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Vocational Life Skills Learning to Improve Entrepreneurship Skills of Deaf Students

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Abstract: Independence of disabilities is a necessity. This paper is a descriptive study of vocational life skills learning to improve entrepreneurial skills in SMALB for the deaf. Data collection was conducted through observations of 20 students and interviews with teachers of SMALB Santi Rama and Pangudi Luhur Jakarta. This method allows researchers to gain an understanding of students' needs including the challenges they face and the support they need in the learning process. The results of the observation showed that students preferred Information and Communication Technology (ICT) subjects and had a high interest in working in that field. The result of research faced was that the abilities possessed by students were not always the same as the design that had been made. The solution to overcome these obstacles is to develop learning methods that are adjusted to the abilities of each student and to hold programs to improve the abilities and skills of teachers. Follow-up in the implementation of the learning program is to involve students in entrepreneurial activities, training or certified internships in the business world and industry (DUDI) and actively participate in various competitions both at home and abroad. The limitation of this study is that most previous studies on entrepreneurship or vocational life skills are still general and have not been conducted specifically on deaf students.

Keywords**:** *deaf; entrepreneurship skills; information and communication technology; vocational life skills*

INTRODUCTION

Independence of people with disabilities is a necessity that should be a priority program. The Indonesian government has established various policies and regulations to guarantee the rights of people with disabilities to obtain decent work without discrimination as stated in Law Number 8 of 2016 concerning Persons with Disabilities; (a) Article 5, Guaranteeing the rights of people with disabilities to obtain work, entrepreneurship, and cooperatives; (b) Article 45, the government and regional governments are required to guarantee a fair and non-discriminatory recruitment, acceptance, job training, job placement, work continuity, and career development process for people with disabilities; (3) Article 53, The government, regional governments, BUMN, and BUMD are required to employ at least 2% of people with disabilities from the total number of employees or workers and private companies are required to employ at least 1% of people with disabilities from the total number of employees or workers. Regulation of the Minister of Education and Culture Number 157 of 2014 (P. M. P. dan K. R. Indonesia, 2014) concerning the curriculum for special education explains that in the inclusive special education program, the curriculum for students with special needs includes general programs, special needs programs, and independence programs. The independence program is a program that is closely related to the development of life skills, especially vocational skills. Vocational education is education for mastering knowledge and skills that have economic value, according to market needs with a high education labor coefficient. Life

skills education has effectively supported the development of skills of students with disabilities and helped them prepare for the transition in their adult lives (Keenan et al., 2014). Vocational education will always experience a paradigm shift, economic activity is very much determined by rapid technological changes in the future, and the orientation of vocational education is directed towards work education (work education) or technology education (technology education) (Pavlova, M., 2009), including vocational education for people with disabilities in Special Schools (SLB).

Entrepreneurship is one way for people with disabilities to carry out economic activities. Through partnership programs, people with disabilities are able to become entrepreneurs (Cahyati & Choirunnisa, 2022). According to data from the UK Labor Force Survey (LFS) spanning the years 2003 to 2008, the decision to become entrepreneurs for disabled and non-disabled workers is because entrepreneurship can minimize deficiencies and accommodate their desires. People with disabilities prefer to become entrepreneurs for reasons of health, distance from home to work and comfort (Jones & Latreille, 2011). In entrepreneurship there is freedom in managing working hours and types of work, creating job opportunities for oneself, being able to have direct contact with customers, suppliers and so on, making life more meaningful, being satisfied with personal success if the business is successful, job security according to the type of disability and the freedom to make business decisions (Boylan & Burchardt, 2003). However, it is necessary to anticipate risks such as losses, customer complaints, tighter time management, unstable income and all responsibilities are borne by the entrepreneur.

To overcome these risks, an entrepreneur needs entrepreneurship education. Entrepreneurship education develops students' mindsets, behaviors, skills, and abilities that will create future entrepreneurs. Entrepreneurship can and should be taught (Chang & Rieple, 2013) and is not determined by genes, as (Kuratko, 2007) suggests. Entrepreneurship education increases entrepreneurial intentions in China because it provides opportunistic ideas for new businesses (Zhou et al., 2021). In deaf special school graduates, the factors that cause unemployment are difficult communication with others and lack of soft skills. Soft skills have become one of the basic needs today and the most important skills in the industry for both general workers and deaf workers, so entrepreneurship skills training needs to be provided (Maritz & Laferriere, 2016; Sheh et al., 2020). SLB only teaches basic hard skills such as culinary arts, fashion, make-up, arts, sports, and so on, but has not fully taught soft skills, employability, and adaptability (Santos & Costa, 2016); (Capalit, Ann & Carlos, 2021) held a Deaf Entrepreneurship Program (DEP) to address the lack of knowledge and entrepreneurial skills of deaf students who had never attended entrepreneurship classes and found that participants had a high interest in entrepreneurship. Entrepreneurial competencies are seen as important for economic growth, and the success of deaf students in entrepreneurship is highly dependent on the support of stakeholders involved.

SLB uses the same curriculum related to educational life skills, but it is not sufficient to prepare graduates who are economically independent. This encourages the development of an educational life skills model that is favored by schools by using various approaches to bridge school programs with the needs of the business/industry world (Aprilia et al., 2019). Yazici &

Stancer (2022) compared the implementation of life skills education in autistic students between Turkey and England, the results showed that in Turkish schools, life skills development relies more on "situational learning" in a community as a bridge for parent interaction, while English schools tend to use an "experience model" that is adjusted within the school with support from parents in transferring skills at home. Santoso, et.al. (2021) conducted training and community service activities to help members of the Mitra Sejahtera Disability Empowerment Center in Gunung Kidul related to the use of internet technology to help sell boldly by utilizing smartphones and the Android operating system. The training activities on optimizing Android and using the online store platform have a positive impact on members of the Mitra Sejahtera Disability Empowerment Center because they improve the ability of training participants to use technology to sell online. As a result of these activities, an official social media page was formed and participants also created an online store on one of the largest marketplace sites in Indonesia. The gap in this study is the imbalance between ideality and reality. Based on previous literature, deaf students can become independent individuals and entrepreneurs with the skills they acquire in SLB, but there are various obstacles that make it difficult for them to achieve this including the weakness of the education system for the deaf (Wyan, Cruz, & Calimpusan, 2018). The purpose of this study is to describe vocational life skills learning to improve the entrepreneurial skills of SMALB deaf students in order to gain an understanding of student needs including the challenges faced and the support needed in the learning process.

METHOD

This research is a quantitative research with a survey type on vocational life skills learning to improve entrepreneurial skills in SMALB for deaf students. Data collection was conducted through a survey of 20 SMALB students in grades XI and XII from 2 Special Schools (SLB) in Jakarta. The survey was conducted to gather information about the implementation of vocational life skills and entrepreneurship learning. In this study, the sample was taken randomly from grade XI and XII students of SMALB Santi Rama fir deaf Jakarta and SMALB Pangudi Luhur Jakarta. The survey was conducted by distributing questionnaires. The data collected was analyzed using descriptive analysis. In addition, literature studies and interviews with teachers were also used to find alternative solutions to improve the quality of vocational life skills and entrepreneurship learning. Questions in the corner are divided into two types, namely open questions and closed questions. Open questions to answer the types of vocational and entrepreneurship practice activities that have been carried out by teachers. Data were analyzed by frequency tabulation, calculating the number of students who chose to identify the answer category, then calculating the percentage using a simple formula:

$$\text{Persentase (P)} = \frac{F}{N} \times 100\%$$

with the criteria,

81%–100% → Very Good
61%–80% → Good
41%–60% → Enough
21%–40% → Less Good
0%–20% → Not Good

RESULT AND DISCUSSION

From the results of the questionnaire answers, it is known that the most preferred vocational subject is Information and Communication Technology and has the highest interest in this field of work after graduation.

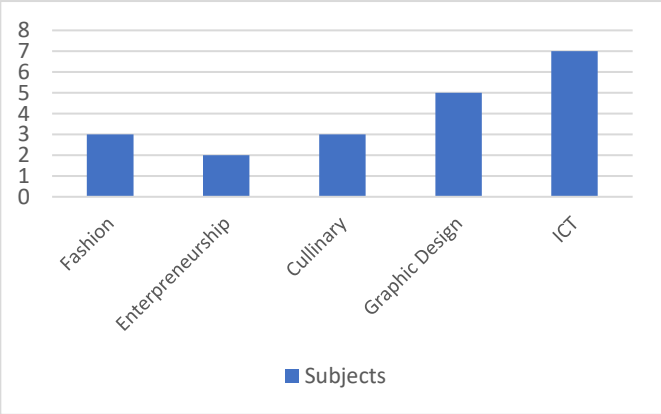

Figure 1 Number of students for the most popular subjects

Of the 20 students, 7 or 35% liked ICT (Information and communication of technology) subjects and were interested in working in the field later. Followed by graphic designers with 5 or 25%. 3 students in culinary arts, 3 students in fashion design and only 2 students who liked entrepreneurship subjects. Students' interest in becoming entrepreneurs is still relatively low. This can be influenced by beliefs, thought processes, behavior, experiences and social environment (Iwu, 2022). Interest is an important factor in fostering entrepreneurial behavior, Munawar & Suryana (2020) showed that entrepreneurial knowledge influences students' entrepreneurial intentions. Students feel that entrepreneurship learning is more theoretical and the goods made to be sold are still around crafts.

Table 1 shows the results obtained from the questionnaire responses that indicate students' understanding of Technical Skills in the "Good" category, this can have a direct impact on their entrepreneurial skills. Students can absorb the vocational learning they are interested in well. Learning is done directly and through videos. Students are only required to follow one vocational field of interest. This “good” result is in line with the research of Lersilp & Lersilp (2019) which found that most students with disabilities know about dialogue applications such as Line, Facebook, Messenger, and face-to-face conversation applications. In addition, most students contact people with hearing impairments by sending messages via Facebook, Line, and face-to-face applications. The main reasons why they use IT are for

convenience and general conversation. IT contributes to their participation in various activities, including conversations with relatives and friends on social networks.

Information and communication technologies (ICTs) can improve outcomes for people living with disabilities and complex needs. However, a number of factors influence the success of technology implementation, including personalization, flexibility, and ongoing support for people with disabilities and their loved ones (Jamwal et al., 2022). Goggin et al. (2019) argue that the government can play an important role in designing and implementing digital disability policies so that people with disabilities can take advantage of market opportunities through economic participation in the digital economy. A collaborative approach to innovative social policies aimed at inclusive and sustainable growth is something that must be pursued immediately.

Table 1 Students' understanding of vocational technical skills learning

Level of Understanding	Number of respondents	Percentage
Very Good	1	5 %
Good	8	40 %
Enough	4	20 %
Less Good	5	25 %
Not Good	2	10 %

Table 2 shows the category of students' understanding of soft skills vocational learning (social media communication, digital marketing and digital negotiation). The results obtained show that students' understanding of Soft Skill vocational skills is in the "Less Good" category. Social media communication, digital marketing and digital negotiation use many technical terms, abstract concepts, and figurative or persuasive language that is difficult to understand without a strong command of the language. Deaf students often experience obstacles in written and spoken language due to limited exposure from an early age. In the future, it is hoped that students can take advantage of sophisticated technology to be able to interact with others virtually or dare. If the person they are talking to does not understand, they will generally use familiar symbols to make it easier to communicate, as research conducted by Faranttaqi (2020) found that with technology, it is easier for deaf students to communicate well in discussing school or outside school activities.

Table 2 Students' understanding of vocational soft skills learning

Level of Understanding	Number of respondents	Percentage
Very Good	0	0 %
Good	4	20 %
Enough	3	15 %
Less Good	9	45 %
Not Good	4	20 %

Soft skills in the digital context are often taught through case studies, verbal

presentations, or online discussions. If not presented with a visual approach, sign language, or simplified text, deaf students will have difficulty understanding complex digital communication, such as reading the tone of an email or understanding persuasive strategies on social media. In addition, students must also understand the norms, ethics, and communication styles in the online world. Deaf students sometimes have difficulty understanding context such as irony, sarcasm, or implied meaning in non-verbal digital communication (emojis, pauses, writing formats). Many digital communication, digital marketing, and digital negotiation training materials have not been designed for accessibility for deaf people, both in terms of language and visual presentation, and this exacerbates the gap in understanding.

Table 3 shows the results of students' understanding of entrepreneurship in the "Enough" category, this can have a direct impact on their entrepreneurial skills.

Table 3 Students' understanding of entrepreneurship

Level of Understanding	Number of respondents	Percentage
Very Good	1	5 %
Good	3	15 %
Enough	6	30 %
Less Good	8	40 %
Not Good	2	10 %

Technical Skills and Soft Skills have not developed optimally. Students do not understand the concept of entrepreneurship and have difficulty in designing and creating innovative products, as well as in applying the technical skills needed. Students do not yet have the ability to identify market needs accurately, and are less skilled in building effective and attractive marketing strategies for consumers. Therefore, to improve overall entrepreneurial skills, deeper and more applicable learning is needed so that students can understand and master the skills needed in every aspect of entrepreneurship.

Based on the results of interviews with the principal and teachers of SMALB Santi Rama Jakarta and SMALB Pangudi Luhur Jakarta, the following were obtained:

(1) The implementation of the vocational program for deaf students is adjusted to the abilities of each student and its implementation is not always the same as the design that has been made. The choice of vocational skills (crafts, culinary arts, etc.) is often adjusted based on the child's condition and environmental support (Ratnengsih, 2020).

(2) The obstacles faced in the implementation of vocational life skills learning for deaf students are that the abilities possessed by students vary so that the implementation cannot run optimally. As research by Sani & Herlina (2016) found, an initial assessment is needed to explore the interests and abilities of deaf students to increase the productivity of their vocational skills.

(3) The solution to overcome these obstacles is to continuously develop learning methods that are in accordance with the abilities of each student and to hold programs to improve the abilities and skills of teachers and teaching staff. Basically, students with special needs in inclusive education can learn science well, but the heterogeneity of students with special

needs in inclusive schools can cause limitations in students' learning and teachers must adapt by developing learning resources that are appropriate to class conditions (Ediyanto et al., 2021).

(4) In order to carry out monitoring and evaluation at school, teachers have assessment instruments to measure the extent to which students have developed in various aspects of the skills they are participating in. Based on the documentation study, the assessment instruments in question consist of assessment points on aspects of attitude, knowledge and skills (Lestari & Kurnia, 2023; Nurarfiansyah et al., 2022). The results of the assessment become the material for the school's follow-up for the individual concerned, where students who do not meet the standards or can be proven to still have difficulties in certain skills will be included in remedial activities. Students who have met the standards or mastered certain skills will be included in enrichment activities. The school committee stated that remedial activities for deaf students are a way to help students improve skills that they have not mastered. Likewise, monitoring and evaluation of training and internship activities are carried out during the training and internship process until the end. Through monitoring, all students' discipline, work commitment and work behavior can be observed.

(5) In addition to education for students, the school also routinely holds development programs for educators and teachers. The competence of teachers from novice teachers to senior teachers is developed gradually and continuously to maintain the quality of learning. These activities include (a) development of assessment tools for special fields, namely speech coaching, sound and rhythm perception communication coaching, (b) development of new teacher development programs, (c) internship programs/training packages for educators outside the school, on-the-job training for teachers in the business and industrial world is effective and has been proven to increase KKM standards (Amir et al., 2016), (d) development of learning activity simulation programs and (e) development of various internal training/workshops.

(6) Follow-up in the implementation of vocational life skills learning is to involve students in entrepreneurial activities held by the school, involve students in certified training or internships in the business world and industry (DUDI) such as Astra, Maspion, cafes and boutiques in Jakarta such as Audizka Boutique and actively participate in various competitions both at home and abroad. After graduating, students can work at the place where they trained/internship or become entrepreneurs. Meanwhile, to support entrepreneurial education, the school established a Student Company whose business includes producing masks, hair dye, fans, and so on.

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CONCLUSION

The results of the study showed that 35% of students liked ICT subjects and were interested in working in the field later. There is a lot of literature explaining that deaf students are capable of becoming entrepreneurs. However, here the results show that students' interest in becoming entrepreneurs is still relatively low. This is influenced by students' beliefs, thought processes, behavior, experiences and social environment. Students' understanding of technical

vocational skills is in the good category, while students' understanding of soft skills is in the poor category. To become entrepreneurs, students need marketing skills to support the skills they have acquired in SLB. In the current industrial era 4.0, digital marketing is an integrated skill from all existing vocational fields. Therefore, it is hoped that the government can facilitate the need for subjects related to the digital world, especially digital marketing. The limitation of this study is that most previous studies on entrepreneurship or vocational life skills are still general and have not been conducted specifically on deaf students. The suggestion for further research is that research be conducted more specifically on one type of disability because each type of disability has different characters and ways of life.

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