

EduPreneur System Based on Creative Products for Students with Disabilities in Special Schools

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ABSTRACT

The challenges faced by students with disabilities are generally when they graduate from education, where students are required to be able to compete with a society that is so heterogeneous. Edupreuners must be able to read and create business opportunities that students with special needs can access. This research aims to produce an edupreneur system based on creative products from students with disabilities at the Malang Raya Special School. Edupreneurship programs can be implemented through a structured and integrated system. Schools can display vocational and entrepreneurship program products to the user community. This development research uses the development model from Borg & Gall, which involves five special schools in Malang Raya. The result of developing this edupreneurship system is a special school Marketplace application designed to be accessible by admins and users with features according to school needs, such as a login menu, product display menu, and settings for adding products.

Keywords: Students with Special Needs, Edupreneurship, Special Schools

INTRODUCTION

Edupreneurship is a unique part of entrepreneurship in the education sector. Entrepreneurship is a creative or innovative business that sees or creates opportunities and realizes them into something that has added value (economic, social, etc.). Entrepreneurship in the social sector is called sociopreneurship. In the education sector, it is called edupreneurship; in the internal company, it is called interpreneurship; in the technology business sector, it is called technopreneurship (Yasa, 2023; Z et al., 2022), while edupreneurship is a phenomenon that is visible in education practitioners in managing their activities in the world of education. Edupreneurship is a school that becomes a leader and can organize and manage other schools with initiative and innovation. An edupreneur or educational entrepreneur, also known as an agent of change, brings new ideas and concepts regarding public education into the business world. An edupreneur or entrepreneur in education is also known as a bringer of change, new ideas, and concepts in the business world regarding public education. This means that edupreneurship is related to the general education system (Anggreani et al., 2019; Thayyibi & Subyantoro, 2022).

Oxford Project (2012) explains that edupreneurship is when schools always carry out systemic, meaningful, innovative transformational change without regard to existing resources, current capacity, or national pressure to create new educational opportunities and excellence. These two terms contain different meanings. In the first sense,

edupreneurship is more profit-oriented, which provides financial benefits. The second definition is more general: all creative and innovative school efforts oriented towards excellence.

The concept of edupreneurship is emphasized in creative or innovative efforts carried out by schools to obtain school achievements and increase income. School achievements may not directly result in financial benefits, but schools that excel have more opportunities to receive awards, assistance, and input into Special School resources.

Special Education has its specifications for each student based on the assessment results. Special Education Teachers, as managers of vocational education in Special Schools/Special Schools, must be able to capture the talents of people with disabilities who, in the social conditions of our society, are still a marginalized group (Pamungkas et al., 2022; Sastro et al., 2022). The factors that differentiate the potential selection of students with special and regular needs are a) an edupreneur must take into account individual differences and the type of service that must be received; 2) an edupreneur must not compare the types of interventions and work skills service programs that will be provided to students; 3) an edupreneur must follow the culture and challenges in society so that he can read the opportunities and needs of the workforce specifications in the community while still considering aspects of natural resources and regional potential while still considering the possibility of students with special needs. With a good and well-planned school program to increase students' capacity in life skills, an edupreneur teacher must also have the skills to manage human resources in the educational environment. The more complex cross-education work skills are in schools, the more they will support the success of students with disabilities in the future. To answer the challenges faced by students with disabilities in the future when they graduate from education, it is to be competitive with a society that is so heterogeneous.

Edupreneurs must be able to read and create business opportunities that students with disabilities can access. At the PK-PLK Center for students with disabilities, work/vocational skills are now prioritized. An edupreneur/teacherpreneur must be a motivator and facilitator to direct students to work skills according to their talents/interests. Apart from that, an edupreneur must create a passion for students with disabilities so that they can develop their potential. In the Regulation of the Director General of Primary and Secondary Education Number: 10/D/KR/2017 concerning Curriculum Structure, Core Competencies-Basic Competencies, and Guidelines for the Implementation of the 2013 Curriculum Special Education provides a portion of 18 JP for SMPLB and 24 JP to 26 JP for SMALB specifically for skills programs choice, so an educator must be able to manage vocational learning activities in special schools. After students have matured in the chosen skills program at school, Edupreneur must aim for an internship activity of at least one month in class. The success of edupreneurship in Special Schools cannot be separated from the school setting; for example, schools must not ignore the diverse potential of students based on their needs and services. This diversity of potential should be a reference for teachers in determining the direction of vocational education for students. The results obtained enable students to achieve the expected vocational education goals.

METHOD

The Developing Edupreneurship system based on the Product of Independence for Students with Disabilities at the Greater Malang Special School uses the Borg and Gall

Research and Development approach to Total Quality Management. Data was collected through questionnaires, focus group discussions, and an in-depth review of the variables from this research, which consisted of five characteristics: Organizational Structure, Product Quality Assurance, Service Quality Assurance, intrapreneurship marketing, and Marketing Strategy.

In general, this stage of development research is the first stage, carried out through the following activities: 1) Conduct a preliminary study to identify the research object. Data retrieval from literature, documentation, and books (secondary data). Data collection from interview observations (Primary data). 2) Measuring instrument design, designing measurement guidelines for the Special School edupreneurship incubator model, and testing to obtain validity and reliability. 3) Testing the implementation of the edupreneurship incubator model in special schools with a total quality management approach to organizational structure, product quality assurance, service quality assurance, edupreneurship marketing, and marketing strategy. 4) Model evaluation: the researchers tested the research results through focus group discussion; the research results are the Special School Edupreneurship Incubator model.

This research involved five special schools in Malang Raya, including Special Schools. Based on the data obtained, SLB vocational and independence Vocational and independence programs can be bought and sold on the edu-premium system (Special School market).

RESULT AND DISCUSSION

The special education curriculum for students with disabilities or disabilities contains general programs, special needs programs, and independence programs. Curriculum related to vocational and independence programs for children with disabilities who attend Special Schools is a top priority, and it is arranged in a ratio of 40% academic and 60% vocational. Learning life and work skills (independence program) is important for the lives of students with disabilities (PDBK), so the portion is larger. This is so that after completing school, these skills can be used to work and live independently. Based on the data obtained, SLB X has 11 vocational and independence program products, SLB Y has nine vocational and independence program products, SLB Z has 11 vocational and independence program products, SLB G has nine products vocational programs, and SLB H has eight vocational and independence program products. Vocational and independence programs can be bought and sold on the edu-premium system). The special school set has functional requirements containing what processes will be carried out and the results of the analysis that has been carried out; it is divided into two parts, namely, the mobile application and the website application. Table 2 below is a survey of the needs for a list of existing access rights or authorities that can be users, exercises, or members.

In the Special School marketplace information application, there are various features for businesses in marketing and even selling their products because the main aim of building this application is to make it easier to market the products of students with disabilities to potential buyers and provide up-to-date product price information. To date. The application will have a channel for sellers and buyers to manage personal data, a page providing information on sales content in a list, and details.

In this case, the user is divided into two parts: the user as someages the application and the user as the user of the application. A user as an application manager is assigned

or has the authority to manage or regulate the running of the application later and assists a user as a user in running the application, but has several regulations and authority according to the management level [4]. Meanwhile, a user as a user can be said to be an ordinary person who does not have any tasks, but they use the application because of the needs and benefits that will be provided by the application [5], [6].

AppTheddle management level, i.e., application admin, is almost the same as a system admin, but this level cannot be. These very private process modules require a lot of responsibility. User, the user as a user or someone who will benefit from the application later, also has some authority over the Android-based application. This type of user is also divided into two parts, namely, a consumer, buyer, and seller.

Therefore, this application is used on a personal computer. The personal computer is used to create all the objects needed to build the Special School marketplace application and is also. It is to develop and test the Special School marketplace application.

The following are the computer specifications used in creative place applications: 1) Input devices, such as mouse and keyboard. 2) Output devices, such as monitors; 3) Computer devices using an Intel Core i5 processor, Nvidia GeForce GTX 650Ti 2GB graphics card, and 8GB memory. The implementation results of the Special School marketplace application have two types: a mobile application and a web admin application. The login page will appear for the first time when an admin accesses the web admin application, where an admin must first enter the user ID and password to enter the main page of the admin web application. For the image inclusion format, the image title is below the image and is numbered according to the image sequence, as in the example below:

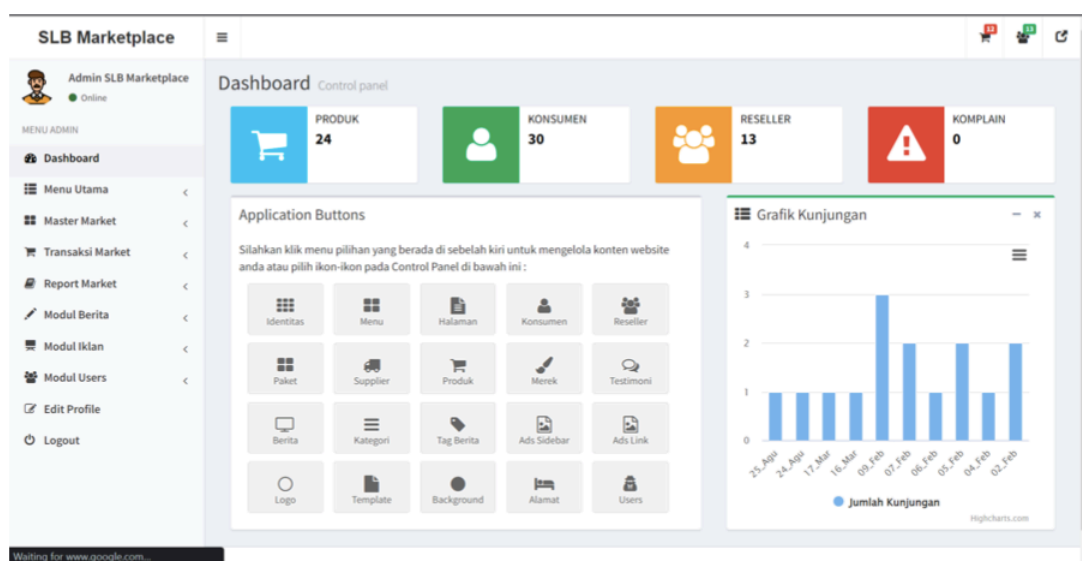


Figure 1. Buyer data management page

Edupreneurship is achievement-oriented, which can increase financial profits. The implementation of entrepreneurship in the education sector is carried out by paying attention to principles that are not much different from the principles of organizing production/service units (UP/J), teaching factories, business centers, and the like. Production unit management Management of production/service units (UP/J), learning factories, business centers, and the like must be carried out professionally and

independently, referring to the principles of school-based management (MBS). There are six principles in managing production/service units, namely: (1) independence, (2) accountability, (3) transparency, (4) partnership, (5) participation, (6) effectiveness and efficiency (Ismaiyah et al., 2022; Nada & Nuriadin, 2022).

CONCLUSION

This research produces an edupreneur system based on creative products for students with special needs at the Malang Special School. The implementation of Edupreneurship is a structured implemented system. Schools can display vocational and entrepreneurship program products to the user community. Special school entrepreneurship learning is implemented in various production and business-based learning methods, including teaching in the factory, teaching industry, hotel training, incubator unit, and business center at school. Production and business-based learning methods are designed to improve the quality of entrepreneurial learning through learning by doing. The implementation results of the SLB marketplace application that has been created have two types of applications, namely, a mobile application and a web admin application. They are equipped with a manual book as access instructions.

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