TEACHERPRENEURSHIP BASED LOCAL WISDOM AS AN ATTEMPT TO DEVELOP THE CHARACTER OF THE 21st CENTURY TEACHERS IN PRIMARY SCHOOLS

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Abstract
Teacherpreneurship based local wisdom are expected to shape the character of primary school teachers who have mental self-employment, where every teacher is able to create opportunities, unyielding spirit, independent, persistent, tenacious and ready to provide the best service to their students. And this mental that would make it a powerful figure who takes our nation in the face of global change in the 21st century, this concept does not want to make the teacher as a businessman, but a mental foster entrepreneurship. Triple Helix ABG (Academician, Businessmen, and Government) approach was believed as the most appropriate way to realize this idea. Triple Helix ABG approach became connector between academician (Intellectuals), creative business people (Businessman), and government (Government) to develop teacherpreneurship based local wisdom. A relationship, mutual support, and symbiotic mutualism between these three actors will determine the improvement of primary school quality to be solid, sustainable, and able to answer the challenges of globalization to develop character of the 21st Century Teachers in Primary Schools.

Keywords: Teacherpreneurship based local wisdom, triple helix approach ABG, teachers in Primary Schools

INTRODUCTION
The nation of Indonesia has natural resources (natural resources) are overflowing. With excessive marine wealth, abundant wealth of the earth, a wealth of forests that boast and other natural wealth are all adequate is evidence of having an optimal comparative advantage. On the other hand, it turns out that having an optimal comparative advantage is not balanced with a competitive advantage that is reliable until the nation's journey to achieve progress in various areas of life experienced many obstacles. That is why, the Indonesian nation is challenged to improve the competitiveness by improving the quality of human resources (human resources) it has.

To improve the quality of human resources, the most effective method and the most appropriate choice is to improve the quality of national education. In this case the teacher became the foundation to improve the quality of national education. Only with a professional teacher, the implementation of national education can be upgraded, and only with the implementation of quality national education, the human quality can be improved. With this qualified human being, the Indonesian nation will have adequate competitiveness in the 21st century.

In the 21st century, the teacher's challenge is not light, but it gets worse. On the other hand the teacher's task is not simple but increasingly complex. To face the increasingly heavy challenges and increasingly complex tasks that the professionalism of teachers must be improved from existing ones so far.

Teacherpreneurship based on local wisdom is considered as a modeling picture of 21st century teachers, teachers who not only have pedagogical, personality, social and professional competence but have unyielding spirit, are able to create opportunities and have nationalism (a sense of love for the state).
METHODOLOGY

This research is descriptive research with a qualitative approach, namely: Research procedures that produce data descriptif the form of written words of the people and observed behavior, supported with literature or literature study is based on the deepening study of literature in the form of data and figures, so that reality can be understood. The emphasis in this study is intended to explore and clarify the phenomena that occur or conceptual reality.

DISCUSSION
Teacher of the 21st Century

Currently, education is in the knowledge age with an accelerated increase in knowledge. This accelerated increase of knowledge is supported by the application of media and digital technologies called super highway information (Gates, 1996). Since the internet was introduced in the commercial world in the early 1970s, information has become increasingly rapidly distributed throughout the world.

According to Susanto (2010), there are 7 teacher challenges in the 21st century, namely:

(1) Teaching in multicultural society (2) Teaching for the construction of meaning, (3) Teaching for active learning (4) Teaching and technology, mengajar dan teknologi (5) Teaching with new view about abilities (6) Teaching and choice, mengajar dan pilihan (7) Teaching and accountability

Furthermore, Yahya (2010) adds teacher challenges in the 21st Century:
1. Education that focuses on character building
2. Education that cares about climate change
3. Enterprenual mindset
4. Build a learning community
5. Competing power is no longer intelligence but creativity and acumen skills (hard skills-soft skills).

The above challenges are a formidable challenge that we must face with self-preparedness and using the right strategy. This strategy must be different from what has been applied before. If only the formulation used is wrong, then the changing times would be poison for future generations.

Facing the challenges of the 21st century, it takes a truly professional teacher. Tilaar (1998) provides the characteristics for a teacher to be grouped into a professional teacher. Each is:

Having a mature and growing personality, possessing skills to arouse students' interest, possessing strong science and technology mastery, professional attitude developing continuously, mastering subject (curriculum content), proficient and skilled in pedagogy (teaching & learning), understanding development Students and love them, understand the psychology of learning (cognitive psychology), and have counseling skills

Teacherpreneurship Based on Local Wisdom

Teacherpreneurship comes from the word teacher and entrepreneur.

According to Law no. 14 Year 2005 (in Sadulloh, 2010, pp. 132) explained that: “The teacher is a professional educator whose main task is to educate, teach, guide, direct, train, evaluate and evaluate learners in early childhood education through the formal channels of primary and secondary education”.

While Kasmir (2007, pp. 18) defines entrepreneurship / entrepreneur namely: “People who are courageous take risks to open a business on various occasions Dare to take risks
means bermental independent and dare to start a business, without fear or fear even in uncertain conditions”.

Based on the above understanding, it can be concluded that teacherpreneurship is a teacher who has the soul of entrepreneurs, so that teacherpreneurship is seen as a whole character that must be attached to the teacher. In the words of teachers who are able to actualize the potential of entrepreneurs are expected to be a much more productive person, able to create opportunities, like to challenge, independent, and have a unyielding spirit in the face of failure like an entrepreneur.

While local wisdom according to Prof. Nyoman Sirtha in (Suyitno, 2011, pp. 8) "local forms of wisdom in society can be: values, norms, ethics, beliefs, customs, customary laws, and special rules". Therefore the form is diverse and he lives in various cultures of society then its function becomes diverse.

Basuswasta, a lecturer at Gadjah Mada University in Yogyakarta (Suyitno, 2011 pp. 8), explains that "local wisdom is related to the values held in local culture, the local meaning can include districts, municipalities, provinces and even national".

Local wisdom is regarded as the right base in shaping the character of the 21st century teacher. So this tacherpreneurship will be an extraordinary idea that can create an entrepreneurial teacher but has a passion for local culture.

Implementation of Teacherpreneurship Based on Local Wisdom- through Triple Helix Approach ABG (Academy, Bussinesman, Government)

In the implementation of local-based Teacherpreneurship wisdom required collective efforts from various parties in a synergistic and comprehensive. The Triple Helix ABG (Academician, Businessman, Government) approach is believed to be an approach capable of implementing this idea through the optimization of academic, business and government roles.

Henry Etzkowitz and Loet Leydesdorff were the first scientists to reveal the concept of Triple helix, further developed by Gibbons et al (1994) in The New Production of Knowledge and Nowotny et al (2001) in Re Thinking Science. According to Suyitno (2011, p. 9) express his views as follows

The Triple Helix concept is not only used to describe the relationship of the three elements (academic, business, and government), it can also give an idea of the coordinates of the symbiosis of each element In the Triple Helix, each element is an independent entity , Have their respective roles even though they are in synergy and support one another or what is called "Reflexivity".

These three helix are the main actors driving the birth of creativity, ideas, science, and technology that are vital in implementing Teacherpreneurship based on local wisdom in Elementary School.

Here’s the job description of each helix through the chart below!
Chart 1. The role of Stake Holder in Teacherpreneurship based local wisdom Implementation

Based on the above chart, each helix has different capacities and entities, but has the same task load in performing its role. The following explanation role of academics, business, and government in implementing Teacherpreneurship based local wisdom in elementary.

First, academics such as principals and school committees, educational researchers and practitioners have the authority and capacity to integrate the values of local wisdom-based teacherpreneurship in the curriculum content in schools through the creation of curriculum development teams interpreted in the form of one document, thus implicating intrakurikuler learning, Kokurikuler, and ektrakurikuler in school. Secondly, the businessman is expected to be able to provide contextual experience to the teacher through scaffolding and collaborative teaching so that learning in school becomes much more meaningful. Third, either central government or local government can realize this idea through a policy that is persuasive. Concrete efforts that can be taken include the revitalization of the curriculum and conduct educational activities such as symposia, workshops and seminars so that this concept can be applied comprehensively.

The close relationship, mutual support, and mutualism symbiosis between the three actors is expected to be a solute effort in realizing this idea.

SUGGESTION

This paper should be continued in further research using the development method.

CONCLUSION

Teacherpreneurship based local wisdom is a new concept, so theoretically there is not much literature reviewing this concept. This concept requires a synergistic collective effort from various parties. The triple helix (academicy, businessman, government) approach is believed to be an approach that is able to implement this idea through the optimization of academic, business, and government roles. Three helix is the main actors driving the birth of creativity, ideas, science, and technology are vital in pengimplementasian teacherpreneurship based local wisdom in elementary school. The close, mutually supportive, and symbiotic relationship between the 3 actors will determine the success of the 21st century teacher model.
BIBLIOGRAPHY


