

Analysis of the Role of Government and Education in Overcoming Unemployment in Pekalongan Regency

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ABSTRAK: Pengangguran biasanya disebabkan karena kurangnya lapangan kerja yang ada di Indonesia, baik yang di sediakan oleh pemerintah maupun para pengusaha. Pemerintah mempunyai peran penting dalam mengantisipasi dan mengatasi masalah- masalah pengangguran, pelaksanaan pendidikan dasar dua belas tahun merupakan salah satu cara atau upaya yang dilakukan pemerintah untuk memenuhi tuntutan dunia kerja. Penelitian ini bertujuan untuk mengetahui peran pemerintah dan pendidikan dalam mengatasi pengangguran di Kabupaten Pekalongan. Metode penelitian yang digunakan yaitu menggunakan metode pendekatan penelitian kualitatif. Sumber data yang diperoleh melalui wawancara dengan informan dan melalui buku, jurnal, dan artikel internet. Teknik pengumpulan data menggunakan teknik observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan metode analisis deskriptif dengan pendekatan kualitatif. Berdasarkan hasil penelitian, diketahui bahwa peran pendidikan dan pemerintah dalam mengatasi pengangguran di Kabupaten Pekalongan yaitu dengan mengadakan program Gerakan Kudu Sekolah, job fair, pelatihan kerja melalui Balai Pelatihan Kerja, dan program magang ke Jepang yang bekerja sama dengan Kemenaker RI. Kesimpulannya peran pendidikan dan pemerintah Kabupaten Pekalongan sudah cukup baik untuk menekan angka pengangguran di Kabupaten Pekalongan adapun untuk sarannya yaitu peningkatan pendidikan baik formal maupun informal untuk menghasilkan sumber daya manusia yang memiliki daya saing tinggi dan Pemerintah juga harus terus membina para pengangguran agar kedepannya mereka sadar bahwa mereka adalah generasi penerus bangsa.

Kata kunci: Peran, Pengangguran, Pendidikan, dan Pemerintah.

ABSTRACT: Unemployment is generally caused by the lack of jobs in Indonesia, both from the government and employers. The government has an important role in anticipating and addressing unemployment problems. The perpetration of twelve-time introductory education is one of the ways or sweats made by the government to meet the demands of the world of work. This study aims to determine the role of government and education in prostrating severance in Pekalongan Regency. The research method used is a qualitative exploration approach. Data sources were attained through interviews with snitchers and through books, journals, and internet papers. Data collection methods included observation, interviews, and attestation. Data analysis methods use descriptive analysis styles with a qualitative approach. Grounded on the results of the exploration, it's known that the part of education and government in prostrating severance in Pekalongan Regency is by holding the Kudu School Movement program, job expositions, job training through the Job Training Center, and externship programs in Japan in collaboration with the Indonesian Ministry of Manpower. In conclusion, the part of education and the government of Pekalongan Regency is good enough to reduce the unemployment rate in Pekalongan Regency. The suggestions are to increase education, both formal and informal, to produce mortal coffers that

have high competitiveness, and the government must also continue to foster the jobless so that in the future they realize that they're the coming generation of the nation.

Keywords: *Role, Unemployment, Education, and Government.*

1. INTRODUCTION

Indonesia is currently often discussing the problem of unemployment. Unemployment is usually caused by the lack of jobs in Indonesia, both provided by the government and employers. According to the Population Census Data (DSP), the population of Indonesia in 2010 was around 242.5 million people, while in 2017 the population of Indonesia was around 264 million people. It is likely that in the coming years the population of Indonesia will increase based on the Inter-Census Population Survey (SUPAS) data. In 2020, the population of Indonesia will increase to 269.6 million people. This is due to the competence and expertise of college graduates who have not met the needs of the labor market (Wiratno, 2012).

Unemployment has become an unavoidable social problem every year in Indonesia, even worsened by the Covid-19 virus pandemic. The pandemic has caused companies to carry out massive layoffs because the economy is sluggish so they cannot afford to pay many employees. The pandemic has caused many people to lose their jobs and competition for jobs is getting tougher due to the lack of jobs (Latifa & Pribadi, 2022)

The problem of unemployment and employment is still a major concern in every country in the world, especially in developing countries. The two problems are a unity that both create dualism problems that are conflicting with each other. This dualism occurs if the government is unable to utilize and minimize the impact caused by the two problems properly. However, if the government is able to utilize the excess labor available, dualism problems will not occur and even have a positive impact on accelerating development. Conversely, if the government is unable to utilize it, it will create a negative impact, namely disrupting economic growth (Sinaulan, 2019).

The more limited employment opportunities, especially in rural areas, the higher the level of unemployment and urbanization among rural communities (Wijaya et al., 2020). This problem is not just an ordinary problem, because if left unchecked, it will have an impact on the unproductivity of the village due to the absence of activities that can generate economic value in rural areas (Wijaya et al., 2020)

Job opportunities with very strict requirements make it difficult for job seekers to enter the workforce. Most jobs (companies or institutions) require that prospective workers who will be selected and accepted as workers have work experience. In addition, they must have the skills required by the workplace, while job seekers have never followed and have the skills required by the world of work (Ahmadi, 2020).

According to the Central Bureau of Statistics (BPS), the working-age population is defined as the population aged 15 years and over, which consists of the labor force and non-labor force. Population growth each year will affect the growth of the labor force. The Minister of Manpower and Transmigration, Muhaimin Iskandar, estimates that in 2013, 2.5 million job opportunities will be created. This can reduce the unemployment rate in Indonesia, but it must also be supported by labor stakeholders at the central and regional levels, as well as cross-sectoral cooperation. As for the unemployment rate in Indonesia, it has decreased, as seen in August 2012 at 6.14% compared to August 2011 at 6.32%. However, this percentage decline is still far from that of other countries with a high

population density, such as the People's Republic of China. Therefore, cooperation between the government and the community is needed (Firnawati et al., 2016)

There are several reasons for unemployment in Indonesia, including (a) an imbalance between jobs and the number of workers. (b) technological progress. (c) inappropriate abilities of job seekers. (d) lack of education and skills. (e) poverty level. (f) layoffs. (g) distant place of residence. (g) global market. (h) difficulty in meeting job seekers and job vacancies (Franita & Fuady, 2019)

As for the strategies taken to reduce unemployment, (Sumardiningsih, 2012) recommends several things, including expanding employment opportunities in the informal sector, the agro-sector, and improving public health. Similar recommendations were also made by (Baeti et al., 2013) that the government needs to strive to reduce unemployment by increasing economic growth and increasing the allocation of government spending, especially in the education and health sectors, to improve the quality of human development.

The first step to reducing unemployment is that the government needs to increase attention to public education. The level of education of the unemployed, which is dominated by high school graduates and below, indicates the difficulty of absorbing the labor force. Actions that can be taken include improving education services, especially formal education, and reducing the number of school dropouts (Jalil, 2017). Education is considered a means to obtain quality human resources. This is because education is considered capable of producing a high-quality workforce that has a modern mindset and way of acting. Human resources like this are expected to be able to drive the wheels of development in the future (Rachmawati, 2007).

The perpetration of twelve-time introductory education is one of the ways or sweats made by the government to meet the demands of the world of work. The requirements in the world of work demand superior quality and knowledge of job applicants so that the twelve-year basic education base can certainly improve the quality of the workforce. The actuality of a high position of education will give the capability for SMA/Aliyah graduates to make quality mortal coffers and increase product effectiveness, which can eventually contribute to the profitable growth of a region. A new problem arises when there is an increase in the number of jobs that is not proportional to the number of graduates. This problem has always been one that needs to be solved in the economy of a region. High unemployment does not only cause economic problems but also social problems such as poverty and social insecurity (Sakernas, 2010).

The government has an important role in anticipating and overcoming unemployment problems, including: Developing and monitoring the implementation of labor regulations The government, through the Ministry of Manpower and other related institutions, issues laws, decrees, and other regulations to regulate employment in Indonesia (Sanjaya & C, 2022).

The problem of unemployment is not only a problem for the central government but also for local governments, as experienced and occurring in Pekalongan Regency. In the implementation of regional autonomy, where local governments are given the authority to manage their own households, the Pekalongan Regency government, through the Manpower Office agency that handles labor issues, plays a very important role in reducing the high number of unemployed people.

Reducing unemployment and achieving high levels of economic growth are top priorities for both developed and developing countries, including Indonesia (Djafar & Kurniasih, 2015). Unemployment in Indonesia is dominated by young people who have relatively high education and live with their parents (Dewi, 2019).

Therefore, this study aims to determine the role of government and education in overcoming unemployment in Pekalongan Regency. And also, this research intends to equip the younger generation with an understanding of the role of government and education in overcoming unemployment problems. Knowing the role of education and government in overcoming unemployment in Pekalongan Regency, it is hoped that they can reduce the unemployment rate in Pekalongan Regency.

2. METHOD

2.1 Type of Research

The problem that the researcher will study is a social problem. Therefore, researchers chose to use a qualitative research approach. To determine how to search, collect, manage, and analyze the research data. This qualitative research can be used to understand social interactions.

(J Lexy, 2007) explains that qualitative research is research with the aim of understanding phenomena about what the research subject experiences thoroughly by means of descriptions in the form of words and language, in a special context, and by utilizing various scientific methods.

Meanwhile, according to (Sugiyono, 2012), qualitative research methods are research methods based on postpositivisme philosophy, used to research on natural object conditions, with the position of the researcher as a key instrument, then data collection techniques with triangulation, data analysis is qualitative, and research results emphasize meaning over generalization.

2.2 Data Source

The data source in this study is the subject from which the data is attained (Arikunto, 1998). The data source is a subject that provides the required research data or information. Data sources can be people, objects, circumstances, documents, or institutions (Yakinah, 2009).

The data sources for this research are primary data sources and secondary data sources.

2.2.1 Primary data sources

Primary data sources are research data sources obtained directly from original sources (not through intermediary media). Primary data can be in the form of opinions of subjects (people) collectively or in groups, compliances of an object (physical), events or conditioning, and test results (Indriantoro & Supomo, 2014a). In this study, primary data was obtained through an interview with one of the participants who participated in the BLK 2022 program.

2.2.2 Secondary data sources

Secondary data sources are exploration data sources attained by experimenters laterally through central media (attained and recorded by other parties). Secondary data is generally in the form of substantiation, records, or literal reports that have been arranged in published and unpublished libraries (talkie data) (Indriantoro & Supomo, 2014b). In this study, the secondary data required include books, journals, previous research, and articles from the internet.

2.3 Data Collection Technique

Data collection techniques are techniques or methods used by researchers to collect data (Ridwan, 2010). This study uses two data collection techniques, namely observation, interviews, and documentation.

2.3.1 Observation

Observation is a method of collecting data through direct observation or careful and direct review in the field or exploration position. Observation is the capability of a person to use his senses through the work of the five senses of the eye, supported by the other five senses. In carrying out this observation, preliminarily, the experimenter would approach the exploration subject so that there was familiarity between the experimenter and the exploration subject (Burhan, 2007). This study uses a type of non-participant observation where the researcher does not participate in the activities of the subject, but the observation is carried out during the observation interview using structured observation, namely by making observations using observation guidelines at the time of observation.

2.3.2 Interview

The interview is used to establish communication with the exploration subject so that the necessary data is attained. This in-depth interview style was attained directly from the exploration subject through a series of questions and answers with parties directly related to the subject matter (Moleong, 2007). In this study, the interview was conducted with one of the BLK participants in 2022.

2.3.3 Documentation

Documentation is searching for and collecting data about things in the form of notes, transcripts, newspapers, books, minutes, reports, agendas, and so on (Arikunto, 2010). Documentation is used to view and analyze documents made by the subject himself or others, and one way to get a picture from the subject's point of view is through written media and other documents. In this study, documentation is used to find out and analyze previously existing documents such as books, journals, previous research, and articles from the internet.

2.4 Data Analysis Technique

Data analysis is a procedure for analyzing data, a technique for interpreting the results of that procedure, or a way of planning data collection techniques to make the analysis easier, more precise, or more accurate (Tukey, 1977). The method used in analyzing data is the descriptive analysis method with a qualitative approach, which is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words and reporting detailed views obtained from informant sources (Walidin & Tabrani, 2015). In in-depth research, researchers determine and collect data that has been collected, analyze it, compare it with previous research, draw conclusions, and then give advice.

3 RESULT AND DISCUSSION

3.3 Theoretical Basis and Previous Research

Theoretical Basis

3.1.1 Definition of Analysis

Analysis is a decomposition of the subject of its parts and the study itself, as well as the relationship between the parts, to get the right understanding and understanding of the meaning of the whole (Julianty, 2002).

3.1.2 Definition of Role

Role, according to (Soekanto, 2009), is a dynamic process of position (status). What if someone carries out his rights and obligations in accordance with his

position? He carries out a role. The difference between position and role is for the benefit of science.

3.1.3 Definition of Government
Government, according to (Biringan, 2019), is a science that studies how to exercise authority or power in order to regulate the system within an institution so that it can be organized and run properly so that everything can run in harmony. As we know, every country must have a government system so that all sectors of livelihood for its people can be used and can be run properly. Based on the above understanding, the government is someone who is given the authority to carry out a task in a country both at the provincial level and at the regency or city level.

3.1.4 Definition of a government role
Role, according to the large Indonesian dictionary, is a set of behaviors that are expected to be owned by people who have a position in society. Roles include norms that are linked to a person's position or place in society. A role can also be said to be like an art because it is a person's ability and proficiency to realize his copyright, taste, and karsa, which are related to his duties and functions in carrying out his role as an artist (Kencana, 2009). Based on the above understanding, the role of government is that of someone who is given authority or power that functions and has a close relationship with state-owned development efforts. The role of the government is that of a person or group that is given authority or power so that the government is able to provide policies to make it easier for the unemployed to find work (Noviarita et al., 2021).

3.1.5 Definition of Education
Education is "a conscious and planned effort to create a pleasant learning environment so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society." Education includes teaching special skills and also something that cannot be seen but is more profound, namely the provision of knowledge, judgment, and wisdom (Pendidikan, 2022).

3.1.6 Role of the Manpower Office
According to (Hidayat, 2017), what is meant by the role of the manpower office is an act of effort carried out according to the position of the manpower office to solve and find a way out in order to reduce the number of unemployed through labor placement and job expansion as mandated by Law No. 13 of 2003 concerning manpower. The roles that can be performed by the Manpower Office include creating a professional workforce according to market needs and skills, creating jobs, and becoming a facilitator to provide job information for job seekers. To create a professional and skilled workforce, the Manpower Office has the task of training people who do not have skills to become skilled people. This is in accordance with Law Number 13 of 2003 concerning Manpower, which consists of Chapter XVIII and Article 193, which explain that "job training is all activities to provide, obtain, improve, and develop work competence, productivity, discipline, attitude, and work ethic at the level of certain skills and expertise in accordance with the level of position or job.". By providing training and skills, it can shape the skills or expertise possessed by job seekers according to what is needed by the labor market or company, help absorb the number of unemployed, and also

allow job seekers to be independent in finding work according to their expertise (Mariono et al., 2017).

3.1.7 Definition of Unemployment

According to (Sukirno, 2004), unemployment is a situation in which a person who is included in the labor force wants to get a job but has not been able to get one. Unemployment is a situation where people want to work but cannot find a job.

In Indonesia, the unemployment rate is increasing. According to Sakernas (Survey of the State of the National Labor Force), unemployment is defined as follows:

1. Those who are looking for work and are not working at that time.
2. Those who are preparing a business, namely, an activity carried out by a person in order to prepare a new business or job.
3. Those who are not looking for work because they feel it is impossible to get a job; this is called hopeless unemployment.
4. Those who already have a job but have not started working.

Based on the above understanding, according to the researcher, it is related to the role of the government in overcoming unemployment. So unemployment is a person who does not work or a person who does not have a permanent job, either in a day or two days ahead, and so on.

3.1.8 Types of unemployment

According to (Sukirno, 2007), there are several groups of unemployment seen in working hours and the causes of unemployment.

- a. Types of unemployment seen during working hours
 - 1) Disguised unemployment Disguised unemployment is a labor force that doesn't work optimally for a certain reason.
 - 2) Underemployment Underemployment is labor that doesn't work optimally because there are no jobs; generally, this employed labor is labor that works less than 35 hours a week.
 - 3) Open unemployment Open unemployment is labor that doesn't really have a job. There are relatively few jobless workers of this type because they've not set up a job, even though they've tried their best.
- b. Types of unemployment in terms of the causes of unemployment.
 - 1) Frictional unemployment Frictional unemployment is temporary unemployment caused by constraints in time, information, and geographical conditions between the job aspirant and the person who opens the operation, as the worker is unfit to meet the conditions set by the person who opens the job. The more advanced a region's frugality is, the more advanced the need for mortal coffers that have better quality than ahead.
 - 2) Conjunctural unemployment (Cycle unemployment): Conjunctural severance is severance caused by changes in the swells of ups and downs in profitable lives or profitable cycles.
 - 3) Structural unemployment Structural unemployment is unemployment that's caused by a mismatch between the structure of job campaigners with their chops, fields of moxie, and position areas with the structure of unfilled labor demand.
 - 4) Seasonal unemployment Seasonal unemployment is caused by short-term oscillations in profitable exertion that cause a person to be jobless.

Examples include growers staying for the planting season and durian dealers staying for the durian season.

- 5) Cyclical unemployment Cyclical unemployment is severance due to the impact of the ups and downs of the profitable cycle, so that the demand for labor is lower than the force of labor.
- 6) Technological unemployment Technological unemployment is unemployment that occurs due to the change or negotiation of mortal labor into machine labor. 7)
- 7) Cyclical unemployment Cyclical unemployment is unemployment caused by a decline in profitable exertion due to a recession. Cyclical unemployment is also caused by a lack of public demand. Disguised unemployment Disguised unemployment is a labor force that does not work optimally for a certain reason.

3.1.9 Factors Causing the Occurrence of Unemployment

The high unemployment rate is caused by several factors, especially the number of available jobs that are inadequate or do not match the number of existing workers. According to (Franita & Fuady, 2019) the factors that cause unemployment are as follows.

- 1.) The size of the labor force is not balanced with employment opportunities (few jobs that accommodate job seekers).
- 2.) Unbalanced employment structure (uneven employment).
- 3.) Lack of skills possessed by job seekers.
- 4.) The need for the number and type of educated workers and the supply of educated workers are not balanced.
- 5.) The increasing role and aspirations of the female labor force in the overall structure of the labor force.
- 6.) The supply and utilization of labor between regions are not balanced.
- 7.) Declining economic activity.
- 8.) Advancement of technology.
- 9.) Setbacks in the development of an industry.
- 10.) Lack of information possessed by job seekers.
- 11.) The government has not maximized its efforts to provide training to improve soft skills.
- 12.) The culture of laziness that still infects job seekers, which makes job seekers give up easily.

3.1.10 How to overcome unemployment

According to (Yulistiyono, 2021), unemployment requires a way to overcome it that is adjusted to the type of unemployment that occurs, including the following.

- a. How to overcome structural unemployment To overcome this type of unemployment, the methods used are.
 - 1) Increased mobility of capital and labor.
 - 2) Immediately transfer excess labor from places and sectors that are in excess to places and sectors of the economy that are in shortage.
 - 3) Provision of education and training in preparation for a career in a new job.
 - 4) Immediately establish labor-intensive industries in areas experiencing unemployment.
- b. How to overcome frictional unemployment To overcome this type of unemployment, the following methods can be used.

- 1) Expansion of employment opportunities by establishing new industries, especially labor-intensive ones.
 - 2) Deregulation and debureaucratization in various industrial fields that stimulate new investment.
 - 3) Promoting the development of the informal sector, such as home industries.
 - 4) The opening of public projects by the government, such as the construction of bridges, roads, PLTU, PLTA, and others, so that they can absorb labor directly and stimulate smelly investment from the private sector.
- c. How to overcome seasonal unemployment This type of unemployment can be overcome by the following.
- 1) Providing quick information if there are job vacancies in other sectors, and,
 - 2) Conducting training in other skills to utilize the time when waiting for a certain season.
 - 3) How to overcome cyclical unemployment
 - 4) Increase the purchasing power of the community through additional income. By way of the government opening projects that are public or labor-intensive.
 - 5) Expansion of the market for goods and services to increase further demand.

3.1.11 The Impact of Unemployment

Unemployment has a huge impact on the economy and social life of the community. Decreased economic growth and even a decreased level of community welfare are some of the impacts of unemployment. Here are some impacts of unemployment on the economy and social life (Ishak, 2018).

- a. Decreased economic activity Unemployment causes people's purchasing power to decline. The declining purchasing power of the community causes a decrease in demand for goods and services. This causes entrepreneurs and investors to be discouraged from expanding and establishing new industries, so that economic activity decreases.
- b. Lower economic growth and per capita income People who are not working (unemployed) will not produce goods and services. That means that the more people are unemployed, the GDP (gross domestic product) produced will decrease. A declining GDP will lead to a decline in economic growth as well as a decline in per capita income. If per capita income falls, the level of community welfare will also fall.
- c. Increased social costs unemployment also results in increased social costs. This is because unemployment requires society to bear costs, similar to the cost of treating cases who are stressed out (depressed) due to severance, security costs, and medical costs due to the increase in felonious acts committed by the jobless, as well as the restoration and addition of some places due to demonstrations and damage touched off by the dissatisfaction and social covetousness of the jobless.
- d. Lowering skill levels By being unemployed, a person's skill level will decline. The longer one is unemployed, the more one's skill level decreases.
- e. Decreased state revenue Unemployed people have no income. That means that the more people who are unemployed, the lower the state revenue obtained from income tax.

- f. Increase in criminal acts A person is definitely required to fulfill the basic needs in his life, especially eating, in order to survive. A person who does not have a job may commit crimes such as stealing, pickpocketing, mugging, or even killing in order to get a bite of rice.
- g. Increase in buskers, beggars, and prostitutes Armed with no education or skills, an unemployed person often chooses to rely on the mercy of others by begging. The number of unemployed people can also increase commercial sex workers among young people because they want to support their economy.

Previous Research

Based on previous research conducted (Franita & Fuady, 2019), The role of education also participates in the creation of superior human resources to be able to compete in the free market and reduce unemployment. Because unemployment is very bad for the economy, both socially and mentally. Unemployment problems that are immediately followed up will have an impact on the creation of an independent society and will increase the economic growth of a nation. The institutional aspect is the main key that needs to be improved in an effort to reduce unemployment. The importance of institutional aspects in solving development problems (institutional matters), including in creating and expanding employment opportunities, Institutional aspects regulate the laws that apply in society, both formal rules and non-formal rules (Sinaulan, 2019).

Research conducted by (Edy, 2009) analyzing the effect of human resource education on unemployment in Central Java province states that the level of education and the human development index affect unemployment because someone who has a high education will tend to look for work in a new provincial area because they are more free to compete in other regions or provinces that have leading business sectors in accordance with the education they have. The government's role as a regulator is that the Batang Regency government issued Regent Regulation Number 42 of 2021 concerning Job Placement Services through Information Systems in Batang Regency. The government's role as a dynamizer is that the Batang Regency government provides direction and counseling to the community regarding the existence of the Batang Integrated Industrial Estate and the Industrial Park Area, which of the two areas will require a workforce of 20,613 people. The government's role as a facilitator is that the Batang Regency government, through the Batang Regency Manpower Office, conducts various types of training for the community, which are carried out in the Balai Latihan Kerja building, which is spread across various sub-districts in Batang Regency. The three roles of the government are intended to overcome unemployment in Batang Regency (Sutin, 2023).

According to (Tadoro & Smith, 2003) education can shape the intelligence capabilities of the community that will affect a developing country, control new and updated technology, and build production capabilities so that continuous development occurs. Meanwhile, according to (Becker, 1975), education is a very meaningful human capital asset. This education can be interpreted as an investment that can create quality human resources, improve skills, and increase work productivity so as to reduce the number of people living in poverty in a country. According to (Sumarsono, 2009), education is a continuous process that aims to increase skills, knowledge, and behavior and form the educational integrity of each individual.

Research Results (Mentor, n.d.) DPMPTSPNaker Lhokseumawe City has a main program that is the mainstay of increasing employment opportunities and improving the quality and productivity of labor. To run the program, it routinely provides administrative services for job seekers every year, such as Yellow Card (AK1) management and coaching for Independent Business Groups (KUM), apprenticeships, and skills training for productive job seekers. The placement of workers at DPMPTSPNaker Lhokseumawe City has been running well, where everyone who wants to register or find work will be recorded by DPMPTSPNaker itself, precisely in the field of labor placement. The part of the government that significantly affects employment. The government must play a more active part because there are still a lot of good graduates who haven't yet set up a decent job, and it must pay further attention to the jobless, similar to furnishing chops or capacities in the world of work, so that no bone is jobless presently (Kaharu et al., 2021).

Research (Sutjiatmi & Puspita, 2019) states that the strategy of the Tegal Regency Industry and Manpower Office in dealing with unemployment in Tegal Regency is to hold trainings for the unemployed, collaborate with related agencies, training institutions, and companies, and socialize job vacancies directly to job seekers. The implementation of entrepreneurship education in educational institutions will encourage and train the younger generation to love the world of entrepreneurship. That way, entrepreneurship education is expected to give birth to many entrepreneurs who are able to create jobs and absorb a lot of labor. If there are many jobs available, the unemployment and poverty rates in Indonesia can be reduced (Asroni, 2021). According to research (Lisna, 2007), government policies related to employment will also affect the unemployment rate, especially in the era of regional autonomy.

3.2 Overview of Pekalongan Regency

Pekalongan Regency is one of 35 regencies or municipalities in the Central Java province. Pekalongan Regency is located on the north coastline (pantura) of the Java Sea, which extends southward with Kajen City as the capital of the government center. The area of Pekalongan Regency is 3,836.15 km², which is geographically located between 6° and 7° 23" South latitude and between 109° and 109° 78" East longitude and is bordered by.

1. East: Pekalongan City and Batang Regency
2. North: Java Sea, Pekalongan City
3. South: Banjarnegara Regency
4. West: Pemasang Regency

The topographical condition of Pekalongan Regency is a combination of lowland areas in the north and highland/mountainous areas in the south, including Petungkriyono, Lebakbarang, Paninggaran, Kandangserang, Talun, Doro, and parts of Karanganyar and Kajen sub-districts, with the highest point reaching 1,294 meters above sea level in Petungkriyono sub-district. The southern part, as befits a mountainous area, has fertile soil conditions, making it a center for agricultural products such as vegetables, fruits, and other processed products. Meanwhile, the northern part, which is a lowland area with a fairly high population density, is the center of trade and several industrial centers, such as the textile industry, batik industry, and others.

Pekalongan Regency will have a population of 968,821 people in 2020, spread across 19 sub-districts. This number has increased since 2019, which amounted to 897,711 people, or around 1.53%. The largest population is in the Kedungwuni District area with a total of 100,796 people, while the area with the smallest population is in the

Lebakbarang District area with a total of 11,116 people (BPS, 2020). If examined closely, areas in the southern part of the region, such as Kecamatan Lebakbarang, with geographical conditions dominated by mountainous areas, have a low population, while northern areas such as Kecamatan Kedungwuni have a high population.

In terms of population density, Kecamatan Lebakbarang (191 people/km²) is also one of the kecamatans with the lowest population density, apart from Kecamatan Petungkriyono (179 people/km²), which has a population density below 200 people/km². Meanwhile, the sub-districts with the highest population density, or above 4000 people/km², are located in 4 sub-districts, namely Kedungwuni (4,396 people/km²), Buaran (4,929 people/km²), Wiradesa (4,893 people/km²), and Tirta (4,295 people/km²).

The composition of the population of Pekalongan Regency by age group shows that most of the population of Pekalongan Regency is of productive age, amounting to 676,432 people. Meanwhile, the young unproductive age population is 234,176 people, and the old unproductive age population is 58,210 people. Based on this age group, it can also be concluded that most of the population of Pekalongan Regency has entered the working age, namely the population aged 15 years and over. Data from BPS itself shows that the number of people who have entered working age in 2020 is 674,437. However, most of the population of Pekalongan Regency who have entered working age have an education level of only up to elementary school.

Regarding the composition of Pekalongan's population based on the level of education attained, it is known that the education level of the working-age population, which is mostly at the elementary school level, is certainly not in line with government policies that require 9 years of compulsory education and a 12-year pilot. Moreover, according to officials at the Pekalongan District Education Office, the average length of schooling in Pekalongan District is still far below the Central Java provincial standard of only 6 years and 8 months.

3.3 The Pekalongan Government's Role in Overcoming Unemployment

Efforts continue to be made by the Pekalongan government to reduce the unemployment rate. The Pekalongan District Government, through the Industry and Manpower Office (Dinperinaker), seeks to expand access to employment opportunities for job seekers. This includes efforts to reduce the open unemployment rate in Pekalongan Regency, according to the National Statistics Agency (Badan Pusat Statistik, 2023) Pekalongan Regency managed to decrease from 4.28% in 2021 to 3.23% in 2022 and 3.25% in 2023.

The Manpower Office conducts various programs in an effort to reduce the unemployment rate. One of them is a training program as a form of expanding employment opportunities that aims to give people skills. There are various kinds of training provided, such as sewing, catering, welding, automotive technicians, bakery, and many others. The Pekalongan District Government also optimizes job training through the Job Training Center (BLK) and collaborates with private job training institutions (LPKS). These programs are expected to reduce unemployment and poverty in Pekalongan Regency. According to Kaliza, one of the BLK 2022 participants, "With the BLK program, it is very helpful for me, who previously did not have any ability to find work. At that time, I took sewing with 288 meeting hours."

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One of Dinperinaker's flagship programs is job skills improvement training funded through the Tobacco Excise Revenue Sharing Fund (DBHCT) in 2023. This program offers free training in catering and delivery to the community. Participants are also encouraged to always be creative and innovative and to be able to adjust to market demand so that their businesses grow rapidly. As of August 2023, 2,000 participants have been trained, 90% of whom have opened their own businesses.

Another effort or program carried out by the Pekalongan Regency government is holding a job fair program, which is an activity that brings together job seekers with companies that are looking for employees. This program was also carried out by the CDC (Career Development Centre) at the K.H. Abdurrahman Wahid State Islamic University Pekalongan on December 7-8, 2023. There were around 20 companies looking for employees, not only holding a job fair but also a walk interview with the speaker, Dr. Ida Fauziyah, M.Si, as the Minister of Manpower of the Republic of Indonesia.

Another job fair was also held at UMPP (University of Muhammadiyah Pekajangan Pekalongan) on December 9, 2023, where around 20 companies were looking for employees. There was also a job fair at SMK Ma'arif NU Tirta on November 30, 2023, where around 10 companies were looking for employees. This program is expected to reduce the unemployment rate in Pekalongan Regency.

Not all job providers are cooperative in providing job vacancy information to the Manpower Office. Some that are open and willing to provide information include insurance companies, finance companies, and other financing companies. Information on job openings obtained by the Manpower Office will be disseminated to the public through social media (Instagram) and also through the official website of the Pekalongan District Manpower Office. The programs that have been planned by the Manpower Office as an effort to reduce the unemployment rate cannot be fully achieved. This is because there are several inhibiting factors that have occurred for 3 years since the COVID pandemic until now.

According to Bambang Brojonegoro (Movanita & Jatmiko, 2019), in order to reduce the unemployment rate, the central government is increasing vocational education and training. The government will also give top priority to the 2019 State Budget Plan (RAPBN). In addition, the government also encourages competency-based education and training programs for more than one million people. This issue is not only the responsibility of the local government but also the central government, so synergy between the central and local governments is needed.

In an event entitled Regent Greeting, which was held at SMA Negeri 1 Talun, Talun District, Thursday, March 16, 2023, Regent Fadia Arafiq provided information regarding the existence of an apprenticeship program in Japan in collaboration between the Indonesian Ministry of Manpower and IM Japan, which will later become sponsors and protect participants while in Japan, also called adoptive fathers. Regent Fadia said that currently only three regions in Central Java have received the quota, including Pekalongan, Tegal, and Grobogan Regencies.

Thus, Fadia emphasized that the apprenticeship program in Japan is a good and positive program to reduce unemployment and improve the welfare of the people in the Pekalongan Regency area. For this reason, all parties, from the Department to the

smallest units, such as village institutions, can jointly support participants who will later qualify for the program. The Regent also hopes that the program can be socialized more widely so that more people know and register for the internship program in Japan.

Regent Fadia explained the details of the fees paid by participants if they pass the selection stage of the internship program to Japan. Normally, one participant who passes the selection stage pays up to \$50 million. But for Pekalongan Regency, they only need to pay \$15 million. Furthermore, Regent Fadia also explained the benefits obtained by the participants if they successfully participate in the apprenticeship program in Japan; namely, in addition to their salary, the participants will also get capital assistance from the Ministry worth \$75 million after 3 years or when the contract is completed (Prokompim, 2023).

3.4 The Role of Education in Overcoming Unemployment

Education is one of the important components of the HDI. This level of education will affect the regional Human Development Index (HDI). In 2018, Pekalongan Regency had the 11th lowest HDI in Central Java Province, with an education index of 0.56. the education sector, as one of the important components of human resource development, still needs attention because most of the population of school age is no longer in school.

Table 3.1
School Data in Pekalongan Regency

Education Level	School		
	Country	Private	Total
SD	478	35	513
MI	-	120	120
Number of elementary schools	478	155	633
SMP	63	20	83
MTs	-	35	35
Number of SMP/MTs	63	55	118
HIGH SCHOOL	11	7	18
SMK	4	29	33
MA	-	15	15
Number of SMA/SMK/MA	15	51	66

Source Pekalongan Regency in figures 2021

The data in Table 3.1 shows that in terms of educational facilities, Kabupaten Pekalongan itself has sufficient educational facilities in the form of schools ranging from elementary to senior high school levels. These facilities are spread across 19 sub-districts in Pekalongan Regency. The existence of educational facilities at every level of education in almost all kecamatan in Kabupaten Pekalongan should be utilized by the community to access education. Although it must be recognized, in some sub-districts the location of schools is constrained by geographical conditions, such as in mountainous areas.

The Pekalongan district government is aware of this. Therefore, the Pekalongan government formulated a program that seeks to improve the education level of its population, one of which is the Kudu sekolah program. This movement carries a collaborative concept by involving important related actors. This collaborative concept is expected to accelerate the achievement of the Kudu Sekolah movement's targets and contribute to improving the quality of education in Pekalongan.

The Kudu Sekolah Movement is one of the programs initiated by the Pekalongan Regency government. This movement seeks to embrace various elements of society and other stakeholders to work together to reduce the number of Anak Tidak Sekolah (ATS) in Pekalongan Regency. The movement began in December 2018 but was officially launched on May 2, 2019.

The Regional Development Planning and Research and Development Agency (BAPPEDA LITBANG) of Pekalongan Regency is a regional technical agency authorized in the field of research and regional development planning. Bappededa Litbang is led by the Head of the Agency, who is responsible for the Regent through the Regional Secretary. The Regional Development Planning and Research and Development Agency (Bappededa Litbang) of Pekalongan Regency has several main tasks, one of which is to assist the Regent in implementing the Regional Government in the field of research and regional development planning. Bappededa Litbang Pekalongan Regency, as one of the regional apparatus organizations at the regency level, does not have its own vision and mission but adapts to the vision and mission of the regional head.

Bappededa Litbang, in this case the government, social, and cultural sector, more specifically the education and culture sub-sector, together with the education office, is one of the actors that plays an important role in the Kudu Sekolah movement. Both become project leaders who coordinate all activities related to efforts to return children out of school through the Kudu Sekolah movement.

The Kudu Sekolah movement has the philosophical goal that all children in Pekalongan Regency who are of school age should go to school. The word "Kudu" itself in Javanese means must. The collaborative-based KUDU Sekolah movement embraces all influential stakeholders in Pekalongan Regency, especially in the field of education. Pentahelix collaboration is the main concept promoted in this movement, as mentioned in the Kudu Sekolah profile book (Litbang, 2020). Therefore, a Kudu sekolah team was formed, starting from the district level to the village level. The Kudu Sekolah team consists of government officials from the district to the village level, as well as other elements of the community, to create a comprehensive pentahelix collaboration. The Kudu Sekolah team at each level of government has its own duties and authorities, and this division of tasks aims to create effectiveness and achieve the goals of the Kudu Sekolah movement.

3.4.1 District-Level School Kudu Team

The district-level Kudu Sekolah team was formed based on Pekalongan Regent Decree No. 420.1/193/2020, which is chaired by the Pekalongan PKK Team. In general, the Kudu Sekolah team at the district level has the task of coordinating and leading every action related to reducing the ATS rate. The detailed tasks of the Kudu Sekolah Team at the district level are:

- a. Provide the policy support required by the regent in the implementation of the compulsory education program in Pekalongan district.
- b. Coordinate the KUDU School Movement Team at the sub-district level.

- c. Carry out monitoring and evaluation of KUDU School Movement programs and activities.

3.4.2 Sub-district School Kudu Team

The Kudu Sekolah team at the kecamatan level is chaired by the kecamatan secretary. The Kudu Sekolah team at the sub-district level can be said to be the bridge between the Kudu Sekolah team at the district level and the village level. In general, there are four main tasks that fall under the authority of the Kudu Sekolah team at the sub-district level, ranging from planning, implementation, monitoring, and evaluation to partnership support and financing. In detail, the tasks and authorities of the Kudu Sekolah team at the sub-district level are as follows:

- a. ATS Planning and Data Collection
 - 1) Create a team program, activity, or action plan.
 - 2) Coordinate the KUDU School Movement Team at the village level in the process of collecting, verifying, and validating ATS data.
 - 3) Checking the completeness and adjusting the data with the data collection format of the KUDU School Movement.
 - 4) Coordinate the village-level school KUDU movement team in the process of filling out the report.
 - 5) Submit the verified and validated ATS data from the village to the district.
- b. ATS Range
 - 1) Coordinate the village-level school KUDU movement team in the process of ATS outreach to homes.
 - 2) Receive data from villages related to ATS that are willing or unwilling to be returned to school.
 - 3) Conduct communication and mediation between students who will be returned to school and the education unit chosen by the student.
 - 4) Provide explanations to education units regarding the return of ATS.
 - 5) Coordinating the ATS return process, starting from the enrollment stage to school re-entry.
- c. ATS Monitoring and Evaluation
 - 1) Conduct monitoring and evaluation activities for formal and non-formal education units receiving ATS.
 - 2) Compile a report on the progress of children returned to school as an output of the M&E process.
 - 3) Ensure support from formal and non-formal education units to actively participate in monitoring ATS who have returned to school in their education units.
 - 4) Provide guidance and supervision to village governments together with the School Supervisory Team/Corwil of the Office of Education and Culture in overcoming children who are already in school but have dropped out of school based on monitoring data through the KUDU School application.
- d. ATS Partnerships and Financing
 - 1) Provide training and debriefing to the village-level school KUDU movement team.
 - 2) Coordinating the management, development, and strengthening of partnerships and awareness of all elements of society in its working area.
 - 3) Seek alternative education financing to support the implementation of the KUDU Sekolah Movement in their working areas.
 - 4) Providing the Village Level School KUDU Movement Team with a briefing and understanding of the entire ATS return process.

3.4.2 Village-level School Kudu Team

The Kudu Sekolah team at the village level is one of the spearheads of the Kudu Sekolah movement because the village government, which is one of the actors in this team, has the ability to directly reach the intended target, namely ATS. The Kudu Sekolah team at the village level is chaired by the village secretary. The duties and authorities of the Kudu Sekolah team at the village level are as follows:

- a. ATS Planning and Data Collection
 - 1) Create a team program, activity, or action plan.
 - 2) Perform ATS data collection, verification, and validation processes.
 - 3) Carry out data filling in accordance with the data collection format of the KUDU School Movement.
 - 4) Make a results report.
 - 5) Submit the validated ATS data to the KUDU School Team at the sub-district level.
 - 6) Input data into the KUDU School application system.
- b. ATS Range
 - 1) Carry out the ATS outreach process to homes.
 - 2) Communicating and mediating with ATS students and families so that they are willing to return to school.
 - 3) Submit data on ATS who are willing or unwilling to return to school to the KUDU School Movement Team at the sub-district level.
 - 4) Make a report on the results of mentoring in accordance with the reporting format.
 - 5) Coordinate with the KUDU School Movement Team at the sub-district level regarding the process of returning ATS, starting from the registration process to returning to school and being willing to return to school.

The Kudu Sekolah team, which is formed from the district to the village level, coordinates, communicates, and cooperates with each other to ensure a decrease in ATS in each period of the movement

3.5 The Influence of the Role of Education and Pekalongan District Government

Based on the results of the data analysis that has been carried out, the role of education and the. The Pekalongan Regency government's success in overcoming unemployment is quite good. The government is very concerned about education in Pekalongan Regency and also holds several programs to reduce the unemployment rate in Pekalongan Regency. This is evidenced by the Pekalongan Regency Statistics Agency, which managed to decrease from 4.28% in 2021 to 3.23% in 2022 and 3.25% in 2023.

This research is also in accordance with research conducted (Franita & Fuady, 2019), where the Pekalongan government education program Gerakan Kudu Sekolah, initiated by the Regional The Development Planning and Research and Development Agency (BAPPEDA LITBANG) of Pekalongan Regency in the Education and Culture Sub-Sector, together with the Education Office, is expected to create superior human resources to be able to compete in the free market, reduce unemployment, and reduce the number of school dropouts.

This research is also the same as the research conducted by (Sutjiatmi & Puspita, 2019) where the Pekalongan Regency government conducts trainings for the unemployed, collaborates with related agencies, training institutions, and companies, and directly socializes job openings to job seekers. This research is in accordance with research conducted by (Lisna, 2007) that the Pekalongan Regency Manpower Office

collaborates with the Indonesian Ministry of Manpower with an apprenticeship program in Japan. Which provides benefits for those who register for this program.

4 CONCLUSION

Based on the results of research and data analysis on the analysis of the role of education and government in overcoming unemployment in Pekalongan Regency, the researcher can conclude that the role of education and government in Pekalongan Regency is good enough to reduce unemployment in Pekalongan Regency. With the Kudu Sekolah Movement, the government requires a minimum of 12 years of schooling. The government is also very concerned about job seekers by holding programs that are very useful.

Job training programs can help people find their interests and talents and be guided from scratch. The existence of job fairs organized by the government or campuses in Pekalongan also makes it easier for job seekers to get information about job vacancies. And also with the existence of an apprenticeship program in Japan in collaboration with the Indonesian Ministry of Manpower to reduce unemployment and improve welfare with promising salaries and benefits.

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