
Teacherpreneur Implementation Seen from the Perceptions of Vocational High School Teachers in the 21st Era

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Abstract

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (UUN No. 14 2005). The basic competence of teachers in pedagogical, social, personality and professional requires development. Development in line with existing technological and scientific developments. The demand for competency development does not only come from the conditional facts of education but also from the government. The government improves and develops the competencies it has through several regulations and training contained in the Law on Teachers and Lecturers No. 14 of 2005 which explains that the government has implemented educator certification through selected tertiary institutions. Teachers as education facilitators in schools are required to develop their skills or competencies into innovative and creative works. This work which increases student motivation in learning as well as teacherpreneur abilities in teachers due to achievement is a real example of an outstanding teacherpreneur teacher is a real example of a teacherpreneur (Abdillah 2020). The teacher's initial understanding of teacherpreneur has a role in its application. Therefore, it takes an appropriate understanding of the teacherpreneur owned by the teacher.

Keywords– *Teacherpreneur; Teachers; Vocational High School*



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1. Introduction

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (UUN No. 14 2005). The teacher is a profession that has competency standards and demands expertise in their knowledge (Wafa, Kusumaningtyas, & Arkhan.2022). Teachers are expected to have basic competencies related to the learning process which are related to mastery of the material, delivery, and application (Mulyatiningsih, Sugiyono, & Purwanti. 2014). However, the teacher has a very dominant role in education in general and learning in particular, because teachers play an important role in the learning process, where the learning process is the core of education as a whole. (Oktaviana, Emzir, and Rasyid 2020). The important role played by the teacher requires the teacher to increase competence (Efendi, Rosiah, Susilawati, Nuraeni, & Noviansyah. 2021).

Basic competencies that must be owned by teachers to improve self-quality and performance related to pedagogic, professional, personality and social competencies (Mahardika.2020). Teacher professional competence in facing challenges in the 21st century is a teacher who has responsibility and is able to utilize science and technology and mastery of special skills (Ni'mah, Siswandari, and Idrawati 2018). The basic competence of teachers in pedagogical, social, personality and professional requires development (Hartawan, & MM.2022). Development in line with existing technological and scientific developments (Putri.2019). The demand for competency development does not only come from conditional facts of education but also from the government (Iswan, & Wicaksono, 2020). The government improves and develops its competencies through several regulations and training contained in the Law on Teachers and Lecturers No. 14 of 2005 which explains that the government has implemented educator certification through selected tertiary institutions (Efendi, & Nuraeni. 2020).

Teachers must be able to facilitate an active learning process and teachers are required to be able to arouse the interest and willingness of students in

optimizing their potential (Abdillah 2020). This supports that teachers must have competence and expertise as well as be creative and effective in the learning process (Abdillah.2020). It is hoped that teacher competence, which is supported by innovation and creativity, can support an effective learning process so that the learning completeness rate will increase (Kusuma, Sari, & Hikmawati. 2021). The achievement of educational goals and the results of the learning process are determined by how the learning process is innovative, creative and effective (Wafa, Kusumaningtyas, & Arkhan.2022). Teachers as education facilitators in schools are required to develop their skills or competencies into innovative and creative works. This work which increases student motivation in learning as well as teacherpreneur abilities in teachers due to achievement is a real example of an outstanding teacherpreneur teacher is a real example of a teacherpreneur (Abdillah 2020).

Teacherpreneur is a teacher who excels in the teaching and learning process, tirelessly and selflessly educating his students to become creative and competitive in the global era (Mulyatiningsih 2015). Teacherpreneur is a teacher who not only has competence in terms of pedagogy, social, personality and professionalism, but a teacher who is able to motivate learning, be innovative and the creativity of students (Lidia. 2022). This can be done if the teacher is able to correctly understand his role as a teacherpreneur (Anggraini, Haryono, Muntomimah, Wijayanti, & Akbar. 2022). The teacher's understanding of the teacherpreneur concept must be in line with the components that exist in the teacherpreneur. The teacherpreneur component consists of components of competence, creativity, and effectiveness (Wafa, Kusumaningtyas, and Arkhan 2022). The teacher's initial understanding of teacherpreneur has a role in its application. Therefore, an appropriate understanding of teacherpreneurs is needed by teachers (HARAHAP, DEWI, & RAHMAN. 2022).

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (UUN no. 14 2005). Teachers have an active role in achieving national

education goals (Rahayu.2020). Educational goals can be achieved if teachers are able to meet the standards of the teaching profession which include pedagogical, social, personality and professional. In addition, the teacher must also be able to professionally fulfill the teacher's role which includes the role of the teacher as, educator, teacher, facilitator and motivator for students (Handayani, & Ridlo.2020). Fulfillment of basic roles and competencies for teachers is the basis for achieving educational goals.

Teacher competence must be increased in line with technological developments. Improving teachers can be done by increasing digital literacy that supports the course of the teaching profession (Efendi, Rosiah, Susilawati, Nuraeni, & Noviansyah. 2021). Digital literacy teachers play a role in developing innovative, creative and effective learning processes. In the context of education, the actual role of Information and Communication Technology is as an "enabler" or tool to enable an effective, efficient and enjoyable learning process (Darnita, Idkhan, and Aisyah 2022).

Developing teacher competencies through innovative products or works that teachers create is an advanced level of development that has a positive effect on learning (Rosyidi, Karnati, & Rugaiyah. 2022). Teachers who are able to create innovative products can motivate students in learning. Students see teacher figures who are able to actually create products related to basic competencies and are able to create economic independence (Astuti.2020). Teachers who have an entrepreneurial spirit are called Teacherpreneurs. Learning that is integrated with the field of entrepreneurship learning is expected to be an initiation for the growth of entrepreneurial character in students (Kusuma and Pramesti 2021).

Teacherpreneur is the ability to maximize the competencies possessed according to their profession to create innovative products and be able to increase economic capabilities (Ibda, Salsabila, Samuddin, Furroyda, Ilmi, & Yektiningsih. 2020). Vocational High School (SMK) teachers who have creative and innovative endeavors, educators who are relevant to their profession are called teacherpreneurs (Kusuma and Pramesti 2021). Teacherpreneur is a teacher

who instills educator attitudes as a facilitator, motivator and innovator by adopting the positive attitude of an entrepreneur (Ni'mah et al. 2018).

Teachers with high commitment to their profession are able to develop and maximize their competence (Indriyani, 2022). Teacherpreneur is a teacher who excels in the teaching and learning process, tirelessly and selflessly educating his students to become creative and competitive in the global era (Mulyatiningsih 2015). Implementation of excellent learning as a provider of educational services makes teachers able to make their profession a recognition of abilities and maximize the economic level (Wahyuningsih, Widiyastuti, Latifah, Widiastuti, & Furoiah. 2020).

Components in teacherpreneur include components of competence, creativity, and effectiveness (Wafa et al. 2022). All components in teacherpreneurs that teachers can understand and apply can help maximize their competence (Zakaria, Ganefri, & Yulastri.2022). In other words, teachers are able to provide maximum learning services and are able to provide motivation to their students.

Teacherpreneur application by teachers is a form of teacher professional development. teacherpreneur provides a platform for teachers to recognize their abilities and improve the economy with their competencies (Munawaroh, Ifadah, & Utomo.2020). Thus the teacherpreneur profile is very important for teachers to understand and apply.

2. Method

This research applies a type of qualitative research with a descriptive approach (Ita, Azmi, Mutsana, & Anggela. 2020). Qualitative research seeks to find and describe in a narrative way the activities carried out and the impact of the actions taken on their lives (Fadli 2021). Qualitative research does not yet have a clear problem or desire, but can directly enter the object/field (Sholikhah 1970). In this study, the focus is to display or describe teachers about teacherpreneurs.

3. Result and Discussion

The results of the questionnaire analysis were obtained from filling out the questionnaire by research subjects about the teacher's understanding of teacherpreneurs. Presented data as follows:

Table 1. The results of the questionnaire analysis

No	Total Score	Percentase
1	135	90.00
2	119	79.33
3	116	77.33
4	131	87.33
5	141	94.00
6	110	73.33
7	120	80.00
8	114	76.00
9	119	79.33
10	136	90.67
11	137	91.33
12	137	91.33
13	115	76.67
14	135	90.00
15	139	92.67
16	112	74.67
17	121	80.67
18	122	81.33
19	127	84.67
20	132	88.00
21	116	77.33
22	147	98.00
23	116	77.33
24	139	92.67
25	145	96.67
26	131	87.33
27	128	85.33
28	115	76.67
29	139	92.67
30	142	94.67
31	116	77.33
32	134	89.33
33	135	90.00
34	109	72.67
35	124	82.67
36	136	90.67

37	140	93.33
38	147	98.00
39	136	90.67
40	140	93.33
41	147	98.00
42	126	84.00
43	129	86.00
44	141	94.00
45	136	90.67
46	130	86.67
47	120	80.00
48	122	81.33
49	121	80.67
50	124	82.67
51	120	80.00
52	114	76.00
53	126	84.00
54	116	77.33
55	119	79.33
56	117	78.00
57	131	87.33
58	114	76.00
59	142	94.67
60	141	94.00
61	125	83.33
62	136	90.67
63	150	100.00
64	115	76.67
65	124	82.67
66	126	84.00
67	134	89.33
68	142	94.67
	128.54412	85.69607843

The results of the analysis above can be explained that the teacher's understanding of teacherpreneurs is getting 85%. The teacher's understanding of the components that exist in teacherpreneurs can be said to be good (Lydia Kurniawan, Osman, & Osman. 2021). However, there are still teachers with low teacherpreneur understanding so it is possible to improve understanding of these teachers (SARI.2021). This is done to increase understanding while maximizing the learning done. Teacherpreneur can be done by educating prospective new

successful entrepreneurs (Al Mahi.2019). The teacher's experience in motivating students to succeed, among other things, is done by providing opportunities for students to dare to innovate (Mulyatiningsih 2015). others. Implementation of the teacherpreneur concept can be done by educating prospective entrepreneurs to be successful (Abdillah 2020).

Table 2. The teacher's understanding of teacherpreneurs

Average understanding		
Competence	Creativity	Effectiveness
69,7%	79%	86,3%

Table 2 above shows the teacher's understanding of each teacherpreneur component. The results from the table above show that the teacher's understanding of the components in teacherpreneurs is still not optimal (Ayuni, Romadon, & Kusuma. 2022). The teacher's understanding of the competency components is 69.7%, indicating that the teacher has not fully understood the competency components that exist in him. The creativity component of the teacherpreneur shows a result of 79% which illustrates that the creativity component of the teacher can still be developed to get maximum results. The effectiveness component shows 86.3% which indicates that the teacher's understanding of effectiveness in self-development is good. Thus the teacher is able to complete the learning process properly so that he is able to carry out development in other components (Veronikasari.2019).

4. Conclusion

The results of this study can be concluded:

1. The teacher's understanding of the basic concept of teacherpreneur is quite good. The teacher has understood the concept of the teacherpreneur component.
2. The competency component of the teacherpreneur is the component most controlled by the teacher because it is directly related to the learning process in the classroom.

3. The potential for developing teacher abilities is related to the teacherpreneur concept, so that teachers can recognize their abilities.

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