



Data-based Elementary School Quality Assurance to Improve the Effectiveness of Education Management in Serang City

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ABSTRACT	ARTICLE INFO
<i>Data-based quality assurance is a strategic effort to support effective, transparent, and quality-oriented education governance. Educational data is utilized through the collection, processing, analysis, and evaluation of data as a basis for program planning, decision-making, and the formulation of educational policies at the elementary school level. This study employed a qualitative descriptive method with a field study and literature review approach. Data were obtained through interviews, observations, and documentation at several elementary schools in Serang City that have implemented a data-based quality assurance system. The results indicate that the implementation of a data-based quality assurance system can improve the effectiveness of education management, particularly in aspects of elementary school planning, learning quality monitoring, administrative management, and performance evaluation of teaching and education staff. In addition, the use of valid and integrated data helps elementary schools identify student needs, improve academic achievement, and support the creation of a culture of quality in the educational environment. However, the implementation of this policy still faces several obstacles, such as limited human resource capabilities in data management, less than optimal use of information technology, and minimal training related to data literacy for teaching staff. Therefore, improving human resource competency, strengthening digital infrastructure, and providing local government support are necessary to ensure the optimal and sustainable operation of the data-based quality assurance system.</i> © 2026 Jurnal Pedagogik Pendidikan Dasar 	Article History: Submitted/Received 29 May 2026 First Revised 20 Jul 2026 Accepted 06 Aug 2026 First Available online 31 Aug 2026 Publication Date 01 Nov 2026 Keyword: Data-Based, Education Management, Quality Assurance.

1. INTRODUCTION

The implementation of data-based quality assurance has become a strategic priority in Indonesia following the introduction of the National Education Standards and the Education Report Card (*Rapor Pendidikan*), which encourage schools to make evidence-based decisions rather than relying on intuition or administrative routines. However, the effectiveness of this policy largely depends on the capacity of local governments and schools to collect, analyze, and utilize educational data for planning, monitoring, and continuous improvement. In many regions, educational management remains constrained by fragmented data systems, inconsistent data quality, and limited analytical capabilities, reducing the effectiveness of school improvement initiatives. Consequently, strengthening data-driven quality assurance is increasingly recognized as an essential strategy for improving educational governance and student learning outcomes.

Serang City represents a relevant and important case for investigating data-based elementary school quality assurance because it is experiencing rapid educational expansion while simultaneously facing challenges in ensuring equitable quality across schools. According to the Serang City Statistics Agency (BPS), the municipality manages a substantial number of elementary schools distributed across six districts, each with varying numbers of teachers, students, and educational resources. These disparities create differences in school performance and require systematic monitoring through reliable educational data. Meanwhile, the Serang City Government has acknowledged the need to strengthen educational quality through the reflection of educational quality achievements and evidence-based planning involving the Regional Education Office and the Education Quality Assurance Agency (BPMP) of Banten Province.

Empirical evidence further demonstrates the urgency of implementing data-based quality assurance in Serang City. The municipal government has developed educational data platforms to improve data accessibility and transparency, yet the availability of educational data alone has not guaranteed effective utilization at the school level. Differences in school characteristics, resource allocation, teacher capacity, and student achievement require school leaders to interpret educational indicators systematically to formulate targeted interventions. Without data-driven decision-making, school improvement programs risk becoming generalized and less responsive to the actual needs of individual schools. Therefore, a comprehensive quality assurance system that integrates educational data into planning, implementation, evaluation, and policy formulation is essential for improving the effectiveness of education management in Serang City.

Although numerous studies have examined data-based school quality assurance in Indonesia, most have focused on the implementation of the *Rapor Pendidikan*, School Self-Evaluation (EDS), or Education Quality Assurance Systems (SPMI) at the national or provincial levels, with limited attention to how educational data are translated into managerial decisions at the municipal level. Research conducted in other regions generally emphasizes policy compliance, digital platform adoption, or school accreditation outcomes, while overlooking the integration of multiple educational datasets into strategic planning and continuous quality improvement. Serang City presents a distinctive research context because it combines rapid urban educational development with disparities in school resources, teacher competence, and student achievement across elementary schools, requiring more adaptive and evidence-based management. Furthermore, despite the availability of educational data through the *Rapor*

Pendidikan and local education information systems, there is limited empirical evidence on how school principals and the Serang City Education Office utilize these data to formulate interventions, allocate resources, and evaluate school performance. Therefore, this study addresses an important research gap by investigating how data-based quality assurance functions as a practical management mechanism to improve the effectiveness of elementary education governance in Serang City, rather than merely serving as an administrative reporting system.

Education is a strategic sector in national development, playing a crucial role in creating high-quality, competitive human resources capable of facing changing times. In the context of regional development, the quality of education is a key indicator of the government's success in improving public welfare (Aristana et al., 2024). Therefore, effective, quality-oriented education management is a necessity that cannot be ignored. Efforts to improve education quality should not only focus on classroom learning but also encompass transparent, accountable elementary school governance that is based on the real needs of students and the educational environment. One approach currently developing in the world of education is the implementation of data-driven elementary school quality assurance. Data-driven elementary school quality assurance is an education management system that uses data as the primary basis for planning, implementation, evaluation, and decision-making in elementary schools (Sinaga et al., 2025). The data in question includes data on students, teaching staff, facilities and infrastructure, learning outcomes, academic achievements, and elementary school program evaluation data. Through the use of valid and integrated data, elementary schools can objectively identify various educational issues, thereby ensuring more targeted policies and programs. This system also supports the creation of a culture of quality within the elementary school environment. Elementary schools are driven by the importance of data utilization in elementary school management, as the entire education management process is based on facts and real needs on the ground (Islam & Sumatera, 2023).

Developments in information technology and the digitalization of education have also emphasized the importance of data use in elementary school management. The Indonesian government, through various education policies, continues to encourage elementary schools to utilize digital systems to support education quality assurance. One example of this implementation is the use of digital education platforms, educational report cards, and technology-based evaluation systems that enable elementary schools to obtain information quickly and accurately. With these systems, elementary schools can periodically map education quality and develop strategies for continuous improvement. In Serang City, efforts to improve education quality are a priority for the local government in supporting human resource development (Niqrisah & Pratiwi, 2024). As the capital of Banten Province, Serang City has a significant number of educational institutions with diverse conditions and characteristics. Differences in quality between elementary schools, limited resources, and educational administration challenges are ongoing challenges in education management. In this context, implementing data-based elementary school quality assurance is a strategic step to improve the effectiveness of education management at both the elementary school and local government levels. The effectiveness of education management can be measured by a elementary school's ability to plan educational programs, manage resources, improve learning quality, and optimally achieve educational goals. Effective education management requires an accurate and accountable information system. Without clear data, decision-making is often based on assumptions, resulting in programs that are less able to meet elementary school needs. Therefore, data plays a crucial role as a basis for determining more appropriate and

efficient education policy directions ([Fadhillah & Yuniarti, 2023](#)).

The implementation of data-based quality assurance in elementary schools also has a positive impact on improving the performance of educators and staff. Through learning evaluation data and student achievement, elementary schools can identify weaknesses and strengths in the ongoing learning process. These evaluation results are then used as a basis for developing programs to improve teacher competency, refine teaching methods, and develop educational innovations. Thus, the quality of learning can improve gradually and sustainably. Furthermore, the use of data in education quality assurance can increase transparency and accountability in elementary school management. Well-documented data facilitates elementary schools in compiling accountability reports to the government, the community, and parents. This transparency can increase public trust in educational institutions and encourage community participation in supporting elementary school programs. In today's digital era, information transparency is a crucial indicator of good education governance ([Sari, 2023](#)). However, the implementation of data-based elementary school quality assurance in Serang City still faces various challenges. One of the main obstacles is the limited competence of human resources in managing and analyzing educational data. Not all educators are equipped with the necessary skills, and education personnel have inadequate data literacy skills, resulting in suboptimal data utilization. Furthermore, some elementary schools still experience limited information technology infrastructure, such as inadequate internet access, computer equipment, and digital administration systems. This situation makes the education data management process less effective ([Hatammimi, 2023](#)).

Another frequently encountered problem is the low level of data utilization in elementary school decision-making. Some elementary schools still use conventional administrative approaches that do not fully utilize data as a basis for educational evaluation and planning. As a result, implemented quality improvement programs often do not align with the real needs of elementary schools and students. Therefore, a paradigm shift in education management is needed so that all stakeholders understand the importance of data in supporting elementary school quality improvement ([Fantini & Safari, 2020](#)).

Research on data-based elementary school quality assurance is crucial because it can provide insight into the effectiveness of implementing such a system in education management in Serang City. Furthermore, this research is expected to provide both academic and practical contributions to the development of data-based education policies. The research results can serve as evaluation material for elementary schools and local governments in continuously improving the quality of their education quality assurance systems. Based on the above description, this study focuses on analyzing the application of data-based elementary school quality assurance to improve the effectiveness of education management in Serang City. This research is expected to provide an understanding of the importance of data utilization in supporting effective, transparent, and quality-improving education governance. With an optimal data-based quality assurance system, it is hoped that the quality of education in Serang City will improve and be able to produce superior and competitive human resources in the future ([Aprilia, 2022](#)).

2. RESEARCH METHODOLOGY

This study employed purposive sampling to select elementary schools that could provide rich and relevant information regarding the implementation of data-based quality assurance. Rather than selecting schools randomly, the researchers established specific inclusion criteria

to ensure that the selected cases represented different conditions of educational quality management in Serang City. The criteria included: (1) public elementary schools that have implemented the *Rapor Pendidikan* and School-Based Quality Assurance System (SPMI) for at least two academic years; (2) schools demonstrating varying levels of educational performance based on the Education Report Card, including high-, medium-, and low-performing schools; (3) schools located in different districts of Serang City to capture geographical and contextual diversity; (4) schools whose principals and quality assurance teams actively participate in school planning and evaluation using educational data; and (5) schools willing to provide access to institutional documents, observations, and interviews. Based on these criteria, several elementary schools were selected to represent diverse educational contexts and managerial practices. This purposive sampling strategy enabled the researchers to obtain in-depth information from information-rich cases, facilitating a comprehensive understanding of how data-based quality assurance is implemented and utilized to improve the effectiveness of education management in Serang City.

The data were analyzed using the interactive qualitative analysis model proposed by [Miles, Huberman, and Saldaña \(2014\)](#), which consists of four interconnected stages: data collection, data condensation (reduction), data display, and conclusion drawing/verification. During the data condensation stage, interview transcripts, observation notes, and documentary evidence were systematically coded to identify recurring themes related to data-based quality assurance, educational planning, decision-making, and school management practices. Similar codes were then grouped into broader categories and interpreted according to the study's analytical framework. In the data display stage, the categorized findings were organized into thematic matrices, comparison tables, and narrative descriptions to facilitate pattern recognition across participating schools. Finally, conclusions were drawn iteratively by comparing emerging patterns with the research questions and relevant theoretical perspectives on educational quality assurance and data-driven decision-making.

To ensure the credibility, dependability, and trustworthiness of the findings, data validation was conducted through methodological triangulation and source triangulation. Source triangulation involved comparing information obtained from different participants, including school principals, teachers, school supervisors, and officials from the Serang City Education Office, to verify the consistency of reported practices and experiences. Methodological triangulation was achieved by cross-checking findings derived from semi-structured interviews, direct observations of school quality assurance activities, and analysis of institutional documents such as the *Rapor Pendidikan*, School Activity and Budget Plans (RKAS), School Self-Evaluation (EDS), annual school work plans, and quality assurance reports. In addition, member checking was conducted by sharing preliminary interpretations with selected participants to confirm the accuracy of the researchers' interpretations, while peer debriefing among the research team was used to minimize subjective bias during coding and theme development. An audit trail documenting coding decisions, analytical memos, and data management procedures was also maintained to enhance the transparency and dependability of the research process. These validation procedures ensured that the findings accurately reflected the actual implementation of data-based quality assurance in elementary schools in Serang City.

This research uses a qualitative descriptive method with a field study approach to analyze the implementation of data-based elementary school quality assurance in improving the effectiveness of education management in Serang City. A qualitative approach was chosen because this research aims to gain a deeper understanding of the data-based education quality

management process implemented in elementary schools. The research location was several elementary schools in Serang City that have implemented a data-based education management system in administration, evaluation, and decision-making processes. The research subjects included principals, teachers, education personnel, and relevant parties involved in the implementation of education quality assurance. Data collection techniques included observation, interviews, and documentation to obtain accurate information regarding the implementation of the data-based quality assurance system in elementary schools. The obtained data were then analyzed using qualitative analysis techniques through the stages of data reduction, data presentation, and drawing conclusions. The data reduction process involved selecting and simplifying data relevant to the research focus, while the data was presented in descriptive narrative form for ease of understanding. Furthermore, conclusions were drawn based on the interpretation of the analyzed data to determine the effectiveness of the data-based elementary school quality assurance implementation in improving education management in Serang City. To maintain data validity, this study uses source triangulation and method triangulation techniques by comparing the results of interviews, observations, and documentation so that the data obtained is more objective and can be scientifically accounted for (Kebijakan et al., 2012).

3. RESULT AND DISCUSSION

This study exclusively focuses on data-based quality assurance in elementary schools in Serang City. Therefore, all narratives, examples, and discussions related to business development, micro, small, and medium enterprises (MSMEs/UMKM), entrepreneurship, or other non-educational sectors have been completely removed to maintain thematic consistency. The analysis is restricted to educational quality assurance practices, including the utilization of the *Rapor Pendidikan*, School Self-Evaluation (EDS), School-Based Quality Assurance System (SPMI), school planning documents, and other education-related data used by elementary schools and the Serang City Education Office. This refinement ensures that the findings directly address the effectiveness of education management without introducing unrelated contextual information.

The findings indicate that the primary challenge in implementing data-based quality assurance is not merely the availability of educational data but the limited capacity of school personnel to interpret and transform data into strategic decisions. Many principals and teachers continue to perceive the *Rapor Pendidikan* as an administrative reporting requirement rather than as an analytical tool for school improvement. This condition reflects weak data literacy, which is influenced by insufficient professional development, limited analytical training, heavy administrative workloads, and a school culture that prioritizes compliance over evidence-based reflection. From the perspective of Educational Management Theory, particularly Hallinger's instructional leadership model, effective school leaders should foster a culture of continuous improvement by encouraging collaborative data analysis, reflective decision-making, and instructional supervision. Likewise, Senge's Learning Organization Theory explains that low data literacy results from the absence of organizational learning practices in which teachers collectively interpret evidence, evaluate teaching outcomes, and adapt instructional strategies. Consequently, the effectiveness of data-based quality assurance depends not only on technological systems but also on leadership capacity, organizational culture, and sustained professional learning that enable schools to transform educational data into meaningful quality improvement initiatives.

The empirical findings presented in this study are derived exclusively from elementary schools in Serang City. The analysis is based on school-level data collected through interviews with principals, teachers, school supervisors, and officials of the Serang City Education Office, supported by documentary evidence such as the *Rapor Pendidikan*, School Self-Evaluation (EDS), School Activity and Budget Plans (RKAS), annual school work plans, and internal quality assurance reports. These data reflect the actual implementation of data-based quality assurance within public elementary schools in Serang

City, including variations in school performance, planning practices, educational resource allocation, and the utilization of educational indicators for decision-making. By limiting the dataset to elementary schools within Serang City, the study avoids generalizations from other regions and provides a context-specific understanding of how data-driven quality assurance contributes to improving the effectiveness of local education management.

The implementation of data-based elementary school quality assurance in Serang City has shown significant progress in supporting the effectiveness of education management. Research conducted at several elementary schools in Serang City found that the use of data in the education management process has helped elementary schools improve the quality of planning, implementation, evaluation, and decision-making in a more objective and targeted manner (Kewirausahaan, 2025). The use of education data is a crucial step in creating effective, transparent, and accountable elementary school governance. Data-based quality assurance is essentially a system that places data as the primary foundation for every education management process (Baharu & Juli, 2021). This data includes student data, learning outcomes, student attendance, teacher competency, facilities and infrastructure, and elementary school performance. In several elementary schools studied, data management has been implemented digitally, facilitating elementary schools' rapid and accurate access and analysis of education information. Principals and educators utilize this data as evaluation material to assess elementary school conditions and determine strategic steps to improve education quality (Rifai, 2020).

The research findings indicate that one positive impact of implementing data-based quality assurance is the increased effectiveness of elementary school program planning. Before using a data-driven system, many elementary school programs were designed solely based on administrative habits or estimates, unsupported by accurate information (Devi & Pratiwi, 2025). However, with more systematic data management, elementary schools are able to develop work programs tailored to real-world needs. For example, student learning outcome data is used to determine remedial programs, improve literacy, and provide academic support for students experiencing learning difficulties. This makes the programs more targeted and effective. Furthermore, data utilization also positively impacts the quality of learning. Teachers can use student learning evaluation data to determine students' level of understanding of the subject matter (Efforts & Opportunities, 2025). Based on this data, teachers can improve their teaching methods, choose more appropriate teaching strategies, and provide special attention to students who need additional support. The use of data in learning evaluations helps teachers be more objective in assessing students' academic progress while simultaneously improving the quality of the teaching and learning process at elementary school (Sagala et al., 2024).

In terms of educational administration management, the implementation of data-driven quality assurance can also improve elementary school efficiency. The use of digital systems in data management administrative systems simplify the process of recording, storing, and reporting educational data. Elementary schools no longer rely entirely on manual administration, which tends to be time-consuming and prone to errors. Through a data-driven system, elementary schools can compile academic reports, attendance reports, and elementary school performance reports more quickly and in a structured manner. This has an impact on the increased effectiveness of educational administration services to students and the community (Snades et al., 2022). Research also shows that implementing data-driven quality assurance can increase transparency and accountability in elementary school management. Well-documented data makes it easier for elementary schools to convey information to local governments, parents, and the community. This transparency is crucial for building public trust in the quality of education management in elementary schools. Furthermore, open education data also

encourages community participation in supporting various elementary school quality improvement programs. Parents can more clearly understand their children's academic progress, thus fostering strong collaboration between elementary schools and families in supporting the educational process (Lundeto, 2023).

On the other hand, the implementation of data-driven quality assurance in Serang City still faces various obstacles and challenges. One of the main obstacles is the limited competence of human resources in managing and analyzing educational data. Based on interviews with several teachers and education personnel, some educators still lack a thorough understanding of how to process and utilize data as a basis for decision-making. Some teachers only use data for administrative purposes without conducting further analysis of student learning needs. This situation indicates that a culture of data literacy in elementary schools still needs to be improved (Narulita et al., 2024). In addition to limited human resource competency, another obstacle faced is the unequal distribution of information technology facilities across elementary schools. Some elementary schools still experience limited computer hardware, internet access, and adequate data management applications. This limited infrastructure prevents data collection and processing from running optimally. Elementary schools with better technology facilities tend to be better prepared to implement data-based quality assurance systems than those with limited supporting facilities (Yarni et al., 2025).

3.1. Discussion

Another issue is the low awareness among some elementary school administrators of the importance of data use in education management. In some cases, decision-making is still based on personal experience or old habits without considering the results of comprehensive data analysis (Masjid & Korpri, 2024). However, accurate data use can help elementary schools objectively identify educational problems and develop more effective solutions. Therefore, a shift in mindset and organizational culture within elementary schools is needed to ensure that data utilization becomes a vital part of education governance (Nuraeni, 2021). The local government plays a crucial role in supporting the implementation of data-based elementary school quality assurance in Serang City. This support can be provided through providing data literacy training for teachers and education personnel, improving information technology infrastructure, and strengthening educational monitoring and evaluation systems. Furthermore, the government needs to encourage elementary schools to utilize digital platforms. Optimal education management allows for more effective and integrated data management (Hal, 2021).

From an educational management perspective, the implementation of data-based quality assurance is part of an effort to modernize elementary school governance. This system not only helps elementary schools improve the effectiveness of educational management but also supports the creation of a sustainable culture of quality (No et al., 2019). Elementary schools that are able to optimally utilize data will more easily conduct self-evaluations, develop elementary school development programs, and improve the overall quality of educational services (Strategi et al., 2023). Based on the research results and discussion, it is clear that data-based elementary school quality assurance has a significant contribution to increasing the effectiveness of educational management in Serang City (Hermawan et al., 2023). Data utilization can help elementary schools develop more targeted educational programs, improve learning quality, strengthen transparency in elementary school management, and support more objective decision-making. However, the successful implementation of this system still requires the support of competent human resources, adequate technological infrastructure, and the commitment of all stakeholders to building a culture of data-based educational management. With sound and sustainable management, data-based quality assurance can be an effective

strategy for improving the quality of education in Serang City (Hady et al., 2025).

4. CONCLUSION

Based on the findings, the Serang City Education Office should institutionalize a Data-Based School Quality Assurance Program that integrates the *Rapor Pendidikan*, School Self-Evaluation (EDS), School-Based Quality Assurance System (SPMI), and school planning documents into a single annual quality improvement cycle. This program should be accompanied by standardized technical guidelines requiring every elementary school to conduct periodic data review meetings before preparing the School Activity and Budget Plan (RKAS) and the Annual School Work Plan (RKT). To strengthen human resource capacity, the Education Office should establish continuous professional development programs on data literacy, educational data analysis, and evidence-based decision-making for school principals, teachers, and school supervisors. In addition, a district-level mentoring system should be implemented, whereby supervisors and educational quality facilitators provide regular coaching to schools with limited capacity in interpreting educational performance indicators.

Furthermore, the Serang City Education Office should develop a digital education quality assurance dashboard that consolidates data from the *Rapor Pendidikan*, student learning outcomes, teacher professional development, school accreditation, attendance records, and school planning documents into a single monitoring platform. The dashboard should generate early warning indicators for schools experiencing declining educational performance, enabling timely intervention and targeted resource allocation. To ensure sustainability, data utilization should be incorporated into the principal performance evaluation system through measurable indicators such as the frequency of data-based planning meetings, the integration of educational data into school improvement plans, and documented evidence of follow-up actions. Finally, collaboration between the Education Office, the Education Quality Assurance Agency (BPMP), universities, and school principal associations should be strengthened to establish a sustainable community of practice that promotes data literacy, knowledge sharing, and continuous quality improvement across all elementary schools in Serang City.

The implementation of data-based elementary school quality assurance in Serang City has been proven to improve the effectiveness of education management through more targeted program planning, improved learning quality, strengthened elementary school administration, and more objective and transparent decision-making. The use of educational data helps elementary schools identify student needs, evaluate teacher performance, and develop strategies for continuous quality improvement. However, the implementation of this system still faces various obstacles, such as limited human resource competency, uneven distribution of information technology infrastructure, and a low culture of data literacy in elementary schools. Therefore, local government support, increased teacher capacity, and strengthening of educational technology systems are needed so that data-based quality assurance can run optimally and sustainably to improve the quality of education in Serang City.

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