



THE INFLUENCE OF CREATIVITY, TECHNOLOGY INTEGRATION SELF-EFFICACY, AND ADVERSITY QUOTIENT ON INTENTION TO BE A TEACHERPRENEUR WITH INTERPERSONAL COMMUNICATION AS A MODERATING

PENGARUH KREATIVITAS, TECHNOLOGY INTEGRATION SELF-EFFICACY, DAN ADVERSITY QUOTIENT TERHADAP NIAT MENJADI GURU DENGAN KOMUNIKASI INTERPERSONAL SEBAGAI MODERATING

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Abstract

The purpose of this study is to determine and analyze the effect of creativity, technology integration self-efficacy (TISE), and adversity quotient on the intention to become a teacherpreneur in Accounting Vocational School teachers in Pemalang Regency. This variable is moderated by interpersonal communication as a moderating variable. The population of this study are all teachers of Accounting Vocational Schools in Pemalang Regency, which amounted to 93 teachers. The sampling technique uses a saturated sample technique. The number of research samples are 85 respondents. The data were analyzed using descriptive statistical analysis and Moderate Regression Analysis (MRA), using IBM SPSS Statistics 25 for windows software. The results of the analysis obtained in this study indicate that the intention to become a teacherpreneur is influenced by creativity, TISE, and adversity intelligence. Furthermore, interpersonal communication is only able to strengthen the relation between the influence of creativity on the intention to become a teacherpreneur.

Keywords: Adversity Quotient, Creativity Intention Teacherpreneur, Interpersonal Communication, Technology Integration Self-Efficacy (TISE).

Abstrak

Tujuan penelitian ini adalah untuk mengetahui dan menganalisis pengaruh kreativitas, technology integration self-efficacy (TISE), dan adversity quotient terhadap niat menjadi teacherpreneur pada guru SMK Akuntansi di Kabupaten Pemalang. Variabel ini dimoderasi oleh komunikasi interpersonal sebagai variabel moderasi. Populasi penelitian ini adalah seluruh guru SMK Akuntansi di Kabupaten Pemalang yang berjumlah 93 guru. Teknik pengambilan sampel menggunakan teknik sampel jenuh. Jumlah sampel penelitian adalah 85 responden. Data dianalisis menggunakan analisis statistik deskriptif dan Moderate Regression Analysis (MRA), dengan menggunakan perangkat lunak IBM SPSS Statistics 25 for windows. Hasil analisis yang diperoleh dalam penelitian ini menunjukkan bahwa niat menjadi teacherpreneur dipengaruhi oleh kreativitas, TISE, dan kecerdasan adversitas. Lebih lanjut, komunikasi interpersonal hanya mampu memperkuat hubungan antara pengaruh kreativitas terhadap niat menjadi guru wirausaha.

Kata Kunci: Adversity Quotient, Intensi Kreativitas Teacherpreneur, Komunikasi Interpersonal, Technology Integration Self-Efficacy (TISE).

**INTRODUCTION**

To measure teacher quality, it is not enough just to fulfill mastery of basic teacher competencies as evidenced by an educator certificate, but teachers must also have an entrepreneurial spirit called teacherpreneurship (Ana, 2005). Another competency that teachers must have in order to create the best education for students in the future is developing an inherent part of the teaching profession that is called teacherpreneurship (Berry, 2013). Teachers who have an entrepreneurial spirit are expected to be able to build attractive and balanced learning to develop student competencies to become much better. The importance of the concept of teacherpreneur influences the attitude of professional development of teachers (Kusuma et al., 2021). In fact, teachers in the aspect of preparing teaching materials bring out deficient performance because most teachers did not arrange teaching materials (Mahendra et al., 2020). Teachers who become teacherpreneurs could be mentioned to have fulfilled good professional competence through their ability to make teaching materials both printed, such as articles, books, and comics, and non-printed, such as audio and video.

Teacher professional competency standards in Indonesia could be seen through the Teacher Competency Test (UKG). Based on the UKG passing standards set by the government, the UKG 2019 results from 34 provinces have yet to reach the passing standards. Based on the results of the National UKG, Central Java Province ranks second with an average of 63.58 out of 100. However, this is still far from the expectation. The government was targeting that the average UKG results in 2019 will be able to reach 80.00 out of 100 (Seftiawan, 2019). Being a far different from the average UKG score in Central Java, Pemalang Regency as one of the regions in Central Java has the lowest UKG score, which is in the 7th lowest rank for average professional grades.

Table 1. UKG Result of Pemalang Regency

| Level of Education | Average of UKG score | Average Score | |
|--------------------|----------------------|---------------|--------------|
| | | Pedagogic | Professional |
| SD | 60,90 | | |
| SMP | 63,97 | | |
| SMA | 67,35 | 56,56 | 64,21 |
| SMK | 59,36 | | |

Source: npd.kemdikbud.go.id, 2019

Based on the table, it is known that SMK is the level of education in Pemalang Regency which has the lowest average score compared to other levels of education. These results are also in line with the fact that only 30.2% of SMK teachers are certified, while 49.8% are not yet certified (Ernawati, 2019), whereas in theory vocational teachers are required to have good competence, creative learning and effective delivery of material in building a mindset of ready-to-work Human Resources. (Prihadi & Herminarto Sofyan, 2016). Besides being required to have the main competence of a teacher, SMK teachers are also required to have the knowledge and skills to become entrepreneurs (Seikkula-Leino et al., 2010).

In the past, teachers were prohibited from owning a business according to Government Regulation No. 30 Article 3 of 1980 which prohibits owning shares or company capital under their control. Then PP No. 53 of 2010 was issued as a substitute for PP No. 30 of 1980. The regulation did not explain the prohibition on teachers becoming entrepreneurs and then this made teachers have the freedom to do business. Until the enactment of Minister of Education and Culture Regulation No. 6 of 2018, it was stated that school principals are required to have



a professional attitude, that are developing entrepreneurship, and supervising teachers and education staff. Principals have a responsibility in developing entrepreneurship in schools which could be started from the formation of entrepreneurial character in teachers which is called teacherpreneurship (Iswan & Wicaksono, 2020).

Entrepreneurial character needs to be applied to economics teachers. Especially an economics teacher at a vocational high school, whose vision is to create graduates who are ready to work and become entrepreneurs. However, from the available data it is known that the value of the professionalism and certification of SMK teachers in Pematang is low. These results indicate low intention to becoming a teacherpreneur because professional values which include making and using learning media are still low, let alone making it a business opportunity. Arita (2020) states that economic teachers do not only appear as educators but also competent trainers, innovators, facilitators and dynamics in economics learning. Accounting as a cluster of economics is a skill program that is widely opened in Vocational High Schools. Aghni (2018) revealed that accounting has very strong theoretical and computational concepts. Based on Permendikbud No. 21 of 2016, the scope of material in the field of accounting in SMK is accounting information systems, basic accounting equations and accounting cycles for both service and trade companies. In learning material that is directly related to the finances of a company, accounting teachers are expected to stimulate students to analyze the finances of their own company in the future.

Teachers who have an entrepreneurial spirit can transfer entrepreneurial values to students (Pihie & Bagheri, 2011). Teachers who have an entrepreneurial spirit are also able to encourage students to get used to sharpening mindsets and creativity in solving a problem. The learning applied by the teacher should be able to cultivate and develop student competencies to compete in the 21st century. The competencies are a balanced combination of knowledge, skills, values, and attitudes (Asrizal et al., 2018). The Minister of Tourism and Creative Economy of Indonesia, Sandiaga Uno, revealed that in order to create a golden generation that is independent and has a socially solutive spirit, teachers who have an entrepreneurial spirit or are called teacherpreneurship are needed (Adiyudha & Aminah, 2020). Furthermore, Sandiaga Uno encourages teachers to become teacherpreneurs. In addition to providing quality material, teachers could also incubate ideas from students and encourage their leadership abilities. The development of the soul of a leader in students from an early age can be done through the provision of material with effective and creative delivery. The hope is that students can become leaders with excellent quality in the future.

There are various definitions and descriptions of teacherpreneur. According to Feriady (Feriady et al., 2020), Teacherpreneur has a definition as a teacher who has an entrepreneurial spirit as indicated by creative performance in starting attractive learning with students. Shelton & Archambault (2018) revealed that teacherpreneurs are teachers who have a business as an additional job to earn income outside of their main job as a teacher. Teacherpreneurs are professional teachers who are not only qualified in providing classroom learning but also in developing education through entrepreneurship (Ni'mah et al., 2019). Another opinion was put forward by Mulyatiningsih (2015) who stated that teacherpreneurs are teachers with the ability to adapt to change and are able to develop their potential to create educational work as a support for quality learning and have the goal of increasing income. The educational works mentioned before are: (1) commercial learning media in the form of YouTube videos, blogs, and interactive learning CDs, (2) scientific written works in the form of articles, papers, books based on teaching experience, modules, research, etc. (Mulyatiningsih, 2015), (3) being a resource person or a speaker at a seminar (Wiyani, 2012)

Based on the opinions that have been described, the definition of teacherpreneur is obtained in this study. Teacherpreneur is a teacher who has the spirit of an entrepreneur who



comes from his or her experience as an entrepreneur in the field of education which is shown by carrying out his or her duties professionally using educational work that is made personally so that she or he can then increase professional competence as well as make additional income. The educational work in mentioned before is in the form of instructional media such as youtube videos and books that are traded.

A teacher is not suddenly able to become a teacherpreneur. Ajzen (1991) reveals that a human behavior results from intention. In line with that, Seni & Ratnadi (2017) state that the first step in making a decision is the presence of intention. Janah & Winarno (2015) also reveals that a person's real behavior is carried out based on encouragement from intention. Intention is a motivational factor in individuals in influencing behavior change (Sumarsono, 2013). A teacher is required to have an internal factor in the form of intention which is always based on strong interest, desire, and self-belief before becoming a teacherpreneur. Intention to become a teacherpreneur is a tendency and a predictor of someone's desire to take action in the future in becoming a teacherpreneur (Handayani & Ridlo, 2020). Same as the statement before, Apriliani & Kusumantoro (2021) state that the intention to become a teacherpreneur is an important thing in growing a teacherpreneurship spirit. By having a high intention of becoming a teacherpreneur, it is hoped that this will increase the spirit of teacherpreneurship in the future.

Based on the explanation that has been mentioned, it can be concluded that the intention to become a teacherpreneur is the desire in a teacher to become an entrepreneur in the world of education, which is shown by making learning media such as YouTube videos and books being traded which contain learning material, personal experiences, and other general insights. This inner desire is shown by seeking information and planning the efforts to be made to become a teacherpreneur.

The intention to become a teacherpreneur is driven by several supporting factors. The first factor that encourages someone to have the intention of becoming a teacherpreneur is creativity. Creativity is a person's ability to create new ideas or things that have never existed. Creativity has a close relationship with an entrepreneur. Measurement of an entrepreneurial creativity with creativity in the arts is of course different. In the entrepreneurial world, you will find a variety of tasks that require creative problem solving (Hapsah & Savira, 2015), one of them is in terms of return on capital when entrepreneurs build a business, and to return the capital requires a mindset and creative steps in solving it.

The research on the relation between creativity and intention to become a teacherpreneur has previously been carried out by Handayani & Ridlo (2020) in the study of prospective biology teachers at Universitas Negeri Semarang (UNNES). The results found that creativity has a contribution to the intention of prospective biology teachers at UNNES to become a teacherpreneur. The higher a person's creativity, the higher the intention to become a teacherpreneur. Another research was also conducted by Apriliani & Kusumantoro (2021) for prospective economics teachers at UNNES. The results of this study indicate that adversity intelligence, technical ability, and self-efficacy have a significant effect on the intention to become a teacherpreneur. Then creativity has no significant effect on the intention to become a teacherpreneur.

The intention to become a teacherpreneur is also supported by self-confidence or self-efficacy within the individual. Bandura (1977) revealed that someone with high self-efficacy tends to exert all efforts to achieve the results to be achieved, in this case growing the intention to become a teacherpreneur. Research that examines the effect of self-efficacy on teacherpreneur intentions has been conducted by Apriliani & Kusumantoro (2021) with the results showing that self-efficacy has a significant effect on a person's intention to become a teacherpreneur. Teachers must keep up with the times in learning so that teachers are required



to be able to use technology. Therefore, it is necessary to have self-confidence that teacher candidates must have in linking science and technology in teaching and learning activities (Keser et al., 2015). In the research conducted by Chen (2010), teachers in carrying out learning do not know the use of technology properly. Self-efficacy provides an important role for someone in integrating technology. Someone with high self-efficacy in integrating technology will have positive thoughts about challenges in using new technology.

Confidence in integrating technology is then called Technology Integration Self-efficacy (TISE). Technology Integration Self-efficacy (TISE) affects a person's intention to become an entrepreneur (Wahyuni et al., 2021). Therefore, researchers have conjectures that by having a high level of Technology Integration Self-efficacy (TISE), a teacher can have a high intention to be a teacherpreneur. Students who have Technology Integration Self-efficacy (TISE) are able to face technological developments such as the emergence of Facebook, Instagram, Tokopedia, and others so they can see opportunities and have a stronger intention to be entrepreneurs. Based on some of the research above, there is no research that examines the relationship between Technology Integration Self-efficacy (TISE) and teacherpreneur intentions, especially accounting teachers. It is on basis that the Technology Integration Self-efficacy (TISE) variable is raised to find out whether there is a relationship between Technology Integration Self-efficacy (TISE) and teacherpreneur intentions.

The last factor that researchers suspect has an influence on the teacher's intention to become a teacherpreneur is the Adversity Quotient. Adversity Quotient can predict attitudes in the face of adversity (Esham, 2012). Adversity Quotient is a person's ability to withstand difficulties and overcome these difficulties. The higher the level of Adversity Quotient, a teacher will be able to overcome the difficulties he experiences in a lesson. The previous studies conducted by (Handaru et al., 2015), (Astri & Latifah, 2017), and (Nining, 2019) shows a positive relationship between the Adversity Quotient and interest in entrepreneurship. The study measured a person's Adversity Quotient level based on the CO₂RE dimension (control, origin and ownership, reach, and endurance). In the research conducted by (Handaru et al., 2015), (Astri & Latifah, 2017), and (Nining, 2019), the CO₂RE dimension is proven to have a significant effect on entrepreneurial intentions. In contrast to the research conducted by Palupi (2015), this study shows the results that only the control dimension has a significant effect on entrepreneurial intention, while the dimensions of origin and ownership, reach, and endurance have no effect on entrepreneurial intention. The difference in the results of the CO₂RE dimension underlies the use of the adversity quotient variable as an independent variable.

The diversity of the results of previous research in testing the effect of independent variables on the dependent variable allows other variables that are thought to influence the intention to become teacherpreneurs so that a moderating variable is presented in this study. Ajzen (1991) Ajzen emphasizes that the main factor in arousing one's intention is attitude towards behavior. Attitude is a reaction that a person displays towards an event that occurs in their environment (Jain, 2014). Teachers in carrying out their duties as learning leaders in class, are required to display reactions in the form of communication with students. Communication in the world of education includes interpersonal communication by involving other people in the communication. Interpersonal communication is a type of interpersonal communication or in other words communication between individuals and other people (Budi, 2021).

Research conducted by Agustin & Tu`sadiyah (2021) shows a significant relationship between interpersonal communication with entrepreneurial intention. Another research was also conducted the relationship between interpersonal communication and the intention to become a teacherpreneur was conducted by (Ikhsanudin, 2012), (Rahmin, 2018), and (Purba,



2020) with the same result that is significantly influential. A teachers have creative ideas, are confident in their ability to integrate technology, turn difficulties into opportunities accompanied by being able to convey them through good interpersonal communication will strengthen the intention to become a teacherpreneur. The high ability of creativity in classroom learning is accompanied by high interpersonal communication so that this makes the intention to become a teacherpreneur also high. In addition, the confidence factor in technology integration is also important. If a person has high technology integration self-efficacy accompanied by high interpersonal communication, then one's intention to become a teacherpreneur is getting stronger. Finally, teachers with high adversity quotient abilities accompanied by high interpersonal communication will strengthen the intention to become a teacherpreneur.

Based on the explanation regarding the background of the research, there is a gap phenomenon that occurs, as well as the inconsistency of the results of previous studies. With the support of the theory of planned behavior, it can be used as a basis for developing the variables of creativity, technology integration self-efficacy, and adversity quotient with interpersonal communication as a moderating variable. The hope is that this research can examine more deeply the intention to become a teacherpreneur in accounting teachers. Researchers also hope that this research can examine the factors that influence a teacher to have the intention to become a teacherpreneur.

METHODS

This type of research is quantitative research. The data used in this research is primary data. Data collection was done through a questionnaire. The location of this research is SMK in Pematang Rejang Regency with the criteria of having an accounting expertise program. The population in this study were all productive accounting teachers at SMKs who had an accounting expertise program in Pematang Rejang Regency, both public and private SMKs. Based on the data obtained, there are 93 teachers from 24 schools with details of 3 public schools and 21 private schools. The sample used in this study amounted to 85 respondents because some questionnaires were not returned. The sampling technique in this study used a saturated sampling technique. The data collection technique used a questionnaire with a rating system using a Likert scale for the due diligence, in which there were choices of strongly agree, agree, moderately agree, disagree, and strongly disagree. Data analysis techniques using descriptive statistical analysis and Moderated Regression Analysis (MRA). The research design is causality to test the influence between variables. The variables used in this study are independent variables which include creativity (X1) with measurements of creativity indicators according to Ismail & Mariani (2015) namely (1) Professional knowledge, (2) Functional skills, and (3) Creative attitudes. TISE is carried out using measurements (Wang et al., 2004), namely (1) Computer Technology Capabilities and Strategies, and (2) External Influences of Uses technology, and the adversity quotient variable uses indicator measurements from (Stoltz, 2000), namely (1) Control, (2) Origin and Ownership, (3) Reach, (4) Endurance. Then the moderating variable, namely interpersonal communication, uses measurements taken from a book written by Suranto (2011), namely, (1) Skill in maintaining courtesy, (2) Skill in apologizing when feeling guilty, (3) Quick and responsive and responsible, (4) Attention and caring, (5) Having empathy, (6) Speaking skills, (7) Asking skills, (8) Listening skills. Then the dependent variable intention to become a teacherpreneur uses indicators of one's intention according to (Abror, 1993), namely (1) Cognition, (2) Assumptions, (3) Conation.

**FINDINGS AND DISCUSSION****Findings**

Based on the results of the descriptive statistical analysis that has been carried out, the results of the descriptive analysis regarding the variables of intention to become a teacherpreneur, creativity, TISE, adversity quotient, and interpersonal communication are obtained which are presented in the following table:

Table 2. Variable Descriptive Statistical Analysis

| Variable | Mean | Category |
|---------------------------------------------|-------------|-----------------|
| Intention to be Teacherpreneur | 49,73 | High |
| Creativity | 42,02 | High |
| Technology Integration Self-efficacy (TISE) | 80,01 | High |
| Adversity quotient | 44,85 | High |
| Interpersonal Communication | 85,24 | High |

The results of the descriptive statistical analysis show that the intention to become a teacherpreneur, creativity, technology integration self-efficacy (TISE), adversity quotient, and interpersonal communication have an average in the high category. This certainly shows that productive accounting teachers have the intention to become teacherpreneurs, creativity, technology integration self-efficacy (TISE), adversity quotient, and high interpersonal communication.

Before carrying out multiple regression analysis, it is necessary to test the classical assumptions first using IBM Statistics 25 for windows. The classic assumption test includes the normality test, linearity test, multicollinearity test, and heteroscedasticity test. The normality test results were obtained using the Kolmogorov-Smirnov (K-S) test. On the Kolmogorov-Smirnov (K-S) value, the Asymp value is obtained. Sig. of 0.200 so that it can be concluded that the residual data in this study is normally distributed. Based on the results of the multicollinearity test it is known that the tolerance value on the four independent variables is > 0.10 and the VIF value is < 10 . So from the results obtained it can be concluded that there are no symptoms of multicollinearity in the regression model. The results of the heteroscedasticity test used the Spearman's rho test, which showed that all independent variables had a significance value of $> 5\%$ or > 0.05 . So, from the results obtained, it can be concluded that the regression model used does not contain heteroscedasticity. After the data passed the classical assumption test, a test was carried out to determine the effect between variables using the Moderated Regression Analysis test and using IBM Statistics 25 for windows. Moderated Regression Analysis from this study can be seen through the following table:

Table 3. Moderated Regression Analysis Test Results

| <i>Coefficients^a</i> | | | | | | |
|---------------------------------|---------------------|------------------------------------|-------------------|----------------------------------|----------|-------------|
| Model | | <i>Unstandardized Coefficients</i> | | <i>Standardized Coefficients</i> | <i>t</i> | <i>Sig.</i> |
| | | <i>B</i> | <i>Std. Error</i> | <i>Beta</i> | | |
| 1 | (Constant) | 48,661 | ,553 | | 87,939 | ,000 |
| | Zscore: Kreativitas | 1,868 | ,927 | ,212 | 2,014 | ,047 |
| | Zscore: TISE | 4,409 | ,914 | ,500 | 4,824 | ,000 |
| | Zscore: AQ | 2,427 | ,900 | ,275 | 2,697 | ,009 |



| | | | | | |
|----|-------|-------|-------|-------|------|
| M1 | 3,924 | 1,227 | ,114 | 3,197 | ,002 |
| M2 | -,477 | 1,409 | -,012 | -,338 | ,736 |
| M3 | -,325 | 1,392 | -,008 | -,233 | ,816 |

a. Dependent Variable: Teacherpreneur Intention

The regression coefficient of the creativity variable is 1.868. This means that if the creativity variable increases by one unit, it will result in an increase in the value of the intention variable to become a teacherpreneur of 1.868 with other factors considered to be of constant value. The results of the t test on the creativity variable stated that the Unstandardized Coefficients B value was 1.868 and the t value was 2.014 with a significance of 0.047. This shows that the significance value is less than 0.05, so it can be stated that the creativity variable has a significant effect on the intention to become a teacherpreneur. These results prove Ha1 which states that there is a positive and significant influence between creativity on the intention to become a teacherpreneur is accepted.

The regression coefficient of the technology integration self-efficacy (TISE) variable which is worth 4.409 means that if the technology integration self-efficacy (TISE) variable increases by one unit, it will result in an increase in the value of the intention variable to become a teacherpreneur of 4.409 with other factors considered to be of constant value. The results of the t test on the technology integration self-efficacy variable stated that the Unstandardized Coefficients B value was 4.409 and the t value was 4.824 with a significance of 0.000. This shows that the significance value is less than 0.05, so it can be stated that the technology integration self-efficacy variable has a significant effect on the intention to become a teacherpreneur. These results prove Ha2 which states that there is a positive and significant influence between technology integration self-efficacy on the intention to become a teacherpreneur is accepted.

The regression coefficient of the adversity quotient (AQ) variable which is worth 2.427 means that if the adversity quotient (AQ) variable increases by one unit, it will result in an increase in the value of the intention variable to become a teacherpreneur of 2.427 with other factors considered to be of constant value. The results of the t test on the adversity quotient variable stated that the Unstandardized Coefficients B value was 2.427 and the t value was 2.697 with a significance of 0.009. This shows that the significance value is less than 0.05, so it can be stated that the adversity quotient variable has a significant effect on the intention to become a teacherpreneur. These results prove Ha3 which states that there is a positive and significant influence between the adversity quotient on the intention to become a teacherpreneur is accepted.

The regression coefficient of the difference between the absolute value of the creativity variable and interpersonal communication (K-Creativity-KI) is 3.924, which means that if there is a one-unit increase in the interaction between creativity and interpersonal communication (K-Creativity-I) it will result in an increase in the intention variable to become a teacherpreneur of 3.924 and considers other factors to be constant. The results of the t test for the creativity variable interacted with the interpersonal communication variable obtained a t value of 3.197 with a significance value of 0.002. This shows that the significance value is less than 0.05, so that the creativity variable which is interacted with the interpersonal communication variable strengthens the intention to become a teacherpreneur. These results prove Ha4 which states that interpersonal communication significantly moderates the effect of creativity on the intention to become a teacherpreneur is accepted.

The regression coefficient of the difference in the absolute value of the technology integration self-efficacy variable with interpersonal communication (TISE-KI) is 0.477 in a



negative direction, meaning that if there is an increase of one unit in the interaction of the technology integration self-efficacy variable with interpersonal communication (TISE-KI), it will be resulting in a decrease in the intention variable to become a teacherpreneur of 0.477 and assuming other factors are constant. The test results for the technology integration self-efficacy variable interacted with the interpersonal communication variable obtained a t value of -0.338 with a significance value of 0.736. This shows that the significance value is greater than 0.05, so that the technology integration self-efficacy variable which is interacted with the interpersonal communication variable weakens the intention to become a teacherpreneur. These results prove Ha5 which states that interpersonal communication significantly moderates the effect of technology integration self-efficacy on the intention to become a teacherpreneur is rejected.

The regression coefficient of the difference in absolute value with the adversity quotient variable with interpersonal communication (AQ-KI) is 0.325 in a negative direction, meaning that if there is a one-unit increase in the interaction of the adversity quotient variable with interpersonal communication (AQ-KI) it will result in a decrease in the intention variable. being a teacherpreneur of 0.325 and assuming other factors are constant. The results of the t test for the adversity quotient variable interacted with the interpersonal communication variable obtained a t value of -0.233 with a significance value of 0.816. This shows that the significance value is higher than 0.05.

Table 4. Summary of Hypothesis Test Results

| | Hypothesis | Coefficient | Sig. | Result |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------|---------------|
| Ha ₁ | Creativity has a positive and significant effect on the accounting teacher's intention to become a teacherpreneur. | 1,868 | 0,047 | Accepted |
| Ha ₂ | technology integration self-efficacy (TISE) has a positive and significant effect on the accounting teacher's intention to become a teacherpreneur. | 4,409 | 0,000 | Accepted |
| Ha ₃ | adversity quotient has a positive and significant effect on the accounting teacher's intention to become a teacherpreneur. | 2,427 | 0,009 | Accepted |
| Ha ₄ | Interpersonal communication strengthens the influence of creativity on the accounting teacher's intention to become a teacherpreneur. | 3,924 | 0,002 | Accepted |
| Ha ₅ | Interpersonal communication strengthens the effect of technology integration self-efficacy (TISE) on the accounting teacher's intention to become a teacherpreneur. | -0,477 | 0,736 | Rejected |
| Ha ₆ | Interpersonal communication strengthens the influence of creativity on the accounting teacher's intention to become a teacherpreneur. | -0,325 | 0,816 | Rejected |

**Discussion****The Influence of Creativity on the Intention to Become a Teacherpreneur**

The first hypothesis in this study is that creativity has a positive effect on the intention to become a teacherpreneur. The results of the regression analysis obtained a beta coefficient value of the creativity variable of 1,868 and a significance of 0.047. These results mean that the level of creativity of accounting teachers in Pematang Rejang Regency has a positive effect on the intention to become a teacherpreneur. The results of testing this hypothesis are in line with the main theory, namely the theory of planned behavior by Ajzen (1991) which stated that attitudes toward behavior affect a person's intentions. Attitudes towards behavior in this study are represented by the creativity variable. This indicates that there is compatibility between the theory used and the first hypothesis proposed, namely creativity has a positive effect on the intention to become a teacherpreneur. The results of this test are also in line with previous research conducted by Handayani & Ridlo (2020) which showed that there is a positive and significant relationship between the creativity variable and the intention to become a teacherpreneur.

Creativity meant in this study is teaching creativity so that creativity has an important role for teachers in carrying out their duties and increasing their intention to become entrepreneurs in the world of education. Entrepreneurs in question are entrepreneurs who can improve the professional competence of teachers which is then shown through the creation of learning media uploaded on YouTube and books that contain learning materials, personal experiences, and other general insights. Indicators for measuring creativity in this study include three things consisting of professional knowledge, functional skills, and creative attitudes in teaching. Teachers with high teaching creativity are able to carry out their duties professionally and always try to present material with the latest and original learning media and methods. Teachers with the latest and original ideas in teaching will have content materials that will support their increased intention to become teacherpreneurs.

The Influence of Technology Integration Self-efficacy on the Intention to Become a Teacherpreneur

The second hypothesis in this study is that technology integration self-efficacy has a positive effect on the intention to become a teacherpreneur. The results of the regression analysis obtained a beta coefficient value of the creativity variable of 4.409 and a significance of 0.000. These results mean that the level of technology integration self-efficacy in accounting teachers in Pematang Rejang Regency has a positive effect on the intention to become a teacherpreneur. The results of testing this hypothesis are in line with the theory of self-efficacy, namely the theory which states that someone with high self-confidence tends to try to achieve the desired results. When the teacher believes in his ability to integrate technology, he will exert all his efforts to make learning media. This indicates that there is compatibility between the theory used and the second hypothesis proposed, namely technology integration self-efficacy has a positive effect on the intention to become a teacherpreneur. The results of testing the hypothesis in this study are in line with research that has been conducted by (Wahyuni et al., 2021) which states that the technology integration self-efficacy variable has a positive and significant relationship to the intention to become an entrepreneur.

The intention to become an entrepreneur in the world of education is a necessity for teachers in addition to earning income as well as increasing their professional competence. In professional competence, in the current era of technological development, teachers are required to quickly adapt to the latest media and teaching methods based on existing technology, so that when the teacher has confidence in his ability to integrate technology, the teacher will have the intention to create educational works in the form of video content.



youtube and books written which in addition to supporting their duties as a teacher can also increase income or what is called the desire to become a teacherpreneur. Teachers who have confidence in integrating high technology believe in their ability to blend in with technology so that they are able to follow developments in the delivery of material both from the media and methods in the current era. Believing in integrating technology indicates that teachers have a desire to earn additional income based on their professional competence through YouTube content and the arrangement of books.

The Influence of Adversity Quotient on the Intention to Become a Teacherpreneur

The third hypothesis in this study is that the adversity quotient has a positive and significant effect on the intention to become a teacherpreneur. The results of the regression analysis obtained a beta coefficient value of the creativity variable of 2.427 and a significance of 0.009. These results mean that the adversity quotient level of accounting teachers in Pemalang Regency has a positive effect on the intention to become a teacherpreneur. The results of testing this hypothesis are in line with the main theory, namely the theory of planned behavior by Ajzen (1991) which states that perceived behavioral control influences a person's intentions. The perception of behavioral control in this study is represented by the adversity quotient variable. Previously, Apriliani and Kusumantoro's (2021) study stated that a person's ability to face difficulties and turn them into opportunities has a positive influence on a person's intention to become a teacherpreneur. This indicates that there is compatibility between theory and previous research used with the second hypothesis proposed, namely the adversity quotient has a positive effect on the intention to become a teacherpreneur.

Teachers with intelligence turn a difficulty in carrying out their duties into a success means having a good response in dealing with a difficulty and even seeing it as an opportunity. Teachers with a high adversity quotient will always think of an obstacle as a challenge and think of the opportunities behind the challenge. The challenges experienced by teachers can come from internal and external in carrying out their daily duties. When these challenges can be solved, teachers who have a high adversity quotient will see business opportunities by sharing their experiences via YouTube or by writing books. The results of this study are also in line with research that has been conducted by Purba (2020) which states that the adversity quotient has a positive and significant influence on the intention to become an entrepreneur. Someone who has the intelligence to turn obstacles into opportunities will focus on solutions to these obstacles for success so that their intention to become an entrepreneur can increase because the mentality of an entrepreneur when facing obstacles will always focus on solutions.

Interpersonal Communication Moderates the Effect of Creativity on Intentions to Become a Teacherpreneur

The fourth hypothesis is that interpersonal communication moderates the influence of creativity on the accounting teacher's intention to become a teacherpreneur. The results of the regression analysis obtained a regression coefficient M1 of 3.924 with a significance value of 0.002. This shows that interpersonal communication within individual accounting teachers in Pemalang Regency can moderate the relationship between creativity in teaching which is owned by their intention to become a teacherpreneur. The results of this study are in line with the theory of intention by Ajzen (1991) which reveals that a person's intentions are influenced by attitudes toward behavior, namely creativity and interpersonal communication. The results of this study are in line with research conducted by Ikhsanudin (2012) which states that the intention to become an entrepreneur is influenced by interpersonal communication. This indicates that there is compatibility between theory and previous research used with the fourth



hypothesis proposed, namely interpersonal communication moderates the influence of creativity on the intention of accounting teachers to become teacherpreneurs.

Interpersonal communication is a form of two-way communication carried out by teachers and students in an informal realm so that teachers can understand the characteristics of students to create good and fun learning activities for students. Creativity coupled with good interpersonal communication will bring up different ways of teaching and learning activities with the same goal. Submission of creative material will be more meaningful for students when delivered through interpersonal communication because students can more easily grasp the content of the material. Teachers with high teaching creativity coupled with good interpersonal communication will upgrade their abilities as needed. Having creativity in teaching using the media he makes and accompanied by the ability to communicate it interpersonally makes the teacher have a unique and fun teaching experience. So that based on this experience, it will create a desire to share media or teaching experience through uploading YouTube videos or writing books so that it can increase the intention to become a teacherpreneur.

Interpersonal Communication Moderates the Effect of Technology Integration Self Efficacy on Intentions to Become a Teacherpreneur

The fifth hypothesis is that interpersonal communication moderates the effect of technology integration self-efficacy on the accounting teacher's intention to become a teacherpreneur. The results of the regression analysis obtained a regression coefficient M2 of -0.477. This shows that the influence of interpersonal communication as a moderating variable does not moderate the relationship between technology integration self-efficacy and intention to become a teacherpreneur. Deddy Mulyana in Suranto (2011) argues that interpersonal communication is face-to-face communication, which allows each participant to capture the reactions of others directly, both verbally and non-verbally. Interpersonal communication is not only what is said, but how it is said non-verbally, for example messages sent, such as tone of voice and facial expressions. Distance learning during the Covid-19 pandemic made interpersonal communication between teachers and students weak (Pertwi, 2020). Weak interpersonal communication is caused by communication technology connections that are often disconnected and lack of interpersonal meaning caused by gestures and expressions that are unknown because communication is not carried out through direct face-to-face (Karenina et al., 2020).

The impact of distance learning is unavoidable even for teachers who have high confidence in integrating technology and interpersonal communication. This makes teachers required to be able to create learning media that can be understood without being communicated directly. Teachers with confidence in their ability to use technology will try to find references through training, seminars or social media to create learning media that students can easily understand independently. Teachers who believe in their ability to use technology are certain to have good non-verbal delivery skills in making learning media (Arief et al., 2021), so that the teacher must have high technology integration self-efficacy so that the messages in the media that are made can be understood by students even when circumstances do not support delivery related to the media. The relation is in teacherpreneur intention, which is the desire to make media in the form of videos or books to increase teacher professionalism as well as increase income which is not conveyed directly to viewers or readers is not influenced by interpersonal communication.



Interpersonal Communication Moderates the Effect of Adversity Quotient on Intention to Become a Teacherpreneur

The sixth hypothesis is that interpersonal communication moderates the effect of adversity quotient on the accounting teacher's intention to become a teacherpreneur. The results of the regression analysis obtained a regression coefficient M3 of -0.233. The results of the average score of the adversity quotient variable and interpersonal communication fall into the "High" category. These results show that when an accounting teacher has the ability to turn obstacles into opportunities and is accompanied by his skills in interpersonal communication, it does not affect his intention to become a teacherpreneur. During the Covid-19 pandemic, teachers are required to be able to master technology to carry out distance learning (Pertiwi, 2020). This makes teachers aware and accustomed to gaining knowledge online through seminars/online training. Online training on making learning media for teachers is a form of developing teacher professionalism amid the Covid-19 pandemic (Arief et al., 2021). Furthermore, in the training, teachers are required to find ideas and solve difficulties independently so that each teacher is able to have his own style of conveying messages through the media he creates.

The opportunity ideas obtained from these difficulties can be found independently without being influenced by the results of interpersonal communication with fellow teachers. This has made the teacher believe in his ability to create educational work that results from his own thoughts. Therefore, the presence or absence of interpersonal communication does not affect the intention to become a teacherpreneur when the teacher already has a good adversity quotient. Then another cause that causes the teacher's interpersonal communication not to moderate the effect of adversity quotient on the intention to become a teacherpreneur is the teacher's ability to turn an obstacle into an opportunity in class which is communicated interpersonally to fellow teachers is no longer a priority. Currently, teachers are more focused on other things that are more urgent when communicating, such as government regulations, continuing professional education (PPG and PPPK), even technical matters such as abandoned school facilities after the pandemic. In this case the researcher saw directly when conducting research at the Accounting Expertise Program Vocational High School in Pemalang Regency which also affected changes in the research tool which was previously in the form of a questionnaire to a Google form.

CONCLUSION

There is a positive influence between creativity on the Accounting Teacher's intention to become a teacherpreneur. These results explain that the higher the teacher's creativity in teaching, the higher the intention to become a teacherpreneur for Accounting Teachers in Pemalang Regency. So creativity has an important role in increasing the accounting teacher's intention to become a teacherpreneur. There is a positive influence between technology integration self-efficacy (TISE) on the Accounting Teacher's intention to become a teacherpreneur. These results explain that the higher the level of teacher confidence in integrating technology, the higher the intention to become a teacherpreneur for Accounting Teachers in Pemalang Regency. So, technology integration self-efficacy (TISE) has an important role in increasing the accounting teacher's intention to become a teacherpreneur. Furthermore, there is a positive influence between the adversity quotient on the Accounting Teacher's intention to become a teacherpreneur. These results explain that the higher the teacher's ability to deal with obstacles and turn them into opportunities, the higher the intention to become a teacherpreneur for Accounting Teachers in Pemalang Regency. So the adversity quotient has an important role in increasing the accounting teacher's intention to become a teacherpreneur.



Then interpersonal communication can moderate the effect of creativity on the intention to become a teacherpreneur. These results explain that when a teacher has high teaching creativity then being able to convey that creativity through high interpersonal communication skills will increase his intention to become a teacherpreneur. So the role of interpersonal communication can strengthen the influence of creativity on the intention to become a teacherpreneur. Interpersonal communication cannot moderate the effect of technology integration self-efficacy (TISE) on the Accounting Teacher's intention to become a teacherpreneur. These results show that when a teacher has confidence in integrating high technology it will increase his intention to become a teacherpreneur regardless of his ability to communicate interpersonally. Interpersonal communication cannot moderate the effect of adversity quotient on the Accounting Teacher's intention to become a teacherpreneur. These results show that when teacher have the ability to face obstacles and turn them into high opportunities, they will increase their intention to become teacherpreneurs regardless of their ability to communicate interpersonally.

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