

Promoting the New Management Model on Teachers' Entrepreneurship Enhancement in Batam City

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Abstract

Strengthening teachers' entrepreneurial competence is a critical prerequisite for embedding creativity and innovation into the institutional fabric of schools. Recognizing the urgency of this issue, both policymakers and educational institutions are compelled to formulate a management framework that is effective, resource-efficient, and operationally feasible to elevate teacherpreneurship in Indonesia. This study, therefore, aimed to construct and validate a context-specific management model for enhancing the entrepreneurial competence of senior secondary school teachers in Pacitan Regency, Indonesia. A Research and Development R&D design was employed. The proposed model was subjected to expert validation by eight specialists in educational management and teacher professional development, followed by user validation involving 45 stakeholders, including local education office officers, supervisors, principals, and teachers. The empirical model comprises six interrelated managerial functions: planning, organizing, actuating, integrating, budgeting, and evaluating. Validation outcomes demonstrated strong psychometric quality: the model achieved mean scores of 3.71 for effectiveness, 4.00 for efficiency, and 3.83 for practicality on a 4-point Likert scale, indicating high validity and usability. The findings contribute a theoretically grounded and empirically validated alternative management model that education offices and schools can adopt to systematically develop teacherpreneurship competencies among high school educators in Pacitan. Nevertheless, since the study is confined to the development and validation stages, a large-scale pilot implementation is essential. Future research should test the model's efficacy, scalability, and sustainability with a broader participant pool across diverse regional contexts.

Keywords: management model, teacher competency, teacherpreneurship

1. Introduction

Cultivating teacherpreneurship competencies is pivotal, as it underpins the capacity of educational institutions to foster creativity and drive pedagogical innovation. The significance of teacherpreneurship lies in its function as a catalytic mechanism for elevating teachers' entrepreneurial proficiency, which in turn serves as the bedrock for generating novel, value-added learning experiences. Conceptually, teacherpreneurship refers to the systematic process of empowering educators to conceptualize, design, and produce tangible products or solutions that hold intrinsic value for both individual learners and collective school communities (Asmara, 2023; Faika et al., 2024; Prihadi & Sofyan, 2016). An educator endowed with an entrepreneurial mindset transcends conventional instructional roles by demonstrating advanced

cognitive flexibility and the capacity to transform abstract ideas into concrete, high-impact educational outputs (Hamidaturrohman et al., 2024; Fitriani, 2024). Moreover, teacherpreneurship nurtures a proactive, inventive disposition and professional ethos among teachers, compelling them to continuously enhance educational quality (Multiyaningsih, 2016; Hisrich, 2020; Holilurrahman & Apriani, 2024). This is particularly evident in the enrichment of learning experiences through curricular and extracurricular programs that are deliberately designed to be more relevant, engaging, and meaningful for students.

The imperative to enhance teacherpreneur competencies constitutes a strategic long-term investment, particularly in cultivating soft skills as intangible yet enduring assets. Teacherpreneurship does not seek to reclassify educators as business proprietors; rather, it seeks to instill an entrepreneurial mindset that reorients their pedagogical approach toward innovation, proactivity, and value creation (Novan, 2012; Marini, 2022; Surur & Lestari, 2024). To operationalize this mindset, teachers must demonstrate robust professional competencies, exercise pedagogical creativity, and deploy instructional strategies with high efficacy, thereby accelerating students' cognitive assimilation and comprehension of subject matter. Mopangga (2014) contends that Indonesia's trajectory into the global free-market economy is encumbered by structural challenges including pervasive poverty, pronounced social and spatial inequities, unemployment among the productive-age cohort, food insecurity, and depletion of energy resources. Addressing such multifaceted complexities necessitates the emergence of a critical mass of young entrepreneurs characterized by both quantitative adequacy and qualitative excellence. Consequently, the cultivation of such entrepreneurial capital must originate at its source: teachers themselves. Only by first internalizing and embodying teacherpreneurship competencies can educators effectively transmit, model, and transfer these dispositions to students as future agents of economic and social transformation. Despite its recognized potential as a long-term strategy for embedding soft skills and entrepreneurial mindsets in education, empirical models for systematically developing teacherpreneur competencies among Indonesian secondary school teachers remain underdeveloped and contextually fragmented. This study addresses the gap by proposing and validating a comprehensive management framework that not only equips teachers with entrepreneurial dispositions, but also positions them as primary agents for cultivating a generation of creative, innovative young entrepreneurs capable of responding to Indonesia's socio-economic challenges in the global free-market era.

Preliminary empirical evidence indicates that the development of teacherpreneurship competencies has not yet been accorded strategic priority by either the Department of Education or individual schools. Current governmental initiatives remain narrowly concentrated on enhancing teachers' pedagogical, social, personal, and professional competencies through established programs such as continuous professional development, professional competency enhancement, and the Guru Penggerak teacher leadership program under the Kurikulum Merdeka. Critically, none of these existing frameworks are explicitly oriented toward fostering teacherpreneurship competencies within the Indonesian context. The preliminary findings further reveal systemic deficiencies at the institutional level: 100% of sampled schools reported the absence of dedicated budget allocations for teacherpreneurship development. Additionally,

infrastructural gaps are evident, with 40% of schools lacking entrepreneurship practice laboratories, while 60% possess such facilities but have yet to operationalize them for learning purposes. Most concerning, 80% of schools have not conducted any form of training or capacity-building initiatives aimed at strengthening teacherpreneurship competencies among their teaching staff.

Empirical findings reveal a critical void: no formalized management model for enhancing teacherpreneurship competencies has been adopted by senior high schools in Pacitan Regency. This institutional absence has cascading consequences, manifesting in diminished intensity, weak student demand, low motivational drive, and underdeveloped entrepreneurial competencies among learners enrolled in entrepreneurship courses. This condition is corroborated by preliminary data from an online survey conducted between February and June 2024 involving 1,802 senior high school and vocational high school students across multiple cities in Indonesia. The survey on post-graduation aspirations revealed that only 11% of respondents intended to pursue entrepreneurship, whereas 51% opted for higher education, 38% preferred seeking employment, and 0% chose marriage. These figures underscore a systemic issue: Indonesia's persistent unemployment challenge is rooted, in part, in the low intensity, demand, entrepreneurial spirit, and competence of students, which are themselves byproducts of deficient teacherpreneurship competencies. Consequently, the underlying determinant of this low teacherpreneurship intensity, demand, spirit, and competence is the absence of a management framework that is simultaneously effective, efficient, and pragmatically implementable in the field, particularly within Pacitan's high school context.

2. Literature Review

Management Theory and Indicators. Management is a systematic, continuous process of planning, organizing, implementing, controlling, and evaluating organizational resources to achieve predetermined goals effectively and efficiently (Muniroh & Mahyadi, 2017; Irrijal et al., 2017; James, 2006; Certo & Certo, 2012; Everard et al., 2004). Applied to teacherpreneurship, management entails optimizing all educational resources so teachers acquire entrepreneurial competencies. Effectiveness in management is indicated by clear objectives, coherent strategies, data-driven planning, appropriate programs, adequate facilities, timely execution, and educative supervision (Siagaian, 2018). Efficiency is reflected in resource optimization, enhanced unit performance, improved output quality, and reduced waste (Mardiasmo, 2017).

Teacherpreneurship Competencies. Entrepreneurship denotes a mindset and behavior oriented toward value creation and customer needs (Wiyani, 2012). Within education, edupreneurship comprises schoolpreneurship, technopreneurship, and teacherpreneurship. Teacherpreneurship develops through ongoing, effective training that enhances teachers' productivity and innovation in learning (Jamal, 2017; Effendi & Nuraeni, 2020). Key components include entrepreneurial spirit, competence, networks, competitive advantage, and creativity (Trihudiyatmanto, 2019). Arifah & Nurhayati (2020) categorize teacherpreneurship competencies into three domains: 1) managerial skills such as planning, resource management,

and control systems; 2) technical skills encompassing reasoning, creativity, and instructional strategies; and 3) personal skills focused on self-development and confidence in generating ideas. Prior studies developed teacherpreneurship models emphasizing competence, creativity, and effectiveness, yet lacked a comprehensive management framework validated by field users (Prihadi, 2016; Syafrizal et al., 2026). Research by Widarti et al. (2025), Baehaqi et al. (2025), and Pitaloka et al. (2024) explored Islamic concepts or teacher behavior, but did not integrate expert and practitioner validation. The present study addresses this gap by developing and validating a management model for improving high school teachers' teacherpreneurship competencies in Pacitan Regency, with validation involving education officials, supervisors, principals, teachers, and university experts (Mahendra et al., 2025; Surur & Lestari, 2024; Hamidaturrohmah et al., 2024). Below is the table of indicators of management and teacherpreneurship.

Tabel 1. Indicators of Management and Teacherpreneurship

No	Theoretical Aspec	Indicators	Aplications
1	Manajement (Muniroh & Mahyadi, 2017; Iriijal et al., 2017; James, 2006; Certo & Certo, 2012; Everard et al., 2004)	Planning, organizing, implementing, controlling, and evaluating organizational resources effectively and efficiently	Optimizing all educational resources so teachers acquire teacherpreneurship competencies through sustainable development programs
2	Management Effectiveness (Siagian, 2018)	Clear objectives, coherent strategies, data-based planning, targeted programs, adequate facilities, timely implementation, educative supervision	Setting teacherpreneurship competency targets, developing training modules, providing entrepreneurship laboratories, and conducting periodic monitoring & evaluation
3	Management Efficiency (Mardiasmo, 2017)	Resource saving and optimization, improved unit performance, enhanced output quality, minimized waste	Allocating BOS funds strategically, utilizing Teaching Factory, and avoiding duplication of training activities
4	Teacherpreneurship (Wiyani, 2012; Jamal, 2017; Effendi & Nuraeni, 2020)	Entrepreneurial mindset, insight, and behavior oriented toward value creation and customer needs	Teachers innovating to create valuable learning products, serving as entrepreneurial role models, and fostering an innovation culture in schools
5	Entrepreneurship Competency Components (Trihudiyatmanto,	Entrepreneurial interest/spirit, competence, networks, competitive advantage, competitive	Continuous training to cultivate teachers' entrepreneurial spirit, build networks with industry

	2019)	pressure, innovative creativity	partners, and promote innovative creativity
6	Teacher Competency Dimensions (Arifah & Nurhayati, 2020)	Managerial: planning, HR management, control systems Technical: reasoning, creativity, mastery of instructional methods Personal: self- development, self- confidence	Teachers design student entrepreneurship projects, implement active-creative instructional strategies, and build self-efficacy as change agents

3. Research Method

This study employed a Research and Development (R&D) design. According to Borg and Gall (1983), R&D is a systematic methodological approach aimed at producing a specific product and empirically testing its effectiveness. The scope and justification for adopting this design lie in the creation of a novel artifact an empirically grounded management model and the subsequent validation of its effectiveness, efficiency, and practicality through field-based implementation. The underlying rationale for developing a management model to enhance teacherpreneurship competencies stems from the observed absence of any such model within Muhammadiyah Islamic Schools in Batam. The development procedure was structured into eight iterative phases: 1) research and information gathering; 2) development planning; 3) prototype development; 4) expert validation; 5) product revision based on expert feedback; 6) field validation; 7) product revision based on end-user feedback; and 8) comprehensive evaluation of the management model's development for improving teacher entrepreneurship competencies. The participants in this study comprised validators of the management model, categorized into two groups: subject-matter experts and field practitioners who constitute the end-users of the model. The subsequent classification outlines the validator composition for the teacherpreneurship competency improvement management model implemented at Muhammadiyah Islamic Schools in Batam City, Indonesia.

Table 2. Classification of Management Model Validators

No	Validator category	Areas of Expertise	Amount
1	Management model expert	Expert in educational management	2
		Expert in entrepreneurship education	1
		Expert in teacher competency development	1
		Expert in teacherpreneurship competency	2
		Expert in research methods	1
		Expert in linguistics	1
2	User management model	Education office official	4
		Education supervisor	4

	High school principal	6
	High school teacher	30
Number of validators		53

This instrument was developed with dual objectives: first, to evaluate the readability of each item, and second, to ascertain the instrument's validity in capturing the effectiveness, efficiency, and practicality of the proposed teacherpreneurship competency improvement model for teachers within Muhammadiyah Islamic Schools, Batam City, Indonesia. The measurement instrument used to appraise the management model is delineated hereinafter.

Table 3. Research and Development Instruments

Indicators	Instrument Sub-Indicators
Effectiveness	Clarity of management model components
	Completeness of management model components
	Clarity of relationships between management model components
	Readability of management model
	Feasibility of management model
	Quality of management model results
	Suitability of management model results
Efficiency	Economical in the use of time
	Economical in the use of energy
	Economical in the use of costs
	Efficiency of steps to achieve goals
	Ease of implementation of management steps
Practicality	Practical in the use of space
	Practical in the use of time
	Practical in the use of materials
	Practical in the use of methods
	Practical in achieving goals
	Practical in providing accurate information

A content validity test was subsequently performed to examine item readability and the instrument's capability to measure the model's effectiveness, efficiency, and practicality. Four experts reviewed and provided improvement recommendations, after which the revised instrument was returned for readability evaluation. The validation yielded an average score of 3.34, indicating that the instrument met the validity threshold as stipulated by Suharsimi (2018).

Table 4. Results of the Research Instrument Validation Test

No	Assessment Aspect	Average value
1	Clarity of questionnaire instructions	4
2	Clarity of questionnaire item assessment information	3,5
3	Use of general Indonesian spelling guidelines	3,25

4	Statements formulated in an easy-to-understand manner	3,5
5	Use of appropriate words	3,5
6	Use of clear sentences	3,75
7	Use of appropriate letter forms	3,5
8	Appropriate writing system	3,75
9	Appropriate use of punctuation	3,5
10	Appropriate writing format	3,75
11	Clarity of management function steps	3
12	Clarity of teacherpreneurship competency indicators	2,75
13	Clarity of evaluation aspects of the management model being developed	2,75
14	Clarity of effectiveness assessment aspects of the management model being developed	3
15	Clarity of efficiency assessment aspects of the management model being developed	2,75
16	Clarity of practicality assessment aspects of the management model being developed	3,25
Grade average		3,34

The validation outcomes for both the research instrument and the effectiveness, efficiency, and practicality of the developed management model were interpreted using the validity criteria proposed by Suharsimi (2018), categorized as very valid, valid, moderately valid, less valid, and invalid. Subsequently, the mean score was computed using the formula $r = \frac{\sum_{i=1}^n V_i}{n}$, where r denotes the average rating from the validators as formulated by Hendrayudi (2017), V_i represents the score assigned by the i th validator, and n indicates the total number of validators. The resulting mean score was then interpreted based on the categorical criteria presented in the table below.

Table 5. Validity Criteria for Management Model Instruments

No	Mean (r)	Criteria
1	$3.20 < r \leq 4.00$	Very valid
2	$2.40 < r \leq 3.20$	Valid
3	$1.60 < r \leq 2.40$	Fairly valid
4	$0.80 < r \leq 1.60$	Less valid
5	$0.00 < r \leq 0.80$	Invalid

4. Finding and Discussion

The primary output of this study is a management model designed to enhance teacherpreneurship competencies within Muhammadiyah Islamic Schools, Batam City, Indonesia. The model is presented in two forms: a conceptual management model and an empirical management model. The conceptual model represents the initial framework

developed by the researcher, which has not yet undergone validation by subject-matter experts or field practitioners. Conversely, the empirical model denotes the refined version of the teacherpreneurship competency improvement model that has been subjected to validation by both experts and end-users in the field. This empirical model has undergone iterative revisions based on validation feedback and has been established as effective, efficient, and practically applicable. A detailed exposition of the conceptual management model developed in this study is presented hereinafter.

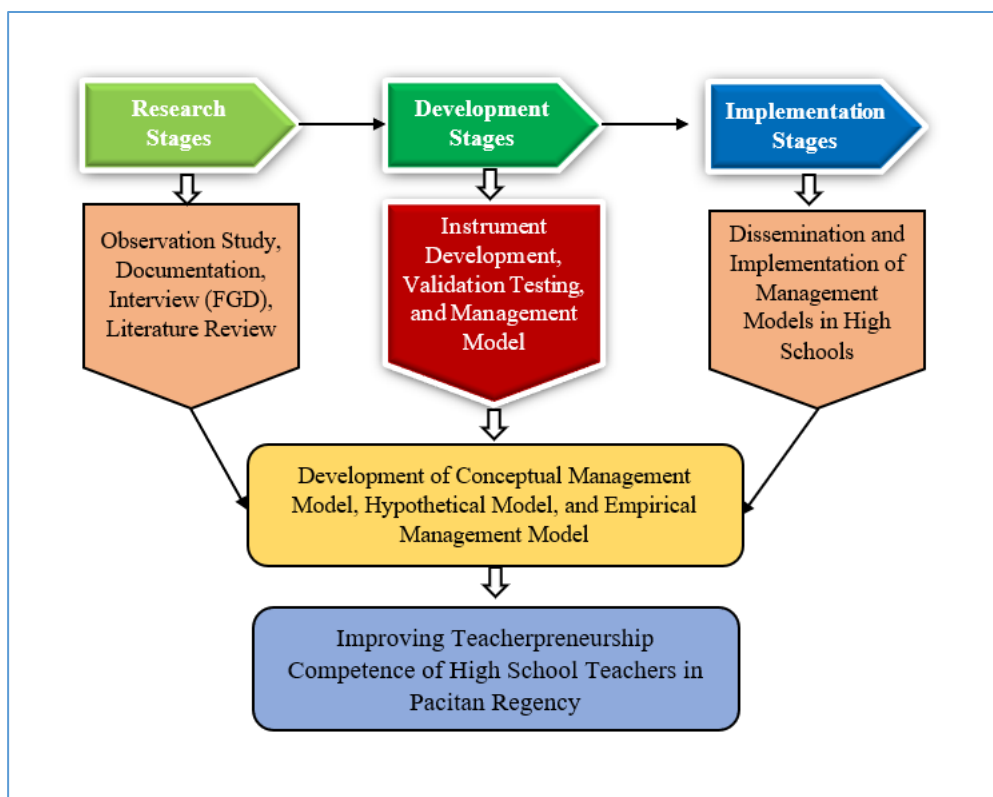


Figure 1. Conceptual Management Model

Validation by experts and users indicated that the conceptual model was neither effective, efficient, nor practical, as it was inconsistent with management theory and functions. Weaknesses included undefined input-process-output components, unspecified expected outputs, and procedural misalignment with the research framework and Borg & Gall approach. Revisions were therefore directed toward clarifying IPO components, following Borg & Gall procedures, operationalizing teacherpreneurship dimensions, and integrating management functions within an IPO cycle. The empirically revised model is presented below.

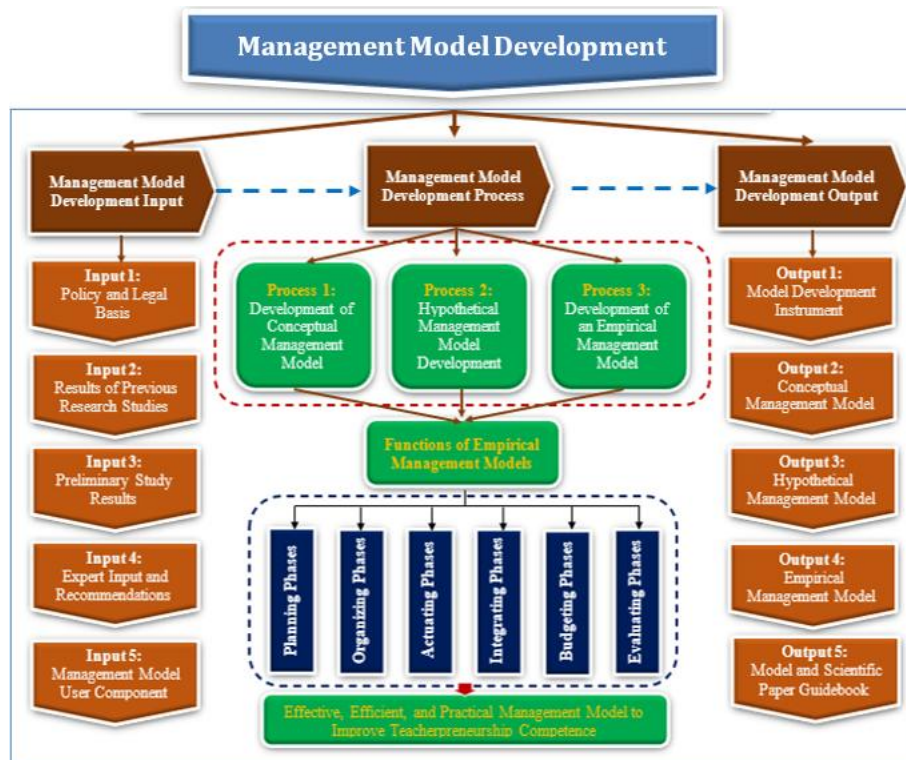


Figure 2. Empirical Management Model

Based on the validation results from eight subject-matter experts, the management model for enhancing teacherpreneurship competencies in Muhammadiyah Islamic Schools, Batam City, demonstrated effectiveness with a mean score of 3.42, classified as very valid. The model's efficiency attained a mean score of 3.30 and was categorized as valid, while its practicality achieved a mean score of 3.12, also classified as valid. The aggregate mean score across all three dimensions was 3.29, indicating an overall valid classification. The subsequent table presents the mean scores derived from the assessments provided by the eight expert validators.

Table 6. Management Model Expert Validation Results

Model Indicator	Model Instrument Sub-Indicators	Validation Results	
		Expert	User
Effectiveness	1. Clarity of management model components	3,5	3
	2. Completeness of management model components	3,62	3
	3. Clarity of relationships between management model components	3,75	4
	4. Readability of management model	3,25	4
	5. Feasibility of management model	3	4
	6. Quality of management model results	3,75	4

	7. Suitability of management model results	3,12	4
Average Effectiveness Value of Management Model		3,42	3,71
Efficiency	1. Economical in terms of time usage	3,12	4
	2. Economical in terms of energy usage	3,75	4
	3. Economical in terms of costs	3,25	4
	4. Efficient steps to achieve goals	3,25	4
	5. Ease of management implementation	3,12	4
Average Efficiency Value of Management Model		3,3	4
Practicality	1. Practical use of space	3,12	4
	2. Practical use of time	3,25	4
	3. Practical use of materials	3,62	4
	4. Practical use of methods	3	4
	5. Practical use of objectives	2,75	3
	6. Practical use of information	3	4
Average Practicality Score of Management Models		3,12	3,83
Average Value of Conceptual Management Models		3,29	3,83

Field validation by model users confirms that the teacherpreneurship competency improvement management model for Muhammadiyah Islamic Schools, Batam City has been empirically demonstrated to be effective, efficient, and practical. This is substantiated by a mean effectiveness score of 3.71, categorized as very valid. The efficiency dimension attained a mean score of 4.00, likewise classified as very valid, while the practicality dimension achieved a mean score of 3.83, also falling within the very valid category. The overall mean validation score, derived from both expert and field-user assessments, corroborates the model's empirical soundness in terms of effectiveness, efficiency, and practicality. Consequently, the developed management model is deemed applicable as an alternative framework for enhancing teacherpreneurship competencies among teachers in Muhammadiyah Islamic Schools, Batam City, Indonesia.

This management model for enhancing teacherpreneurship competency in Muhammadiyah Islamic Schools, Batam City, Indonesia was developed in response to the urgent need for teachers to master technical, managerial, and entrepreneurial competencies including entrepreneurial interest, spirit, and capability (Mahendra et al., 2025; Surur & Lestari, 2024; Hamidaturrohmah et al., 2024). To achieve this, researchers reviewed existing models and constructed a new empirical management model based on the core management components of input, process, and output. The input component comprises all resources utilized effectively and efficiently to support the process and achieve outputs. It includes policies and legal frameworks on teacher competency, implementation standards, funding, and evaluation; theoretical foundations from literature reviews; prior research to establish research direction and novelty; and preliminary field data from interviews, documentation, and observation. This field study revealed the strengths and weaknesses of existing models.

A distinctive input in the empirical model is the multi-method information gathering technique

consists of theoretical review, prior research, and triangulated field study using open and closed interviews, direct observation, and documentation, with qualitative-quantitative data comparison. In contrast, field-implemented models rely only on legal basis and education provider inputs. The empirical model's input advantage lies in data gathered through expert and user FGDs, yielding more accurate design information. The fundamental distinction between conceptual and empirical models lies in management functions. Conceptual and field models use only planning, implementation, and evaluation without methodological sequencing.

The empirical model adopts planning, organizing, implementing, integrating, financing, and evaluating, aligned with classical management theory (Terry, 2005; Siagian, 2005; Komarudin, 2005). Novel functions in the empirical model are integration and budgeting, while organizing is separated from planning rather than merged as in field models. The integration function coordinates all components, interests, and stakeholder responsibilities to align system functions and resources for competency improvement. This study extends Mahmud (2025) and Pohan et al. (2025), whose integration focused on technology use in remote areas, by emphasizing integrative activities that combine interests, functions, systems, and resources collaboratively across all education components. Such integration promotes sustainable, equitable, democratic, and relevant competency development, enabling broader regional reach beyond prior programs limited to accessible areas (Nasution et al., 2022; Pohan et al., 2024; Istiningsih, 2020).

Budgeting serves as systematic financial planning and control to achieve organizational goals (Hansen & Mowen, 2009). Its objectives include: 1) financial planning and resource allocation (Horngren, 2012); 2) cost control to prevent budget overruns (Garrison, 2015); 3) decision-making for investments and expenditures (Kaplan, 2008); and 4) performance evaluation against budget targets (Armstrong, 2008; Anthony, 2011). Prior studies confirm that optimal training budgeting strengthens human resources and improves education quality (Widiani, 2024; Iswan & Wicaksono, 2020; Nasution, 2025). If adopted by schools and stakeholders in Pacitan or other regions, this model can enhance teacherpreneurship competency effectively and efficiently, thereby improving teachers' technical, managerial, and entrepreneurial skills. Ultimately, stronger teacherpreneurship competency is expected to increase entrepreneurial activity among high school students in Muhammadiyah Islamic Schools, Batam City, Indonesia.

5. Conclusion

Based on the research findings and discussion, this study concludes that: 1) The empirical management model comprises six core functions: planning, organizing, actuating, integrating, budgeting, and evaluating. 2) The model has demonstrated very high validity, with mean scores of 3.71 for effectiveness, 4.00 for efficiency, and 3.83 for practicality. These results offer a significant contribution as an alternative framework for schools and the Education Office to strengthen teacherpreneurship competencies among high school teachers in Muhammadiyah Islamic School Batam. Since this stage has not yet included a full-scale field trial, subsequent research should focus on testing and scaling the model with a larger participant base. Through broader implementation, teacherpreneurship competency development can be achieved

effectively, efficiently, and practically, thereby enhancing the entrepreneurial interest, spirit, and capabilities of both teachers and students.

Based on the findings of this study, it is recommended that future research further test and refine the model through broader implementation across diverse school contexts. Expanding the trial to include a larger and more varied sample of teachers will allow for a more comprehensive evaluation of the model's effectiveness, adaptability, and practicality in different educational settings. Longitudinal studies are also encouraged to assess the long-term impact of the model on teachers' instructional competencies and student learning outcomes. Such follow-up research will strengthen the empirical foundation of the model and provide deeper insights into its sustainability and scalability within the Indonesian education system.

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