

# The Teacherpreneur Character of Vocational High School Teacher In Indonesia



Sena Mahendra, Soenarto, Herminarto Sofyan, Didik Rohmantoro

*This study aims to analyze the teacherpreneur characters owned by vocational high school teachers in Indonesia. This research was conducted with a survey approach. The sample of 280 teachers selected by proportional random sampling. Data were collected by an open questionnaire and data were analyzed using quantitative techniques with the descriptive method. The results showed 37.5% of vocational high school automotive engineering teachers in Indonesia had a very good working attitude. 52.5% of teachers of vocational secondary schools in the field of automotive experts have a working attitude in the good category. 10% of vocational high school teachers in the field of automotive engineering have a fairly good working attitude, while in the poor and very bad category at 0%, and the result work motivation showed 15% of vocational high school teachers in automotive engineering expertise showed excellent work motivation. 22.5% of vocational high school teachers show good work motivation. 35% of vocational high school teachers showed good work motivation. 27.5% of teachers showed poor work motivation, while in the very poor category 0%.*

**Keywords :** teacherpreneur, character, vocational high school, teacher.

## I. INTRODUCTION

Education is a form of long-term investment that contributes greatly to economic development. A finding shows that the economic benefits of educational investment in developing countries have a higher return than physical investment, which is 20% compared to 15%. Meanwhile, in developed countries, the return value of education investment is lower than physical capital investment which is 9% compared to 13%. This situation shows that investment in education is very beneficial both socially and economically [1]The condition of education in Indonesia is still trying to find good patterns and formats, ranging from basic, secondary and tertiary education. Efforts to improve and improve the quality of education have been carried out in the face of global

competition. a skilled and competent workforce is needed to be able to face global competition. The Indonesian government prepares Indonesian workers through improving the quality of vocational education, one of its policies is through presidential instruction No. 09 of 2016 concerning the revitalization of vocational high school education to improve the quality of vocational education. The weakness of vocational education consists of various kinds of problems. Starting from infrastructure, and human resources. The infrastructure of vocational schools in Indonesia is still limited to student practice tools that are not balanced with those in the industry and are outdated [2]. Weaknesses are related to human resources, namely teachers. The results of the teacher competency test (UKG) or the 2016 teacher professional training and training exam (PLPG) according to the ministry of education and culture show that 41,218 teachers did not graduate or will take the 2017 re-examination [3]. Based on this information shows that in general the quality of teachers still needs to be improved. Global challenges include teachers realizing that class problems are innovation opportunities in the teaching and learning process, and show the willingness to take risks through innovative use of instructional technology [6]Teachers who have creative and innovative efforts following their profession to achieve academic and economic success are called teacherpreneur. Teacherpreneur competence is part of the profession that is attached to the teacher to develop the best education for children in the future [5]. So those teachers who have teacherpreneur competencies are expected to prepare students better. Teacherpreneurship is one of the supporters to build edupreneurship. Oxford Project explains that edupreneurship is schools that always make innovations meaning systemically, transformational change, without regard to existing resources, current capacity or national pressure, to create superior new educational opportunities [4]. Teacherpreneur is a teacher who excels in the teaching and learning process, tirelessly and selflessly educates his students to be creative and competitive in the global era. The teacher realizes that class problem as an innovation opportunity in the teaching and learning process and shows the willingness to take risks through innovative use of instructional technology [4]. In his book entitled Teacherpreneur Berry predicts that around four million teachers will act as teacherpreneur by 2030 [5]. Around 600,000 teachers have now become business consultants, working in the public sector, not only teaching classes but also developing the quality of their professions. high through a network of work with external institutions.

**Revised Manuscript Received on 30 July 2019.**

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Vocational schools have potential business land. Vocational schools now have production equipment that can be developed into teaching factories or teaching industries. Vocational teachers need to be empowered to be able to manage the teaching factory/industry to supplement their income. Several previous studies found that several factors determine entrepreneurial intention. [7] shows that entrepreneurship education and structural support in the form of collaboration from all sectors in society affect a person to entrepreneurship. This also affects the increase in teacher professionalism to become a teacherpreneur.

The heavy burden that is the responsibility of the teacher to become a teacherpreneur is not impossible to generate deviations, such as pessimism and negative self-concept. This is not solely due to the low nature of the independence and creativity of the teacher but can be due to the teacher's psychological readiness as well. This psychology is related to emotional intelligence possessed by teachers who have teacherpreneur characteristics. Teacher job satisfaction, which if it occurs, will reflect on the teacher's feelings towards his work, and then manifest in the teacher's positive attitude towards his work. Teacher commitment indicated that teachers with teacherpreneur characteristics will have high needs and expectations for the school where they teach and are more motivated when their expectations are met.

The obstacle in implementing entrepreneurship learning was faced by vocational high school teachers in Indonesia. The results showed that the average quality of entrepreneurial learning in Vocational High Schools was perceived well by students, but in practice, some entrepreneurship material taught was not complete and was subject to the desired goals for printing entrepreneurs. Furthermore, the policies implemented by entrepreneurship in Vocational High Schools are also well perceived by teachers, but in reality, many Vocational Schools do not yet have a clear roadmap on entrepreneurship development in Vocational Schools. Networking with the industrial world which is still low causes learning in entrepreneurship in schools to be ineffective. To be able to develop an entrepreneurial roadmap, it is important for teachers to have the character of entrepreneurs. The teacherpreneur character as a competency in the vocational teaching profession is important to be implemented and mastered by teachers in vocational schools. so a preliminary study is needed to find out the initial conditions about teacherpreneur characters by vocational school teachers. The research of Anthony Paul entitled "Teacher Entrepreneur: From Vocation to Innovation" concludes that intrinsic motivation is very influential on teacher behavior with teacherpreneur characteristics. While this preliminary study will provide a general description of the teacherpreneur character of vocational high school teachers which includes teacher attitudes, and teacher motivation [13].

## II. LITERATURE SURVEY

Teacherpreneurship is one of the supporters to build edupreneurship. Oxford Project explains that edupreneurship is schools that always make innovations meaning systemically, transformational change, without regard to existing resources, current capacity or national pressure, to

create superior new educational opportunities [6]. Teacherpreneur is a teacher who excels in the teaching and learning process, tirelessly and selflessly educates his students to be creative and competitive in the global era. The teacher realizes those class problems as an innovation opportunity in the teaching and learning process and shows the willingness to take risks through innovative use of instructional technology [4]. According to Novan, the definition of teacherpreneur is not to make the teacher an entrepreneur (entrepreneur), but to make the teacher have a passion that is owned by an entrepreneur (entrepreneur), where an entrepreneur must have a hard-working attitude, innovative, creative, effective/efficient [8]. The definition of teacherpreneur is also explained by the Center for Teaching Quality [9] as follows: "teacherpreneur is an innovative brand of teacher leaders who leads without leaving their student or school. Traditionally, the teacher who wanted to take on leadership opportunities had to have a non-teaching path. Teacherpreneur, on the other hand, devotes time both teaching students and working to improve policy and practice beyond their schools and districts". The meaning of the definition of teacherpreneur above is an innovation in the profession of teachers who undergo teaching without leaving their students or schools. Traditionally, teachers who want to take the opportunity in leadership have left the classroom a lot when they are teaching time. Teacherpreneur devotes time to teach developing knowledge, both outside the school and their area besides that it does not deny to run it all. Furthermore Prihadi concluded that teacherpreneur is a teacher who adopts the spirit of an entrepreneur, namely having a good spirit of competence, having good creativity, and being effective in every learning activity in the field of science taught so that learning becomes more enjoyable, and did not abandon his role as an educator [10]. Conclusion further states that the components of teacherpreneur competency consist of pedagogical competencies, social competencies, personality competencies, and professional competencies [10]. The component of teacherpreneur creativity consists of aspects of creative thinking, being creative, and creative behavior. Components of effectiveness consist of professionalism, social relations, and class success. According to Endang Mulyatiningsih, teacherpreneur is not always oriented to the business of buying and selling [11]. Teacherpreneur can be given the meaning of a teacher or educator who has a high commitment to his work. This commitment is realized by creative and innovative actions to improve the quality of learning on an ongoing basis. Berry states that the characteristics of teacherpreneur are teachers who have the spirit of leadership, have deep knowledge of how to teach, clearly understand learning strategies, have the skills and commitment to disseminate expertise and knowledge to others [5].

Teacherpreneur is part of the teacher who is attached to his profession, has the vision to develop the best education for children in the future. Seeing from the definition of the above terms, it can be concluded that teacherpreneur is a method of producing a teacher who adopts an entrepreneurial spirit which is having a good,

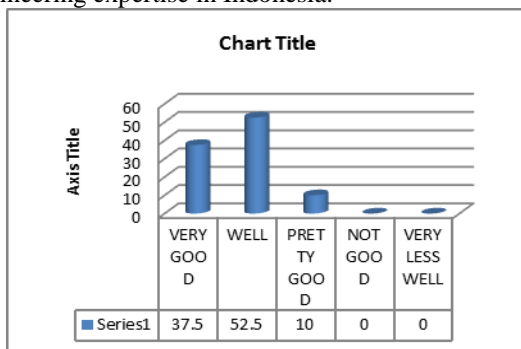
creative, and effective competency in every learning activity in the field of science taught so that learning becomes more interesting and enjoyable. Teacherpreneur is a manifestation of the professionalism of a teacher. Where the teacher knows the nature of learning material, how to teach, and the use of various learning methods. Based on several definitions and explanations above, it can be concluded that the components that influence the teacher consist of the competencies that the teacher has, the creativity of the teacher and the effectiveness of the teacher. The competence of the teacher means the ability of the teacher to carry out the main task of teaching where the teacher's competencies consist of pedagogic competence, personality competence, social competence. Teacher creativity is how teachers utilize or engineer resources, and are effective, namely the power of the teacher in realizing something so students want to learn. Teachers can also create works that can be written works, books, or modules.

### III. RESEARCH METHODOLOGY

The method used uses a quantitative research approach with ex post facto types. This research is correlational. This type of research is a study to find out the relationship and level of relationship between two or more variables without any attempt to influence the variable so that there is no variable manipulation. The sample of 280 teachers was selected by proportional random sampling. Data were collected by an open questionnaire and data were analyzed using quantitative techniques with the descriptive method.

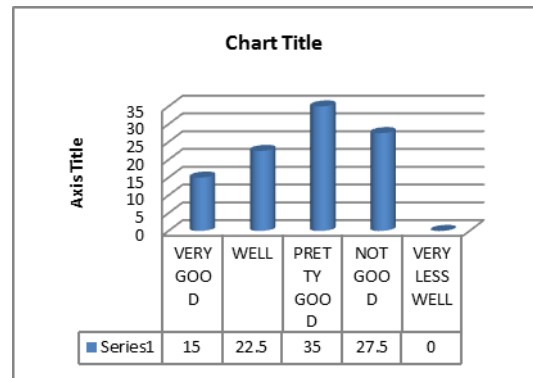
### IV. RESULTS

The results of the study showed a factual attitude of 37.5% of vocational high school automotive engineering teachers in Indonesia had a very good working attitude. 52.5% of teachers of vocational secondary schools in the field of automotive experts have a working attitude in the good category. 10% of vocational high school teachers in the field of automotive engineering have a fairly good working attitude, while in the poor and very bad category at 0%, the following is a table of results of data analysis on automotive engineering expertise in Indonesia.



The results showed that an average of 52.5% of vocational high school teachers in automotive engineering had good working attitudes, other than that other results showed a minimum value of 10% of teachers with a fairly good category. thus it can be concluded that the vocational high school teachers in automotive engineering in Indonesia have a good working attitude.

The results of the study on aspects of work motivation showed that 15% of vocational high school teachers in automotive engineering expertise showed excellent work motivation. 22.5% of vocational high school teachers show good work motivation. 35% of vocational high school teachers showed good work motivation. 27.5% of teachers showed poor work motivation. while in the very poor category 0%. The following is a work motivation table for vocational secondary school teachers in automotive engineering in Indonesia:



Based on the table, it is known that 35% of vocational high school teachers have sufficient work motivation. While the bad category is 27.5% which shows a value greater than the good and very good category. the data indeed show that most have sufficient work motivation, but the poor percentage shows considerable results. So that further research is needed to find out the causes and consequences of the poor motivation of the teacher's work.

### V. FUTURE WORK

Subsequent research needs to conduct a study of the reasons for the lack of motivation of teacher work and how the impact caused by the low motivation of the teacher's work. Also, research is needed on many factors that affect teacherpreneur characters.

### VI. CONCLUSION

Based on the two data the results of the study show that in the aspect of work attitude the teacher has a good working attitude, and work motivation in the category is quite good. thus the results of the study show that vocational high school teachers have good teacherpreneur characters. but in this study, it was found that there were teachers who had poor work motivation of 27.5%.

So that further research is needed on the causes and consequences of poor work motivation that is owned by some vocational high school teachers.

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