

Introducing Teacherpreneurship in the Scope of Theological Seminary Lecturers

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Abstract

The article titled "Introducing Teacherpreneurship in the Context of Theological Seminary Lecturers" is a conceptual exploration aimed at grounding the concept of teacherpreneurship among lecturers at theological seminary. Teacherpreneurship, understood as the implementation of entrepreneurial spirit within a lecturer, requires the ability to engage in entrepreneurship as an effort to firmly develop all existing potential and aimed at maximizing oneself as a professional theology lecturer with significant results. The goal of this research is to strive for an accurate understanding of the entrepreneurial spirit within theological seminary lecturers so that through their teaching ministry, they can produce meaningful outcomes. A qualitative approach with literature study is employed in this research to obtain relevant library information related to the discussed theme.

Keyword: *Teacherpreneurship, Lecturer, and Theological Seminary.*

A. INTRODUCTION

Human civilization continues to evolve from era to era with all the dynamics contained within it. In the present era, globalization and modernization have become inseparable parts of human life. To survive and maintain their existence, humans need the ability to adapt to various developments. Modern society lives in self-reliance, and this concept of life demands a unique creativity that enables individuals to not only survive but also to develop themselves. Personal development in line with one's calling will yield maximum results in life, and innovation and creativity will continuously evolve as tangible aspects of human existence. The term entrepreneurship then emerges to discuss how an individual develops themselves.

Entrepreneurship is a mental attitude, perspective, insight, as well as a mindset and pattern of action of an individual towards the tasks for which they are responsible, always oriented towards customers, (Kodrat, 2015), and entrepreneurship is a term introduced by Richard Cantillon in 1722, (Bula, 2012), and has since become so well-known today, through which humans gain the ability to build a more dignified life. A country is considered to progress in various fields if its entrepreneurship ratio reaches an ideal point. Yuyus Suryana (2011), states that the entrepreneurship ratio in Indonesia is 1:83, in the Philippines 1:66, in Japan 1:25, and in Korea less than twenty. The ideal business unit ratio is 1:20. An element of society that intersects with entrepreneurship is educators, namely teachers and lecturers. It is in this context that the term teacherpreneurship emerges. Adhan Efendi emphasizes that teacherpreneurship can be understood as a lecturer who employs the entrepreneurial

spirit in the teaching and learning process (Efendi, 2020). In the context of introducing teacherpreneurship to theology seminary lecturers, it is necessary for every lecturer to interpret the study of entrepreneurship for educators correctly, so as not to misunderstand it. It should be understood that teacherpreneurship does not mean turning a theology lecturer into an entrepreneur.

B. LITERATURE REVIEW

The development of human civilization continues to progress, becoming increasingly complex alongside the dynamics of life. One important aspect to consider is how individuals acquire entrepreneurial skills in their lives to improve their own welfare and that of those around them. Theoretically, it is stated that a country will achieve a level of prosperity if at least 2% of its total population are entrepreneurs (Samad, 2020). Entrepreneurship encompasses everything related to the attitudes, actions, and processes undertaken by entrepreneurs in starting, running, and developing their businesses (Adriana, 2020). By understanding the entrepreneurial aspects within oneself, it is hoped that individuals can enhance their well-being and prosperity in life.

Entrepreneurship within educators is more commonly known as teacherpreneurship. The ability of teachers, including both lecturers and school teachers, to function as entrepreneurs can significantly contribute to their lives, including their careers in teaching. Teacherpreneurship represents the concept of creating quality educators who not only excel in classroom teaching but also contribute to educational development through their entrepreneurial characteristics (Ni'mah, 2018). Within teacherpreneurship, educators instill pedagogical attitudes as facilitators, motivators, and innovators by adopting the positive traits of an entrepreneur (Ni'mah, 2018). It is important to note that a teacherpreneur embodies a teacher with a high commitment to their work. This commitment is manifested through creative and innovative actions aimed at continuously improving the quality of education (Wafa, 2022). There are three main components within teacherpreneurship which are the competency component, the creativity component, and the effectiveness component (Wafa, 2022).

Regarding the higher education system in Indonesia, according to the regulations governing it, the forms of higher education institutions in Indonesia include: universities, institutes, colleges, polytechnics, academies, and community academies (Law Number 12 of 2012). For theological higher education, institutions generally take the form of colleges and are more popularly known as Sekolah Tinggi Teologi (STT), although some are in the form of institutes. Law Number 12 of 2012 on Higher Education states that a college is a higher education institution that offers academic education and may also provide vocational education in a specific branch of science and/or technology. If certain conditions are met, colleges can also offer professional education (Law Number 12 of 2012). One of the important elements in higher education is the educators. Lecturers at theological seminary play a crucial role in shaping the character and traits of students. It is well known that lecturers are

professional educators and scholars with the primary duties of teaching, transforming, developing, and disseminating knowledge, technology, and arts through education, research, and community service (Law Number 14 of 2005). Additionally, lecturers are obligated to continuously enhance and develop their academic qualifications and competencies in line with advancements in knowledge, technology, and the arts (Law Number 14 of 2005). The effort to develop oneself can be pursued through the spirit of teacherpreneurship; this is why introducing teacherpreneurship among lecturers at theological seminary is considered a good idea.

C. METHOD

To address the purpose of writing this article, the author conducted a literature review to answer the existing issues. This is why the qualitative method with a literature study approach is used in writing this article. The qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Moleong, 2020). Through this research method, efforts to introduce teacherpreneurship to lecturers, particularly within the context of theological seminary, are being undertaken.

D. RESULTS AND DISCUSSION

The theology lecturers working in Theological Seminary are required to embody the spirit of entrepreneurship in their teaching roles. Their entrepreneurial capabilities are evident in two main aspects: first as innovators and second as planners (Mulyadi, 2011). The display of these two roles demonstrates that they are professional educators. This aligns with the mandate outlined in Law Number 14 of 2025 which states that lecturers are professional educators and scholars whose primary duties involve transforming, developing, and disseminating knowledge, technology, and arts through education, research, and community service. Therefore, nowadays, the presence of lecturers with entrepreneurial skills is highly necessary.

1. Teacherpreneurship and Theological Seminary

Lecturers are professional educators, and naturally, every educator and educational staff member has the right to pursue a career in line with the demands for quality development. (UU No. 20/2003). The ability to organize life and service in the field of teaching on campus is crucial. The entrepreneurial spirit of a lecturer, commonly known as teacherpreneurship, is essential. Efforts to introduce teacherpreneurship among lecturers in Theological Seminary are both important and urgent. Lecturers are required to be creative through innovations that must be implemented to improve the quality of education. Through the spirit of teacherpreneurship, a lecturer will be able to develop themselves and their capabilities as an educator and a Christian scholar.

In the current era, theology lecturers are required to develop themselves to such an extent that they can effectively carry out their teaching duties. It is undeniable that

they face various challenges in their teaching roles. As we know, an entrepreneur refers to someone who dares to start, run, and develop a business by utilizing all their abilities to purchase raw materials and resources needed, create products with added value that meet consumer needs, and sell the products in a way that maximizes benefits for their employees, themselves, their company, and the surrounding community (Nasution, 2007). In the context of a theological college, lecturers need to find various ways to develop themselves so that they can perform their duties without hindrance. It is said that an entrepreneur is someone who has the courage to take risks to start a business in various opportunities. Having the courage to take risks means having an independent mindset and the bravery to start a venture without being overwhelmed by fear or anxiety, even in uncertain conditions (Sunaryo, 2010). For economists, an entrepreneur is someone who combines resources, labor, materials, and other equipment to increase value beyond its previous state. An entrepreneur is also someone who introduces changes, innovations, and other production improvements. In other words, an entrepreneur is an individual or a group of individuals who organize the factors of production, including nature, labor, capital, and skills, for the purpose of production (Alma, 2008). A theology lecturer should be able to adapt to their circumstances and resources, ensuring that they can effectively carry out their teaching duties without unnecessary obstacles.

The implementation of teacherpreneurship within the scope of Theological Seminary is considered urgent because lecturers need to possess an entrepreneurial spirit. With the spirit of entrepreneurship, an STT lecturer can become a professional educator. It is important to remember that a professional educator is someone who possesses knowledge, skills, and professionalism, is capable and committed to developing their profession, is a member of a professional educational organization, adheres to their professional code of ethics, and participates in communicating efforts to develop the profession in collaboration with other professions (Roestiyah, 1982). The understanding of a lecturer clearly indicates their duties and functions within the realm of education. This is why some parties require an explanation when the term entrepreneurship becomes part of their life, giving rise to the term teacherpreneurship. It is crucial for this concept to be tangible in higher education, especially within the scope of Theological Seminary.

2. Introducing Teacherpreneurship in Theological Seminary

Lecturers, as an integral part of higher education, are required to possess their own creativity in carrying out their duties and functions to achieve maximum results. stipulates that lecturers are required to have academic qualifications, competencies, educator certificates, physical and mental health, and fulfill other qualifications required by the higher education institutions where they serve and must also possess the ability to realize the goals of national education. Fundamentally, theology lecturers are not different from lecturers in secular education; they have the same duties and functions as outlined in Law Number 14 of 2005 on Teachers and Lecturers Article 69 states that lecturers are required to conduct education, research, and

community service. In addition, lecturers are obligated to continuously enhance and develop their academic qualifications and competencies in line with the advancements in science, technology, and the arts.

Theology lecturers should develop themselves just like lecturers in other fields of study; one way to do this is by fostering an entrepreneurial spirit, which involves the ability to develop oneself in various ways. Thomas Grebel emphasizes that when discussing entrepreneurship, it involves discussing the framework of assumptions, how to deal with uncertainty, knowledge, rationality, and more (Grebel, 2004). Therefore, lecturers are required to have a good understanding of matters related to their duties. Remember that an entrepreneur is someone who creates a new business by taking risks and dealing with uncertainty to achieve profit and growth. This is done by identifying opportunities and combining the necessary resources to establish the business (Fatimah, 2013). Theology lecturers can develop an entrepreneurial spirit through their duties and work within the realm of theological education. Creativity, innovation, and courage are key words when discussing entrepreneurship. Lecturers who are creative, innovative, and brave enough to try new things are already capable of applying teacherpreneurship.

The entrepreneurial spirit of theology lecturers becomes evident when they can develop themselves amidst various shortcomings. It is no secret that higher theological education in Indonesia faces many challenges, both in terms of facilities and resources. This is where theology lecturers must be able to carry out their duties and responsibilities in teaching students. Therefore, there is a demand for creativity, innovation, synergy, and the courage to continue working. In the realm of education, theology lecturers with an entrepreneurial spirit give rise to the term teacherpreneur. Theology lecturers with the qualifications of teacherpreneurship are thus required to utilize various elements, both within themselves and their surroundings, in such a way as to achieve optimal results. The key words are initiative, which generates creativity, innovation, which renews, and even the courage to make certain breakthroughs without fear of failure. Munawaroh states that teacherpreneurship does not turn a teacher into an entrepreneur but rather into a teacher with an entrepreneurial spirit (Munawaroh, 2020). Teacherpreneurship can foster the mindset and spirit of a teacher who is always active and creative, empowered, innovative, initiative-taking, and modest in their efforts to improve the quality of education through their endeavors in the school (Munawaroh, 2020).

Theology lecturers working in the field of higher theological education can become teacherpreneurs when they strive in various ways through their creativity and innovation to be utilized in teaching activities that yield maximum results. The spirit of teacherpreneurship can be truly manifested through real efforts in developing teaching materials that are more creative than ever before, as well as exploring personal potential in conveying creative ideas through books that can be commercialized, thus providing financial returns. The outcomes of such creativity can provide valuable inputs for themselves, those around them, and even the theological seminary that supports them.

E. CONCLUSION

Entrepreneurship or entrepreneurialism is a mindset, perspective, insight, and behavioral pattern of an individual towards what needs to be done. In the world of higher education, particularly in theological seminary, theological lecturers are expected to have an entrepreneurial spirit, especially within the realm of education. As lecturers, teacherpreneurship is evident when they demonstrate extra abilities in creativity, innovation, synergy, and the courage to continue their work. With these capabilities, it is expected that a theology lecturer can fulfill their responsibilities effectively. Teacherpreneurship ultimately becomes an important aspect of someone who works as an educator in the field of higher theological education.

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