2041. (Online) <https://doi.org/10.54371/jiip.v5i6.680>. Diakses pada Tanggal 13 Maret 2025
- Haeri, I. Z., & Afriansyah, A. (2024). Eksplorasi Beban Digital Guru: Survei Pemanfaatan Platform Merdeka Mengajar (PMM) oleh Guru. *Aspirasi: Jurnal Masalah-masalah Sosial*, 15(2), 189-204. (Online) <https://doi.org/10.46807/aspirasi.v15i2.4615>. Diakses pada Tanggal 17 April 2025
- Ifit N S, L. P. (2022). *Metode Penelitian Kualitatif*. Malang: Unisma Press. (Online) <https://books.google.co.id/books?id=iCZIEAAAQBAJ&lpg=PA1&ots=opcGTuyZ-i&dq=metode%20kualitatif%20observasi&lr&pg=PR4#v=onepage&q=metode%20kualitatif%20observasi&f=false>. Diakses pada Tanggal 16 April 2025
- Jamal, D. I., Hamid, M., & Muin, S. A. (2025). Strategi Peningkatan Kompetensi Tenaga Pendidik Melalui Komunitas Belajar Sekolah Di Sekolah Dasar Penajam Paser Utara Kalimantan Timur. *Jurnal Online Manajemen ELPEI*, 5(1), 1388-1404. (Online) *Jurnal Online Manajemen ELPEI (JOMEL) Volume 5 No.1, Februari 2025* ISSN : 2775-0752 <http://jurnal.stim-lpi.ac.id/index.php/elpei>. Diakses pada Tanggal 19 Maret 2025
- Joen, S., Purnamawati, P., & Amiruddin, A. (2022). Kinerja Guru, Pendekatan Kepemimpinan Transformasional Kepala Sekolah Dan Motivasi Kerja Guru. (Online) <http://eprints.unm.ac.id/id/eprint/28129>. Diakses pada Tanggal 19 Maret 2025
- Magdalena, I., Fauzi, H. N., & Putri, R. (2020). Pentingnya evaluasi dalam pembelajaran dan akibat memanipulasinya. (Online) <https://doi.org/10.36088/bintang.v2i2.986>. Diakses pada Tanggal 17 April 2025
- Maryanto, M., Khoiriyah, N., & Purwosaputro, S. (2022). Politik Hukum dalam Pembentukan Kode Etik Guru Indonesia Sebagai Sarana Meningkatkan Profesionalisme Guru di Kota Semarang. *Jurnal Meta-Yuridis*, 5(1), 1-19. (Online) <https://doi.org/10.26877/m-y.v5i1.11191>. Diakses pada Tanggal 20 Maret 2025
- Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, (2022)

- Naflah, I. T., Ramadhani, R. S., Fitriyah, A., & Trihantoyo, S. (2024). Analisis Pemutusan Hubungan Kerja atau Pensiun bagi Pendidik dan Tenaga Kependidikan: Studi Kasus di MI Miftahul Ulum Kraton. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 9-9.(Online) <https://doi.org/10.47134/pgsd.v1i3.457>. Diakses pada Tanggal 19 Maret 2025
- Nasir, N., & Mujiati, M. (2020). Pengelolaan Tenaga Pendidik (Guru) di Rural Area. *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan*, 20(1). (Online) <https://doi.org/10.30651/didaktis.v20i1.4383>. Diakses pada Tanggal 15 April 2025
- Najmi, A. (2021). Konsep Profesionalisme Guru Dalam Pendidikan. (Online) <https://doi.org/10.31219/osf.io/85bj4>. Diakses pada Tanggal 14 April 2025
- Rahayu, F. (2019). Substansi Evaluasi Pendidikan dalam Perspektif Pendidikan Islam.(Online) <https://doi.org/10.35905/alishlah.v17i2.1000>. Diakses pada Tanggal 17 April 2025
- Rukin, S. P. (2021). Metodologi Penelitian Kualitatif Edisi Revisi. Jakad Media Publishing. (Online) [https://books.google.co.id/books?id=I-E2EAAAQBAJ&printsec=frontcover&dq=metode+kualitatif&hl=id&newbks=1&newbks\\_redir=1&sa=X&ved=2ahUKEwiB9JqtgouMAxXX9zgGHQ4\\_PNcQ6AF6BAgHEAM](https://books.google.co.id/books?id=I-E2EAAAQBAJ&printsec=frontcover&dq=metode+kualitatif&hl=id&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwiB9JqtgouMAxXX9zgGHQ4_PNcQ6AF6BAgHEAM). Diakses pada Tanggal 15 Maret 2025
- Rukhani, S. (2020). Peran Guru Dalam Pengelolaan Kelas Untuk Meningkatkan Prestasi Belajar Siswa Kelas VII. *Al-Athfal*, 1(1), 21-41.(Online) <https://doi.org/10.58410/al-athfal.v1i1.381>. Diakses pada Tanggal 15 April 2015
- Sabon, S. S. (2022). Permasalahan Pengelolaan Guru Honorer pada Jenjang Pendidikan Dasar. *Jurnal Penelitian Kebijakan Pendidikan*, 15(2), 119-134. (Online) <https://doi.org/10.24832/jpkp.v15i2.599>. Diakses pada Tanggal 15 Maret 2025
- Sari, K. P., Sariman, S., & Mujahidin, M. (2023). Analisis Pemanfaatan Platform Merdeka Mengajar untuk Peningkatan Kompetensi Guru di Sekolah Menengah Atas Al Muhammad Cepu. *Al Fattah Ejournal Sma Al Muhammad Cepu*, 3(03), 70-79. (Online) <https://doi.org/10.1989/dtfq7097>. Diakses pada Tanggal 18 Maret 2022
- Sauri, S., Hamdana, D. A., Meilani, D. T., & Hidayat, R. (2024). Promosi, Pemindehan dan Pemutusan Hubungan Kerja Pendidik atau Tenaga Kependidikan di MTs. Al Barokah Annur. *Equivalent: Journal of Economic, Accounting and Management*, 2(2s), 76-86. (Online) <http://jurnal.dokicti.org/index.php/equivalent/index>. Diakses pada Tanggal 12 Maret 2025
- Sulastri, S. (2021). Pengaruh pemutusan hubungan kerja (PHK) dan potong gaji terhadap kesehatan mental karyawan UMKM di Lampung Timur pada era pandemic COVID 19. *Jurnal Manajemen Dan Bisnis Kreatif*, 7(1), 1-12. (Online) <https://journal.ubpkarawang.ac.id/index.php/Manajemen/article/download/1943/1414/>. Diakses pada Tanggal 19 Maret 2025
- Sutianah, D. C., PD, S., & PD, M. (2022). *Profesi Kependidikan*. Penerbit Qiara Media. (Online) <https://books.google.co.id/books?id=xJdeEAAAQBAJ&lpg=PA253&ots=3oBzbBDu1i&dq=kuliah%20profesi%20pendidik&lr&pg=PA7#v=onepage&q=kuliah%20profesi%20pendidik&f=false>. Diakses pada Tanggal 18 Maret 2025
- Sutono, S. (2017). PEMUTUSAN HUBUNGAN KERJA SUATU TINJAUAN DALAM MANAJEMEN. *Al-Qalb: Jurnal Psikologi Islam*, 8(1), 68-76.(Online) <https://doi.org/10.15548/alqalb.v8i1.872>. Diakses pada Tanggal 18 April 2025
- Suwendra, I. W. (2018). *Metodologi Penelitian Kualitatif dalam Ilmu Sosial, Pendidikan, Kebudayaan dan Keagamaan*. Badung: Nilacakra Publishing House.(Online) <https://books.google.co.id/books?id=8ijtDwAAQBAJ&lpg=PA2&ots=Vi9zDXSUH1&dq=metode%20k>

ualitatif%20observasi&lr&pg=PR2#v=onepage&q=metode%20kualitatif%20observasi&f=false.  
Diakses pada Tanggal 15 April 2025

Undang - Undang Nomor 13 Tahun 2003 tentang Ketenagakerjaan. (Online)  
<https://peraturan.bpk.go.id/Details/43013>. Diakses pada Tanggal 19 Maret 2025

Undang- Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen. (Online)  
<https://peraturan.bpk.go.id/Download/29906/UU%20Nomor%2014%20Tahun%202005.pdf>.  
Diakses pada Tanggal 15 Maret 2025

Wicaksana, I. N. S., & Markeling, I. K. (2019). Tata Cara Penyelesaian Sengketa Pemutusan Hubungan Kerja Oleh Pekerja Berdasarkan Undang-Undang No. 13 Tahun 2003 Tentang Ketenagakerjaan. *Bagian Hukum Bisnis Fakultas Hukum Universitas Udayana*.(Online)  
<https://doi.org/10.24843/KM.2019.v07.i05.p05>. Diakses pada Tanggal 15 April 2025

Wijaya, H. (2019). Analisis Data Kualitatif: sebuah tinjauan teori & praktik. Sekolah Tinggi Theologia Jaffray. (Online)  
[https://books.google.co.id/books?id=lf7ADwAAQBAJ&printsec=frontcover&dq=metode+kualitatif+triangulasi&hl=id&newbks=1&newbks\\_redir=1&sa=X&ved=2ahUKEwjlmPipj4uMAxXF3jgGHZUVI0kQ6AF6BAGNEAM](https://books.google.co.id/books?id=lf7ADwAAQBAJ&printsec=frontcover&dq=metode+kualitatif+triangulasi&hl=id&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjlmPipj4uMAxXF3jgGHZUVI0kQ6AF6BAGNEAM). Diakses pada Tanggal 15 Maret 2025

Wulansari, R. (2024). Dampak PHK (Pemutusan Hubungan Kerja) Terhadap Karyawan Lebih Dari Sekedar Kehilangan Pekerjaan. *Jurnal Ekonomi Dan Bisnis Digital*, 1(4), 967-971.  
(Online) <https://jurnal.itc.web.id/index.php/jebd/article/view/1065>. Diakses pada Tanggal 15 April 2025

Zainuri, A., Pd, A. M., & AnNur, S. (2022). *Evaluasi Pendidikan (Kajian Teoritik)*. Penerbit Qiara Media.(Online)  
<https://books.google.co.id/books?id=odFcEAAAQBAJ&lpq=PA10&ots=t6XJIIfNlc&dq=evaluasi%20pendidikan&lr&pg=PA4#v=onepage&q=evaluasi%20pendidikan&f=false>. Diakses pada Tanggal 18 Maret 2025