



Edupreneurs' Innovation and Creativity in Developing Teachers' Book Planners to Enhance the Pedagogical Competence of Early Childhood Teachers

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ABSTRACT

The purpose of this research is to explore how edupreneurs identify and incorporate the needs and preferences of PAUD teachers in the development of innovative and effective Teachers' Book Planners, assess the impact of these planners on the pedagogical competence of PAUD teachers and the learning outcomes of children, and examine the key challenges they face in production and distribution. The method used is qualitative case study. Data collected through semi-structured interviews and observations with three edupreneurs and ten Islamic PAUD educators were analyzed using thematic analysis, employing triangulation, member checking, and peer debriefing to ensure validity and reliability. The research found that edupreneurs identify and incorporate the needs and preferences of PAUD teachers through detailed user research, continuous feedback collection, and iterative design processes. By addressing both practical and innovative aspects, they develop effective Teachers' Book Planners that enhance the pedagogical experience. Ongoing improvement and adaptation based on user feedback ensure that these planners remain relevant and beneficial in the educational context. Edupreneurs face multifaceted challenges in the production and distribution of Teachers' Book Planners including ensuring the quality and availability of raw materials, managing the production process, controlling costs, handling logistics, collaborating with vendors, adopting new technologies, and maintaining sustainability and regulatory compliance. This research contributes to the existing body of knowledge by providing insights into the specific needs and preferences of PAUD teachers and the practical challenges faced by edupreneurs in developing educational tools.

INTRODUCTION

Early childhood education (PAUD) is crucial in shaping the foundational skills and cognitive development of young children. Effective teaching strategies and resources are essential to maximize the potential of this critical educational stage (Kristiyanti & Nurhayati, 2024; Musa & Nurhayati, 2024; Nuraeni & Nurhayati, 2023). Furthermore, the significance of pedagogical competence among Early Childhood Education (ECE) teachers cannot be overstated in the context of modern education (Masri & Nurhayati, 2024; Nurhayati, 2018; Setiawan, 2018). Strong pedagogical competence enables ECE teachers to create an optimal learning environment, understand children's developmental needs, and implement effective teaching strategies. Particularly in lesson planning, this competence is crucial as well-

prepared plans can determine the quality of the teaching and learning process (Nurhayati, 2022; Sum & Taran, 2020). Lesson planning for ECE teachers involves various aspects, including setting learning objectives, selecting appropriate methods and media, and evaluating learning outcomes. Without thorough planning, the teaching and learning process can become directionless and less effective. Therefore, ECE teachers need tools that facilitate the systematic and comprehensive preparation of lesson plans.

One such tool is the Teachers' Book Planner. A Teachers' Book Planner is a planning book specifically designed to assist teachers in organizing their daily teaching activities. By using a book planner, ECE teachers can structure their lesson materials, activity schedules, and teaching strategies more effectively. This not only aids in simplifying the planning process but also enhances the overall pedagogical competence of ECE teachers. The innovation and creativity of edupreneurs in developing Teachers' Book Planners play a crucial role in supporting the pedagogical competence of ECE teachers. Creative edupreneurs can design book planners that are not only functional but also engaging and tailored to the specific needs of ECE teachers. Consequently, these book planners can become effective tools in helping teachers prepare high-quality lesson plans and improve their teaching skills.

The development of educational tools, teaching media and resources is critical in enhancing the pedagogical competence of teachers, particularly in early childhood education (PAUD) (Ghofur & Nurhayati, 2023b; Kirkpatrick, Searle, Smyth, & Specht, 2019; Patimah & Nurhayati, 2023). Edupreneurs, or educational entrepreneurs, play a pivotal role in this domain by innovating and creating resources such as Teachers' Book Planners. Edupreneurship refers to the application of entrepreneurial principles in the field of education (Arwin, Sugiharto, & Nisa, 2023; Sriyanti & Zanki, 2021). Edupreneurs identify gaps in the educational system and develop innovative solutions to address these needs. Edupreneurs bring a fresh perspective to traditional educational practices, fostering innovation and creativity. They often focus on developing tools and resources that enhance teaching efficiency and effectiveness, such as digital platforms, learning management systems, and organizational tools like book planners (Ananda & Mukhadis, 2016; Dixit, Agrawal, Agarwal, Gërguri-Rashiti, & Said, 2020). Teachers' Book Planners are essential tools for educators, especially in early childhood education. These planners help teachers organize their lesson plans, track student progress, and manage classroom activities. A well-designed book planner can significantly reduce the administrative burden on teachers, allowing them to focus more on instructional activities. Moreover, book planners that are tailored to the specific needs of PAUD teachers can improve the alignment of teaching activities with developmental milestones and educational standards. This also can enhance their pedagogical competence. Pedagogical competence refers to a teacher's ability to effectively deliver instructional content, manage the classroom, and support student learning (Nuraeni & Nurhayati, 2023; Nurhayati & Rakhman, 2017).

While previous studies have explored the general benefits of planning tools in education, there is limited research focusing specifically on the development and impact of Teachers' Book Planners for PAUD settings. Moreover, the role of edupreneurs in driving innovation and creativity in this niche remains under-examined. This research aims to address the following main questions: How do edupreneurs identify and incorporate the needs and

preferences of PAUD teachers in the development of innovative and effective Teachers' Book Planners? What are the key challenges faced by edupreneurs in the production and distribution of Teachers' Book Planners, and how do they overcome these challenges? What is the impact of Teachers' Book Planners, developed through edupreneurial innovation and creativity, on the pedagogical competence of PAUD teachers and the learning outcomes of children?

This study contributes to the existing body of knowledge by highlighting the intersection of edupreneurship and early childhood education through the lens of Teachers' Book Planners. It provides a comprehensive analysis of how edupreneurs can leverage creativity and innovation to develop tools that meet the specific needs of PAUD educators. The research offers novel insights into the processes and strategies employed by edupreneurs, addressing the practical challenges in production and distribution. Additionally, it evaluates the real-world impact of these planners on teachers' pedagogical competencies and children's learning outcomes, offering valuable implications for educational practice and policy. By bridging the gap between educational entrepreneurship and practical teaching tools, this study aims to foster more effective and innovative solutions in the field of early childhood education.

METHODS

This research employed a qualitative case study method (Iswahyudi et al., 2023; Sugiyono, 2018). The case study approach was chosen to provide an in-depth understanding of the processes and challenges faced by the edupreneurs at ZT Production House in developing Teachers' Book Planners, as well as to explore the needs and preferences of ECCE (early childhood care and education) educators who use these planners. The study was conducted at ZT Production House, located in Batujajar, Kabupaten Bandung Barat. ZT Production House is an enterprise owned by three edupreneurs who specialize in developing educational tools, including Teachers' Book Planners. This location was selected due to its innovative approach to creating educational products and its active involvement with PAUD (early childhood education) teachers. The respondents for this study included 13 participants: three edupreneurs who own and operate ZT Production House and ten Islamic ECCE (PAUD) educators who use the Teachers' Book Planners produced by ZT Production House. The educators were selected based on their direct interaction and experience with the product, providing valuable insights into its effectiveness and areas for improvement.

Data were collected through semi-structured interviews and observations. Semi-structured interviews were conducted with both the edupreneurs and the ECCE educators. The interviews with the edupreneurs focused on understanding the production process, challenges encountered, and strategies employed to address these challenges. The interviews with the Islamic ECCE (PAUD) educators aimed to gather detailed feedback on the usability, functionality, and overall satisfaction with the Teachers' Book Planners. Observations were carried out at ZT Production House to gain firsthand insights into the production process and to observe the interaction between the edupreneurs and the educators. These observations provided additional context and depth to the data collected through interviews. To ensure the validity of the data, multiple methods were employed. Triangulation was used by combining

data from interviews and observations to corroborate findings. Member checking was conducted by sharing the preliminary findings with the participants to verify the accuracy of the interpretations. Additionally, peer debriefing was utilized to review the analysis process and interpretations with colleagues to ensure reliability and objectivity. The data collected from interviews and observations were transcribed and analyzed using thematic analysis. This involved coding the data to identify key themes and patterns related to the research questions. Thematic analysis allowed for the systematic examination of the data to uncover insights into the processes, challenges, and strategies involved in the production of Teachers' Book Planners, as well as the needs and preferences of the educators using them.

RESULT

1.1 Identifying and Incorporating Needs and Preferences of Islamic PAUD Teachers

Edupreneurs employ a comprehensive approach to understand and integrate the needs and preferences of PAUD teachers into the development of innovative and effective Teachers' Book Planners. This process begins with direct feedback from teachers, detailed user research, iterative design, and continuous improvement based on user experiences and feedback. Edupreneurs start by conducting extensive user research to identify the essential features that PAUD teachers require in a book planner. This involves gathering direct feedback through interviews and surveys. Teachers indicated the need for features like interactive calendars, reminders and notes, task lists, learning objectives, topic mapping, semester programs, teaching module templates, assessment sheets, and reflection sheets. One respondent highlighted, "An interactive calendar that allows marking teaching schedules, assignments, exams, and other important events would be very helpful." To understand the practical utility and limitations of existing book planners, edupreneurs also ask teachers how current planners help or hinder their work. Teachers reported benefits like better organization, progress tracking, and the ability to make annotations. However, they also noted challenges such as the time required to learn new planners and limitations in functionality. "Book planners can help organize teaching schedules and tasks more efficiently, but some planners lack the necessary features for data analysis or tracking student progress," said one teacher.

Teachers provided specific suggestions for improvements, such as adding collaboration features, making designs more interactive, and using environmentally friendly paper. These suggestions reflect a need for both practical and sustainable solutions. "Adding features for collaboration with fellow teachers or students in planning and executing lessons would be beneficial," suggested another respondent. Based on the feedback, edupreneurs engage in an iterative design process. They start with setting clear goals, followed by user research to understand the teachers' needs. The next steps involve designing prototypes, user testing, and incorporating feedback to refine the product. One respondent highlighted, "We involve teachers in the design process to ensure the planner meets their needs and expectations." Edupreneurs develop prototypes and conduct user testing with potential users to gather feedback on functionality and usability. This helps in identifying any issues or shortcomings in the design before mass production. One respondent mentioned, "Before launching, we conduct user tests with potential users to gather feedback on the product's quality, helping us identify issues that may not be

detected during internal testing." Feedback is not only gathered during the initial design phase but is also an ongoing process. Edupreneurs continuously collect and analyze feedback from teachers to improve and adapt the planners. This ensures that the product remains relevant and useful in the dynamic educational environment. As stated by a respondent, "We use customer feedback to continuously improve and adapt our products to better meet their needs."

1.2 Impact of Teachers' Book Planners on Pedagogical Competence of Islamic PAUD Teachers

Teachers at Islamic PAUD (Early Childhood Education) institutions highlighted several key features they desire in book planners to assist their teaching processes. These features include an interactive calendar for marking teaching schedules, tasks, exams, and important events. One respondent emphasized, "The interactive calendar allows me to mark all important events, making it easier to manage my schedule." Additionally, features such as reminders and notifications for deadlines, task lists to set priorities, learning outcomes mapping, topic mapping relevant to learning objectives, selection of topics and subtopics, semester programs, teaching module templates, assessment sheets, and reflection sheets collectively enhance the organization and efficiency of teaching activities.

The current use of book planners has brought significant benefits to the teaching activities of PAUD educators. The primary advantage is improved organization of schedules, tasks, and events, leading to more structured and efficient teaching processes. A teacher shared, "The book planner helps me organize my teaching schedule, tasks, and other events more efficiently." Data analysis features in book planners aid in monitoring student progress and adjusting teaching approaches accordingly, which is crucial for personalized teaching. Additionally, the ability to annotate learning materials helps teachers retain important information and plan their lessons better.

Despite these benefits, there are some limitations. The time and effort required to learn and adapt to new book planners can be a barrier. One teacher mentioned, "Using a new book planner takes time and effort to learn, and sometimes I need to adjust my teaching process to fit its features." This indicates the need for continuous improvement and customization of book planners to meet teachers' specific needs. Furthermore, some planners may lack certain desired features or functionalities, which can limit their effectiveness. Teachers also provided valuable suggestions for improving book planners. They recommended adding collaboration features to allow sharing of materials, discussions, and group assignments. One respondent suggested, "Adding collaboration features would allow us to share materials and discuss plans with other teachers, enhancing our teaching strategies." Making the design more interactive and using environmentally friendly or recycled paper were also suggested improvements.

The frequent use of book planners by teachers for daily and weekly planning, setting goals, organizing schedules, and reminding themselves of tasks highlights their importance. One teacher stated, "I use my book planner all the time for planning activities and setting goals." This consistent use underscores the crucial role book

planners play in managing teaching activities and enhancing pedagogical competence. Book planners significantly aid in managing children's learning activities by providing a structured schedule, tracking progress, planning materials, coordinating with other teachers, and encouraging children's independence. As one respondent noted, "The book planner helps me keep a structured schedule and track the children's progress systematically." This systematic tracking allows teachers to reflect on what has been achieved and plan the next steps in supporting children's development, thus improving the overall quality of teaching. Additionally, teachers expressed a desire for future book planners to integrate technological and digital features, such as compatibility with online platforms or existing applications like child health apps, family calendars, or educational platforms. This integration would provide comprehensive and up-to-date information, enhancing the functionality of the book planners. One respondent mentioned, "Integration with online platforms would make the book planner more useful by providing additional resources and information." Teachers' Book Planners developed through edupreneurial innovation and creativity significantly enhance the pedagogical competence of PAUD teachers.

The desired features and frequent use of book planners indicate their importance in organizing and managing teaching activities. Edupreneurs play a crucial role in designing, developing, and continuously improving these planners to meet the specific needs of teachers, thus enhancing the overall teaching and learning experience. The incorporation of teacher feedback and technological advancements further supports the effective use of book planners in improving pedagogical practices and learning outcomes for children.

1.3 Key Challenges in Production and Distribution of Teachers' Book Planners

Edupreneurs in the production of Teachers' Book Planners face several key challenges, primarily revolving around the quality and availability of raw materials. Ensuring consistent quality and availability of essential materials such as paper and printing supplies is a significant hurdle. One respondent noted, "Consistency in the quality of raw materials is crucial to ensure that every planner produced meets our quality standards." Fluctuating costs due to market demand, transportation expenses, and commodity price changes further complicate procurement. Additionally, sourcing sustainable and high-quality materials presents another layer of difficulty. To overcome these issues, many edupreneurs build strong relationships with suppliers, ensuring a steady supply and maintaining strict quality control. Exploring alternative suppliers also helps reduce dependency on a single source, as one respondent highlighted, "Reducing dependency on a single supplier and seeking alternative suppliers is an important step in risk mitigation."

The production process itself is fraught with challenges, including equipment breakdowns and delays in material supply. Ensuring that the final product meets quality standards consistently requires meticulous monitoring. One respondent explained, "We conduct internal tests to ensure that the planners meet our set quality standards." Effective logistics and transportation management are also crucial to handle the distribution of these planners. Edupreneurs address these challenges by implementing

comprehensive quality control standards, conducting internal tests, and analyzing customer feedback for continuous improvement. They also adopt flexible production planning and maintain close collaboration with suppliers to manage production scales and meet demand fluctuations effectively.

Cost management is another critical area where edupreneurs must exercise caution. Balancing production costs while maintaining profitability is essential. One respondent shared, "Calculating production costs for each unit of the planner, including raw material costs, labor costs, overhead costs, and distribution costs." Selecting affordable yet high-quality suppliers and optimizing production processes help in maintaining efficiency. Training employees and implementing effective inventory planning further aid in cost management. Controlling overhead costs and continually seeking ways to optimize expenses are strategies often employed to ensure profitability.

Logistics and distribution pose their own set of challenges, particularly in reaching customers in diverse locations with varying infrastructure and transportation options. Handling fragile goods and coordinating effective shipments are also significant concerns. Edupreneurs optimize their distribution strategies by conducting market analysis and customer segmentation. As one respondent mentioned, "Route mapping and the use of technology are essential to optimizing distribution strategies." Building robust distribution networks and utilizing technology can help overcome these logistical challenges. Adjusting marketing strategies to meet regional needs ensures broader reach and customer satisfaction.

Collaboration with vendors and third-party providers also introduces challenges such as delivery delays, poor service quality, and unexpected costs. Clear communication and strong collaborative relationships with vendors are crucial to mitigating these issues. One respondent stated, "We build strong relationships with suppliers to ensure quality and consistency." Regular performance evaluations and contingency plans help manage unexpected challenges effectively.

Adopting new technologies, while beneficial, presents challenges including high implementation costs and a steep learning curve. Cultural resistance to change and integrating new technologies with existing systems can also be hurdles. Edupreneurs overcome these by investing in training and development, gradually integrating new technologies, and continuously monitoring their impact to ensure efficiency. As one respondent noted, "New technology is often designed to improve operational efficiency and optimize resource use."

Sustainability and social responsibility are increasingly important, with challenges in meeting sustainability standards and ensuring responsible sourcing. Managing environmental impact and reducing waste are also critical. One respondent shared, "Using eco-friendly and sustainable raw materials in the production of planners is a challenge that needs to be addressed." Edupreneurs address these by using eco-friendly materials, implementing energy-efficient practices, and engaging in community initiatives. Transparency in operations and ongoing evaluation of sustainability efforts are key strategies to meet these challenges.

Regulatory compliance adds another layer of complexity. Ensuring adherence to industry standards and regulations requires staying informed about relevant laws and conducting regular audits. Implementing internal policies, providing employee training, and maintaining open communication with regulatory authorities are crucial steps. As one respondent emphasized, "Ensuring compliance with relevant industry regulations and standards in planner production is an important step." Edupreneurs face multifaceted challenges in the production and distribution of Teachers' Book Planners. These include ensuring the quality and availability of raw materials, managing the production process, controlling costs, handling logistics, collaborating with vendors, adopting new technologies, and maintaining sustainability and regulatory compliance. Overcoming these challenges necessitates strategic planning, robust supplier relationships, effective cost management, technological integration, and a strong commitment to sustainability. Continuous innovation and improvement are essential for success in this dynamic and competitive field. Table 1 below summarized the key challenges and solution provided by the edupreneurs.

Table 1. Key Challenges in Production and Distribution of Teachers' Book Planners

Challenge	Description	Solution
Quality and Availability of Raw Materials	Ensuring consistent quality and availability of raw materials such as paper and printing supplies. Fluctuating costs due to market demand, transportation expenses, and commodity price changes. Sourcing sustainable and high-quality materials.	Building strong relationships with suppliers. Conducting strict quality control. Purchasing materials in appropriate volumes. Exploring alternative suppliers to reduce dependency.
Production Process Issues	Equipment breakdowns, delays in material supply, and ensuring product quality. Managing logistics and transportation challenges.	Implementing comprehensive quality control standards. Conducting internal tests and analyzing customer feedback. Flexible production planning. Close collaboration with suppliers.
Cost Management	Balancing production costs while maintaining profitability.	Conducting detailed cost analysis. Selecting affordable yet high-quality suppliers. Optimizing production processes. Training employees and implementing effective inventory planning. Controlling overhead costs.
Logistics and Distribution	Reaching customers in diverse locations with varying infrastructure and transportation options. Handling fragile goods and coordinating effective shipments.	Conducting market analysis and customer segmentation. Route mapping and using technology. Building robust distribution networks. Adjusting marketing strategies to meet regional needs.
Collaboration with Vendors/Third Parties	Delivery delays, poor service quality, and unexpected costs.	Establishing clear communication channels. Building strong relationships with vendors. Regular

		performance evaluations. Implementing contingency plans.
Technology Adoption	High implementation costs, learning curve for new technologies, cultural resistance to change, and integration with existing systems.	Investing in training and development. Gradually integrating new technologies. Continuously monitoring the impact of new technologies.
Sustainability and Social Responsibility	Meeting sustainability standards, ensuring responsible sourcing, managing environmental impact, and reducing waste.	Using eco-friendly and sustainable materials. Implementing energy-efficient practices. Engaging in community initiatives. Maintaining transparency in operations. Ongoing evaluation of sustainability efforts.
Regulatory Compliance	Ensuring adherence to industry standards and regulations.	Staying informed about relevant laws. Conducting regular audits. Implementing internal policies and procedures. Providing employee training. Maintaining open communication with regulatory authorities.

DISCUSSION

The results of this study highlight the comprehensive approach taken by edupreneurs to understand and integrate the needs and preferences of PAUD (early childhood education) teachers into the development of innovative and effective Teachers' Book Planners. This process involves direct feedback from teachers, detailed user research, iterative design, and continuous improvement based on user experiences and feedback. These findings align with existing literature emphasizing user-centered design in educational tools (Cha & Ahn, 2020). Edupreneurs gather extensive user feedback to identify essential features such as interactive calendars, reminders, task lists, learning objectives, topic mapping, semester programs, teaching module templates, assessment sheets, and reflection sheets. This practice is consistent with previous studies that emphasize the importance of user involvement in the design process (Cha & Ahn, 2020; Ghofur & Nurhayati, 2023a). However, the study also uncovered several challenges, including the time required to learn new planners and limitations in functionality, echoing the concerns raised in earlier research (Musa, Nurhayati, Jabar, Sulaimawan, & Fauziddin, 2022).

Teachers suggested improvements such as adding collaboration features, making designs more interactive, and using environmentally friendly paper. This need for collaborative features supports findings by Rodriguez et.al. (2017) on the increasing importance of collaborative tools in education. The iterative design process employed by edupreneurs involves setting clear goals, conducting user research, designing prototypes, user testing, and incorporating feedback.

The use of book planners has shown to facilitate better monitoring of student progress and adjustment of teaching approaches, which enhances personalized instruction. This aligns with existing studies that emphasize the role of organizational tools in reducing administrative burdens and improving teaching efficiency (Ya, 2010). Despite these benefits, some limitations were noted, such as the time and effort required to learn and adapt to new book planners, which can initially be a barrier. Suggestions for improvement included adding collaboration features and making the design more interactive. Frequent use of book planners for daily and weekly planning underscores their importance in teaching activities. Structured planning tools have been shown to enhance teacher productivity and student engagement, confirming the findings of previous studies. Book planners also aid in managing children's learning activities by providing a structured schedule, tracking progress, planning materials, coordinating with other teachers, and encouraging children's independence.

Teachers expressed a desire for future book planners to integrate technological and digital features, such as compatibility with online platforms. This aligns with research emphasizing the importance of technological integration in educational tools to enhance their effectiveness and user experience. Teachers' Book Planners developed through edupreneurial innovation significantly enhance the pedagogical competence of PAUD teachers. The findings are consistent with previous studies, highlighting the benefits of organizational and planning tools in education (Hussain, 2021). Edupreneurs play a crucial role in continuously improving these planners to meet teachers' needs, thereby enhancing the overall teaching and learning experience.

The study also highlights several key challenges faced by edupreneurs in the production and distribution of Teachers' Book Planners. These include ensuring the quality and availability of raw materials, managing the production process, controlling costs, handling logistics, collaborating with vendors, adopting new technologies, and maintaining sustainability and regulatory compliance.

- 1) **Quality and Availability of Raw Materials:** Ensuring consistent quality and availability of materials like paper and printing supplies is crucial. This finding is consistent with supply chain management literature, which stresses the importance of reliable raw material sourcing (Fu, Li, Li, Wang, & Fan, 2022).
- 2) **Production Process Issues:** Equipment breakdowns, delays in material supply, and ensuring product quality are common challenges. Edupreneurs address these by implementing comprehensive quality control standards and conducting internal tests, which aligns with total quality management principles in manufacturing (Hassan & Jaaron, 2021).
- 3) **Cost Management:** Balancing production costs while maintaining profitability is essential. Strategies include detailed cost analysis, selecting affordable suppliers, optimizing production processes, and effective inventory planning. Calculating production costs for each unit of the planner, including raw material costs, labor costs, overhead costs, and distribution costs, reflecting standard practices in cost management (Chen, Zhao, Tong, & Xu, 2019).
- 4) **Logistics and Distribution:** Reaching diverse customer locations and handling fragile goods pose logistical challenges. Edupreneurs optimize distribution strategies through market analysis, route mapping, and technology use. These strategies are supported by logistics and supply chain research in educational contexts (Sun & Song, 2018).
- 5) **Collaboration with Vendors:** Delivery delays, poor service quality, and unexpected costs are challenges. Edupreneurs

mitigate these through clear communication and strong vendor relationships. Vendor relationship management is a well-documented strategy in supply chain optimization (Gaikwad, Jadhav, Pathan, & Gujarati, 2018). 6) Technology Adoption: High implementation costs and a learning curve for new technologies are significant barriers. Edupreneurs invest in training and gradually integrate new technologies. This approach aligns with findings on technology integration in educational settings (Masri & Nurhayati, 2024; Musa & Nurhayati, 2024; Nurhayati, Fitri, Amir, & Zalisman, 2024). 7) Sustainability and Social Responsibility: Meeting sustainability standards and ensuring responsible sourcing are increasingly important. Edupreneurs address these by using eco-friendly materials and implementing energy-efficient practices. Sustainable practices in education are also highlighted in the literature (Ramísio, Pinto, Gouveia, Costa, & Arezes, 2019). 8) Regulatory Compliance: Ensuring adherence to industry standards and regulations requires staying informed about relevant laws and conducting regular audits. Regulatory compliance in educational product development is a critical area of focus (Mohan, Sujatha, Subbarao, & Chowdhury, 2020).

CONCLUSION

The findings of this study have significant implications for the development and distribution of educational tools. By employing a user-centered design approach and continuously incorporating feedback, edupreneurs can create more effective and user-friendly products. However, the challenges identified highlight the need for strategic planning and robust management practices to ensure sustainability and efficiency. Future research should explore the long-term impact of these planners on educational outcomes and teacher efficiency. Studies could also investigate the role of emerging technologies, such as artificial intelligence and machine learning, in further enhancing the functionality of educational tools. Additionally, comparative studies could be conducted to evaluate the effectiveness of different design and distribution strategies employed by edupreneurs. This research contributes to the existing body of knowledge by providing insights into the specific needs and preferences of PAUD teachers and the practical challenges faced by edupreneurs in developing educational tools. The study's findings can inform the design and implementation of more effective Teachers' Book Planners, ultimately enhancing educational practices. However, the research has limitations. The sample size is limited, and the study is context-specific to PAUD teachers and the particular educational environment. Future research should include a larger and more diverse sample to increase the generalizability of the findings. Additionally, the rapidly changing technological landscape means that continuous updates to research are necessary to stay current with new developments.

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