



Development of Technopreneur Leadership to Improve High School Teachers' Teaching Performance: Innovative Approaches in Education

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Abstract

This study aims to describe technopreneur leadership development as an innovative approach to improving the teaching performance of high school teachers. The research method used is quantitative survey research with teachers as research respondents with a sample of 54 respondents based on non-probability sampling techniques with saturated sample types. The data collection technique was used through a closed Likert scale questionnaire and analyzed using simple correlation and regression tests. The results showed that technopreneur leadership development can positively impact the teaching performance of high school teachers. Technopreneur leadership development involves introducing and applying relevant technology in the learning process, the development of digital skills and information literacy for teachers, and establishing a culture of quality in schools. In this context, technopreneur leadership plays a role in facilitating teachers to adopt technology effectively, deal with change, motivate and empower education staff, and create a supportive environment for innovation. This research is an important contribution to understanding the importance of technopreneur leadership development as an innovative approach to improving the teaching performance of high school teachers.

Keywords *Technopreneur Leadership, Teacher Teaching Performance*

INTRODUCTION

One of the achievements of successful learning in today's digital era is the birth of outputs that excel and are competitive, and of course, this is the benchmark for teacher success through their performance in the learning process (Rahmawati et al., 2022a). As a teacher and educator, teachers are a determining factor in efforts to succeed in education by carrying out their professional duties in learning, such as making lesson plans, implementing learning, and evaluating learning. The implementation of the task is a reflection of his performance in learning activities, commonly called teacher teaching performance, which also describes the level of quality of the teacher (Rahmawati et al., 2023).

In addition, the low achievement of students in Indonesia, one of the main factors, is due to the unsuccessful learning process in educational institutions, which is caused by the teaching performance of teachers who are still not satisfactory and have not achieved the expected. This is supported by PISA survey data in 2018, which shows that Indonesian education is in the bottom 10, ranked 74th out of 79 countries. Meanwhile, Rythia Afkar, a World Bank researcher in the release of a World Bank survey on learning loss as a result, explained the results of her survey, which proved that the quality of teachers in Indonesia was relatively low, especially in terms of competence and teaching ability (CNN Indonesia, 2021). Related to this problem, all education elements need to focus on improving teacher teaching performance in learning activities (Lestari et al., 2023).

Research by Cahya et al. (2021) also found problems related to teacher teaching

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performance in some Bengkulu City High Schools, such as a lack of teacher creativity to create attractive and comfortable learning conditions, students were instructed to dictate the material while the teacher sat down, there were also most teachers unable to compile the syllabus by themselves, and the preparation of RPP was done by copying the RPP of their colleagues. Research by [Gala et al. \(2017\)](#) shows problems related to teacher teaching performance, namely the discovery of teachers who teach without preparing learning device administration (RPP) and the delivery of material that is still monotonous / not adaptive to technological changes.

The phenomenon of teachers also occurs in Bogor Regency, where the Bogor District Education Office admits there is a shortage of teachers who meet competency standards or teachers with ASN/PNS status. So, every year, the Bogor Regency government seeks to apply for PPPK or recruit government employees through work agreements. Meanwhile, from the results of the UKG score, Bogor Regency obtained a score of 54.35 for pedagogic competence, 61.10 for professional competence scores, and an average score of 59.08 ([Indonesia Ministry of Education, 2022](#)). These data show that the level of teacher competence in Bogor Regency has not reached the expected level. From these data, if left without efforts to improve the competence of teachers, it will have an impact on the quality of learning held, which has a far-reaching impact on the quality of education in Bogor Regency.

In the face of changes in this digital era, technopreneur leadership has emerged as an innovative approach to improving teacher teaching performance. Technopreneur leadership combines elements of effective leadership with technology entrepreneurship, focusing on utilizing technology in the learning process. This approach recognizes that technology can be a powerful tool for improving the quality of education and creating meaningful learning experiences for students. To overcome this challenge, there is a need for comprehensive technopreneur leadership development efforts. High school teachers need to be encouraged and supported in developing technology skills, understanding the potential of technology in learning, and having the ability to utilize it effectively.

This study aimed to investigate technopreneur leadership development as an innovative approach to improving the teaching performance of high school teachers. This research will explore technopreneur leadership strategies and practices that are successfully applied in the context of high school education.

LITERATURE REVIEW

Technopreneur leadership is a leader's ability to combine elements of effective leadership with technological entrepreneurship. This leadership approach pressures the use of technology in the learning process and the development of teachers' digital skills. Technopreneur leadership includes decision-making that is innovative, proactive, and responsive to technological change, as well as the development of a culture of innovation in schools ([Santika et al., 2023](#); [Younas et al., 2023](#)). This means that technopreneurship is needed for schools in order to produce creative, innovative and competitive graduates. Relevant and ongoing training is an important component in technopreneur leadership development. Training should provide teachers with the necessary technological skills and knowledge of the application of technology in learning, as well as help them develop a positive and adaptive attitude towards technological change ([Rahmawati et al., 2022b](#); [Sibuea et al., 2023](#)).

RESEARCH METHOD

This research will use a survey quantitative research approach. The study population was junior high school teachers in Tenjolaya sub-district, with a sample of 54 respondents. The sampling is based on non-probability sampling techniques with saturated sample types ([Pakaya et](#)

al., 2023). The inclusion criteria, such as teaching experience and interest in technopreneur leadership development, are considered. The number of samples can be determined based on the consideration of desired statistical strength and resource availability. Meanwhile, data collection was carried out before and after applying innovative teaching approaches to measure changes in the teaching performance of high school teachers and technopreneur leadership through a closed questionnaire with a Likert scale. Then, the data was analyzed using a simple correlation and regression test with SPSS application version 25 at α 1%.

FINDINGS AND DISCUSSION

The Pearson correlation value is 0.660. This shows that there is a relationship between the technopreneur leadership variable (X) and the teacher teaching performance variable (Y); the direction of the relationship is positive (unidirectional) and belongs to the category of strong relationships. While the probability/sig (0.000) $<$ α (0.01) shows a significant relationship between variable X and variable Y. Therefore, it can be concluded that there is a positive and significant relationship between the technopreneur leadership variable (X) and the teacher teaching performance variable (Y) with a strong level of relationship. The regression equation model $\hat{Y} = 31.873 + 0.353X$. This equation means that every 1% increase in the technopreneur leadership score unit (X) will result in an increase of 0.353 in the teacher teaching performance score unit (Y). Then, a calculated t value of 6,331 $>$ a table t value (2,397) with a sig value (0.000) $<$ α (0.01) means that there is a significant influence of technopreneur leadership on teacher teaching performance. The value of a positive regression coefficient and a sig value smaller than α , it was concluded that technopreneur leadership had a positive and significant effect on the teaching performance of high school teachers in Tenjolaya District. The R square value is 0.435 or equal to 43.5%. So, it can be concluded that technopreneur leadership to teacher teaching performance contributes 43.5%. While the remaining 56.5% was influenced by other variables that were not studied. Thus, the development of technopreneur leadership is considered capable of improving teacher teaching performance in high school. This is because of the emphasis on the approach of technopreneur leadership utilizing technology in the learning process and developing teachers' digital skills (Lestari et al., 2023). Technopreneur leadership also emphasizes collaboration and teamwork between teachers and students. The integration of technology in the classroom can facilitate collaborative learning experiences, where students work together on projects, share ideas, and engage in problem-solving activities (Rahmawati et al., 2022b), which will later create a culture of innovation that contributes to improving teacher teaching performance in schools.

CONCLUSIONS

Teachers who apply technology well can create more interactive learning experiences, facilitate student collaboration, and improve understanding of concepts. This explains that innovative approaches in education, supported by technopreneur leadership, can transform the role of teachers into learning facilitators who motivate students to become active and independent, which will later create a culture of innovation. This culture of innovation encourages teachers to try new approaches to teaching, develop creative solutions to the challenges they face, and contribute to the overall improvement of teacher teaching performance. The contribution of the technopreneur leadership variable to teacher teaching performance was 43.5%; the remaining 56.5% was influenced by other factors that were not studied in this study. These factors include teacher competence, learning facilities, organizational climate, interpersonal communication and appreciation for innovation. High school teachers need to be encouraged and supported in developing technology skills and adopting technology in learning. In addition, technopreneur leadership also needs to be taken into account when designing educational policies that facilitate

the use of technology and improve the quality of learning in high school.

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