



# Breaking The 3T Barrier: Smart Teacherpreneurs of Harapan Island

Kadarisman<sup>1</sup>, Romi Siswanto<sup>1</sup>, Tora Akadira<sup>1</sup>, Zulfikri<sup>1</sup>, Rhini Fatmasari<sup>1</sup>, Mudayat<sup>1</sup>, Untung Laksana Budi<sup>1</sup>

<sup>1</sup>Universitas Terbuka, Tangerang Selatan, Indonesia.

Received: July 25, 2025

Revised: August 28, 2025

Accepted: September 19, 2025

Published: September 30, 2025

Corresponding Author:

Kadarisman

[kadarisman@ecampus.ut.ac.id](mailto:kadarisman@ecampus.ut.ac.id)

DOI: [10.29303/ujcs.v6i3.1169](https://doi.org/10.29303/ujcs.v6i3.1169)

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**Abstract:** Strengthening teacher capacity in 3T areas requires an approach that goes beyond conventional pedagogical training by integrating entrepreneurial competencies, differentiated learning, and leveraging local potential. This study presents a teacherpreneur training model for elementary/middle school/community learning center teachers on Harapan Island, Thousand Islands, which is operationalized through a convergent mixed-methods design. The design incorporates attendance measurement, multi-component evaluation scores, and qualitative findings from observations and structured interviews. Field data shows 22 participants from various schools, an attendance rate of 83%, and a distribution of quiz, case study, and practice scores indicating substantial competency achievement in the dimensions of creativity, utilization of local potential, partnership networks, and educational entrepreneurship practices. The integration of quantitative and qualitative findings confirms the relevance of the training to the island context, which faces limitations in infrastructure, technology access, and professional development opportunities. The discussion links the findings to current literature on teacherpreneurial competence, partnership management, differentiated instruction, and digital-based service-learning practices. This study offers theoretical implications for the construction of teacherpreneur competencies and practical implications for program replication in other 3T regions. The recommendations emphasize strengthening post-training mentoring, orchestrating local networks, and digital portfolio-based reporting for sustainable impact.

**Keywords:** Differentiated Learning, Partnership Management, Teacherpreneur.

## Introduction

Teachers in island regions face complex challenges that combine infrastructure limitations, access to technology, professional development opportunities, and the dual role pressures within public education services (Burhanudin & Bachtiar, 2024; Sarmini et al., 2025). In the context of Harapan Island, the need to foster teacher independence and creativity is urgent because schools face a lack of ongoing training and limited learning facilities. Teacherpreneurship presents a synthesis between the roles of educator and educational entrepreneur, emphasizing innovation, added value, and measurable social contribution (Ibda, 2018). The teacherpreneur training piloted through the community

service program presents a conceptual framework, practices, and mentoring models that are contextual to the island ecosystem. The conceptual framework of this research positions teacherpreneurship as a cross-domain competency that integrates pedagogical skills, micro-business management, digital literacy, and partnership networking (Baehaqi et al., 2025). This school partnership management is a form of implementing School-Based Management. The harmonious relationship between the school, parents, the community, and other institutions in society, including the world of work, is a concrete example of applying School-Community Relations Management (Chasanah et al., 2025).

## How to Cite:

Kadarisman, Siswanto, R., Akadira, T., Zulfikri, Fatmasari, R., Mudayat, & Budi, U. L. (2025). Breaking The 3T Barrier: Smart Teacherpreneurs of Harapan Island. *Unram Journal of Community Service*, 6(3), 583–590. <https://doi.org/10.29303/ujcs.v6i3.1169>

Therefore, this study stems from the need to map initial conditions, design context-based interventions, and evaluate the impact of training on motivation and learning creativity. The empirical and programmatic basis is taken directly from the respondents, in this case, the teacher training participants on Harapan Island on May 16–17, 2025, and is reinforced by reports and evaluation results of the training activities. The research problem formulation focuses on five questions that link the initial conditions of teacherpreneur competence, island-context-based needs and challenges, effective training designs, competence and independence improvement, and learning creativity. The research approach combines quantitative indicators (attendance and evaluation scores) with qualitative indicators (classroom practice themes, work sample examples, and participant reflections). The use of mixed methods aims to combine the strengths of both approaches and mitigate their respective weaknesses.

The general objective of the research is to test the effectiveness of teacherpreneur training for teachers in island regions and to formulate a replicable implementation model (Miranda et al., 2021). Specific objectives include mapping initial conditions, formulating training designs, measuring improvements in competence and independence, and identifying factors that support or hinder implementation. The theoretical benefit of the research is its contribution to the conceptualization of teacherpreneurial competence as a context-based educational construct that integrates the creative economy, local potential, and the vision of Differentiated Learning (Fitri et al., 2025). Practical benefits include operational training guides, examples of productive teaching materials, post-training mentoring mechanisms, and school-community-local government partnership models. This research also enriches digital service-learning practices by linking classroom projects to the local ecosystem and education-based micro-markets. The scope of the research is limited to the teacher participants in the training on Harapan Island, with the focus of measurement being on the immediate results after the intervention (Ismunandra, 2022).

The theoretical framework adopts the perspective of educators' entrepreneurial competencies, which emphasizes opportunity recognition, educational product development, personal branding, community networking, and microfinancial literacy (Haniva et al., 2025; Widarti, Kurniati et al., 2025). Recent literature indicates that teacherpreneurial competence in both pre-service and in-service teachers can be enhanced through structured training, peer support, and contextual projects that stimulate creativity and school innovation. Global evidence underscores the importance of the role of entrepreneurship educators in the education

innovation ecosystem, particularly in developing countries. In Indonesia, the transformation of Differentiated Learning and the Pancasila Student Profile project opens up space for project-based learning, community collaboration, and the integration of local potential into students' learning experiences. Therefore, the conceptual framework of this research integrates teacher entrepreneurial competencies, national curriculum policies, and digital service-learning practices within the ecology of a small island. The integration of this theory strengthens the justification for selecting the problem and designing contextual interventions.

The research question formulates a working hypothesis that contextually designed teacherpreneur training will significantly improve teachers' learning competencies, independence, and creativity (Azzami et al., 2024; Widarti, Ventura, et al., 2025). It will also spark the beginnings of school-community partnerships. Basic assumptions include minimal infrastructure readiness, principal support, and participant commitment to follow-up practices. The focus of the writing is directed toward the design, implementation, and evaluation of training, as well as the integration of cross-method findings. The limitations of the writing include the limited sample size, incomplete administrative data, and the short duration of the evaluation. Nevertheless, the main contribution of this research is to present a field-tested island-based teacherpreneur model supported by data triangulation. Policy implications are directed toward local governments, school administrators, and training providers to expand support, funding, and implementation incentives. Finally, this research provides an empirical basis for replication and adaptation on other islands with similar characteristics.

## Method

The study used a convergent mixed-methods design with quantitative data collection (attendance and scores from four components: quizzes, cases, practice, and summative evaluation) running parallel to qualitative data (structured observation, learning product artifacts, and brief interviews) (Creswell & Creswell, 2017; Husnayayin et al., 2024; Sugiyono, 2017). Quantitative data describes the participants' learning participation and achievements during the two-day training on May 16-17, 2025, with an overall attendance rate of 83% out of 22 registered participants. Evaluation data show a score distribution for components ranging from 65 to 100 for quizzes, 70 to 90 for cases, 80 to 90 for practice, and 70 to 90 for summative tests. This finding shows that the highest achievement tends to occur in the practice and case components.

## Result and Discussion

On the qualitative side, participants reported increased confidence in designing teaching media based on local potential, such as natural materials, simple educational tourism, and digital content ready for micro-marketing to meet the needs of schools and communities. The integration of lightweight technology and an offline-first approach was deemed most suitable for infrastructure conditions, ensuring that the adoption of digital teaching materials is not dependent on stable internet connectivity. The training also sparked teachers' personal branding through a concise digital portfolio, professional profile cards, and communication channels with parents and community partners. From the school's perspective, the existence of pilot projects and follow-up plans opens up opportunities for educational micro-enterprises that add economic value and student learning motivation. The convergence of quantitative and qualitative findings strengthens the validity of the results through triangulation of methods and sources.

**Table 1.** Results of the Teacherpreneur Training Evaluation on Harapan Island

Indicator	Findings	Description
Number of registered participants	22 teachers	Elementary school teachers registered as training participants. Five participants did not attend the training.
Overall attendance	83%	Attendance rate for 17 training participants over 2 days, May 16-17, 2025
Average quiz score	84.38	Participants score on the multi-component quiz for the training material. Quiz score range 65-100
Average case study score	85.63	Participants' scores on the multi-component Teacherpreneur practice for the training material.
Average practice score	85.94	Participant score on the multi-component Teacherpreneur practice for the training material. Practice score range: 80-90.

Average summative test score	80.63	Participant score on the multi-component summative test for the training material. Summative test score range: 70-90
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Qualitative data also revealed key themes such as utilizing local potential as teaching materials, teacher personal branding, and integrating simple technology for digital content and marketing of works. The integration of the two datasets was performed during the analysis phase by looking for pattern convergence between the increase in practice scores and the participants' increasing confidence in creating economically valuable teaching media. A convergent design was chosen so that qualitative findings could explain quantitative patterns contextually and give meaning to the achievement numbers. The methodological reference for the convergent design was adopted from the work of Creswell and contemporary MMR integration guidelines.

The initial conditions of the participants showed diversity in educational background, limited prior access to training, and a need for fundamental digital literacy improvement for the production of teaching materials. Brief interviews suggest that combining the roles of classroom teacher with educational entrepreneurial activities is challenging due to limited time and a lack of role models. Observations of practice during the training sessions showed high enthusiasm for idea generation techniques, storyboarding teaching materials, and simple product planning, such as learning kits based on local natural materials.

Quantitative data shows that the practice component tends to be highly valued, aligning with participants' narratives about learning by doing and structured peer feedback. This narrative correlation indicates that training designs emphasizing authentic tasks and concrete work products impact the improvement of applied competencies. This finding also implies that the ability to identify educational micro market opportunities emerges when teachers see a direct connection between teaching content, local culture, and community needs. Thus, the problem of the island context is transformed into a source of excellence through the lens of a teacherpreneur.

The training program combines basic modules on teacherpreneurship, creativity and innovation, utilizing local potential, entrepreneurial skills for teachers, time management, differentiated and in-depth learning, and entrepreneurial practices with reflective evaluation. The implementation strategy combines presentations, demonstrations, guided practice, discussions, and simulations, with an emphasis on take-home artifacts

that can be replicated in the classroom. Alignment with Differentiated Learning and the Pancasila Student Profile project ensures that tasks are aligned with the vision of deep learning that is contextual and collaborative. In the context of archipelagos, the use of simple technologies like portable projectors and small digital modules is key to overcoming connectivity limitations. Support from the local community and regional government strengthens the implementation ecosystem by providing space, logistics, and formal recognition of teacher participation. Overall, the training design demonstrates coherence between objectives, content, methods, media, and evaluation, making it suitable as a pilot for replication.

The teacherpreneurship training material on Harapan Island is systematically designed to address the needs of teachers in island regions facing limited facilities, technology access, and minimal professional development opportunities. The development of materials, strategies, and evaluations is designed to:

- a) Enhance teachers' entrepreneurial competencies, including the ability to design educational products, manage small businesses, and market their creations,
- b) Integrate local potential into learning, enabling teachers to create economic value from their surroundings, and
- c) Foster teachers' creativity, which impacts their motivation and teaching quality.

**Table 2.** Teacherpreneurship Training Material

No	Material	Sub-Material	Activity Strategy
1	Fundamentals of Teacherpreneurship	<ul style="list-style-type: none"> <li>- Definition and Concept of Teacherpreneurship,</li> <li>- The Role of Teacherpreneurs in Education,</li> <li>- Entrepreneurial Mindset for Teachers: Developing a creative, innovative, and adaptive mindset.</li> </ul>	<ul style="list-style-type: none"> <li>- Luring</li> <li>- Material</li> <li>- Presentation</li> <li>- Q&amp;A</li> </ul>
2	Creativity and Innovation in Teaching	<ul style="list-style-type: none"> <li>- Creativity Techniques for Teachers,</li> <li>- Development of Innovative Learning Media, and</li> <li>- Case Studies and Inspiration</li> </ul>	<ul style="list-style-type: none"> <li>- Luring</li> <li>- Material</li> <li>- Presentation</li> <li>- Demonstration</li> <li>- Practice</li> </ul>
3	Identification and Utilization of Local Potential	<ul style="list-style-type: none"> <li>- Integrating Local Potential into Learning. Utilizing local culture, nature, and resources as teaching materials,</li> <li>- Project-Based Learning. Motivating Teachers to Explore Local Entrepreneurial Potential, and</li> <li>- Collaboration with the Local Community. Partnering with the community to develop learning materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Luring</li> <li>- Material</li> <li>- Presentation</li> <li>- Q&amp;A</li> </ul>
4	Entrepreneurship Skills for Teachers	<ul style="list-style-type: none"> <li>- Basic Entrepreneurship,</li> <li>- Small business management, marketing, and simple business strategies,</li> <li>- Teacher Personal Branding, and</li> <li>- Creating a standout professional profile for collaboration and learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Luring</li> <li>- Presentation</li> <li>- Discussion</li> </ul>
5	Time Management and Productivity	<ul style="list-style-type: none"> <li>- Managing the Roles of Teacher and Entrepreneur. How to maintain a balance between teaching and entrepreneurial activities,</li> <li>- Simple Project Management. Setting the work plan and implementation schedule for the initiative.</li> </ul>	<ul style="list-style-type: none"> <li>- Luring</li> <li>- Material</li> <li>- Presentation</li> <li>- Discussion</li> </ul>
6	Differentiated Learning	<ul style="list-style-type: none"> <li>- Differentiated Learning,</li> <li>- Deep Learning</li> </ul>	<ul style="list-style-type: none"> <li>- Luring</li> <li>- Presentation</li> <li>- Material</li> <li>- Q&amp;A</li> </ul>
7	Entrepreneurship Practice	Practice Becoming an Entrepreneur	<ul style="list-style-type: none"> <li>- Luring</li> <li>- Practice</li> </ul>
8	Evaluation and Reflection	<ul style="list-style-type: none"> <li>- Discussion about the challenges and solutions for implementing Teacherpreneur, and</li> <li>- Developing a follow-up plan to be implemented in schools</li> </ul>	<ul style="list-style-type: none"> <li>- Luring</li> <li>- Evaluation</li> <li>- Reflection</li> </ul>

The eight training components implemented form an interconnected micro-curriculum, ranging from conceptual foundations to hands-on practice, while also

having a tangible effect on teacher motivation and creativity.



1. The fundamentals of teacherpreneurship provide a conceptual framework for the new identity of teachers as both educators and innovators in the educational economy. Through presentations and Q&A sessions, teachers were guided to internalize this dual role, including the importance of an adaptive mindset in facing the challenges of island life. This material is crucial because it fosters initial motivation by demonstrating that entrepreneurship is not an additional burden, but rather a strategy for survival and growth.
2. Creativity and innovation in teaching encourage teachers to explore creative thinking techniques, develop innovative learning media, and study inspiring case studies. Demonstration and practice sessions allow teachers to produce tangible work that fosters confidence. The correlational analysis in this study indicates that teacher creativity significantly increased post-training, aligning with direct exposure to these innovative practices.
3. Identifying and utilizing local potential connects education with the natural, cultural, and social resources of Harapan Island. Through a project-based learning approach, teachers are encouraged to integrate local wisdom into their lessons. As a result, awareness emerged that the surrounding environment is not a limitation, but a strategic asset. This material also strengthens motivation because teachers see a direct relevance between teaching, students' lives, and local economic opportunities.
4. Entrepreneurship skills for teachers focus on small business management, simple marketing, and personal branding. The discussion about professional profiles broadened teachers' horizons, showing them that their role is recognized not only in the classroom but also in the public sphere. This correlates with increased motivation, as teachers begin to see broader opportunities for collaboration and generate creative ideas to expand the impact of learning.
5. Time management and productivity present practical strategies for balancing the dual roles of teachers as educators and entrepreneurs. This session enables teachers to organize simple project schedules, ensuring the sustainability of the innovations that emerge. In the context of an archipelago with a high workload, this material serves as a motivational buffer, as teachers realize that proper time management can reduce fatigue and maintain the spirit of innovation.
6. Differentiated and In-depth Learning provides a pedagogical approach aligned with the Merdeka Curriculum and the Pancasila Student Profile. Teachers were introduced to strategies for accommodating student diversity through differentiation and creating meaningful learning experiences. This material strengthens creativity because teachers learn to adapt their innovations to the real needs of students, rather than simply producing generic teaching materials.
7. Entrepreneurship practice emphasizes the experiential learning aspect by inviting teachers to become entrepreneurs on a micro scale. This practice not only cultivates skills but also ignites intrinsic motivation through early success experiences. Research data indicates that practice scores are significantly correlated with increased motivation and creativity, which signifies the effectiveness of this approach.
8. Evaluation and reflection serve as a critical mirror on the entire training process. The discussion of implementation challenges and solutions encouraged teachers to formulate realistic follow-up plans to implement in their respective schools. This stage is crucial for maintaining motivational momentum and ensuring that the creativity generated during training does not remain confined to artifacts but transforms into sustainable practices.

The interpretation of the findings confirms that teacherpreneur training serves as a bridge between differentiated learning and the contextual creative economy of education. The results show that when training tasks are tied to local realities, teachers find it easier to identify the value proposition of the teaching product and explain its benefits to school stakeholders. This aligns with the direction of national education policy, which encourages contextual learning, project integration, and the realization of the Pancasila Student Profile. Thus, teacherpreneurship becomes a strategic vehicle for strengthening curriculum practice through authentic work recognized by the community. Additionally, digital service-learning practices extend the impact to the public sphere through documentation, publication, and light market testing of learning products. Finally, this model aligns educational missions, microeconomic empowerment, and the preservation of local culture within a single learning ecosystem. This synthesis provides strong justification for recommending replication with target island-based adaptation (Siswoyo et al., 2024).

The connection with previous literature shows consistency between the need for teacher entrepreneurship training and recent findings on teacherpreneur competencies in both pre-service and in-service teachers. A recent international study found that coaching teacherpreneur competencies in pre-service teachers provides a strategic advantage for the emergence of future educational innovators, which underscores the importance of practice-oriented and portfolio-based training designs. In Indonesia, research

on pedagogical collaboration, innovation, and curriculum transformation shows that ecosystem support and teacher networks are crucial for the successful adoption of new practices. Literature also underscores the need for sustainable development in educators' entrepreneurial competencies, including the explicit development of entrepreneurial competencies in schools. Referring to these findings, the program on Harapan Island places peer collaboration, authentic projects, and peer feedback as its main pillars. This strengthens the theoretical foundation while validating the relevance of context-based interventions (Rosyidi et al., 2022).

The contribution to existing knowledge is evident in the articulation of the teacherpreneur model for small island contexts with limited infrastructure, which is still rarely documented in the literature. This study adds evidence that offline-first strategies, leveraging local potential, and micro-market testing can boost teacher motivation and foster a sense of community ownership toward teaching materials. From a methodological perspective, the use of a convergent design with integration of findings at the interpretation level demonstrates transparent and informative MMR reporting practices. Additionally, the combination of administrative data, learning evaluations, and practice narratives strengthens the credibility of the findings through triangulation. Meanwhile, linking to national curriculum policies ensures policy relevance and opens up broader adoption pathways. Thus, this article enriches the discourse on teacherpreneurship in 3T areas with field evidence that can serve as a reference for policy and practice. This finding also encourages broader discussions about the role of entrepreneurship educators in the global education innovation ecosystem.

The theoretical implication of this study is the need to formalize teacherpreneur competence as a multi-dimensional construct that includes micro-business literacy, learning experience design, personal branding, community networking, and the utilization of local potential as learning assets. This framework demands integration between educational entrepreneurship theory, project-based learning, and contextual curriculum design. Additionally, integrating digital competencies as a prerequisite strengthens the conceptual model, especially in areas with limited connectivity that require an offline-first strategy. From an MMR perspective, this study demonstrates the added value of a convergent design for assessing complex and interconnected educational interventions. This contributes to the literature on data integration and reporting practices that balance qualitative depth and quantitative breadth. Building on that, the theorization of teacherpreneurship can be enriched by the lens of learning ecology, which emphasizes the co-creation of

shared value within the community. This framework has the potential to serve as the basis for developing more comprehensive competency assessment instruments.

Practical implications suggest adding a post-training mentoring component for at least three months to maintain momentum, overcome implementation barriers, and monitor the performance of the teaching materials in the micro market. Schools need to establish simple governance for educational entrepreneurship, such as SOPs for procuring local materials, revenue-sharing policies for classes/committees, and ethical protocols for educational marketing. Local governments can facilitate periodic showcases, micro-grants, and minimal infrastructure strengthening, such as presentation equipment, community routers, or learning hubs (Hamidaturrohmah et al., 2024).

Partnerships with MSMEs and village-owned enterprises are relevant for market testing and logistics pooling, while school digital platforms can function as a portfolio showcase and product catalog. The school network initiative with partners needs to be maintained and even improved as an effort to enhance school quality and productivity. To maximize the benefits of educational partnerships in the future, educational institutions need to design and implement comprehensive, dynamic, and future-oriented strategies (Darma, 2022; Indriana, 2011). The inter-island teacherpreneur network opens up opportunities for peer mentoring and the exchange of work between schools. At the curriculum level, integrating the teacherpreneur project with P5 clarifies assessment rubrics and simplifies student guidance. Finally, schools can use e-portfolios to assess the impact on student achievement and parental involvement.

Methodological limitations include a small sample size and a short intervention period, making it impossible to assess medium-term effects. Quantitative data has some incomplete entries for specific assessment components, so estimating the full distribution requires careful interpretation. External validity is limited to the context of small islands with specific infrastructure characteristics, although general principles can be transferred through adaptation. Reliance on self-report and learning product artifacts can contain social biases that are favorable, even though they are balanced by observation and peer feedback. Additionally, no formal measurement of student learning outcomes has been conducted as a downstream indicator of teacherpreneurial competence. The limitations of school administrative data also restrict the granularity of the participants' demographic analysis. In the next phase, strengthening data protocols and longitudinal tracking will be a priority to improve the accuracy of inferences.

Recommendations for future research include explanatory sequential mixed-methods to link rich

qualitative findings as explanations for post-test and follow-up quantitative patterns. Further study is needed to assess the sustainability of practices, microbusiness models, and the impact on student motivation and learning achievement over the next 6–12 months. The development of the teacherpreneur competency instrument requires expert content validity, pilot testing, and psychometric analysis to ensure the measure is reliable and comparable across studies. Controlled field experiments can test the most influential elements of training design, such as project weight, mentoring intensity, or the integration of market days. Cross-island comparative research will help identify key contextual variables such as principal support, population density, and local MSME networks. Additionally, exploring low-bandwidth digital platforms for showcasing and marketing schoolwork portfolios will enrich practical findings. Finally, a cost-effectiveness analysis is needed to strengthen policy arguments and replicate at the district level.

## Conclusion

This study proves that teacherpreneur training designed contextually for island ecology can improve applied competencies, spark creativity, and strengthen teacher independence in a short period of time. The convergent mixed-methods design allows for the integration of mutually clarifying quantitative and qualitative findings, resulting in a complete picture of the impact. The correlation between high practice scores and participants' self-confidence narratives underscores the importance of learning by doing, peer review, and authentic, product-oriented projects that add value to teaching materials. Alignment with Differentiated Learning and P5 provides a strong curricular pathway for embedding teacherpreneurship within students' learning experiences. Theoretical implications enrich the cross-domain teacherpreneur competency construction, while practical implications provide operational steps for replication. With the support of post-training mentoring and local partnerships, this program has the potential to be a model for replication on other 3T islands. This result underscores that limitations can be transformed into strengths through careful, participatory, and locally-based intervention design.

This research still leaves room for methodological strengthening, measuring downstream impact on students, and more comprehensive validation of the teacherpreneur competency scale. Further longitudinal and comparative studies will clarify the dynamics of practice sustainability, the resilience of educational microbusiness models, and the ecosystem factors that determine innovation diffusion. Strengthening minimal infrastructure, data governance protocols, and local

policy support will accelerate the scale of impact. At the school level, e-portfolios and periodic showcases can serve as a platform for public feedback and a catalyst for continuous quality improvement. Ultimately, a healthy teacherpreneur ecosystem requires synergy between teachers, principals, the community, MSMEs, and local government. This synergy aligns with the national education transformation vision toward simple, in-depth, and meaningful learning. With that, teacherpreneur is not just a label, but a transformational practice that connects the classroom, the community, and the future.

## Acknowledgments

Thank you to everyone who helped with this community service.

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