

Case Study of the Obstacles Experienced by Teachers in Developing Entrepreneurship Competence of Students with Physical Disability

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Abstract—*Entrepreneurship competence development of students with physical disability in special schools is done through vocational learning. Teachers as learning designers have important roles in the success of learning purpose. This case study aims to reveal the obstacles experienced by teachers in developing entrepreneurship competence through vocational learning. This research is conducted in SLBN 1 Bantul, which is a school that conducts skills learning for students with physical disability. The results of this research show the obstacles experienced by teachers in developing entrepreneurship competence in students with physical disability, which are the difficulty in (1) arranging entrepreneurship material that is in accordance with the students with physical disability, (2) conducting entrepreneurship practice for students with physical disability, (3) integrating entrepreneurship into every subject.*

Keywords— *obstacles experienced by teacher, entrepreneurship, vocational learning, students with physical disability*

I. INTRODUCTION

Entrepreneurship is a process of a dynamic vision, change, and creation. It means that entrepreneurship is a process of creating and implementing idea, and creativity. This process takes into account risk taking, the ability to form effective business team, and skills to gather resources needed in which the result is a vision to find an opportunity [1]. For students with physical disability, entrepreneurship is one of the jobs they can choose after graduating from school. Research show if people with physical disability tend to choose working for themselves, one of which is by entrepreneurship due to its flexible working hours and accessible working environment [2]. Entrepreneurship competence of students with physical disability is developed through skills of choice learning held in special school. It is based on the analysis result of curriculum 2013 for SMALB Tunadaksa which shows that there are basic competences which are related to several subjects of skills of choice.

Development of entrepreneurship competence for students with physical disability is done through vocational learning. It is based on the analysis results of curriculum 2013 by taking close looks on basic competence of several elective vocational subjects in SMALB Tunadaksa. Based on the results, it is shown that generally on the elective vocational

subjects there are a basic competencies about entrepreneurship. For example, on the subjects of screen printing of grade XII SMALB Tunadaksa, a basic competence of entrepreneurship activity which is practices marketing of screen printing product. It shows that on elective vocational subjects, besides learning to create a product creatively, the entrepreneurship competence on students with physical disability is also developed which is by marketing the product they created. Based on this description, the researchers assume if elective vocational subjects should be directed to entrepreneurship so that students with physical disability do not only have working skills but also have entrepreneurship competence that may be beneficial for their lives.

With the existence of basic competence that is related with entrepreneurship in vocational subjects, the entrepreneurship competence of students with physical disability needs to be developed. Entrepreneurship is a job opportunity, it is also supported that students with physical disability have potential and opportunity to success in entrepreneurship, so they can achieve independence in life. One of person with physical disability that is known to have succeeded in entrepreneurship is Irma Suryati that has legs disorder caused by polio and has a business named Mutiara Handycraft [3]. Entrepreneurship is a job that may help students with physical disability to achieve independence.

Based on interview results with teacher that teaches vocational learning to students with physical disability in one of Special School in Bantul, D.I. Yogyakarta in 2017, several problems are found, they are (1) vocational learning is still limited in class (there is no intern program or there are no cooperation with any business unit in order to develop entrepreneurship competence of students with physical disability), (2) more alumnus of students with physical disability that do not work or have working skill.

Those problems show if there are obstacles experienced by teachers in developing entrepreneurship competence of students with physical disability through vocational learning. For that reason, a research to identify the obstacles experienced by teacher in developing entrepreneurship competence of students with physical disability through vocational learning is needed. This identification of the

obstacles experienced by teacher is done with a reason that teachers are learning designer, so they have important roles in the learning success within this research that is aimed to develop entrepreneurship competence of students with physical disability. The results of this research are expected to become the basis to design a learning which purpose is to develop entrepreneurship competence of students with physical disability.

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the material and proposed methodology. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

This section presents the literature review.

A. *Developing Entrepreneurship Through Vocational Learning*

Entrepreneur is someone that can see an opportunity or has an idea and assumes the risks of opening a business to make use an opportunity or idea [4]. In opening a new business, an entrepreneur faces risks and uncertainty to get profit and growth of the business by identifying the opportunity and resource needed in order to make use the opportunity [5]. This definition explains that an entrepreneur has creative and innovative attitudes in identifying opportunity and realizing the idea to become a business. Entrepreneur also gathers the resources needed in order to realize the idea into a business. It shows that, essentially the term entrepreneur refers to someone that has long term vision by opening a business system, if the business can develop, then the entrepreneur will only play a role in making important decisions related to the business management, and those who run the business are employees hired by the entrepreneur [6]. This term is different to self-employment which refers to someone who has a business and works for his or her own to get personal profits [6] [7]. It means that entrepreneur has a bigger scale than self-employment because entrepreneur has employees and bigger responsibilities, while self-employment opens and runs his or her own business. For individuals with special needs, the term self-employment is more suitable because the problems in entrepreneurship are considered heavier [8].

Entrepreneurship competence consists of willingness, ability, and knowledge [9]. In this article, entrepreneurship competencies developed are willingness and ability. Willingness includes the growth of intention and motivation to become an entrepreneur, while ability refers to the development of creative and innovative attitudes in searching for ideas and identifying opportunity, and the way (it can be in form of a design) to realize the ideas and make use of the opportunity into a business one day. The competence development is suited with basic competence on each elective skills subject that is related to entrepreneurship. Entrepreneurship competence also has not been directed on long terms vision to build a business system, because it is a high step in entrepreneurship

General Director of Primary and Secondary Education Regulation Number 10 Year 2017 explains if elective

vocational subject is included in Curriculum Structure of Special High School. Students with special needs can choose one of the vocational skills provided by school, such as the subject of IT, Culinary, Clothing, Fishery, Screen Printing, Painting and other. vocational learning for students with physical disability are aimed to develop the students' ability so that they have working skills that are beneficial for them once they have graduated from school [10]. This purpose refers to Department of Education and Culture Regulation Number 20 about Alumnus Standard Competence, that alumnus of Special High School has to be an independent personal. Based on this regulation, vocational skills potential of students with special needs in school needs to be developed so the students can use if for work when they have graduated and can achieve independent lives.

Based on the analysis results of curriculum 2013 on elective vocational subject in SMALB Tunadaksa, it is found if there is a basic competence related with entrepreneurship. Based on it, entrepreneurship learning is integrated in the elective skills subject for students with physical disability. Entrepreneur competence development of students with physical disability is expected to develop through vocational learning, so it will be beneficial for students with physical disability to achieve independent lives.

Entrepreneurship competence of students with physical disability is important because entrepreneurship is an opportunity and solution of the problems experienced by individuals with physical disability to find a job [11]. Individuals with physical disability receive negative stigma because they are believed to be incapable and incompetent to work due to the physical disability they have. Other than that, companies have not fully realized about inclusivity in work [12], [13]. This stigma has impact on the decrease of opportunities for individuals with physical disability to get a job, especially in formal sector.

B. *Difficulties in Developing Entrepreneurship Competence of Students with Physical Disability*

Entrepreneur competence development of students with physical disability is done through vocational learning, so the learning is designed by considering the characteristics and abilities of students with physical disability. The physical disability owned by students can disturb their learning activity, so supports in terms of service and special education, and suitable facilities are needed [14]. It shows that vocational learning design for the developing entrepreneurship competence must be adjusted with the characteristics and abilities of each student with physical disability. This learning is expected to develop the entrepreneur competence of students with physical disability as the learning purpose.

The interview results of teacher that teaches vocational learning for students with physical disability show that there are problems related to developing entrepreneurship competence. These problems show if there are obstacles that confine the learning purpose from being achieved. The obstacles experienced by teacher inhibit the learning purpose, which is to develop entrepreneur competence of

students with physical disability. The teachers are responsible for the learning in classroom [15], so they have roles toward the achievement of learning purpose. Based on it, identification of the obstacles experienced by teachers in developing entrepreneurship competence of students with physical disability through vocational learning is conducted.

The obstacles experienced by teachers can be viewed from several factors that influence learning from inside and outside of the students as learners [16]. Factors that come from inside of the students are physiological and psychological factors. Physiological factors include body functions that can be influential towards exploration level of the students in acquiring knowledge, fatigue levels and nutritional factors that can be influential toward how the students respond to things outside of them. Psychological factors include intelligence, emotion, talent, learning motivation, and attention to learning. Factors that are from outside of the students are social and non-social environment. Environment can be divided into (1) physical environment that covers school and home's location and condition of the children, (2) psychical environment that covers aspiration, hope, and dream toward the students and the problems they experience, (3) personal environment that covers friends of the same age, parents, teachers, and society, and (4) institutional environment that covers family, school, and society.

Related to it, there is a research that shows several factors that can be obstacles in higher education institution in implementing entrepreneur education for students. This quantitative research is done by interviewing 68 senior lecturers in several higher education institutions in Uttarakhan, India. Five factors that become the main obstacles are (1) lack of entrepreneurship orientation to the students, and preparing the students to find a job instead of being entrepreneurs, (2) unsuitable entrepreneurship ecosystem, (3) unsuitability of learning content design with entrepreneurship, (4) lack of lectures that can teach entrepreneurship, and (5) the use of learning method that is considered incorrect [17]. The results of this research show the needs of teachers' perspectives as the learning facilitator in analyzing the obstacles the implementation of entrepreneurship education in education institution. Based on it, the differences of the research and this article are the scope and objectives of the research. In this article, the research is aimed to identify the obstacles directly experienced by elective skills subject teacher in developing entrepreneurship competence of students with physical disability in special high school.

Another similar research about the obstacles in developing entrepreneurship competence is also done in four special schools in Special Region of Yogyakarta. The results of the research show that the career exploration and intensity to be entrepreneur of students with special needs are included in medium category. Related to it, there are obstacles felt by students with special needs, which are lack of information about working field, inability to determine the decision related to job, and have not known about self-potential. The results of this research show that students with special needs need several helps to increase their motivation and interest to be entrepreneur [8]. This research

reveals the needs of students with special needs to be entrepreneur based on the level of career exploration and intensity to be entrepreneur and the obstacles felt by students with special needs. The results can be used as reference for a research that identifies the obstacles experienced by teachers in developing entrepreneurship competence of students with physical disability. The need to be entrepreneur for students with special needs in learning is the responsible of teachers, so the teachers design the learning based on those needs. But the obstacles experienced by teacher in developing learning that is related to entrepreneur competence development also need to be revealed, so that the program designed is based on the needs of students and obstacles experienced by teachers. Program that based on these two things is expected to be a program design that can achieve learning purpose, which is entrepreneurship competence development of students with physical disability in this article.

III. MATERIAL AND METHODOLOGY

This research used qualitative research design with case study method. The research is conducted in SLB N 1 Bantul, D.I. Yogyakarta, with the consideration that the school has implemented skills learning for students with physical disability. The research subjects are two skills subject's teacher who teach students with physical disability, and direct the skills learning into entrepreneurship. The two teachers are: (1) art and craft subject teacher, and (2) fisheries subject and livestock subject teacher. The research subjects with the criteria mentioned are chosen with the reason that they can give the information needed for this research [18]. The data is collected by conducting direct interview to each skill's subject teacher and non-participant observation during skills learning process. The data analysis is done by using descriptive qualitative technique.

IV. RESULTS AND DISCUSSION

This section presents the results obtained and following by discussion.

A. Results

The results of this research show that there are three obstacles experienced by skills teachers in developing entrepreneurship to students with physical disability, the obstacles are:

Obstacle in arranging entrepreneurship material that is in accordance with the students with physical disability.

Entrepreneurship competence of students with physical disability is developed through skills of choice learning. However, the basic competence in the skills learning is considered not functional yet so it cannot be implemented to students with physical disability. This is caused by the conditions of the students who have special needs (for example, hand stiffness or using wheelchair) which cause obstacles in conducting skills learning activity, so there are difficulties in creating the products or crafts intended according to the basic competence of skills learning. The limitation in creating the crafts causes obstacles in marketing and analyzing the business opportunity of the crafts. Based on the reason, teachers have difficulties in

arranging learning material related to functional entrepreneurship competence development that can be implemented to students with physical disability and is in accordance with the condition and ability of the students.

Obstacles in conducting entrepreneurship practice for students with physical disability

Product marketing is an entrepreneur practice done in skills learning. In wooden craft skills learning, the teacher conducts entrepreneurship practice by teaching the students with physical disability to sell products online. However, the products sold are not created by the students, rather than the students just sell the products they receive from other people. It is because the students with physical disability are not capable of creating wooden craft products, so they are directed into marketing the product online. In fisheries skills learning, the learning conducted has led to entrepreneurship, but it is still only in theories. It is caused by the lack of place to conduct entrepreneurship practice, which is by marketing the product directly. The implementation of entrepreneurship practice is not also carried out because work places are hesitant to accept the students with physical disability, even if there is, the students also have difficulties to immobilize independently to the work place.

Obstacles in integrating entrepreneurship into all learning subjects.

Entrepreneurship is not only related to practice, but the development of entrepreneurial values to students with physical disability is also needed. For this reason, the development of entrepreneurship competence should be integrated in all learning subjects, which is to build entrepreneurship characters and the habituation of entrepreneurial values into the behavior of students with physical disability through learning process. In reality, not every teacher has the entrepreneurship orientation, so they have yet to direct the learning into the cultivation of entrepreneurial values, so the entrepreneurship competence of students with physical disability has yet to develop optimally.

B. Discussion

The three obstacles experienced by skills teachers in developing entrepreneurship to students with physical disability are (1) the obstacle in arranging entrepreneurship material that is in accordance with the students with physical disability, (2) the obstacle in conducting entrepreneurship practice, and (3) the obstacle in integrating entrepreneurship into every learning subject. Within the first obstacle, it is known that physiologic factor which is the condition of the students' body functions become one of the factors that causes the teachers to have difficulties in arranging the learning material that is suitable for the students. The disruption of body function causes the students with physical disability to need more time in creating a craft product, so there will be obstacles in marketing the craft product. It is in accordance with the opinion of Hallahan *et al.*, [19] that the disruption of body function causes the students to experience difficulties to explore in order to acquire knowledge, so the learning activity of students with physical disability can be disrupted by the limitation in exploring [14] [16]. For that reason,

teacher as the one who is responsible for learning in class needs to carefully design a learning that is in accordance with the conditions and abilities of students with physical disability, but the design should not be separated from the basic competence within the curriculum. Analysis results of curriculum 2013 for SMALB Tunadaksa show that basic competence related to entrepreneurship is in grade XII, so in grade X and XI, the learning is focused on the skills development. Entrepreneurship orientation towards students with physical disability needs to be taught as soon as possible in school [8]. Referring to this, the content of entrepreneurship material indirectly given in full (such as entrepreneurship training) but it is related with skills learning. The material that can be chosen is a simple and easy-to-understand material for students with physical disability. For example, creating crafts product innovatively, product that is different to other products in the market. However, if the students with physical disability experience difficulties in creating craft product, the teachers can teach them about marketing method that is in accordance with the students' condition (by online, marketing from word of mouth, entrusting the product to be sold by other work place). The product marketed can be someone else's product.

The second obstacle experienced by teacher is the difficulties in conducting entrepreneurship practice for students with physical disability. Entrepreneurship practice is one of the efforts in developing entrepreneurship competence in skills learning subject and is done by marketing product. The results of this research show that entrepreneurship practice has been implemented in students with physical disability by marketing the product online. It is done with the consideration about the students' condition that experience body function disruption. Entrepreneurship competence development with entrepreneurship practice also needs to be taught because it can give the students more experience. The government through the Regulation of General Director of Primary and Secondary Education Number 10 Year 2017 also states that grade XI students can conduct practice program for one month. However, the results of this research show that work places as the place for entrepreneurship program are hesitant to accept students with physical disability to do working practice because the students are considered less competence in working and will hamper the production. It is in accordance with the results of a research conducted by Bualar [12], that negative view on students with physical disability about their abilities in working cause the students to have less opportunity in searching to a job. It will limit the students with physical disability in improving their entrepreneurship competence.

The last obstacle experienced by teacher is in integrating entrepreneurship into every learning subject. Entrepreneurship is much larger than just establishing and managing a business but there are also entrepreneurial values that should be developed. For this research, the development of entrepreneurship competence in every learning subject which is by internalizing the entrepreneurial values into the behavior of students with physical disability. The entrepreneurial values mentioned are to think creatively and innovatively, so as hard work and independence. The

development of entrepreneurship competence of students with physical disability is conducted by headmaster, teacher, and educators together as an education community [20]. Not every teacher has entrepreneurship orientation, so they have yet to direct the learning into the cultivation of entrepreneurial values. The obstacles experienced by these skills teachers are in accordance with the research conducted in higher education level, the lack of lecturers who can teach entrepreneurship becomes one of the obstacles in implementing entrepreneurship education [17].

V. CONCLUSION

The obstacles experienced by teachers in developing entrepreneurship competence in students with physical disability are (1) the obstacle in arranging entrepreneurship material that is in accordance with the students with physical disability, (2) the obstacle in conducting entrepreneurship practice for students with physical disability, and (3) the obstacle in integrating entrepreneurship into all learning subjects. The results of this research can be used as the basis in designing a learning which purpose is to develop entrepreneurship competence in students with physical disability. But the study in this research cannot be generalized. Based on the results of this research, the teachers need training which purpose is to improve entrepreneurship learning orientation. The next research can be conducted to develop a training intended for teachers about the entrepreneurship learning orientation.

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