



# Empowering entrepreneurship competences through socialization of educational entrepreneurship for elementary school teachers in Jakarta

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ARTICLE INFO	ABSTRACT
<p><b>Article history</b>            Received: 2021-09-21            Revised: 2021-12-18            Accepted: 2021-12-30            Published: 2022-02-25</p> <p><b>Keywords</b>            Educational entrepreneurship            Entrepreneurial interest            Entrepreneurship competences</p>	<p>Partner of this international collaboration of community service is Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Lübke, to be invited to collaborate in giving socialization about educational entrepreneurship for elementary school teachers in the province of Jakarta Indonesia. The target of this community service is elementary school teachers in the Province of Jakarta Indonesia. The socialization of educational entrepreneurship for elementary school teachers was done to develop entrepreneurship competences of elementary school teachers in the Province of Jakarta Indonesia, the solution undertaken was socialization of educational entrepreneurship. The methods used in conducting this international collaboration of community service were cooperative learning, problem-based learning, and giving assignments. This socialization was conducted through video conferences in the form of learning activities to improve the competence in educational entrepreneurship for elementary school teachers in the province of Jakarta Indonesia. The socialization of educational entrepreneurship given is related to developing entrepreneurial interest with appropriate learning activity programs. This international collaboration of community service was conducted at elementary schools in the Province of Jakarta Indonesia because those elementary schools are regularly empowered by Universitas Negeri Jakarta. Based on evaluation measurement, teachers' interest in entrepreneurship education reached 86,75 % and the average satisfaction level of participants were 94%.</p>
<p><b>Kata kunci</b>            Pendidikan kewirausahaan,            Minat berwirausaha,            Kompetensi berwirausaha</p> <div data-bbox="255 1736 375 1859" style="text-align: center;"> </div> <div data-bbox="175 1892 470 1960" style="text-align: center;"> </div>	<p><b>Pemberdayaan kompetensi kewirausahaan melalui sosialisasi pendidikan kewirausahaan bagi guru SD di Jakarta.</b> Mitra kerja sama internasional pengabdian masyarakat ini adalah Konstanz University of Applied Sciences dari Jerman, Prof. Dr. Christian von Lübke, diundang berkolaborasi dalam memberikan sosialisasi tentang pendidikan kewirausahaan bagi guru sekolah dasar di Jakarta. Sasaran pengabdian masyarakat ini adalah para guru sekolah dasar di Jakarta Indonesia. Sosialisasi pendidikan kewirausahaan bagi guru sekolah dasar dilakukan untuk mengembangkan kompetensi kewirausahaan guru sekolah dasar di Jakarta. Solusinya adalah sosialisasi pendidikan kewirausahaan. Metode yang digunakan dalam melakukan kerjasama internasional pengabdian masyarakat ini adalah pembelajaran kooperatif, pembelajaran berbasis masalah, dan pemberian tugas. Sosialisasi ini dilakukan melalui video conference berupa kegiatan pembelajaran untuk meningkatkan kompetensi pendidikan kewirausahaan bagi guru sekolah dasar di Jakarta. Sosialisasi pendidikan kewirausahaan yang diberikan terkait dengan pengembangan minat berwirausaha dengan program kegiatan pembelajaran yang sesuai. Kerjasama internasional pengabdian masyarakat ini dilakukan di sekolah-sekolah dasar di Jakarta karena sekolah dasar tersebut secara rutin dibina oleh UNJ. Berdasarkan pengukuran evaluasi, minat guru terhadap pendidikan kewirausahaan mencapai 86,75% dan tingkat kepuasan rerata peserta mencapai 94%.</p> <p style="text-align: right;">Copyright © 2022, Marini et al            This is an open access article under the CC-BY-SA license</p> <div data-bbox="1133 1892 1316 1960" style="text-align: right;"> </div>
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## INTRODUCTION

The fact shows that there are still low interests in entrepreneurship among elementary school teachers in Jakarta. The entrepreneurial potential of elementary school teachers in Jakarta has not been managed properly so far. This is because educational system in Indonesia does not encourage entrepreneurship interests (Abidah et al., 2020). Consequently, those teachers cannot be trained to take advantage of various opportunities. Solution offered is to empower elementary school teacher groups to encourage the development of elementary school teacher entrepreneurial interest with appropriate learning activity programs (AACTE, 2010; Darling-Hammond et al., 2020; Dhawan, 2020; Trust et al., 2016). In addition to this, this empowerment is also useful for developing elementary school teacher competences in entrepreneurship and developing entrepreneurship activities independently or in groups. Elementary school teachers should have optimal competences related to educational entrepreneurship so that it can promote their innovative and creative thinking (Boldureanu et al., 2020; Cárcamo-Solís et al., 2017; Dhawan, 2020; Lynch et al., 2021; Malik, 2018).

Based on the observations done related to teachers' interest in entrepreneurship education at Klender 03 Public Elementary School, Pondok Bambu 02 Public Elementary School, and Jatinegara 06 Public Elementary School in East Jakarta; Tanah Tinggi 09 Public Elementary School, Kebon Kosong 16 Public Elementary School, and South Gunung Sahari 01 Public Elementary School in Central Jakarta; Cipete Utara 15 Public Elementary School, Menteng Atas 01 Public Elementary School, Karet Kuningan 03 Public Elementary School, Guntur 03 Public Elementary School, Menteng Atas 05 Public Elementary School, and Menteng Atas 04 Public Elementary School in South Jakarta, it can be seen that 95 % of elementary school teachers still have low interests in educational entrepreneurship due to their having a lack of knowledge and skill in educational entrepreneurship so that they have no innovative and creative thinking.

Based on background stated and observation conducted at those twelve elementary schools, the statements of problems based on the questionnaires responded are as follows. Problem 1, as many of 90% of elementary school teachers in Jakarta have a lack of knowledge about educational entrepreneurship; problem 2, as many of 95% of elementary school teachers in Jakarta have a lack of skills about educational entrepreneurship; lastly problem 3, as many of 90 % elementary school teachers in Jakarta have a low interest in educational entrepreneurship.

Based on situation analysis and problems of target audiences, there are 90%, 95%, and 90% of the teachers lack in knowledge, skills, and interests in educational entrepreneurship. Thus, solution offered is to give socialization about educational entrepreneurship for elementary school teacher groups to encourage the development of their entrepreneurial interest with appropriate learning activity programs through socialization. This solution is congruent to one of the 17 Sustainable Development Goals (SDGs) promoted by the UN (Hák et al., 2016), it is decent work and economic growth. By achieving this goal, elementary school teachers will be resources in their environment in building a better future for themselves, family, and community as a whole related to job creation. In addition to this, the socialization is also useful for developing elementary school teacher competences in entrepreneurship and developing entrepreneurship activities independently or in groups.

Some of those formulations are expected to provide solutions to the following teacher groups as follows: Solution (1) Improving minimum of 80% elementary school teacher knowledge about educational entrepreneurship; Solution (2) Improving minimum of 80% elementary school teacher skill about educational entrepreneurship; Solution (3) Improving minimum of 80% elementary school teacher interest in educational entrepreneurship

Based on solutions offered, the output of this program is be formulated as follows: Output (1) Improvement of elementary school teacher knowledge about educational entrepreneurship shown by at least they can answer 80 % of post-test correctly after training activity is carried out; Output (2) Improvement of elementary school teacher skill about educational entrepreneurship shown by at least 80% of elementary school teachers can write a proposal about educational entrepreneurship after training activity is carried out; Output (3) Improvement of elementary school teacher interests in educational entrepreneurship shown by at least their interest scores achieve 80% compared with the maximum scores of interest questionnaires after training activity is carried out; Output (4) Certificates of educational entrepreneurship socialization shown that this community service is done completely; Output (5) Video showing recording of community service activities has been completely conducted; Output (6) Articles in journal of community service shown by article about the activities of this community service has already been published in journal of community service and empowerment; Output (7) Publication in mass media shown by article about the activities of this community service has already been published in Kompas mass media; Output (8) Intellectual Property Right (IPR) about educational entrepreneurship; Output (9) Report of community service activities indicated that this report has been done completely

Objectives of this community service activities are as follows: (a) Improvement of knowledge about educational entrepreneurship for 85% of elementary school teachers in the Province of Jakarta; (b) Improvement of skill about educational entrepreneurship for 80% of elementary school teachers in the Province of Jakarta; (c) Improvement of interests in educational entrepreneurship for 85% of elementary school teachers in the Province of Jakarta.

Benefits of this community service activities are as follows: (a) Elementary school teachers in the Province of Jakarta have mastery about educational entrepreneurship; (b) Elementary school teachers in the Province of Jakarta can create

educational entrepreneurship; (c) Elementary school teachers in the Province of Jakarta have high interests in educational entrepreneurship.

## METHOD

### Plan for the output achievement

Based on the output target, the plan for the output achievement is shown in Table 1.

**Table 1.** Output Achievement Plan

No	Types of Output	Achievement Indicators
1.	Elementary school teacher knowledge improvement about educational entrepreneurship	Completed
2.	Elementary school teacher skill improvement about educational entrepreneurship	Completed
3.	Elementary school teacher interest improvement in educational entrepreneurship	Completed
4.	Certificates of educational entrepreneurship socialization	The presence of community service activities
5.	Articles in journal of community service and empowerment	Published
6.	Video showing recording of community service activities	Available
7.	Article about the activities of this community service has already been published in Kompas mass media	Published
8.	Intellectual Property Right (IPR) about educational entrepreneurship	Granted
9.	Report of community service activities	Completed

### Target audiences

Target audiences of this community service activities were elementary school teachers at Klender 03 Public Elementary School, Pondok Bambu 02 Public Elementary School, and Jatinegara 06 Public Elementary School in East Jakarta; Tanah Tinggi 09 Public Elementary School, Kebon Kosong 16 Public Elementary School, and South Gunung Sahari 01 Public Elementary School in Central Jakarta; Cipete Utara 15 Public Elementary School, Menteng Atas 01 Public Elementary School, Karet Kuningan 03 Public Elementary School, Guntur 03 Public Elementary School, Menteng Atas 05 Public Elementary School, and Menteng Atas 04 Public Elementary School in South Jakarta in the Province of Jakarta as key target audiences as well as some other considerations as follows: (a) Socialization about educational entrepreneurship has never been done at these schools; (b) Understanding about educational entrepreneurship has not reached optimum results for elementary school teachers at Klender 03 Public Elementary School, Pondok Bambu 02 Public Elementary School, and Jatinegara 06 Public Elementary School in East Jakarta; Tanah Tinggi 09 Public Elementary School, Kebon Kosong 16 Public Elementary School, and South Gunung Sahari 01 Public Elementary School in Central Jakarta; Cipete Utara 15 Public Elementary School, Menteng Atas 01 Public Elementary School, Karet Kuningan 03 Public Elementary School, Guntur 03 Public Elementary School, Menteng Atas 05 Public Elementary School, and Menteng Atas 04 Public Elementary School in South Jakarta in the Province of Jakarta; (c) Elementary school teachers at Klender 03 Public Elementary School, Pondok Bambu 02 Public Elementary School, and Jatinegara 06 Public Elementary School in East Jakarta; Tanah Tinggi 09 Public Elementary School, Kebon Kosong 16 Public Elementary School, and South Gunung Sahari 01 Public Elementary School in Central Jakarta; Cipete Utara 15 Public Elementary School, Menteng Atas 01 Public Elementary School, Karet Kuningan 03 Public Elementary School, Guntur 03 Public Elementary School, Menteng Atas 05 Public Elementary School, and Menteng Atas 04 Public Elementary School in South Jakarta in the Province of Jakarta have not had any mastery in educational entrepreneurship; (d) Elementary school teachers at Klender 03 Public Elementary School, Pondok Bambu 02 Public Elementary School, and Jatinegara 06 Public Elementary School in East Jakarta; Tanah Tinggi 09 Public Elementary School, Kebon Kosong 16 Public Elementary School, and South Gunung Sahari 01 Public Elementary School in Central Jakarta; Cipete Utara 15 Public Elementary School, Menteng Atas 01 Public Elementary School, Karet Kuningan 03 Public Elementary School, Guntur 03 Public Elementary School, Menteng Atas 05 Public Elementary School, and Menteng Atas 04 Public Elementary School in South Jakarta in the Province of Jakarta have not been skillful in educational entrepreneurship

The implementation method used in this community service activities was run systematically, structured, and directed through interactive discussions, demonstrations, simulations, and filling out questionnaires (pre-test and post-test). Each participant receives e-pocket book in the socialization of educational entrepreneurship. The learning system in this community service used mentoring and guidance from partner mentors from Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Luebke.

### Steps of problem solving

The steps in solving problems faced by elementary school teachers can be shown in Table 2.

Table 2. Steps of solving problems

No.	Problems	Objectives	Method	Problems Solving
1.	90 % of elementary school teachers in Jakarta have a lack of knowledge about educational entrepreneurship	Improvement of knowledge about educational entrepreneurship for 85 % of elementary school teachers in the Province of Jakarta	Discussion, Problem-based learning, Simulation, Assignment	Elementary school teachers were given some explanations together with technical guidelines for learning activities through entrepreneurship
2.	95 % of elementary school teachers in Jakarta have a lack of skills about educational entrepreneurship	Improvement of skill about educational entrepreneurship for 80 % of elementary school teachers in the Province of Jakarta	Discussion, Problem-based learning, Simulation, Assignment	Elementary school teachers were given entrepreneurial learning system integrated with hands-on practice
3.	90 % elementary school teachers in Jakarta have a low interest in educational entrepreneurship	Improvement of interests in educational entrepreneurship for 85 % of elementary school teachers in the Province of Jakarta	Discussion, Problem-based learning, Simulation, Assignment	Encouraging the development of elementary school teacher entrepreneurial interests with appropriate learning activity programs

The steps taken in solving problems were as follows: (1) field observation; (2) problem and weakness identification of target audiences; (3) offering solutions; (4) system design; (5) system implementation; (6) additional system integration in existing system in target audiences; (7) evaluation system; and (8) feedback.

The steps taken in solving problems of target audiences related to socialization about educational entrepreneurship started from the steps as follows: (1) Conducting field observation at Klender 03 Public Elementary School, Pondok Bambu 02 Public Elementary School, and Jatinegara 06 Public Elementary School in East Jakarta; Tanah Tinggi 09 Public Elementary School, Kebon Kosong 16 Public Elementary School, and South Gunung Sahari 01 Public Elementary School in Central Jakarta; Cipete Utara 15 Public Elementary School, Menteng Atas 01 Public Elementary School, Karet Kuningan 03 Public Elementary School, Guntur 03 Public Elementary School, and Menteng Atas 05 Public Elementary School, Menteng Atas 04 Public Elementary School in South Jakarta in the Province of Jakarta; (2) Identifying the problems and weaknesses of the elementary school teacher understanding about educational entrepreneurship; (3) Offering solutions to elementary school teacher groups by providing socialization about educational entrepreneurship in collaboration with partner from Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Luebke; (4) Recruiting the elementary school teacher group participants so that they were right on target for socialization activities to be guided by partner mentor from Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Luebke; (5) Implementing the system of educational entrepreneurship together with partner from Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Luebke; (6) Integrating additional system to the existed one for the target audiences together with partner from Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Luebke; (7) Evaluating the system of socialization about educational entrepreneurship arranged collaboratively with partner from Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Luebke; (8) Giving feedback about educational entrepreneurship done collaboratively with partner from Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Luebke; (9) Designing socialization program with partner from Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Luebke, to create the entrepreneurial learning system easily understood by elementary school teachers; (10) Implementing socialization program about educational entrepreneurship in accordance with the correct techniques and procedures determined collaboratively with partner from Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Luebke; (11) Integrating teacher group knowledge that has been improved by guidance from keynote speaker as partner from Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Luebke; (12) Conducting socialization of educational entrepreneurship accompanied by partner from Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Luebke, so that it is in accordance with the procedures taught; (13) Giving feedback in this community service activities to see the weaknesses and improve elementary school teacher skill shortages in educational entrepreneurship, and (14) Monitoring and evaluating activities to create quizzes about educational entrepreneurship collaboratively with partner from Konstanz University of Applied Sciences in Germany, Prof. Dr. Christian von Luebke, carried out in elementary school teacher groups.

The steps of problem solving in this community service were designed with attention to partner involvement and needs, starting with the following steps: (1) Preparing for program implementation, discussion was conducted to related parties including principal and representative of the curriculum division in the two schools. It is expected that all related parties will fully support this program both institutionally and morally; (2) Implementing steps of the programs to improve solution to problems related to educational entrepreneurship arranged collaboratively with partner from Konstanz University of Applied Sciences in Germany carried out in elementary school teacher groups can be seen in Table 3; and (3) Evaluating the steps of achievement and sustainability of the activity program for socializing educational entrepreneurship. Each socialization process completed is followed by evaluation as a feedback reference to ensure the effectiveness of this community service activities. Table 4 shows an evaluation and steps of program achievement.

**Tabel 3.** Steps of Implementation Activities

No.	Activities	Outputs
1.	Giving some explanations together with technical guidelines for learning activities through entrepreneurship	Improvement of knowledge about educational entrepreneurship for 85 % of elementary school teachers in the Province of Jakarta based on the result of presentation on action plan made about educational entrepreneurship
2.	Giving entrepreneurial learning system integrated with hands-on practice	Improvement of skill about educational entrepreneurship for 80 % of elementary school teachers in the Province of Jakarta based on the result of mind-mapping created about educational entrepreneurship
3.	Encouraging the development of elementary school teacher entrepreneurial interests with appropriate learning activity programs	Improvement of interests in educational entrepreneurship for 85 % of elementary school teachers in the Province of Jakarta based on the result of teachers' participation in this community service activities
4.	Guiding community service activities	Supervising the progress of this community service activities until the end with observation, interactive question and answer, discussion, demonstration, simulation, and practice; and Improving ability to find, analyze, and provide solutions to problems arising in carrying out this community service activities
5.	Reporting and Publication	(Pocket book, certificates, videos on YouTube, articles in journal of community service, publications in mass media, Intellectual Property Rights (IPR), seminar, report.

**Table 4.** Evaluation and Steps of Activities Achievement

No.	Steps	Activities Achievement
1.	Step I	recognizing and classifying the types of educational entrepreneurship
2.	Step II	Solving the problems of educational entrepreneurship given
3.	Step III	The existence of new knowledge about educational entrepreneurship being motivating for improvement of understanding comprehensively
4.	Step IV	Planning to make a proposal about educational entrepreneurship

### Partner participation

In this community service activities, partner from Konstanz University of Applied Sciences in Germany are expected to give socialization on educational entrepreneurship collaboratively about integrated entrepreneurial learning system with hands-on practice. This learning system is run in the form of socializing, mentoring, and guiding elementary school teachers at Klender 03 Public Elementary School, Pondok Bambu 02 Public Elementary School, and Jatinegara 06 Public Elementary School in East Jakarta; Tanah Tinggi 09 Public Elementary School, Kebon Kosong 16 Public Elementary School, and South Gunung Sahari 01 Public Elementary School in Central Jakarta; Cipete Utara 15 Public Elementary School, Menteng Atas 01 Public Elementary School, Karet Kuningan 03 Public Elementary School, Guntur 03 Public Elementary School, Menteng Atas 05 Public Elementary School, and Menteng Atas 04 Public Elementary School in South Jakarta in the Province of Jakarta.

### RESULTS AND DISCUSSION

The implementation of this community service activities was evaluated by looking at the enthusiasm of the teachers in participating in these activities. In addition to this, evaluation of problem solving given will be considered. For the assessment of entrepreneurship program, an assessment rubric or a measure of success of learning outcomes can be prepared. In this community service activities, elementary school teacher interest in educational entrepreneurship will be measured by questionnaires of interest made collaboratively with partner from Konstanz University of Applied

Sciences in Germany. Sustainability of this program will be continued by operational cost allocated in the annual school program.

Activities of international collaboration in community services conducted for 12 elementary school teachers from Klender 03 Public Elementary School, Pondok Bambu 02 Public Elementary School, and Jatinegara 06 Public Elementary School in East Jakarta; Tanah Tinggi 09 Public Elementary School, Kebon Kosong 16 Public Elementary School, and South Gunung Sahari 01 Public Elementary School in Central Jakarta; Cipete Utara 15 Public Elementary School, Menteng Atas 01 Public Elementary School, Karet Kuningan 03 Public Elementary School, Guntur 03 Public Elementary School, Menteng Atas 05 Public Elementary School, and Menteng Atas 04 Public Elementary School in South Jakarta in the Province of Jakarta were held successfully on 12 July 2021 for the first session, on 19 Juli 2021 for the second session, and on 26 July 2021 for the third session through the zoom platform.

Implementation of the socialization of educational entrepreneurship on 12 Juli 2021 was about "Entrepreneurship and Education". The contents of the first session consisted of the definition of entrepreneurship, its importance in elementary school teaching, nurturing an entrepreneurial mindset, challenges in the Indonesian context, discussion about teachers' experiences related to educational entrepreneurship, prospects and way forward of educational entrepreneurship. In this socialization, the speaker used mentimeter as a learning media to facilitate the teachers to understand the educational entrepreneurship. He also discussed about entrepreneur creating new business and find new solutions to a problem/need, innovators, sources of new ideas, goods, services, and creator of new procedures and business models. In addition, he also examined about entrepreneurs of the 21st century.

Implementation of the socialization of educational entrepreneurship on 19 Juli 2021 was about methods and tools for the entrepreneurial mindset consisting of mind maps by creative visual, radiant ideas, six hats by critical/multidimensional thinking, spaghetti towers with teambuilding and problem solving, egg-drop challenge with creativity, innovation, problem solving, and risk-taking game by assessing risks and teamwork. The speaker also reviewed some key issues in educational entrepreneurship and the use of mentimeter to facilitate the teachers' understanding on the topic.

The implementation of the socialization of educational entrepreneurship on 26 July 2021 explored the entrepreneurial mindsets into action consisting of generating action plans with groupwork presentation of their mind maps in respective groups, joint discussion, exchange of thoughts, small presentation; looking ahead to ask about next step for enhancing entrepreneurial mindsets, the challenges likely arising, and moving forward.

Documentations of the socialization about education entrepreneurship for the teachers are shown in Figure 1.



Figure. 1 Socialization process in virtual meeting

Upon the completion of the program, an evaluation was done to measure the effectiveness of these three socializations. Based on the evaluation measurement, the teachers interest in educational entrepreneurship reached 86.75 % and they would like to implement educational entrepreneurship for elementary school students in order to



improve their creativity and critical thinking. This result has supported the idea of creativity and critical thinking were the two essential skills that a teacher and students should master in this 21st Century (Astuti et al., 2019). Also, the result of this training is in line with the study conducted by Haryani et al (2021) suggesting that teachers should use multiple sources to integrate the 4C's of 21st century skill that involves teacher collaboration as one of the indicators.

## CONCLUSION

Socialization in this international collaboration in community services can improve the teachers' knowledge, skills, and interests in educational entrepreneurship. The implication of this community services is that the elementary school teachers in the province of Jakarta are able and willing to implement their knowledge and skills for their students in order that they can improve their critical thinking and creativity.

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