

## **THE EFFECTS OF TEACHERPRENEURSHIP, MULTICULTURAL PERSONALITY, CONTINUING PROFESSIONAL DEVELOPMENT, AND THE 21st century PROFESSIONALISM TOWARDS VOCATIONAL HIGH SCHOOL TEACHERS**

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### **ABSTRACT**

Teachers as professionals have a responsibility in preparing themselves to meet the demands of 21st century challenges. The 21st century requires the utilization of ICT and the mastery of special skills must be faced by teachers with appropriate competence and professionalism because the quality of teaching depend on the quality of teacher. Teacherpreneurship and multicultural personality are the characters required by professional teachers in the 21st century. Teacherpreneurship refers to a teacher who has the character of an entrepreneur and is able to face various demands of the times while multicultural personality is the character of teachers who are open minded and easy to adjust with development. Based on this background, this study aims to determine the effect of teacherpreneurship and multicultural personality to the 21st century professionalism through the continuing professional development of vocational high school teachers of business and management. This research employed quantitative method with Structural Equation Modeling Partial Least Square (SEM-PLS) analysis. The samples are 159 vocational high school teachers of business and management in Surakarta, Indonesia. The results showed that the variation of the 21st century professionalism variable can be explained by the variables of teacherpreneurship, multicultural personality, and continuing professional development. Teachers show that they use various types of media or model instructional, involving student in learning, develop an innovative class, and give the best effort for their career. Therefore, teachers should develop their teacherpreneurship and multicultural personality through professional communities such as Teachers' Organization (MGMP) to collaborate into a 21st century professional teacher.

**KEYWORDS:** teacherpreneurship, multicultural personality, continuing professional development, 21st century professionalism

### **1. INTRODUCTION**

21st century professionalism is a demand for teachers as professionals who must master the skills and goals of the 21st century education both for the development of their career and for their students. This is because educational institutions are required to increase participation and efficiency in preparing competitive human resources in global markets, determining the right ways and materials to be taught to the students and providing useful learning experience in the face of productive workplace (Sharabi, 2013; Mindebele 2001). Teachers' professionalism qualifications always change according to global change, so teachers' competence must adjust to the developments such as improving work quality, using modern education technology, curriculum change, work efficiency, and systematic teacher assesment (Bancotovska, 2015).

In this century, teachers should realize that students have different backgrounds and abilities. They should be able to create effective classes, develop the 21st century skills of the students, and maintain good relationships with the students and the stakeholders in the world of education. Trilling & Fadel (2009) explained that in the 21st century, one has to master the three core skills i.e. life and career skills, learning and innovation skills, as well as information media and technology skills. Education requires teachers who have strong motivate to develop themselves, especially in terms of educational innovation that can create creative learning, modern learning. If teachers have a positive attitude towards innovation, they can keeping adjusted with educational challenges as a necessity, so learning practices in scholls will be more developed (Cvetkovie & Stanojevic, 2017).

This demand is responded by the Ministry of Education and Cultures of the Republic of Indonesia in the latest curriculum, 2013 curriculum, the 2017 revised edition in which learning should be able to provide Character Education Enhancement (KDP), literacy, and 4C skills (critical thinking and problem solving, creativity, collaboration, and communication). Not only must one have 4C skills, in this century they must also be able to master 3R skills. This is explained by Scot (2015) that P21 must be able to develop students' personal skills i.e. initiatives, creativity, and 3R - resilience, responsibility, and risk-taking. Therefore, teachers should develop themselves individually, participate in the development programs from the government, Teachers' Training Institute (LPTK), and collaborate with colleagues. Government policy to create professional 21st century teachers has also been done through Continuing Professional Development (CPD).

The Regulation of Ministry of Empowerment of State Apparatus and Bureaucracy Reform No. 16 2009 explains that CPD consists of 3 activities, namely self-development, scientific publications, and innovative works. These activities are done and required for all teachers and for civil civil-servant teachers to get credit scores for the assessment of their competence and to support their career. Innovative and scientific works produced by teachers through CPD will develop their ability in writing, creative thinking, critical and collaborative skills with colleagues, and presenting their works in scientific publication activities. Various types of professional development can be used to improve their careers and identify difficulties encountered while developing a career (Anatolievna & Evgenievna, 2016). Wong (2014) explain that through writing ability, teachers can reflect on critical thinking skills, have appropriate learning approaches, develop collaborative skills with teams, and transfer them to their students. Innovation can be created through the mastery of information and technology, which is why teachers are encouraged to utilize ICT. In addition to developing the teachers' professionalism, CPD is one of the government's efforts to improve teachers' quality in Indonesia. The results of a survey conducted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) show that the quality of teachers in Indonesia is ranked 14th out of 14 developing countries in Asia Pacific (Pahrudin, 2015).

In addition, the news from [www.jawapos.com](http://www.jawapos.com) electronic media on April 27th, 2016 stated that teachers in Indonesia still have low competence. The Teacher Competency Test (UKG) that has been

done shows that there are 192 of 1.6 million teachers or only 0.012% who score above 90. The rest of them get less than 90 and the average score of the UKG of the 1.6 million teachers is only 56 that is close to the minimum score of 55. The initial research data also show that teachers' ability in ICT utilization is still low, under 50% for productive teachers and 60% for normative and adaptive teachers. This is an ironic problem when the government and Teachers' Training Institute (LPTK) have made various efforts in developing teachers' professionalism. In addition to continuing professional development factors, factors affecting teacher professionalism include interests, talents, teaching experience, education and training, lesson study, supervision and the leadership of the school principal (Darmawan 2017) and professional development (Tong & Razniak, 2017). However, in the 21st century, the most important factors had by teachers are teacherpreneurship and multicultural personality (Wibowo, 2011; and Lee & Ciftci, 2014).

Teacherpreneurs are professional teachers who are not only qualified in providing learning in the classroom but also in developing education through entrepreneurship. Berry (2013) explained that the efforts undertaken to enhance a high-quality education system must be evidenced by the existence of teacherpreneurship that shapes teachers' awareness of the students' learning, how their expertise can spread effectively to their colleagues and administrators, and their participation in policy making as writers as well as creators of innovative works. Teacherpreneurs are described as teachers with full of ideas who are concerned with their students, family, and community and know how to do all the roles. Teacherpreneurs are teachers who instill the attitude of an educator as a facilitator, a motivator, and an innovator by adopting the positive attitude had by an entrepreneur. An entrepreneur must have good competence in his field and be creative in developing, packaging, delivering and marketing his products. These attitudes can be packed by teachers in the learning process by having the competence in accordance with the field, creativity in conducting learning, innovation and effectiveness in applying the learning method that learners are able to understand learning meaningfully and full of inspiration (Prihadi & Sofyan, 2016; Prihaswati & Astuti, 2016; Oplatka, 2014; and Tiernan, 2016). Teachers' expertise cannot develop when they do not have an open attitude towards the global community lives. The loss of state boundaries through the utilization of ICT makes information easily available from different countries. This opens opportunities for teachers to improve their professionalism through collaborating and communicating with the international community. The fundamental character needed in international world is multicultural personality.

Someone who has multicultural personality has empathy for cultures, open-mindedness, emotional stability, action-orientation, and flexibility. These characters are required by all professionals in the 21st century. This is supported by the results of the research conducted by Kortman (2016); Ponterotto (2010); Caliskan & Isik (2016), all of which show that multicultural personality is able to positively influence the professionalism and readiness of a worker in the global era. Therefore, it is necessary to conduct empirical studies that analyse the relationship between multicultural personality owned by the teacher and his professionalism in accordance with the development of science and

technology and the demands of the times. Multicultural personality will strengthen teachers' pedagogical competence in learning because through the characteristics of multicultural personality, they will realize that students have different backgrounds and abilities, appreciate that each individual has his own uniqueness so that the learning is a multicultural learning that can be accepted by all the students, appreciate each student so that the concept of student-centred learning can be realized. Based on the explanation, this article will discuss about the influence of teacherpreneurship, multicultural personality, and continuing professional development (CPD) towards 21st century professionalism of vocational high school teachers of business and management in the City of Surakarta, Indonesia.

## 2. MATERIALS AND METHODS

This research is an exploratory-quantitative research consisting of four research variables. The variables in this study consist of exogenous variables of teacherpreneurship (X1) and multicultural personality (X2), while endogenous variables consist of continuing professional development (Y1) and 21st century professionalism variable (Y2). Each variable is spelled out in an operational definition to be used as a research instrument. The dimension of Teachepreneurship: Self confidence, Achievement oriented. Risk taker, Leadership, Originality (Creative and innovative). Multicultural Personality: Cultural emphaty, open-minded, Stability of emotion, social initiatives, flexibility. Continuing Professional Development: Self development, scientific publication, innovative work. The 21st century teachers professionalism : Mastery of curriculum, Conceptual and practical mastery of the education and science foundation, Skillful use of multimetode learning and assessment techniques, Ability to motivate learners with science and technology.

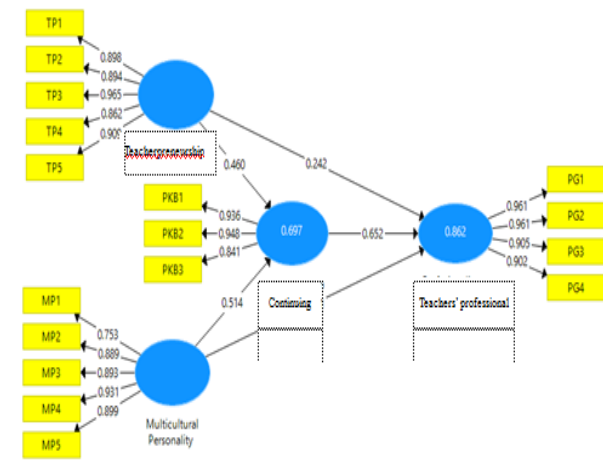
The data analysis technique used was Structural Equation Modelling (SEM) with Partial Least Square (PLS-SEM) method. The research instrument used was a questionnaire using Likert scale to measure individual attitudes, opinions, and perceptions called research variables (Riduwan, 2014). The sampling technique used was purposive proportional random sampling which resulted in 159 teachers as a research sample consisting of 39 teachers of SMKN 1 Surakarta, 52 teachers of SMKN 3 Surakarta, 36 teachers of SMK Batik 1, and 32 SMK batik 2 with the total population of 263 teachers from the four schools. The number of samples meets the sample size with maximum likelihood (ML) estimation in SEM analysis. This study used reflexive indicators with fit-test consisting of Loading Factor (LF), T-Statistic, Composite Reliability, Average Variance Extracted (AVE), Discriminant Validity, and Cross Loading (CL) criteria.

## 3. RESULTS

The research data are the data about teacherpreneurship, multicultural personality, continuing professional development (CPD), and the 21st century professionalism of vocational high school teachers of business and management in Surakarta. Prior to the data analysis, the steps to be performed were the evaluation of measurement model (outer model) and the evaluation of structural model (inner model) to test the hypothesis.

**3.1 The results of assessment model evaluation (outer model)**

The evaluation of measurement model was used to test the validity and reliability of the research questionnaire. The test results of the validity of the constructs are shown in the figure as follows.



**Figure 1. The Results of PLS Algorithm Model Estimation**

The result of construct validity test indicates that the loading factor values of all indicators are above 0.7 which means that all indicators are valid in measuring the research constructs. Meanwhile, the evaluation of construct reliability is measured by reliable composite, Cronbach's alpha, average variance extracted (AVE) value and by comparing the AVE root value with interconnected construct correlation

**Table 1 The Results of Conformity Reliability of Constructs Based on Convergent Validity**

Constructs	Cronbach's Alpha	Composite Reliability	AVE
Teacherpreneurship (TP)	0,945	0,958	0,821
Multicultural Personality (MP)	0,922	0,942	0,766

<b>Continuing Professional Development (CPD)</b>	0,894	0,935	0,827
<b>21st century Professionalism (PG)</b>	0,950	0,964	0,870

The data show that all research constructs have Crobach's alpha value and composite reliability greater than 0.7 and AVE value greater than 0.5 which means that all constructs meet the fit requirements of a research construct.

**Table 2 AVE Root Values with Interconnected Construct Correlation**

	MP	PG	CPD	TP
MP	<b>0,875</b>			
PG	0,709	<b>0,933</b>		
CPD	0,729	0,910	<b>0,910</b>	
TP	0,466	0,755	0,700	<b>0,906</b>

The output of cross loading factor also shows that all constructs of the research fit, and the result of AVE root values compared with interconnected construct correlation shows that each construct exceeds the correlation between one construct and others. The evaluation results indicate that the PLS model has met the discriminant validity requirements.

**3.2 The Result of Structural Model Evaluation (Inner Model)**

At this stage, the analysis on structural model evaluation is explained through the tests of the predictive relevance (Q2) and the goodness of fit index (GoF).

**Table 3. Q2 Model Values**

	SSO	SSE	Q <sup>2</sup> (=1-SSE/SSO)
MP	795,000	795,000	

<b>PG</b>	636,000	188,825	<b>0,703</b>
<b>CPD</b>	477,000	217,455	<b>0,544</b>
<b>TP</b>	795,000	795,000	

Source: The result of SEM tests with Smart PLS 3.0

The values of Q2 model show that the values of endogenous variable, PG (21st century professionalism), and CPD variable are 0.703 and 0.544. This means that PLS model has strong predictive relevance.

**Table 4. The Results of Goodness of Fit Model Test**

	<b>Saturated Model</b>	<b>Estimated Model</b>
<b>SRMR</b>	<b>0,060</b>	<b>0,060</b>
<b>d_ULS</b>	0,557	0,557
<b>d_G1</b>	0,930	0,930
<b>d_G2</b>	0,545	0,545
<b>Chi-Square</b>	483,812	483,812
<b>NFI</b>	0,856	0,856

Source: The result of SEM tests with Smart PLS 3.0

The results of goodness of fit model test that can be seen from SRMR values indicate that PLS model has fulfilled the criterion of goodness of fit that is 0,060. SRMR values below 0.10 are included in the criteria of the PLS model that fit so it is feasible to be used to test the research hypothesis.

The hypothesis testing with PLS SEM can be seen from t-statistic value and its probability value. The criterion used is 5% alpha with the statistic value of 1,96 which means that the hypothesis is accepted when the value of  $p < 0,05$  and the value of t-statistic  $> 1,96$ . The values of t-statistic and p-value are shown by the output path coefficient with smart PLS 3.0. to see the effect of all exogenous variables on the endogenous variables which can be seen from the adjusted R square value because the model has more than two exogenous variables.

The strength of PLS model is also shown by the value of R square in accordance with the explanation from Ghozali (2016) that PLS model is in strong category if R square is 0.75; it is in moderate category if R square is 0.50; and it is in weak category if it equals to 0.25. The value of adjusted R square in this study is 0.859. This shows that the model with 21st century professionalism variable has predictive power in strong category with variable variance that can be explained by the variables of teacherpreneurship, multicultural personality, and Continuing Professional Development (CPD).

#### 4. DISCUSSIONS

The results of the research show that teacherpreneurship, multicultural personality, and continuing professional development influence the 21st century professionalism significantly of 85,9% and they have positive values. Partial test results on each exogenous variable indicate that there is a direct effect of teacherpreneurship on 21st century teacher's professionalism. The coefficient value of the path in this variable is 0.242, and the correlation coefficient is 0.214. It is mean that the teacherpreneurship variables partially have a positive influence on 21st century teachers professionalism by 21.4%.

Teachepreneurship is an important character for teachers in the 21st century learning. The indicators of teacherpreneurship are self confident, achievement-oriented, risk-taker, leadership and originality (creative and innovative). Teacherpreneurship character indicates that the character of teacherpreneur influence professionalism of 21st century vocational teachers of business and management. Teacher self-confidence is shown with a sense of pride in his profession and belief in career achievement. Teachers who have a teacherpreneur character are also shown by their creativity in providing the best learning for learners, trying to explore new ideas in advancing the education sector . Leadership indicator shows a teacher who is able to lead without leaving students in school. Teacherpreneurship also appear on ability of teacher in utilizing ICT both in learning and in completing task everyday, so that teacher can give learning by ICT utilization. Teachers can take advantage of ICT such as social media can be engage with students, use it for discussion, internet usage and social media can also improve academic success for students if they use it wisely in the classroom environment, in addition teachers can also collaborate with colleagues (Tezer, Taspolat, Kaya, & Sapanca, 2017).

Schools that have been studied have given opportunities to their teachers to develop teacherpreneurship, but requires more attention to all teachers. One of the strategy to develop teacherpreneurship is to involve teachers in workshops, selecting teachers of achievement, training and facilitating teachers who will make innovative works.

Partial test of variables of continuing professional development indicate that there is direct affect to the 21st century teachers' professionalism. This is shown by the coefficient value of 0.514 and the



value of correlation coefficient partially of 0.932. It's mean that, the variables of continuing professional development (CPD) positively affect the 21st century teachers' professionalism of 93.2% and the rest of 6.8% influenced by other factors not studied in this research.

The identification of the effect of continuing professional development (CPD) on 21st century teachers' professionalism is also explained in Trisoni's research (2011) that the upgrading of professionalism must be adjusted to the development of 21st century , it can be done with competency-based integrated training program, MGMP empowerment, teachers symposium, reading and writing journals or scientific papers, participating in scientific meetings, conducting research, apprenticeship, keeping up with the actual news, participating and being active in professional organizations and collaborating with peers. Continued professional development is able to develop the skills of 21st century teachers of interactive communication skills, interpersonal skills, technological literacy skills and language skills (Ming, et al., 2014).

In the other result show that, the influence of multicultural personality variable on 21st century teachers' professionalism is shown by coefficient value of 0.460 line and partial correlation coefficient value is 0.049. The value of  $t$ -arithmetic >  $t$  table (2,843 > 1,96) with significance level  $0.000 < 0.05$ . It's mean that variable multicultural personality significantly influence the 21st century professionalism positively equal to 4,9%. The value of the influence of multicultural personality on 21st century teachers' professionalism is not too big that is less than 10%. The results of this study support the research that has been done by Hladik, Hrbackova & Vavrova (2012) that explains about teachers who have multicultural personality able to provide learning that adapts to the context of character education and support teacher pedagogic competence, for example respecting the rights of others, the ability to communicate effectively and precisely in diverse characters. The ability to provide learning that internalizes character education becomes one of the demands of the 21st century learning. The influence of Multicultural personality on 21st century professionalism is related to the ability on the demands of 21st century learning, the acquisition of foreign languages and the ability to utilize ICT, this ability affects the performance and professionalism of teachers in achieving good quality of learning.

The theoretical and empirical analyses in this study indicate that there is correlation in which 21st century professionalism requires the character of teachers as teacherpreneurs (Berry, 2013), multicultural personality (Hladik, hrbackova & vavrova, 2012: 341), as well as the continuing professional development (Indrawati & Octorio, 2016). All of these exogenous variables simultaneously affect the 21st century teachers' professionalism with the indicators that form the constructs of each variable is valid and reliable.

Teachepreneurship is the character of a teacher who has self-confidence, achievement-orientation, risk-taking, and leadership and originality spirit i.e. creativity and innovation. These characters are the same as those possessed by an entrepreneur, but a teacherpreneur will develop his entrepreneurial

ability in the field of education and play a major role as a professional teacher in the field of education. The works developed by teacherpreneurs such as learning media, teaching materials, books, and virtual education system are the results of collaboration with their colleagues. They develop education and play an active role in policy making in the field of education, but not to forget their main task as an educator to carry out learning. In accordance with P21 frameworks of the 21st century learning (2016), the 21st century education can be developed by teachers, educational experts, and business leaders who can bring the students closer to the learning process and provide self-readiness with global and digital communities by developing skills, knowledge, expertise, assessment systems, curriculum and learning, professional development, and learning environment. This is the 21st century professionalism that teachers must have.

Not only teacherpreneurship, multicultural personality had by teachers will also make them easily adjust to various changes and demands in the world of education. Multicultural personality indicators consist of cultural empathy, open-mindedness, flexibility, and emotional stability. Pekerti & Thomas (2016) explained that multicultural personality is beneficial for teachers in organization and collaboration with their colleagues, teachers' communities, and the wider communities. Caliskan & Isik (2016) explained the same thing that groups of people and working groups that have multicultural personality will be better equipped to deal with changes both internally and externally such as technological developments, performance systems, organizational structures by developing capacity, and self-ability to adapt to those changes.

If interconnected, a teacherpreneur who has multicultural personality will use his ability to get the achievements needed to face the 21st century. Open-mindedness, flexibility, and emotional stability allow teachers to receive input, conception in terms of education, and technology critically and to be able to collaborate with others with respect for each other. Being supported with confidence, daring to take risks, and having leadership spirit that become one character of a teacher encourage them to continue developing professionalism by utilizing the program made by the government. Multicultural personality makes a person has the knowledge and the ability to adjust to technology well. Liu, Baker & Milman (2014) describe a teacher who has multicultural personality as the one who is capable of teaching using ICT, having good communication, and providing learning experiences to students face to face, virtually, or using blended learning. Not only in learning, with multicultural personality and teacherpreneurship with creativity, a teacher will try to get the achievement by making scientific papers, publishing, and producing innovative works on continuing professional development that will improve his 21st century professionalism.

The implication of this research results is by improving teacherpreneurship and multicultural personality and Continuing Professional Development (CPD), teachers can improve their 21st century professionalism. The Ministry of Education and Cultures, education office, and Teachers' Training Institute (LPTK) can conduct trainings or workshops about teacherpreneurship and multicultural personality. Meanwhile, teachers who have understood and developed

teacherspreneurship and multicultural personality can set up a community to introduce and describe the characters and the abilities to their colleagues.

## 5. CONCLUSIONS

Based on the results of the data analysis, it can be concluded that teachers who have teacherpreneurship, multicultural personality and conduct Continuing Professional Development (CPD) have professionalism in accordance with the 21st century. The increasing of teacherpreneurship, multicultural personality and continuing professional development will improve the 21st century professionalism of vocational high school teachers. 21st century teachers' professionalism is influenced by teacherspreneurship and multicultural personality both directly and through continuing professional development statistically significant.

Thus, the results of this study found that improving teachers' teacherpreneurship and multicultural personality will affect the increasing willingness of teachers in doing continuing professional development. The teacherpreneur character factor needs to be developed in teachers both to achieve professionalism and in developing activities in continuing professional development. In addition, multicultural personality also affects the professionalism of 21st century teachers either directly or through continuing professional development. It can be implied that to improve the 21st century teachers' professionalism must pay attention and develop the character of teacherpreneur and multicultural personality it possesses by doing continuing professional development.

For researchers who will conduct further research, they can do the research on the development of teacherpreneurship and multicultural personality in teachers. They can also do a research with different research methods so as to find research results that are not studied in this study.

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