



THE IMPLEMENTATION OF TEACHERPRENEURSHIP OF PGMI STUDENTS INISNU TEMANGGUNG

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ABSTRACT

This action research discusses the practice of teacherpreneurship among INISNU Temanggung students. This research uses a service learning approach. The research carried out observation, planning, action, and evaluation regarding the making of NIB (Business License Number). The population of this research is 24 students of the PGMI INISNU Temanggung study program. In the initial ownership of NIB, only 2 college students (8.3%) already had it, after taking action there was an increase to 23 college students (95.8%). The implementation of teacherpreneurship practices is not limited to the creation of a product, but students are equipped with the principles and mentality to become a competitive entrepreneur. Students are able to produce works in the form of entrepreneurial profiles, teacherpreneurship products, NIB, and practice teacherpreneurship in Selopampang, Temanggung Regency. The impact of this research is that students have a mentality in entrepreneurship. Students are very active when involved in determining the direction of this research, both in the training process, production stages, to determining post-production strategies. In addition, lecturers and students are able to take transformative action by having the same understanding that the activities carried out for PGMI INISNU Temanggung students

Keywords: *Teacherpreneurship, Business License Number.*

ABSTRAK

Penelitian tindakan ini membahas praktik *teacherpreneurship* pada mahasiswa INISNU Temanggung. Penelitian ini menggunakan pendekatan *service learning*. Penelitian melakukan observasi, perencanaan, tindakan, dan evaluasi tentang pembuatan NIB (Nomor Izin Berusaha). Populasi penelitian ini adalah 24 mahasiswa program studi PGMI INISNU Temanggung. Dalam kepemilikan NIB awalnya hanya 2 mahasiswa (8,3%) yang sudah memiliki, setelah dilakukan tindakan terdapat peningkatan menjadi 23 mahasiswa (95,8%). Pengimplementasian praktik *teacherpreneurship* tidak terbatas dalam penciptaan sebuah produk saja namun mahasiswa dibekali dengan prinsip serta mental menjadi seorang *entrepreneur* berdaya saing. Mahasiswa mampu menghasilkan karya berupa profil wirausaha, produk *teacherpreneurship*, NIB, dan melakukan praktik *teacherpreneurship* di Selopampang, Kabupaten Temanggung. Dampak penelitian ini diantaranya mahasiswa memiliki mental dalam wirausaha. Mahasiswa sangat aktif saat dilibatkan dalam menentukan arah penelitian ini baik pada proses pelatihan, tahapan produksi, hingga penentuan strategi pasca produksi. Selain itu, dosen dan mahasiswa mampu melakukan aksi transformatif dengan memiliki pemahaman yang sama bahwa aktifitas yang dilakukan untuk mahasiswa PGMI INISNU Temanggung

Kata Kunci: *Teacherpreneurship, Nomor Izin Berusaha*

1. Introduction

The government conducts programs to improve and accelerate access to investment and businesses. It provides access to electronically integrated business licensing services with the issuance of Government Regulation (GR) Number 24 concerning Electronically Integrated Business Licensing Services. The government is trying to strengthen the welfare and prosperity of its people through ease of licensing. However, this policy has yet to be welcomed by its citizens. There is still a high ratio gap between the percentage of entrepreneurs and the total population of Indonesia.

Based on a survey (Index, 2018), Indonesia is ranked 94 out of 137 countries in the health of the entrepreneurial ecosystem. The percentage ratio of Indonesian entrepreneurs still needs to reach 4 percent of the total population of Indonesia. In addition, many micro-businesses in Indonesia still need business legality, including the Business Identification Number (BIN) (Indrawati & Rachmawati, 2021). These facts show that Indonesia's entrepreneurship has yet to support the economy fully. The government must encourage, foster, and build pleasing cooperation to grow the entrepreneurial ecosystem. Therefore, it is necessary to involve educational institutions to spur entrepreneurs' growth rate in the era of the industrial revolution 4.0 and civil society 5.0.

Advances in technology spark us to be adaptive in anything. Entrepreneurship cannot be separated from technology and good management, starting from human resources who have a mindset and awareness of the legality of entrepreneurship. Generally, micro-enterprises in Indonesia consider legality not essential and costly to manage (Anggraeni, 2021). The mechanism for obtaining business legality permits is part of their need for more awareness. In addition, the insights and educational background of the community are also influential (Asiyah, 2022).

The Ministry of Investment has made a particular policy by issuing an integrated business legality scheme through the *loss.go.id* application. This application has advantages in obtaining business legality, is free of charge, and can be accessed by micro-entrepreneurs independently. Meanwhile, the government also seeks to provide facilities for the community related to services for individual, non-individual, micro, and unique business opportunities. The legal legality leads to the rights and business actors obtaining BIN (Mustaqim, 2015). The government also gives ease by integrating the Local Government with the One-Stop Integrated Investment Service (OSIIS). However, only some communities/businesses have the skills to utilize this application or the awareness of licensing.

Moreover, the micro business community must be equipped with licensing awareness. Building business licensing compliance is a strategic program. According to the government Regulation 24 of 2018, electronically integrated business licensing services is very strategic to implement for education and business license compliance. The involvement of other parties in each stage needs to be prepared to start from planning and implementation to maintenance to support the program to be implemented together (Rahmat, 2020). The main target of licensing is business students in universities who have yet to be touched much.

In growing licensing awareness, it is not only necessary to pay special attention to business actors, but also to start early. The results of observations and interviews with PGMI INISNU Temanggung demonstrate that most students need a business profile tailored to the needs and opportunities in the surrounding environment. Second, some students carry out business activities but need business legality.

Furthermore, the researcher implements a teacherpreneurship course for students of PGMI INISNU Temanggung. Teacherpreneurship is one of the characteristic courses of

PGMI INISNU Temanggung, taught to students in the fifth semester. The purpose of teaching teacherpreneurship practices is that prospective MI/SD teacher students have an additional profile as entrepreneurs in primary education. In addition, it is expected to be a provision for students to improve their living standards in the future.

Adi (2019) argues that mentoring and development are conducted to develop the standard of living of the assisted subjects. Furthermore, Ibda (2018) asserts that teacherpreneurship provides educational and processing activities and produces products of selling value that benefit someone as a form of development of a teacher's profession. Meanwhile, (Prihadi & Sofyan, 2016) explains that the professionalism of future teachers is emphasized not only in pedagogical abilities but also in educator figures who always process in improving their quality and competence of themselves actively and creatively.

In other words, teachers must adopt and be able to develop an entrepreneur's potential. An entrepreneur can be interpreted as a person who can create added value to the resources represented through the process of creative thinking (thinking new things), innovating (doing new things), and taking risks for specific purposes (Oktradiksa, 2015).

This research is based on research by Nugraheni (2019). She states that teacherpreneurship can improve process skills and student learning outcomes. Rosmah (2017) defines that principal leadership can improve teacherpreneurship in the MA Era. The research shows increased process skills in business activities for students and teachers. However, the research has yet to produce business products and business legality / Business Licence Numbers (BIN).

The uniqueness of this research is PGMI INISNU Temanggung students in collaboration with BPC HIPMI Temanggung and OSIIS. Students are also taught about using the digital marketplace and social media applications in product marketing and teacherpreneurship practices. Teacherpreneurship is not limited to theoretical learning about the concept of entrepreneurship delivered to the teachers but can penetrate all aspects of both concepts and practices in creating new products, licensing, and marketing. Based on the description above, this study aims to analyze the practice and impact of teacherpreneurship of PGMI INISNU Temanggung students.

2. Method

This research used the action research method. Action research is research-oriented toward determining solutions or solving problems to encourage change (McNiff, 2013). The stages of implementing this action research were as follows; making observations, making action plans, taking action, and evaluating. The research was conducted from July 2020 to February 2021. The samples were fifth-semester students of PGMI INISNU. The research data with this service-learning approach was interview data on the completeness of making BIN for PGMI INISNU Temanggung students. The instrument used to collect completeness data was the following formula (Nurgiyantoro, 2012).

$$\text{Percentage} = \frac{\text{Total score obtained}}{\text{maximum Score}} \times 100 \%$$

While the classification of BIN ownership is in the following table.

Table 1. Classification of BIN ownership

Percentage	Criteria
81 – 100%	= Very high
61 – 80%	= High

41 – 60%	= Fair
21 – 40%	= Less
< 21%	= Very poor

3. Results and Discussions

This section describes the low ownership of student BINs, the application of Teacherpreneurship practices, and the increase in student BIN ownership.

3.1 Low BIN Ownership

At the beginning of the lecture, the lecturer analyzed BIN ownership. The data was gained through interview activities. Based on the results, PGMI students' BIN ownership had a very poor classification. The initial data can be seen in the following table.

Table 2. BIN ownership level

Sample	BIN ownership	Percentage	Classification
24	2	8,3%	Very poor

The table above shows that the BIN ownership of PGMI INISNU Temanggung students is still low, namely 8.3%, with a very poor classification. Furthermore, the researcher needs actions starting from observation, planning, action, and evaluation to increase BIN ownership.

Students lack awareness of business legality. Moreover, previous activities have yet to be given knowledge and assistance in managing business legality licensing. Asiyah (2022) reinforces in her paper that students must have a stake in business licensing. So, the researcher implemented teacherpreneurship practice activities with the full involvement of PGMI INISNU Temanggung students to increase the quantity of BIN.

3.2 Teacherpreneurship Practices of PGMI INISNU Temanggung Students

According to Ibda (2018), teacherpreneurship is entrepreneurship developed and pursued by teachers in society and educational institutions following the challenges of the times. Berry (2013) states that teacherpreneurship strengthens the challenges faced by teachers and requires them to have bold leadership capital. In addition to teaching effectively, teachers also have the provision of teacherpreneurs, hatching and implementing appropriate policies and programs for students. In addition, teachers maintain their connection with students to develop and disseminate policies and best practices for 21st-century teaching and learning. Based on this opinion, it is very appropriate if it is applied to students so that they have provisions so that they become prospective teachers with an entrepreneur or entrepreneurial mentality.

The Teacherpreneurship course is a signature course of the PGMI INISNU Temanggung Study Programme. In its implementation, students were taught the concept and practice of Teacherpreneurship in the fourth and fifth semesters. This course covered the concept of teacherpreneurship, building a teacherpreneur mentality, planning a business plan, licensing, marketing, and teacherpreneurship practice. From these concepts and practices, students might be mentally and physically prepared to have the skills and mentality of teacherpreneurs ready to adapt and compete according to changing times. Teacherpreneurship practice was part of the course activities. This practice was expected to encourage students to become agents of change through the world of education in

collaboration with entrepreneurial activities. The following are the details of the stages of implementing the teacherpreneurship practice of INISNU Temanggung students.

3.2.1 Planning Stage

Before implementing the research, the researcher assigned students to analyze business activities that would be conducted according to the needs and potential of their respective regions. Then in the action stage, the researcher provided material to students using the researcher's youtube account periodically in the form of understanding business profiles, determining business profiles, to designed the teacherpreneurship product packaging. Furthermore, researchers mapped out a follow-up plan for students by making teacherpreneurship products in the form of goods and services to design packaging, licensing to marketing.

In order to provide a guarantee of business certificates those students would run, the researcher also coordinated with the Investment and One-Stop Integrated Service Office (IaOSIS) of Temanggung and Magelang districts. (Wijanarko, 2020). The aim was to provide easy access and prerequisites for registration permits. BIN facilitates the implementation of business activities applied by business actors. The benefits students could get after obtaining a BIN were as follows; First, as a business identity that students could use for legality and business development. Second, as social health and labor insurance, and Third, facilitate loans for business development for INISNU Temanggung students.

3.2.2 Implementation Stage

Lecturers conducted an initial identification of the number of students who already had a business through interviews. At the next meeting, the lecturer brainstormed on entrepreneurship with unique material and brought in business people from BPC HIPMI Temanggung. Muhammad Kristiawan (2018) describes the efforts to improve the quality of learning by coming up with an innovation.

Furthermore, students were directed to observe the resources contained in the immediate environment. The students made a business profile book after observing the resources. The student business profile book represented the business activities or teacherpreneurship products of PGMI INISNU Temanggung students in the field of trade and services with the intention of branding/publication and profit. In its preparation, students were accompanied by the lecturer. The draft book was Peer reviewed by the lecturer before being printed through the publisher.

In addition, it strengthened students' mentality in entrepreneurship and specialized skills in marketing. A researcher involved in BPC HIPMI Temanggung presenting an expert or guest lecturer, Abas Zahrotin, Chairman of BPC HIPMI Temanggung. Purba (2021) states that learning innovation can be achieved using various learning resources or people with particular expertise. Guest lecturers taught for four meetings in teacherpreneurship lecture activities. The material presented included building an entrepreneurial mentality, utilizing social media and marketplaces, and entrepreneurial practices.

Lectures with guest lecturers were held online and offline. The students used the Zoom Meeting platform integrated with Youtube when lecturing online. The material presented was building an entrepreneur's mentality. Furthermore, for online lectures, a field lecture was held with BPC HIPMI Temanggung, followed by a discussion with business actors (Soera Moira, 2021).

Several principles of entrepreneurship were taught to PGMI INISNU Temanggung students to be successful in entrepreneurship. First, build and maintain a good reputation (good name) both with business partners and fellow customers. An entrepreneur is not only setting up a business profile but how to be able to "How To Sell Product?" basically, selling

a product is not as easy as we imagine (Narahmalia, 2021). The primary domain that must be possessed for someone to be successful in running a business is maintaining realization by maintaining the number of existing partners and customers.

Second, dare to take a step from the beginning because being a successful person is not easy sometimes, someone has to fall up and down, and it is not as easy as turning back the palm. Zahra, Husna and Haq (2019) assert that entrepreneurs must dare to take risks to increase self-confidence and take advantage of opportunities.

Third, concentration (focus) to become a young entrepreneur for success is the focus cultivated in the field of interest. However, in practice, this entrepreneurship is a sideline for a teacher. If this entrepreneurship is pioneered with seriousness, high concentration can be the primary source of income. Zahra, Husna and Haq (2019) enlighten several factors influencing entrepreneurship, including experience, motivation, and personality. These factors are exceptionally urgent in achieving success in entrepreneurship.

Fourth, creative and innovative for a teacherpreneurship that focuses more on the world of education, of course, better understand the entrepreneurial mentality in finding new ideas to create a product. Pradana & Safitri (2020) explain that ideas and breakthroughs can arise during activities, lectures, seminars, and other activities. The emergence of these ideas or ideas must get a proper place by acting immediately when the idea arises. In this case, students were equipped with an entrepreneurial mentality. They were supposed not just to follow along but to develop their entrepreneurship so that it continues to exist.

Fifth, there were other things besides capital. Often students felt less enthusiastic about developing a business they started because of limited capital. They tended to think that capital was the main thing so that the business they develop can run. So, reaffirm the belief, live the business that was pioneered, enjoy the process and go through all the obstacles.

These provisions were further strengthened by benchmarking activities with business owners. They observed, compared identification, and legitimized the success standards of entrepreneurs in Temanggung Regency, both in the planning, implementation, and evaluation of entrepreneurship. The results of these discussions and observations were expected to strengthen their determination, motivation, and mentality in entrepreneurship.

3.2.3 Disseminating the Student Business Profile Book

This book contained student business profiles, product advantages, competition maps, marketing strategies, teams, sales targets, and investment needs. This book allowed students to increase their market share and business network. PGMI INISNU Temanggung students officially released the book published by CV Harian Jateng on Thursday, 26 November (NU Online Central Java, 2020).

The book, which limited the business profiles of PGMI INISNU Temanggung students, certainly had values that can be applied in life. Furthermore, it can increase market share, business networks, and students' optimism in developing their entrepreneurial mentality. Later, when students graduate, they not only get a bachelor's degree or diploma but also have quality and competitiveness.

The value is reflected in cultivating student business profiles to form students into creative, innovative, sportive, and entrepreneurial educators. Because looking at the condition of the nation in general, the population is still evenly distributed in the level of consumers. Through the teacherpreneurship course, it is expected to be able to support the creative economy development program (PEK). Economic development is based on individuals' creativity, skills, and talents (Patika, 2016). Establishing this business profile is the initial step to branding students as quality business actors.

The benefits students can obtain after having a business profile include; first, as a marketing tool, it will make it easier for users to understand the business services offered. Second, complete information media about the business being run, including background, address, business status, and business contact numbers. Third, strengthening company branding because a business profile can be compared with other business profiles. The reason is that in a business profile, the company has advantages and disadvantages compared to other competitors. This aspect will trigger customers to consider the company, such as in the aspect of packaging alone, potential customers will be interested in the business products we establish.

3.2.4 Business Legality and Teacherpreneurship Practices

In this case, students jointly prepared complete data and registered IaSISS at Temanggung and Magelang Districts to obtain their BIN business legality. After BIN ownership, students continue to arrange for socialization and the provision of a Household Industry Food Production Certificate (HIFPC) issued by the Health Office (Wijanarko, 2020). At the final stage, the researcher collected data on the final number of students who owned BIN and obtained data on the completeness of BIN ownership as follows

Table 3. BIN Ownership Rate Post-Action

Sample	BIN Ownership	Percentage	Classification
24	23	95,8%	Very high

The table above shows an increase in the percentage of BIN ownership of PGMI INISNU Temanggung students to 95.8% with a very high classification.

In order to implement their teacherpreneurship products, students conducted teacherpreneurship practices at the NU Fair Selopampang Temanggung event on 27-28 February 2021. Student teacherpreneurship practices did not run alone but also collaborated with several agencies with the PGMI Study Program student association, which is directly involved in the community. The various programs launched were a bridge to implementing entrepreneurial practices. Indirectly, students were built to become creators with broad insights and can face the threats, challenges, obstacles, and disruptions that exist in developing the business.

Lecturers in this activity also accompanied students. The student business stand sold teacherpreneurship products in accessories, drinks, food, and equipment. Some excellent teacherpreneurship products on display; are Brownies, Alaska Coffee, masks, knitting connectors, Choir Makaron, and other products (Soera Moira, 2021).

The impacts received by PGMI students after the practice of teacherpreneurship include the following. First, the entrepreneurial mentality taught from the beginning could be built into this activity. Equipped with the principles and mentality of entrepreneurship, they are ready to plunge and compete in the entrepreneurial world. They can offer and sell teacherpreneurship products, which can be said to have a charm for visitors.

Secondly, students were very active in determining the direction of this research both in the training process, and production stages, to determining post-production strategies, namely product marketing, production management, financial management, and HR management. While the role of lecturers and practitioners as facilitators, catalysts, and mediators in fostering transformative action of PGMI students. According to *bonafide* group

theory, the presence of each individual has value and meaning for others, manifested by interactions to achieve common goals (Nuryanti, 2018).

Third, lecturers and students can take transformative action by having the same understanding that the activities carried out are from, by, and for PGMI students. Conversely, this is what distinguishes it from previous research (Nugraheni, 2019). In addition, the paradigm of mobilizing students to walk based on shared interests distinguishes this research from other studies. The research conducted by Rohmah (2017) is only a facilitator who accompanied the subject in the activity.

Fourth, students were directly involved in all stages of the planning, implementation, and evaluation process. Students are trained according to their competence in marketing, serving, and providing services to visitors. After the activity ends, students continue to practice teacherpreneurship independently by applying the learning given, starting with planning, implementation, and evaluation in every business activity they undertake.

Evaluation Stage

At this stage, lecturers and students also provided an evaluation to achieve the teacherpreneurship course's objectives. The evaluation in this study was executed at all stages of the activity. Lecturers and students evaluated each stage of the activity that was completed. Lecturers and students followed up on this evaluation's results to find the shortcomings and advantages of the implementation.

In this stage, an agreement was also made regarding implementing activities that will be accomplished in the future. Students and lecturers will achieve this agreement jointly following the agreed timeline or target time. This activity was completed until the teacherpreneurship practice ended. Furthermore, analyzing the quantity of student BIN showed the increase in BIN and the impact of teacherpreneurship practice courses for PGMI INISNU Temanggung students.

4. Conclusions

Advanced teacherpreneurship practice is *ijtihad* in constructing awareness and obedience in business licensing, manifested in BIN's ownership. Advanced teacherpreneurship practices implemented for 24 PGMI students show student participation in efforts to increase the value of the regional investment and create jobs for people around Temanggung and Magelang districts. The study results demonstrate an increase in the percentage and classification of BIN ownership, initially from 24 students (8.3%) with a very low classification to (95.8%) with a very high classification. In teacherpreneurship, students are equipped with an entrepreneurial mentality to become teacherpreneurs who have high optimism and are creative, innovative, and competitive.

Furthermore, there are several impacts after implementing the teacherpreneurship course, including the formation of the entrepreneurial mentality of PGMI students. Students are very active when determining the direction of this research, both in the training process and production stages, to determining post-production strategies. Additionally, lecturers and students can take transformative action by having the same understanding that the activities carried out are from, by, and for PGMI INISNU Temanggung students.

The suggestions for this research are as follows, firstly, the Regional Government of Temanggung Regency needs to provide support or facilitation partnerships in marketing teacherpreneurship products. Second, it is essential to strengthening students' capacity in production. Third, in ensuring sustainability, it is required to strengthen the managerial side of the management of teacherpreneurship products of PGMI INISNU Temanggung students.

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