

Enhancing Sociopreneurship Student Skills In Disabilities Field: A Project Based Learning Approach

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Abstract

Every child has the same opportunity to actualize himself, including children with disabilities. Through the Entrepreneurship course, Sebelas Maret University students have sociopreneurship skills to empathize with people with disabilities. Through this article, we briefly describe the learning process carried out to equip students to have the ability to develop sociopreneur abilities. The research method used in this study was a case study with students of Sebelas Maret University as the research participants. The results of this study indicate that through Entrepreneurship lectures, the RIB (Ruang Indonesia Bercerita) team has been able to develop social community-based start-ups (sociopreneurship) to accommodate the potential of persons with disabilities. This business pilot is realized through three stages of the learning process, including prototype design, prototype development, and prototype assessment. However, the existence of RIB as a social community still requires continuous development efforts to ensure its vision and mission can be fully achieved.

Keywords— people with disabilities, social community, sociopreneurship.

Introduction

Every child has the same opportunity to actualize himself, including children with special needs. The Indonesian government has regulated that children with special needs need to get protection from the government, society, and family. It is stated in Law Number 23 of 2002. In line with that, Law Number 20 of 2003 concerning the National Education System also explains that every citizen has equal opportunities in the field of education, including children with special needs.

In education, it is necessary to take a humanist approach to children with special needs or persons with disabilities. Ni'mah (2021) and Pratiwi (2015) stated that this humanist education was realized through inclusive education. They stated that inclusive education has a goal so that children with special needs can obtain quality and quality services in regular schools. It is hoped that with this inclusive education, children with special needs can express themselves freely.

Children with special needs or persons with disabilities in Indonesia are still marginalized. Special education services for children in need in Indonesia are still not on target because it does not reach all existing children with special needs (Mambela, 2010). Various factors in the field cause this discrepancy. These factors are due to limited human resources and infrastructure (Bahri, 2022; Pratiwi, 2016), and the Indonesian education curriculum does not yet involve children with special needs (Sukadari, 2020).

Furthermore, the data on literacy rates for 15 years and over shows a significant gap between the population with and without disabilities. The literacy rate for people without disabilities is 96.57%, while those with disabilities are 77.91% (Statistics, 2021). This low reading literacy will impact the quality of life of people with disabilities. According to UNESCO (2013), literacy skills will provide a multiplier effect that is a driving force in sustainable development. Another impact will also improve the welfare of people with disabilities because of their literacy skills.

Support from the community is needed to improve children with special needs literacy skills. Jauhari (2017) states that one of the community attitudes that is less favourable for persons with disabilities is the weakness of social organizations engaged in the field of disability. It is necessary to do this through formal education to foster a caring attitude towards the social environment and to build awareness of the community's soul.

Based on this fact, Sebelas Maret University initiated entrepreneurship education, including sociopreneurship values. It aims to increase student sympathy and empathy in entrepreneurship by paying attention to the surrounding conditions, especially for children with special needs or persons with disabilities. Many studies have also proven the importance of entrepreneurship education in building students. Entrepreneurship education is proven to foster positive attitudes in students, such as being proactive, creative, and able to work together, as well as to improve soft skills and student competitiveness (Pelipa & Marganingsih, 2019; Sánchez, 2013; Sutrisno & Cokro, 2018). Students who master entrepreneurship education will have a higher level of innovation (Munoz et al., 2019). In the end, these sociopreneurship values will become a particular feature or differentiator for Sebelas Maret University students.

Through Entrepreneurship courses, universities can take on their role in developing students' sociopreneurship abilities, especially for people with disabilities. Sociopreneurship not only aims to earn a profit but also has a tremendous social impact on society (Chandra, 2022). In addition, sociopreneurship can also strengthen the ability of children with special needs to deal with social changes (Rakhmawati & Ernaldi, 2020). Therefore, the sociopreneurship concept is very suitable to be applied to Entrepreneurship learning. Through this article, the writers briefly describe the learning process carried out in order to equip students to have the ability to develop sociopreneur abilities in the field of disability.

Method

This research used a descriptive narrative method with a case study approach. Moreover, this research produced data in the form of written

words (Moleong, 2019). The research was conducted at Sebelas Maret University. Moreover, the writers used observation and document analysis as the data collection techniques. The observation technique was through observing the learning process in the classroom, while the document analysis technique was through looking at the lecturers' and students' documents. The collected data was then analyzed using an interactive analysis model consisting of data condensation, data presentation, and concluding/verification (Miles et al., 2014).

Result and Discussion

Entrepreneurship is one of the compulsory subjects at Sebelas Maret University. This course accommodates the needs of students to have the ability to design and design businesses based on their potential. In this case, students are guided to develop business concepts, from identifying business opportunities, identifying potentials, and compiling business plans to realizing business designs.

Based on the learning process, one group carries the concept of sociopreneurship in the field of literacy development for people with disabilities. This article described the process of developing entrepreneurial competencies through three stages, including (1) the prototype design stage, (2) the prototype development stage, and (3) the prototype assessment stage.

Stage 1. Designing the Prototype

The first stage in developing entrepreneurship began with designing a prototype. The steps taken to get a good prototype included: (1) analyzing student potential, (2) analyzing market potential, and (3) drawing up a prototype design. The first step was to analyze the potential possessed by students. Analysis of student potential is carried out so students can develop businesses according to their interests and talents. This potential analysis was related to the process of reflection to find positive and negative things in each student. The results of the potential analysis then became the basis for determining the group and the division of tasks within the group later. The following was an example of mapping student potential.



Figure 1. Analyzing Students' Potentials

Based on the competency mapping that has been carried out, the Ruang Indonesia Telling Story (RIB) group was finally formed. RIB is a community engaged in developing literacy for persons with disabilities. RIB's mission is to accommodate the talents, aspirations, and expressions of children with special needs, especially in the field of literacy. RIB consists of students who have an interest in disability issues.

RIB consists of five students who have the same interests with diverse potentials. Some have an interest in the field of event organizers. Some members have potential in the multimedia field; some students have potential in the writing field, and so on. From that potential, the team and division of tasks for RIB members can be determined as follows.

Table 1. RIB Team's Job Desk

No	Name	Areas of Expertise	Responsibility
1	Naufal Allam G.	Leader	Project leader/Person in charge
2	Aprilia Rizki A.	Multimedia Staff	Website manager and video editing
3	Rahmatika M.	Multimedia Staff	Social media manager
4	Ferlinda Azizah	Content Creator	Filling website and social media content
5	Stefano Juang V.	Editor	Manuscript Editor

The second step after the division of tasks was analyzing market potential or needs. A market potential analysis was conducted, so the business design is under user needs. In this case, RIB surveyed several communities that accommodate the talents of children with special needs. As a result, many communities cared about persons with disabilities, but none were explicitly engaged in literacy development. Based on the results of this mapping, the existence of RIB was considered essential to optimize the potential of children with special needs in literacy.

Stage 2. Prototype Development

The second stage after designing the prototype was developing a prototype. At this stage, it included website development, YouTube

channel, the realization of the division of labour, determination and filling of website and YouTube content. The focus of the line of business carried out by RIB is to accommodate the talents, aspirations, and expressions of children with special needs in the field of literacy. The main programs implemented to support this community goal were Talk to Me, Home Creative, and RIB Peduli. The Talk to Me program was video content on RIB's YouTube channel to raise awareness of children with special needs. The Home Creative program is a forum for children with special needs to work in literacy, such as reading poetry, writing poetry, monologues, and other literacy activities. Meanwhile, the RIB Peduli program was realized through social services by providing services and visits to children with special needs.



Figure 3. RIB Logo

The subsequent prototype development was the creation of social media accounts, websites, and YouTube channels as digital home bases. Instagram (@ruangberisahind) was chosen as the primary social media medium for promoting RIB activities. The website is a digital home to accommodate all the information needed about RIB, such as profiles, activities, works, and

galleries. The RIB website can be found at www.ruangindonesiaberisah.com. Meanwhile, the YouTube channel (Ruang Indonesia Berbagi) is used to become a vehicle for documenting RIB activities, especially for the Talk to Me program, an interactive dialogue program that presents children with disabilities with extraordinary achievements. The following was a display of RIB's website and social media.



Figure 4. Website of RIB



Figure 5. Instagram of RIB

RIB also made a company profile video which contains a brief description of RIB and the work program it has designed. It was aimed to facilitate promotion. The video is uploaded to RIB's YouTube channel to disseminate quickly to the public. Based on a digital home, the RIB group collaborated with special schools in Solo and its surroundings, including SLB Sukoharjo. This collaboration was realized in Arcadia activities, an event for children with disabilities to be creative and express themselves.

Stage 3. Prototype Assessment

The last stage of the RIB group's business development process was the experts' evaluation of the prototype. Experts who assess the prototype are lecturers, practitioners (entrepreneurs), and users. The assessment was based on the website, social media, marketing techniques, and the RIB concept as a sociopreneur.

Regarding the website, the experts provided input to improve the user interface (UI) and user experience (UX), making it easier and more comfortable for readers to enjoy the RIB website. In addition, the treasury and the consistency of the works on the website also needed to be



Figure 6. RIB YouTube Channel

maintained so that readers put their trust in the existence of this group. Regarding social media, experts provided input to create variations in the content. In addition, copywriting techniques also needed to be applied to win readers' hearts. Meanwhile, regarding the promoted business concept, the experts appreciated the bold and intelligent steps chosen by the RIB group. According to experts, the business idea adopted by RIB is unique and has a very noble vision. Furthermore, the RIB team improved the assessments the experts gave.

The three stages passed by RIB in the learning process above are the minimum stages in developing sociopreneurship competence. Based on the explanation above, it can be concluded that entrepreneurship education has a vital role in increasing student entrepreneurial competence. Students need entrepreneurship education because entrepreneurship education is the nurturing of entrepreneurial mindsets, attitudes and skills that allow the individual to take charge of the economic situation and identify opportunities (Alain, 2009; Akudolu, 2010).

Entrepreneurship education applied to universities should correlate with each study program. Entrepreneurship education aims to create

entrepreneurs by building entrepreneurial character, entrepreneurial mindset, and entrepreneurial behaviour. Outcomes of entrepreneurship education in universities can be entrepreneurs or business entrepreneurs and intrapreneurs as academic, corporate, and social entrepreneurs (Susilaningih, 2015).

This entrepreneurial learning is designed with project-based learning (Botha, 2010; Briga et al., 2011; Mulyani, 2014; Okudan & Rzasa, 2006; Rina et al., 2018; San Tan & Ng, 2006; Sulasari, 2016). Project-based learning provides a foundation for RIB in designing sociopreneurship projects for people with disabilities.

With this project-based learning, students' creativity in determining the design of sociopreneurship projects becomes more honed. Brandon & Stivers said that project-based learning is designed to challenge students to solve problems (Brandon & Stivers, 2010). Project-based learning allows students to learn entrepreneurship directly by learning by doing (Fayolle et al., 2006). By learning by doing, the RIB group has been able to design sociopreneurship projects and produce digital houses that have become the basis of their business.

The digitization of the business sector carried out by RIB through developing digital houses is necessary for the current situation. Digitalization has changed how entrepreneurs run their businesses (Kraus et al., 2019). The concept of digital entrepreneurship promoted by the RIB group is also very relevant to the COVID-19 pandemic, which has opened up opportunities for digitalization in business development (Ratten & Jones, 2021; Secundo et al., 2021).

In the process of developing this business, there are still shortcomings in the entrepreneurial project by this RIB group. One of them is entrepreneurial motivation which tends to be unbalanced between members with one. It is believed to be a result of the pandemic, which caused lectures to be held online. Internal and external factors are true determinants of the success of entrepreneurial projects, as found in other studies (Almos et al., 2019). However, despite the shortcomings, the RIB group has shown good performance so that they can design and realize their sociopreneurship projects.

Conclusions

Entrepreneurship education can be implemented in all fields, even in a social community. Sebelas Maret University students need to be able to organize a social community to develop their sociopreneurship spirit. Through Entrepreneurship lectures, RIB has taken the initiative to become an entrepreneurial group that focuses on developing the potential, interests, and talents of people with disabilities. Through three stages of learning, namely prototype design, prototype development, and prototype assessment, RIB has been able to develop sociopreneur-based start-ups for people with disabilities. The existence of RIB as a social community still requires continuous development efforts to ensure its vision and mission can be fully achieved.

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