

Needs Analysis of Potential for Early Childhood Educators as Agents of Teacherpreneurship in Karanganyar

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Purpose: Challenges conveyed by teachers in developing teacherpreneur include difficulty in balancing learning theory and practice. The ability to manage time between as a teacher, housewife, or manage a business so that it is less focused on carrying out the profession as a successful teacher are just some of these challenges. The purpose this research is to examine the optimisation of early childhood teachers as agents of teacherpreneur, as they are required to be creative and innovative so that they can produce creative, innovative and innovating generations. **Methodology:** The methodology consists of qualitative research as this study aims to describe in-depth efforts to optimise the potential of early childhood teachers. The research was carried out at early childhood centre Gugus Melati Jaten- Karanganyar. The samples consist of 40 early childhood teachers. Data was collected through direct interviews with early childhood teachers then analysed using source triangulation. **Result:** The results show that many potential teachers can be developed so that they can become active and productive teacherpreneurs. The potential developed will later be able to provide benefit to teachers, students and schools. **Value:** The innovation is to optimise teacherpreneurs from early childhood educators and the recommendation is to build a training program to increase teacherpreneurship .

Key words: *Optimisation, Early childhood teacher, Teacherpreneurship.*

Introduction

In the 21st century, the most important factor possessed by teachers is the teacherpreneurship, (Wibowo, 2011) which refers to a teacher who instils the attitudes of educators as facilitators, motivators, and innovators by adopting a positive attitude of an entrepreneur. An entrepreneur must have good competence in his or her field and be creative in developing, packaging,

delivering and marketing his or her products. This attitude can be packaged by the teacher in the learning process as competence according to the field, creative in organizing learning, innovative and effective in applying the method of delivery of learning so that students can understand learning meaningfully (Prihadi & Sofyan, 2016; Prihaswati & Astuti, 2016; Oplatka, 2014; and Tiernan, 2016). Teacherpreneurship is a concept in creating quality teachers not only in learning in the classroom but also through the development of education through an entrepreneurial character. Berry (2013) explains that the efforts made to advance a high-quality education system must be proven by the presence of teacherpreneur that shapes teachers' 'concern for students' learning and how their expertise can spread effectively to colleagues and administrators, as well as teacher participation in creating policies, as writers and creators of innovative works.

Teacherpreneur is described as teaching filled with ideas, concern for students, families, communities and knows how to fulfil these roles. Teacherpreneurship does not make teachers entrepreneurs but provides with entrepreneurial spirit. Teachers must be competent, have creative attitude in organizing learning, and be effective in applying the method of learning delivery so that participants are faster in understanding the learning provided (Novan, 2012). Early childhood education includes various programs that serve children from birth to eight years of age that are designed to enhance children's intellectual, social, emotional and linguistic development (Bredenkamp & Copple, 1997). The purpose of early childhood is to develop the whole potential of children (the whole child) so that one day they can function as whole human beings (Suyanto, 2005). Children can be seen as individuals who are new to the world. They don't know about manners, rules, norms and ethics. He is also learning to communicate and understand others. Children need to be guided to be able to understand various things about the world and its content. They also need to be guided to understand various natural phenomena and perform skills needed to live in society.

Teachers have many characteristics, and not all have the strength to develop themselves. Teachers who are too lazy to learn/work, do not follow updates changes in technology, and do not develop their intellectual potential will be increasingly left behind. The next threat follows when the supply of innovative works exceeds demand, only quality works can guarantee that teachers qualify for competition, which although difficult must be fought for, so teachers are advised not to use shortcuts in winning. This is important for teachers to remember because it exemplifies the honest, objective and open nature of the younger generation. Entrepreneurship has often been interpreted as creative and innovative as well as business-oriented. An entrepreneur pays for a product at a certain price to sell it back at an uncertain price, decide to obtain and use resources and consequently accept the risk of the business.

Teacherpreneurs are agents of change, so they must be able to adapt to all changes. A teacherpreneur can develop his or her potential to write books, conduct research, develop



learning media and new technology tools This innovative work can support learning activities to be of higher quality and increase income. Opportunities to increase income through creative and innovative work are increasingly open and competitive. Only those teachers who have an entrepreneurial spirit or those who have a high need for achievement are energetic and dare to take risks (Sethi, 2008: 6) will be able to seize opportunities. Teacherpreneurship is a part of entrepreneurship that is unique in the field of education. Entrepreneurship is a creative or innovative effort by looking at or creating opportunities and realizing them into economic, social and other added values. Entrepreneurship in the social field is called sociopreneurship, in the education field it is called edupreneurship, in an internal company it is called entrepreneurship and in the technology business field it is called technopreneurship (Alim, 2009: 1).

Teaching will become an adaptive profession that empowers and rewards members who develop their pedagogical talent, spread and “sell” their expertise, and find innovative solutions to challenges faced by their students. The concept of teacherpreneur is not primarily about making more money (though we find little reason to deny expert teachers the opportunity to participate in the marketplace, so long as their activities serve the best interests of students). There is one way to restructure the teaching profession and create growing numbers of teacherpreneurs: “To break away from the hierarchical structures that keep us losing great teachers and moving at a snail's pace, we'll need to carve out significant time, like Google's 20% (employee innovation time), or even up to 50% for some, to expand teachers' roles as leaders and innovators who can respond better and faster to the needs of students.” Part of teachers' self-directed learning time could be used to connect to other teacherpreneurs and to develop special capacities to solve knotty problems or meet identified wide-scale learning needs. Teacherpreneurs' career begins with close tutelage by a master teacher (in this case, through Bank Street College) and spirals upward. In a national teacher workforce that would include 600,000 teacherpreneurs, we were careful never to lose sight of the pitfall created when students from vastly different backgrounds having to “bid” through their adult intermediaries for teachers' services. Teachers can help governments and school districts make the best choices about where to allocate resources and how best to connect students and parents to the vast opportunities available. The model of teacherpreneur reminds us that we must not drive a further wedge between the haves and have-nots. Teacherpreneurship is not so much about establishing a new income stream for individuals as it is about propagating a new culture of innovation and creativity in a sector education that has been woefully lacking in these qualities. Most importantly, teacherpreneurship does not promote a free-market vision for the profit of a few, but explores how the American public can make a substantial investment in teachers who can expertly serve millions of children and families who are not in a position to choose “a better school somewhere else” or find the best online teachers anytime, anywhere.

The first of teacherpreneurs aided by new technology and evidence will help make the case to policymakers for elevating experts from the classroom to solve problems ranging from how to ensure students that can walk safely to their jobs, designing virtual reality games for second-language learners, to advocating for “fourth- way” solutions to the policy problems of funding education schools and rewarding effective teaching. Their growing visibility, thanks to the continuing evolution of such social media venues as YouTube, will make teaching more visible and understandable to policymakers and the public. Teaching finally will secure the respect it deserves when teacher unions are transformed into professional guilds focusing first and foremost on teaching and learning and expecting all members to meet performance standards. In our carefully considered future, teachers would earn differentiated membership into their guilds, based on the quality of their teaching and the degree to which they effectively share their knowledge with peers. As a result, monotonous and divisive debates over the role of teachers will come to an end, and teacherpreneurs still working in classrooms with students sustain their colleagues, as an engaged public, in an era when teaching and learning are being constantly transformed. Teacherpreneur reflects a teacher’s a high commitment to his or her work. This commitment is realised through creative and innovative actions to improve the quality of learning on an ongoing basis (Hirdinis, 2009: 3). Based on the above, we can see how important the teacher has the spirit of teacherpreneur. In addition to improving the quality of learning, having a teacherpreneurial spirit also opens opportunities for teachers to increase their income and be able to compete competitively .

Recently, a number of studies have been completed about teacherpreneurship . Shelton, et. al. (2019) Online teacherpreneurs reported experiencing improvements to their teaching practice and leadership opportunities. Gómez (2015) shows that teachers should develop during their studies (Degree of Primary Education) to enhance their entrepreneurial competence. Doubtlessly, competence of teacherpreneurs consist of facilitating and guiding future generations of entrepreneurs . Berry (2014) shows that in entering teacherpreneurship, those who teach students for a career and have the respect (and income potential) of an endowed chair at a research University” and “time to spread and market their pedagogical and policy ideas across organizational and geographical boundaries” (Berry, 2011). Berry (2013) tells us that Teacherpreneurs, effective teachers who teach students regularly but also incubate and execute the kinds of policies and pedagogies students deserve, represent a new culture of training and ingenuity. Teachers who lead outside the classroom but do not lose their connection to students are best positioned to develop and disseminate best policies and practices for 21st-century teaching and learning Clements (2019). Given the potential benefits of teacherpreneurship, educational leaders and policymakers may want to look to Fintech and consider using “regulatory sandboxes” to facilitate student-directed innovations while maintaining prudential teacher regulation, mitigating potential harm, and ensuring continual transparency. According to the above results , [text missing] is suitable for this type of

research. Teacherpreneur can improve teaching ability and leadership opportunities and can also improve financial status and facilitate student-directed innovation.

Methodology

The research approach used is qualitative by using descriptive research. The study was conducted at Gugus Melati Jaten-Karanganyar. Researchers collected information from early childhood educators, then researchers analysed problems and ways to optimise teacher potential. The source of research data consists of early childhood educators. The primary and secondary research data collection techniques used unstructured interviews about early childhood educators. The instrument of this research consist of the following: (1) what do you know about teacherpreneur? (2) what are the advantages of teacherpreneurship? (3) have you incorporates teacherpreneurship in your job? (4) What are the ways to be teacherpreneurs? This research uses purposive sampling. It uses educators because they are considered to understand most of what researchers are expected to test the validity of data in the form of interviews. The study population consists of early childhood educators in Karanganyar consisting of 140 educators, but the study sample in this research is made up of only 40 early childhood educators, taken by a random system. The researcher uses triangulation technique on sources. To test the validity of the research instruments which were in the form observations, the researcher first determined what theory or concept will be used as a reference for the interview. The concept or theory is then categorised into several indicators used to serve as operational benchmarks . Regarding the reliability test in the interview instrument, there is more emphasis on the constancy of results raised by the sources. Reliability of observation instruments was based on rules/guidelines made by researchers and tracked at the time of observation. Data analysis technique from the data source of informants' interview results of early childhood educators used field data analysis model of interactive analysis models from Miles and Huberman, where the stages of data collection, data presentation, data reduction, and conclusion are completed simultaneously with the process of collecting data and interacting with each other. On the other hand, data analysis of the results of observation was done through a checklist method.

Results and Discussion

Based on the results of the study, there are still many teachers who are now aware about entrepreneurship. Teacherpreneurship is a new concept for early childhood educators. It is knowledge about entrepreneurship for teachers to foster an entrepreneurial spirit in teachers (Wiyani, 2012). Teacherpreneurship consists of teachers who educate while creating transformation . Teachers lead without leaving their students at school devoting a time to teaching and working to improve rules and practices in the school and its environment which is also called teacherpreneur. According to Wafroturohmah (2015), teacherpreneur refers to a

teacher who has a commitment and entrepreneurial spirit to teach students in school and also develops knowledge, ideas, and expertise towards colleagues and the surrounding environment. Many early childhood educators are not aware of the advantages of teacherpreneur in the learning process.

There are seven teacherpreneurial inspirations: 1) Teacherpreneurship develops the power of the mindset of findings in class that helps students engage and perform, 2) Teacherpreneurship has an attitude of creating experiences for students and people who interact with them, 3) Teacherpreneur knows that feedback is the breakfast of champions, 4) Teacherpreneur understands and teaches a growth mindset, 5) Teacherpreneur knows that to help students develop requires grit (staying in a decent place) and not always stopping, 6) Teacherpreneur is a trainer, not a commander. It is a provider of resources not the main source of knowledge, 7) Teacherpreneur uses the real world to teach (Davis, 2015). The process of becoming a Teacherpreneur faces many obstacles. The teacher feels that being a teacherpreneur requires a high level of productive skills. This is an obstacle for some teachers because they rarely attend skills training. They feel that teachers have not yet mastered all learning materials, and are unable to keep up with changes and developments in modern information technology while Science is unable to create new designs. Teachers need experts to practice their skills but this is rarely followed by schools. Teachers still lack confidence and are creative in carrying out work. Creativity is an absolute requirement for a teacherpreneur. It is difficult to practice because it comes from personal intellectual abilities. Most teachers experience obstacles in terms of the availability of personal time for self-development.

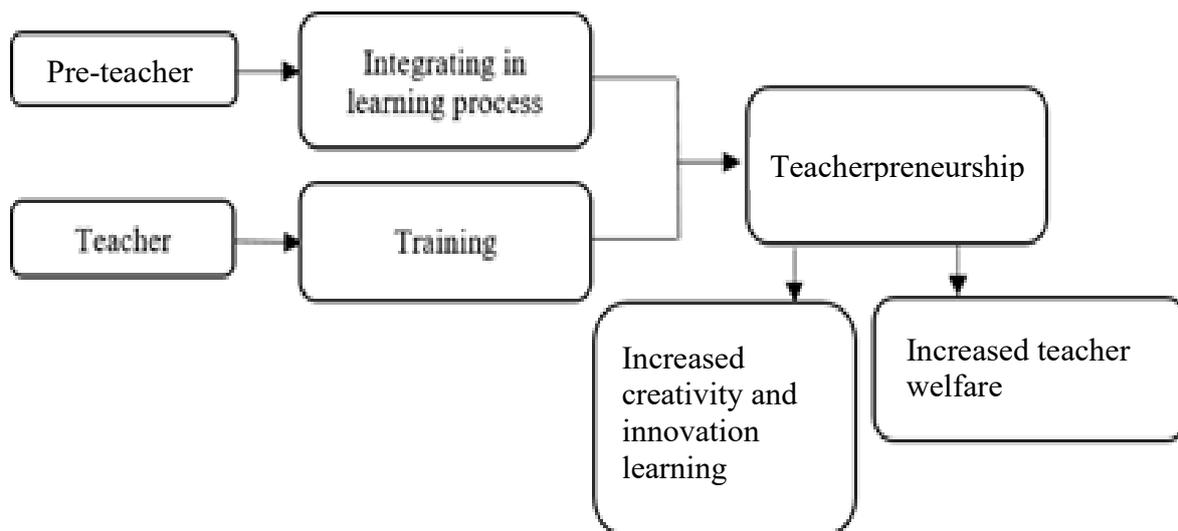
Early childhood educators never apply teacherpreneurship in their activity, because the difficulties conveyed by the teacher in developing teacherpreneurship including difficulty in balancing between learning theory and practice. To manage time between being a teacher, housewife, and manage a business so that it is less focused on carrying out the profession as a successful teacher. Too many teacher administration and school administration tasks must be completed by teachers. Teacherpreneurs are entrepreneurial participants who raise the mental attitude of teachers who are active, creative, empowered, motivated, and modest in trying to improve the quality of education through their efforts or work at school (Wiyani, 2012). Optimising early childhood teachers as agents of teacherpreneur can be achieved through planting teacherpreneur characters in lectures of early childhood teacher candidates and through training after becoming early childhood teachers.

These are some of the ways to improve teacherpreneurship for early childhood educators, therefore prospective teachers should 1) instil an active teacher's mind and soul in each subject given, so that when he or she has graduated and has become a teacher and the soul has formed by itself. 2) developing and integrating creativity in courses in early childhood programs so that the creativity of prospective teachers is trained to think creatively. 3) lecturers stimulate

early childhood teacher candidates through learning using a problem-based learning approach and project-based learning integrated into each subject. Teacherpreneur optimisation takes place after the process of becoming a teacher is conducted through training early childhood teachers. Training is held regularly so that all parents can participate in it. Training that can stimulate creativity, and innovation can be used in the learning process and entrepreneurship such as APE training, training in singing, training to create children's stories based on themes and origami training. the application and development of teacher entrepreneurial values and character. Learning innovation and the inculcation of character in school will be easier because the teacher's mindset is one step ahead of conventional teachers (Nugroho, Wahyuningsih, and Sunyowati, 2014).

Figure 1 is an algorithm for optimising the potential of early childhood teachers as agents of teacherpreneurship

Figure 1. Optimisation of teacherpreneurship algorithm



Teachers have a strategic role in preparing educators who have skills following the needs of work and industry. Through teacherpreneurship, a candidate or educator can have the ability that is needed in the 21st century. This follows the opinion of Cho & Brown (2013) according to whom a person must have critical thinking skills, the ability to solve problems, communication skills and the ability to collaborate to compete in the global market in the 21st century. Innovative teachers can take risks under conditions of uncertainty by creating new combinations in education, self-development, utilizing technological developments in learning such as online teaching (Buckley & Futonge, 2016). This is supported by Siswoyo (2009) who states that teachers who have an entrepreneurial spirit can take advantage of business opportunities based on their professional activities, for example creating research work that can be used to meet their needs. According to another opinion, entrepreneurial attitudes towards



teachers will affect teacher job satisfaction so that educators will always develop their potential and profession by adjusting the development of education (Neto, Rodrigues & Panzer, 2017). Therefore, teacherpreneurship is possessed by qualified teachers because through developments teachers will always try to develop themselves.

Teacherpreneurship can provide meaning to a teacher or educator who has a high commitment to work. This commitment is realised through learning (Chakravarty, Feinberg, & Rhee, 2004, pp.1-21). Teacherpreneurship refers to a teacher who has many responsibilities in the classroom, school or the community. In the classroom, the teacher develops innovative and effective learning strategies to achieve expected learning outcomes. The teacher prepares students to be able to compete against globalization, face differences in religion, race, and culture. For promotion, teacherpreneurs are teachers who can write articles, create media, participate in scientific forums, be a resource at scientific seminar or conferences. As a member of the community, a teacherpreneur wants to join other teachers in the teaching profession community, share innovations to be able to improve the quality of teaching (Mulyatiningsih, 2015).

Based on Shelton, et. al.'s(2019) Online teacherpreneurs reported improvements to their teaching practice and leadership opportunities. Early childhood educators can use online teacherpreneurship as their media. In line with Gómez's view (2015), ways to improve teacherpreneurship can be initiated at University. Gomes reveals that Educators should develop during their studies (Primary Education degree) to develop entrepreneurial competence. Doubtless, through teacherpreneurial competence, the person who will be the facilitator and future guide of entrepreneurs. Berry (2014) shows that teacherpreneurs, who teach students have the respect (and income potential) of a chair at a research University" and "time to spread and market their pedagogical and policy ideas across organizational and geographical boundaries" (Berry, 2011). Berry (2013) tells us that Teacherpreneurs are effective teachers who teach students regularly but also incubate and execute the kinds of policies and pedagogies students deserve while representing a new culture of training and ingenuity. Teachers who lead outside the classroom but do not lose their connection to students are best positioned to develop and disseminate.

Best policies and practices for 21st-century teaching and learning Clements (2019). Given the potential benefits of teacherpreneurship, educational leaders and policymakers may want to refer to Fintech and consider using "regulatory sandboxes" to facilitate student-directed innovations while maintaining prudential teacher regulation, mitigating potential harm, and ensuring continual transparency. According to the above research results above, they are suitable for the purpose of this research. Teacherpreneurs can improve their teaching ability and leadership opportunities and also improve their financial status while facilitating student-directed innovation.

In the current era, having a teacherpreneurial character is very important in order to become an early childhood educator. Early childhood educators are required to be more creative, independent and innovative so that the learning process becomes more effective and interesting. However, teacherpreneur is still difficult for early childhood educators because developing teacherpreneurship has not been obtained when it is restored and there is still limited training to improve teacherpreneurship. Early childhood educators still find it difficult to apply teacherpreneurship to their teaching- learning process and activities that bring in income following areas of expertise other than the teaching and learning process. The active role of the government is expected in realising early childhood educators as agents of teacherpreneurship. In addition, teacherpreneurship is a creative idea that can provide solutions to the problem of unemployment in Indonesia which is increasing annually. An early childhood educator is required to be more creative, innovative and productive or able to set up his or her own business. Having your own business can provide freedom and opportunities for teacherpreneurs to achieve their life goals. A teacherpreneur will try to create a life that allow him or her to use their business to realise their goals. A teacherpreneur will make various changes that they deem important.

A lack of qualified early childhood educators causes Teacherpreneurs to play an important role in maximizing Edupreneurs in implementing products and services in schools. Teacherpreneurs continue to maintain their commitment to students and teaching activities to lead both inside and outside their classrooms. Until now, the development of Teacherpreneurs has faced various kinds of constraints such as limited energy, time, and resources. Limited school budgets, conflicts of interest, and the complexity of the bureaucracy also often inhibit innovation. A busy teacher who works long hours and encounters various problems find it difficult to find the time to create change. This also makes teachers isolated because they don't have time to connect with the outside world. In addition, lack of school flexibility, complicated bureaucracy and administrators make it difficult for teachers to be innovative.

In addition, the self-concept of early childhood educators regarding Entrepreneurship is still difficult to understand and accepted by early childhood educators, administrators, and even the environment that hinders the development of Teacherpreneurs in schools. It is time for schools, Edupreneurs and the education community to support t Teacherpreneur with the following simple steps. First, schools need to provide space for teachers to create, work, experiment, grow by providing support, encourage and appreciate teachers' creativity. Secondly, schools also need to provide teachers with work management flexibility where they can be more flexible in addressing school administration and work tasks effectively and efficiently. This will certainly reduce the burden on teacher. Teachers can contribute ideas, suggestions, and input for the development of the product or service. They can also encourage and involve teachers in conferences, seminars, discussions and activities that seek solutions and resources to maximise teaching and learning activities. Hopefully, through



Teacherpreneur, Indonesian education can become more colourful and meaningful, leading to the development of Edupreneurs, Entrepreneurs and Teacherpreneurs who can join in advancing Indonesian education .

Conclusion

Teacherpreneurship is knowledge about entrepreneurship for teachers which consists of fostering an entrepreneurial spirit in teachers. Teacherpreneurial character needs to be owned by early childhood educators so that learning becomes lively, creative and innovative. To improve teacher quality , it is not enough only to fulfil academic qualifications, but teachers must also have an entrepreneurial spirit. Teacherpreneurship will be able to create the mental attitude of a teacher who is always active or creative, empowered, creative, motivated and understated in trying to improve the quality of education through business activities . A teacher who has the teacherpreneurship spirit will create new teachers who does not like to question but prefer to solve problems. Teachers who are capable of thinking broadly, are creative, responsive to change, innovative and can manage to learn well. Today's and tomorrow's principals need a substantial cadre of teaching colleagues who are idea generators and can lead within and outside their schools and districts. The Future of Educational Leadership consist of teacherpreneurs. Entrepreneurs take risks when making decisions . They launch initiatives and accept full responsibility for results. Teacherpreneur classroom experts teach students regularly, but also have time, space, and reward to spread their ideas and practices to colleagues, administrators, policymakers, parents, and community leaders . The early childhood educator can improve their teacherpreneurial skills when they are in College, University and can apply teacherpreneurial character in the learning process. After they receive work, they get periodic training as teacherpreneurs according to the needs of the field.

Acknowledgement

We thank colleagues of the Universitas Muhammadiyah Surakarta who were allowed to join and publish this article. Thanks to PAUD department for allowing us to expand our knowledge . It provided insight and expertise that greatly assisted the research.



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