



## The Analysis of Creativity's Correlation and Contribution toward UNNES Biology Teacher Candidate Intention to Become Teacherpreneur

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### Abstract

In the era of the industrial revolution 4.0, the improvement in the quality of human resources is the concern of all parties. The integration of entrepreneurship education in science education can improve the quality of education. Innovative individuals begin with high creativity. Teacher candidates who have creativity can be involved in entrepreneurship and can increase the intention to become teacherpreneur. The purpose of this study is to analyze the correlation and contribution of creativity with the intention of UNNES biology teacher candidates to become teacherpreneur. The quantitative research is analyzed by ex-post facto research strategies. The population in this study is UNNES biology education students for 2015, 2016, and 2017. The study sample consisted of 190 students determined by proportional random sampling. The creativity of teacher candidates is measured by the scale of creativity. The intention of UNNES biology teacher candidates to become teacherpreneur is measured by the intention to become teacherpreneur scale. The results of research data analysis using Pearson product-moment correlation techniques with the help of SPSS. From the calculation results, it is known that the Sig. obtained by  $0,000 < 0.05$  with a correlation value of 0.432 (included in the moderate category) shows a significant positive relationship between creativity and the intention of biology teacher candidates to become teacherpreneur. The contribution of creativity to the intention of biology teacher candidates to become teacherpreneur is 18.5%. Creativity has a positive and significant effect on the intention of biology teacher candidates to become teacherpreneur. The regression equation obtained is  $Y = 162,759 + 2,132X$ .

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## INTRODUCTION

In the era of the industrial revolution 4.0, the era of technological disruption, an era based on cyber physical systems, improving the quality of human resources is the concern of all parties. The development of information and communication technology accelerates the process of globalihzation, bringing up various new problems and challenges that must be faced and solved with the right strategies through qualified human resources. Berry (2011) predicts the events experienced by teachers in 2030 in his book "Teaching 2030", that is the existence of knowledge and skills needs of students who have never learned the teacher before; open learning area without limits for students of all ages, anytime, anywhere through tools and networks; professional education experts in policymaking will look for ways to eliminate complicated practices that can hinder gifted individuals from learning to learn; there are demands that teachers have complex professional competence; and the world of education pays attention to students and teachers who are smart, ambitious. So they can develop their personal and job.

The implementation of entrepreneurship knowledge is important to be integrated with science education such as physics, chemistry and biology (Agommuoh & Akanwa, 2014; Ejilibe, 2012; Ezeudu *et al.*, 2013; Hilario, 2015). The results of the research recommend that entrepreneurship must be part of the knowledge taught by the teacher (Hilario, 2015; Achor & Kate, 2013; Nwakaego & Kabiru, 2015). This phenomenon requires science teachers to have entrepreneurial knowledge and skills (Leino & Elena, 2010). This is in line with Ezeudu *et al.* (2013) which explain that understanding entrepreneurship education among prospective teacher students who have graduated can foster a profession, effectively manage science and technology education.

UNNES seeks to develop human resources academically, through knowledge compiled in the curriculum of the study program. Entrepreneurship is one of the compulsory courses for students of biology education FMIPA UNNES is expected to form biology teacher candidates who are more skilled in addition to teaching, improve school quality, can improve the abilities and knowledge of entrepreneurs. According to Ispal & Jabor (2014), the addition of soft skills and entrepreneurship abilities for prospective mathematics teacher students can inspire their students, effective communication and ability to solve problems in the world of work.

Student candidates for UNNES biology teacher as UNNES FMIPA students are who develop innovative values. These values characterize graduates as biology teacher candidates. Innovation will not appear without high creativity (Dewi & Agus, 2017). Hapsah & Siti's research results (2015) explain that a person's creativity has a significant relationship with the interest in being an entrepreneur. Based on the results of preliminary observations conducted in January 2019 of 66 biology education students of the Faculty of Mathematics and Natural Sciences UNNES class of 2015 and 2016 who have participated in entrepreneurship courses found that 54 (81.8%) students are no strangers to entrepreneurial issues, 42 (63.6% ) students have participated in entrepreneurship seminars, and 26 (39.4%) students have participated in entrepreneurship training both at the Biology Department and outside the Biology Department. As many as 46 (69.7%) biology teacher candidate students expressed interest in entrepreneurship. The amount of interest in entrepreneurship is not matched by the belief held by the ability of entrepreneurs. This is evident from 31 (24.6%) students who expressed doubts about their ability to become entrepreneurs, felt they did not have sufficient knowledge and skills, did not have the experience, felt they did not have ideas, concerns about capital, fear of failure, fear would be difficult if they adopted entrepreneurial spirit. Such behavior does not show the character of an entrepreneur. Husna *et al.* (2018) explain that an entrepreneur has characteristics such as achievement motivation, innovation, risk-taking, and autonomy.

UNNES biology teacher candidates need to have a change of mindset in facing challenges and problems in the world of education. The challenges that prospective teachers will face can be turned into opportunities if the teacher becomes a teacherpreneur. Teacherpreneur is a teacher who instills the attitudes of educators as facilitators, motivators, and innovators by adopting a positive attitude that is owned by an entrepreneur Ni'mah 2018). Mulyatiningsih (2015) describes various efforts that can be made by a teacherpreneur such as conducting classroom action research with creative and innovative ideas in overcoming learning; teachers can become developers of educational products such as media, books,

modules, laboratory equipment, learning tools; and the teacher can be a resource or expert with a scientific work published. Teachers who adopt the character and spirit of entrepreneurship can be competent, creative learning facilitators in organizing learning, innovative and effective in applying learning delivery methods to students to obtain meaningful and inspirational learning (Prihadi & Herminarto, 2016; Prihaswati & Astuti, 2016; Tiernan, 2016). Education in the global world in 2030 requires innovation in the teaching profession (Berry, 2011). Teacherpreneur is as a part of a profession inherent in teachers to develop the best education for students in the future (Berry, 2013). One of the supporting factors to be a teacherpreneur is the intention. The intention is things that capture factors that motivate and which have a strong impact on behavior (Mahsunah, 2010). Kaijun & Puput (2015) found a positive effect on entrepreneurship education on the intention to be an entrepreneur. Intention is as a tendency of desire and predictors of UNNES biology teacher candidates to take action in the future to become teacherpreneur.

Based on the research results described above, the analysis of correlation and contribution of creativity toward the intention of UNNES biology teacher candidates to become teacherpreneur will be carried out.

## RESEARCH METHOD

This research is quantitative research with ex-post facto research strategy. The population in this study is UNNES biology education students for 2015, 2016 and 2017. The sample is determined by proportional random sampling. Determination of the number of samples using a table developed by Isaac and Michael, so that with a population of 278 obtained a sample of 190 (minimum 68.7%) students with an error rate of 5%. The research data taken are creativity and intention to become teacherpreneur. Student creativity is measured by the scale of creativity. Whereas, the intention to become a teacherpreneur is measured by the intention to become a teacherpreneur scale. Scale-up in this study uses a response format consisting of favorable items (supporting or favoring the attitude object) and unfavorable (not supporting the attitude object) on each item. Both of these scales have five alternative answers, they are strongly agree, agree, neutral, disagree, strongly disagree.

Analysis of the correlation of creativity with the intention to be a teacherpreneur on UNNES biology teacher candidates uses the Pearson product-moment correlation technique with the help of the SPSS program. In the correlation test generated correlation coefficient values that can be interpreted in Table 1.

**Table 1.** Interpretation of Correlation Coefficient Values

No	Parameter	Score	Interpretation
1	Correlation strength statistically	0,0 - < 0,2	Very weak
		0,2 - < 0,4	Weak
		0,4 - < 0,6	Medium
		0,6 - < 0,8	Strong
		0,8 - 1,00	Very strong
2	The direction of the correlation	Positive	The higher the variable X, the higher the variable Y
		Negative	The higher the variable X, the lower the variable Y
3.	Value of p	Value of p > 0,05	Correlation is not significant
		Value of p < 0,05	Significant correlation

Furthermore, after the correlation coefficient values obtained from the results of the analysis then hypothesis testing step of the correlation coefficient is carried out, a simple linear regression test and analysis of the contribution of creativity to the intention to be a teacherpreneur on UNNES biology teacher candidates.

## RESULTS AND DISCUSSION

The results of research data analysis uses Pearson product-moment correlation techniques with the help of SPSS. From the calculation results, it is known that the Sig. obtained at  $0,000 < 0.05$  and the calculated value of 0.432 is positive in the range of  $0.4 < 0.6$  shows a significant positive relationship between creativity and intention to become teacherpreneur in the moderate category. While the relationship of creativity with the intention to become teacherpreneur is indicated by the contribution reached 18.5%,

indicating that creativity is one of the factors influencing the intention to become teacherpreneur in UNNES biology teacher candidates.

The existence of creativity and high intention will form the behavior of UNNES biology teacher candidates to become teacherpreneur who can improve the quality of education. That is because the intention as a predictor of UNNES biology teacher candidates is to become a teacherpreneur and creativity as a teacherpreneur ability that can improve the quality of teachers. The role of teacherpreneur is increasingly optimal with creativity because teacher creativity is related to teacher performance that affects student motivation, student absorption, student learning outcomes, and student achievement (Adirestuty & Eri, 2016; Andika *et al.*, 2016; Hadisi *et al.*, 2016). , 2017; Ramadani *et al.*, 2017; Jouwe *et al.*, 2018).

The creativity of UNNES biology teacher candidates is in the ability to imagine, think, come up with new, different and original (original) ideas. A person's creativity is shaped by nature, personality, training, and experience (Riyanti, 2013). Creative productivity is the result of multiple variables, namely factors of attitude, motivation, temperament and cognitive ability (Munandar, 2013). The creativity of prospective UNNES biology teachers is formed through educational courses taken by students, entrepreneurship courses that provide knowledge about the importance of creativity as an important capital of an entrepreneur, knowledge of one's obstacles to creative thinking, knowledge to measure creative potential, knowledge to enhance creative thinking and abilities produce biology-based business planning in the form of PKM. Creativity is needed by prospective UNNES biology teachers in carrying out each process as a teacherpreneur. A candidate for UNNES biology teacher who lives creatively means having enthusiasm in developing his own talents and abilities optimally, having enthusiasm in developing new ideas, new activities and new ways to deal with problems in the world of education. This is in line with Wiyani (2012) which explains that a teacherpreneur as an educator must bring up the mental and mental attitude of the teacher who is active, creative, empowered, creative, motivated, and understated in trying to improve the quality of education.

The intention of this research is to predict the behavior of UNNES biology teacher candidates. If you want to find out whether UNNES biology teacher candidates will become teacherpreneur after graduating from college, see the intention of UNNES biology teacher candidates because the intention is the best predictor of behavior. An individual's decision to do an action is the result of an individual's view of the act positively and if the individual believes that someone else wants the individual to do it (Azwar, 2013). So, students of UNNES biology teacher candidates will become teacherpreneur if students assess being teacherpreneur is positive and students believe that other people want UNNES biology teacher candidates to become teacherpreneur after graduating from college.

The formation of the intention of UNNES biology teacher candidates to become this teacherpreneur from the aspect of attitudes towards behavior and subjective norms that refer to one's view of social support to bring up or not bring up behavior. These two aspects are interconnected and influence the cognitive, affective and conative aspects of students. Aspects of attitude towards the behavior of UNNES biology teacher candidates are formed from knowledge factors that influence the process of student cognition, personal experience factors, and influences of people who are considered important that affect the affective aspects, as well as the behavioral consequences that will arise which affect conative aspects. Then, cultural factors affect cognitive aspects and emotional factors that affect the affective aspects. In addition to aspects of behavior, there are also aspects of subjective norms relating to expectations and beliefs about the behavior that would be raised according to others that affect the conative aspects of students.

The cognitive aspects of prospective teacher students who have the intention to become teacherpreneur are influenced by knowledge about entrepreneurship obtained through entrepreneurship courses. This is related to the results of research by Hapsah & Siti (2015) explaining that a person's creativity has a significant relationship with an interest in being an entrepreneur. The cognitive aspects affect the affective aspects of UNNES biology teacher candidates. The affective aspect itself is influenced by the experience of students gained from the past (such as: when students of UNNES biology teacher candidates practice presenting with peers during certain lectures that require students to optimize their abilities; conduct PPL practices that demand meaningful, creative and innovative learning processes and when carrying out

the process of completing the final project where students must provide goods, services, or scientific ideas in improving the quality of education), the influence of other people who are considered important that give influence to prospective students of UNNES biology teachers, and emotional factors that will affect students' feelings when doing the practice of being a teacherpreneur. The affective aspect will further influence the conative aspect. The conative aspect is influenced by the behavioral consequences that arise by individuals if the prospective UNNES biology teacher becomes a teacherpreneur after graduating from college. These cognitive, affective, and conative aspects underlie the emergence of intentions in prospective UNNES biology teacher students to become teacherpreneur.

Based on the regression test results obtained by the regression equation  $Y = 162.759 + 2.132X$ . The equation shows that the regression coefficient value is positive which is equal to 162,759 which means that if the level of creativity (X) increases by one point, then the intention to become teacherpreneur (Y) will increase by 162,759. The regression coefficient is positive, meaning that the higher the level of creativity, the higher the intention score to be a teacherpreneur. From the results of the calculation, it can be seen that some individuals who have high category creativity do not necessarily have the intention of being a teacherpreneur with a high category and some individuals who have creativity with a category low does not necessarily have the intention to be a low category teacherpreneur. This condition is influenced by the non-optimal interaction of factors within the individual of each research variable.

**Table 2.** Results of creativity analysis, intention to become teacherpreneur, personal aspects, and normative aspects of the class of 2015, 2016, and 2017.

Variable/Aspect(s)		Percentage (%)		
		Low	Medium	High
Creativity	2015	7,3%	32,3%	15,7%
	2016	70,9%	49,2%	61,4%
	2017	21,8%	13,8%	22,9%
Intention to become teacherpreneur	2015	56,4%	35,4%	25,7%
	2016	40,0%	38,5%	62,9%
	2017	3,6%	26,2%	10,0%
Personal aspect from the personal from the intention to become teacherpreneur	2015	52,7%	23,1%	31,4%
	2016	43,6%	50,8%	60,0%
	2017	3,6%	26,2%	8,6%
Normative Aspect from the intention to become teacherpreneur	2015	12,7%	43,1%	97,1%
	2016	65,5%	41,5%	1,4%
	2017	12,7%	15,4%	1,4%

In Table 2, it is known that UNNES biology teacher candidates have a high category of creativity in the class of 2017, 2015, and 2016. Based on field facts, the Biology Education Study Program has a mission to produce goods and services based on biology education needed by the community. The mission is an effort to promote and develop student creativity (Boonchan *et al.*, 2015). The highest level of creativity of UNNES biology teacher candidates in 2015, 2016, 2017 generation is 21.8%, 13.8%, 22.9%. The low percentage of creativity of prospective teachers is influenced by low motivation, self-awareness, and the need for the importance of creativity which is characterized by various negative perceptions about the encouragement of educators in writing scientific work, that is PKM as an output of creativity products for UNNES biology teacher candidates from entrepreneurship courses. The results explained that the efforts of educators and the environment to develop creativity regularly can foster creativity (Boonchan *et al.*, 2015). PKM as the output of this entrepreneurship course has a variety of alternative fields of objectives for students that can be used as media in expressing the creativity that can potentially increase the creativity of prospective teachers. This is supported by Louca *et al.* (2014) which explains the efforts of teaching creativity at the university through the promotion of creativity at the individual level (by assisting student planning and reflecting on their ability to manage learning development), promotion at the group level (by having groups will have the opportunity to produce, develop, and convey reflection ideas by groups, with constant pressure and synergy between individuals and groups), the presence of competitive pressure (being a strong motivation to learn about all),

the existence of an open learning environment (by not limiting its flexibility and openness, giving students choices, the use of flexible learning spaces, multi-age grouping, and team teaching). Meintjes & Mary (2010) also explained that generating various ideas that are possible to solve problems (compiling hypotheses, models, and interpretations of information), valuing authenticity, describing ideas and seeing situations from different points of view can encourage students' creative thinking. The difference in the level of creativity of students of teacher candidate is influenced by determinants of creativity such as institutional administration (policy, mission, identity), teaching (expected behavioral goals, subject matter, evaluation, and teaching improvement), motivation (needs, encouragement, and satisfaction), personality (personal freedom, self-confidence, self-esteem), instructional attitudes (support, acceptance, participation), contextual factors (the role of culture, the role of educational models), socio-economic factors, acculturation of parents. (Meintjes & Mary, 2010; Munandar, 2013; Louca *et al.*, 2014; Boonchan *et al.*, 2015).

The results of the literature analysis explain some of the efforts that can be made informing creative teacher candidates, namely teacher candidates need an introduction to educative, interactive, and innovative methods in the training process that can encourage self-development, self-actualization, self-realization, and self-improvement; use interactive teaching methods on prospective teacher students who have been proven to significantly increase the interest of prospective teacher students to develop creativity, have a positive impact on the personal and professional development of teacher candidates; using learning methods based on solving psychological and pedagogical problems in prospective teacher students can stimulate teacher candidates to identify problems in the latest conditions, increase knowledge and development related to student trends and student characteristics and create favorable conditions for self-development (Gaspar & Mirela, 2015; Berikanova *et al.*, 2014; Ospanova *et al.*, 2015). Munandar (2013) also explained some efforts to form creative UNNES biology teacher candidates with the 4P strategy (person, press, process, and product) namely the environment (educators, parents, communities) can help discover their talents and appreciate personal uniqueness by not expecting things. the same thing or the same interest; The environment (educators, parents, the community) must provide appreciation and support for the attitudes and creative behaviors of individual or groups of students; the environment (educators, parents, the community) should be able to stimulate individuals to involve themselves in creative activities, by making the necessary facilities and infrastructure; The environment (educators, parents, the community) gives freedom to individuals to express themselves creatively with prerequisites not to harm others and their environment; and the environment (educators, parents, communities) value the creativity products of individuals and communicate them to others.

According to Berikanova *et al.* (2014) several components that need to be considered in efforts to develop the potential of creative teachers, namely the motivation component (the need to instill the desire of prospective teacher students to achieve success in pedagogical activities, creativity aspirations, self-expression, to search for and create new educational methods and technologies.), Components informative (it is necessary to instill knowledge of the theoretical basis of the phenomenon of creativity, understanding of the principles and stages of creative activities, the specific nature of thinking and the need for creative potential to work efficiently with students), the procedural component (preparing prospective teachers for the ability to realize creative approaches to work with it students, to discover and apply their own teaching practices in creative projects, to participate in various academic competitions and contest activities, solve problem situations, discover new teaching methods and techniques), and evaluative components (the need for skills in reflecting on prospective teachers, the ability to evaluate, the ability to analyze and synthesize student achievement, the ability to compare the level achieved by creative work with planned). Attention to the creativity of UNNES biology teacher candidates can be one of the efforts in improving the quality of teachers given that creativity is one of the predictor variables that influence the increase in the level of intention to become a teacherpreneur. That is because the higher the level of intention of UNNES biology teacher candidates, the greater the possibility of becoming a teacherpreneur.

UNNES biology teacher candidates have been prepared to become creative teachers with the effort of study programs to compile an educational curriculum. The existence of educational courses (educational psychology, counseling guidance, introduction to education, school management, scientific writing

techniques, biology curriculum studies, biology learning strategies, biology teaching evaluations, biological teaching management, biology microteaching, biological research methods, and PPL), related courses the field of biology and entrepreneurship studies are expected to shape the competencies needed by prospective UNNES biology teachers as 21st-century teachers. Entrepreneurship Mathematics is the focus of attention in this study due to the need to develop entrepreneurial characteristics in 21st-century science education (Achor & Khate, 2013), research report the importance of implementing entrepreneurial knowledge to be integrated with science education (Agommuoh & Akanwa, 2014; Ejilibe, 2012; Ezeudu *et al.*, 2013; Hilario, 2015), the need to enable students to see a variety of career choices in science (Deveci & Cepni, 2014) and the demand of science teachers must have entrepreneurial knowledge and skills (Leino & Elena, 2010).

Teacherpreneur is as an innovation in the 21st-century science teacher profession. Teacherpreneur is part of the profession inherent in teachers to develop the best education for students in the future (Berry, 2013). This phenomenon requires UNNES biology teacher candidates to have entrepreneurial knowledge, character and skills in order to transfer entrepreneurial characteristics to students. Based on the analysis of international and national literature on entrepreneurship education in science education most studies focus on how science education produces a better understanding of how to apply and the importance of entrepreneurship education (Deveci & Cepni, 2014; Achor & Khate, 2013; Ezeudu *et al.*, 2013; Ejilibe, 2012; Nwakaego & Kabiru, 2015; Ugwu *et al.*, 2013) using learning approaches oriented to entrepreneurship (Wibowo & Ariyatun, 2018; Rahmawanna *et al.*, 2016; Khotimah *et al.*, 2016; Fitriah, 2016), developing teaching materials oriented towards entrepreneurship (Kusuma & Kusoro, 2010; Martin, 2012) or developing modules that integrate entrepreneurial thinking (Septiyenthi *et al.*, 2014; Adlim *et al.*, 2015; Syukri *et al.*, 2013). The results of research into the integration of entrepreneurship education in science education show an increase in student learning outcomes, grow students' expertise into entrepreneurship, increase creativity, improve science process skills, increase achievement results, increase interest in learning, increase life skills, foster entrepreneurial interest, and show results positive attitude and views of students towards entrepreneurship.

In research on the level of the intention of UNNES biology teacher candidates, the aspect of the issue has the greatest influence in determining the level of intention to become a teacherpreneur rather than the normative aspects as described in Table 2, which is the 2016 UNNES biology teacher candidate students who have the highest percentage of intention to become teacherpreneur this category has the percentage of personal aspects is higher than the normative aspect. The constituent factors of personal aspects such as cognitive level, personal experience, community culture, emotions, and the consequences of behavior that appear are more influential than the factors that compose normative aspects such as the level of expectation and beliefs about the behavior that other people bring up. In Table 2, UNNES biology teacher candidates have personal aspects in the high category respectively in the class of 2015, 2016, 2017, they are 3.6%, 26.2%, 10%. The low percentage of personal aspects is contributed by the low knowledge about entrepreneurship that influences the cognitive aspects of UNNES biology teacher candidates. Limited entrepreneurial knowledge measured in this study was obtained from entrepreneurship courses. Kasih (2013) explains some of the efforts that can improve the success of student entrepreneurship education, namely in designing the entrepreneurship curriculum (subject/material), what entrepreneurial values should be given to students; there is a combination of learning methods such as information-based (can be done by conveying ideas, cooperative, collaborative, group discussions, panel discussions, symposiums), learning from experience (can be done by means of simulations, role-playing, games, and group meetings), and problem-solving (can be done with case studies, tutorials, and local works); the presence of teaching staff from supporting lecturers, entrepreneurs, professionals, alumni-entrepreneurs and student-entrepreneurs; the existence of an entrepreneurial atmosphere created by universities (UKM, forming business units, carrying out various competencies, attending various seminars and training; and the existence of a continuation entrepreneurship learning process). The Biology Education Study Program has revised the 2015 curriculum in 2018 to produce three profiles of graduates, that are biological educators, researchers, and entrepreneurs. Elective subjects related to biology educator profiles are available 9-12 credits, profiles of researchers who can be chosen are available 13 credits and those related to entrepreneur profiles are available 14 credits. The intention of

UNNES biology teacher candidates to become teacherpreneur is expected to increase after the 2018 curriculum supports the formation of entrepreneurial profiles in UNNES biology teacher candidates in addition to entrepreneurship courses as well as through tissue culture courses, landscaping, waste and waste management, applied biology and microbiology, bio-bio-nutrition, bioeducation, bio conservation, biology for health, and learning about natural surroundings.

This research has not examined further the opinion of science teachers about the need for entrepreneurship education in teacher education programs (Amos & Onifade, 2013), the level of understanding and knowledge of science teachers about the concept of entrepreneurship related to the successful integration of entrepreneurship-oriented learning (Bolaji, 2012). This can further strengthen this research in interpreting entrepreneurship as a pedagogical approach, not just as a topic that only offers specific knowledge about starting and running a business (Skolverket, 2015). Haara & Eirik (2016) explained the need for entrepreneurial pedagogy in the education of prospective teachers to an entrepreneurial perspective, so that prospective teachers can interpret, experiment, reflect on the entrepreneurial approach to teaching and learning. An understanding of entrepreneurship education, the addition of soft skills and entrepreneurial abilities to prospective students of science teachers can inspire students, have effective communication skills, be able to solve problems in the world of work, foster professions, effectively manage science and technology education (Ezeudu *et al.*, 2013; Ispal & Jabar, 2014). This ability can be a provision for UNNES biology teacher candidates in facing various challenges as explained by Berry (2011) related to predictions of events experienced by teachers in 2030.

## CONCLUSION

Based on the research results and discussion, it can be concluded that there is positive and significant correlation between creativity and intention to become teacherpreneur by correlation score 0.432 (moderate category). The creativity contribution toward the intention to become teacherpreneur is 18.5%. The creativity has positive and significant effect toward the intention to become teacherpreneur. The obtained regression equation is  $Y = 162,759 + 2,132X$ .

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