



## IDENTIFYING THE WORLD OF TEACHER-PRENEURS

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**Abstract:** We have known well the term of 'entrepreneur' well as the term of 'edu-preneur'. However, many of us are not familiar with the term of 'teacher-preneurs' or even it is misunderstood. How is the teacher's figure with the attributes of entrepreneurship? This study intends to provide a description about the world of 'teacher-preneurs'. This research adopts explorative approach and applies a literature based method that aims to interpret meaning of concepts. The description includes some definitions of 'teacher-preneurs' that are viewed from educational and industrial perspectives, and it is complemented by an example of a successful 'teacher-preneur'.

**Keywords:** *Teacher-preneurs, Entrepreneur, Education.*

## INTRODUCTION

The development of the entrepreneurial mindset has spread to various aspects of social life. As a result, various terms relating to entrepreneurial are created, such as digital-preneur, food-preneur, social-preneur, santri-preneur, edu-preneur, to teacher-preneur. The term was used as an acknowledgment of a field that stated the importance of entrepreneurship. To the santri (students of the Islamic Traditional Boarding School), for example, by having knowledge of entrepreneurship they are expected to have ability to navigate their future lives in the community economically as well as socially (Muhammad Saifullah, et al., 2015). Additionally, santri's performance was influenced by its leadership potential where one of them was entrepreneurial leadership with spiritual and strategic leadership (Muhammad Zakki, et al., 2016).

Another example is 'socio-preneurs' that was a derivative term of entrepreneurship. It is a combination of two words, social which means community, and entrepreneurship which means enterprise. A simple definition of a social entrepreneur is someone who understands social problems and uses entrepreneurial skills to make social change, mainly covering the fields of welfare, education and healthcare (Cukier, 2011). The existence of socio-preneurs basically aimed to empowering the surrounding community. Social business can be a form of social entrepreneurship but not all social entrepreneurship is a social business. Social entrepreneurship sees problems as an opportunity to form a new business model that is beneficial for empowering the surrounding community. The final results that social entrepreneurs want to achieve, are not merely material benefits, more than that is how the ideas proposed can have a good impact on society at large (Agung SD, 2018). They could be operated very diverse, such as the environment, health, including education.

Two examples, santri-preneur and socio-preneur, show the widespread use of the word derivative of entrepreneurship in aspects of human life along with their needs. But on the other hand the terms are not necessarily understood in line with their activities; it is even misunderstood.

The terms 'entrepreneur', 'edu-preneur' and teacher-preneur are well known. Unfortunately, there is no one definition that can be applied to all prespective; therefore, this situation can lead to misunderstanding in practice. For example, who can be called entrepreneurs? Are they business people who still exist without growth occurring in their business or are they business people whose business is growing (increasing their workforce, products, technology, and others). In addition, how to distinguish the term edu-preneurship which the aims to manage organizational resources in the field of education, compared to the aim of improving entrepreneurial attitude towards those students involved in educational organizations. Furthermore, is the issue of entrepreneurship at the organizational level, or can discussions about entrepreneurship be used at the individual level? This paper focuses on the concept of entrepreneurship and its derivatives: edu-preneur and teacher-prenuer. The later is the main focus of the contents of this paper. This paper also describes two examples of teacher practices typically in Indonesia and abroad.

## METHODOLOGY

Purpose of this writing is to describe the teacher-preneur understanding in a very primary way in order to illustrate its existence in Indonesian situation. Within the framework of this general purpose, the paper is constructed based on documentary analysis of various literatures on entrepreneurship and education. I also reviewed some current research report to structure the argument of edu-preneur as well as teacher-preneur, and took some information from personal web to gain some examples. The data collected is analyzed by categorizing raw data then is classified to support the answer argumently.

## RESULT AND DISCUSSION

If we have a slight memory about sellers, we have known since we were a child, who were working or pushing carts around the neighborhood where we live selling vegetable? They pick up two of them. We might name to two sellers with the same nickname - entrepreneurs. At present, one of them [seller no.1] still goes around in the same way; while an other [seller no.2] goes around using a motorbike with more varied types of vegetables offered, utilizes the *What's-up* application to communicate with customers, and covers a wider area. This illustration can easily identify which vegetable seller is traditionally and which one has the spirit of entrepreneurship. Vegetable seller [no.1] is a trader who is merely doing business to survive; while vegetable seller [no.2] is a business trader who is 'not doing business as usual' but thinking of business growth. Business activity is not just for survival but also for development. He carried out the development of market segments, labor, efficiency, and customer service. For that, he must be creative and innovate. Creativity and innovation are some characteristics of entrepreneurs he conducted.



What actually an entrepreneur is? We discuss it from commercial and individual point of view. Jaana S.L et al (2009) described entrepreneurship meanings from commercial point of view and summarized five different definitions into five perspectives on entrepreneurship. The first is about *bearing uncertainty* where the entrepreneur tries to strike a balance between the demand and supply of the market. The second one is Schumpeter's (1934) that *making new combinations* as well as *innovations*, such as new products, production methods, new markets and new forms of organization. The third definition concentrates on *exploring opportunities* and the fourth is about *the emergence and creation of organizations*; and the fifth definition on *community and social entrepreneurship*. These 5 definitions highlight that entrepreneurship is related to commercial matters.

On the other hand, Martin Lackeus (2015) discussed the definition of entrepreneurship from individual characteristics point of view. Lackeus quoted Gartner's opinion to mention it's focussed on entrepreneurial individuals to create innovative organizations grow, and create value either for the purpose of profit or not. Similar to Lackeus, Shane (2003) stated there is a linkage between individuals (without organizations) and opportunities. Additionally, Shane and Venkataraman (2007) discussed that such characters can also occur in existing organizations (not only in the new established one). Regarding to those three views, we may indentify that entrepreneurial matter is also can apply to individual level as well as represent teams whenever applicable. As a result, entrepreneurship could be discussed not only from commercial viewpoint but also from the view of self-individual orientation characteristics.

### ***Edu-preneurs and Teacher-preneurs***

The extraordinary initial reference called 'entrepreneurship' that originated from the economic field then was adopted by the world of education. The core of entrepreneurship, in turn, leads to the world of education – which is known as 'edu-preneurs'. Such absorption still carries its main character that emphasizes 'change' as a form of adaptability to take advantage of opportunities. This characteristic is absorbed by the education community in managing educational institution that is seen as a consequence of market opportunities that appeared in the educational world and managed on the basis of business manner.

Then what is the connection between teachers (the main element of educational institutions) and edu-preneurs. For any nation, teachers are the most influential component in creating quality education processes and outcomes. Any improvements made in the education system to improve the quality of education will be meaningless without the support of teacher quality and professionalism. Therefore, the empowerment of teachers in any form must be continuously pursued, such as dealing with the quick changing occurred outside of the school. Consideration made by teachers as well as educational institutions has similar behavior that leads to the need for a high level of innovation and creativity with the intention of taking smart opportunities.

One simple way to describe the product of teacher-preneurs is through the precise choice of the model in order to develop new instructional strategies. Another example





is in responding or anticipating something that happens outside of routine activities and beyond future. Produce books, for example: (1) about "avoiding the influence of consumerism styles"; (2) create a 'big book'. It is the book intended for playgroup students, sized slightly larger than a common book using for the learning process, tell information in story ways. View at the two pictures below as an example of Big Book, courtesy of Ernani (PAUD Kasih Lestari, Tembilahan).



It is clear now that the term of teacherpreneurs could be dedicated either to personal creativity as well as 'money' label. People who sell accessories or culinary at school rest time is not suitable to be called teacherpreneurs but should rather emphasize on creative products that in line with his profession, which is intended to develop their potential for educational advancement. Teacherpreneurs are classroom experts who teach students regularly, but also have time, space, and reward to spread their ideas and practices to colleagues as well as administrators, policymakers, parents, and community leaders (Barnett Berry, 2013).

Referring from the history of the development of the term teacherpreneurs certainly cannot be separated from the terms of entrepreneurship itself then becomes educationpreneurs. Endang et al. (2014) cited an explanation from the Oxford Project that schools that always innovate are systemic and transformational changes occur by using existing resources. Teacherpreneurs are teachers who excel in the teaching and learning process. They realize that class problems need innovation for the learning process, they eventually dare taking risks through innovation in the use of learning technology. This teacherpreneurs description shows that the teacherpreneurs is not always in business transactions orientation, instead to have a high commitment to the work.

The challenges of the teaching profession today and in the future are very difficult, competition between countries is getting tougher, especially in human resources, the development of information technology facing Industrial Revolution 4.0 which makes easy for the availability of information and subject matter. Teachers are required to be creative and innovative as well as the attitude demanded by entrepreneurs.

## CONCLUSION

The term of teacherpreneurs is part of entrepreneurship - a unique word for the education community. Teacherpreneurs are required to be creative and innovative as well as the attitude demanded for entrepreneurs. To do so, teacherpreneurs in the future will face future challenges, such as professional aspects in education fields; pedagogical



abilities; and problems dealing with the industrial revolution 4.0 as well as the social aspects.

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