

Social Entrepreneurship Among Students with Disabilities for Special Education Community using Digital Technology

Che Ku Nuraini Che Ku Mohd, Faaizah Shahbodin, Nurulizwa Abdul Rashid, Zanariah Jano, Samer Ali Hussein Al-Shami

Abstract – The objective of this research is to explore the importance of entrepreneurship education for the improvement of students with disabilities. This study was involved by students and teachers who attended entrepreneurship program. The findings of this research showed educators, students with disabilities and practical consequences. This research was categorized academically the subject and educational curriculums of entrepreneurship students program. The efficacy of entrepreneurial education is determined by the degree to which learners perceive the entrepreneurial curriculum and their satisfaction. The greater the level of satisfaction, particularly after the students complete their school, the greater the efficiency of entrepreneurship training.

Keywords - Entrepreneurship Education, Entrepreneurship Program, Disabilities Student, Social Entrepreneurship

I. INTRODUCTION

Technology holds much promise for supporting students with special needs. In the past decade, innovations like touchscreen devices and tablets, text-to-speech capabilities and voice recognition have created new opportunities for improving access to learning and quality of life for students with disabilities. The theory and practice of entrepreneurship can be obtained through entrepreneurship education. Like other normal children, children with special needs are also entitled to education [4]. According to the United Nations Convention, disabled individuals are persons with physical, psychological, intellectual or sensory impairment that may prevent their complete and efficient involvement equal with others in society through communication with multiple obstacles [5]. Children with special needs are defined as children who need special education and services to develop

Revised Manuscript Received on November 15, 2019.

*Corresponding Author

Che Ku Nuraini Che Ku Mohd*, Faaizah Shahbodin Pervasive Computing & Educational Technology (PET), Faculty of Information & Communication Technology, Universiti Teknikal Malaysia Melaka, Durian Tunggal, Malaysia. Email: cknuraini@utem.edu.my, faaizah@utem.edu.my

Nurulizwa Abdul Rashid, Faculty of Technology Management & Technopreneurship, Universiti Teknikal Malaysia Melaka, Durian Tunggal, Malaysia. Email: nurulizwa@utem.edu.my

Zanariah Jano Centre for Languages and Human Development, Universiti Teknikal Malaysia Melaka, Durian Tunggal, Malaysia. Email: zanariah@utem.edu.my

Samer Ali Hussein Al-Shami Institute of Technology Management and Entrepreneurship, Universiti Teknikal Malaysia Melaka, Durian Tunggal, Malaysia. Email: samerali@utem.edu.my

their potential. In the education, extraordinary words are designed for those who have lack or experience a variety of disability [7]. Children with special needs are children with different special characteristics in children in general. So it can be concluded that children with special needs are children who has special characteristics that distinguish them from normal children in general and require special education according to their type of disability [4].

Entrepreneurship education can be implemented in an integrated manner in the process of education in schools with various activities [3]. Entrepreneurs usually plan their business grandiosely so when they need to perform the idea, the special need entrepreneur becomes backward and feel unable. Counselors need to identify whether feelings are due to disability or for other reasons, and what assistance they need. Assessing the individual potential for entrepreneurship, how strengths and weaknesses of individual character and personality can be strengthened and developed through training or mentoring. Identify of sources for training, education, and people who can help to prepare themselves for entrepreneurship. It starts by identifying the knowledge and skills that must be required by individuals to improve their business [6]. Services, education, or training can help individuals develop business plans or improving their skills or knowledge. Individuals who successfully complete services, training, or education [7]. They need to be evaluated whether the training or education is suitable with the needs and whether the individual is satisfied with the ability acquired. At this time, the initial business plan was re-evaluated, whether the individual was still interested in entrepreneurship. This determination needs to be continued in an increasingly concrete direction. Individuals and counselors work with consultants to develop strategic plans, marketing, funding and funding sources [8].

Therefore, entrepreneurship for individuals with special needs requires a lot of assistance from various parties. So there are many fields that can be used as entrepreneurs for individuals with special needs.

II. OBJECTIVE

The objective of the study is to prepare students with entrepreneurs in the special education community. It is also to increase the household income of the special education

community and at the same time to increase the number of students who have been exposed to entrepreneurship during their studies. Besides that, transforming student in entrepreneurship through fieldwork session as a social entrepreneur by implementing entrepreneurial values and skills in the community through students as entrepreneurship agents. It is also to encourage students to transfer their knowledge and skills to the special education community.

III. METHOD

For the purposes of this study, the data are kept confidential without public access. The information were collected by the quantitative technique and the views of the population of the samples were collected using a questionnaire. The primary respondents consisted of a group of 30 Special Education Teachers and 10 entrepreneurs. Surveys and questionnaires are the tool used.

IV. NEEDS OF STUDENTS WITH DISABILITIES INTERESTED IN ENTREPRENEURSHIP

Developing transitional objectives, including engagement in entrepreneurial training. Existing enterprise curricula can be reviewed and amended if necessary to ensure the participation of youth with disabilities. Identification of mentors and other company role models. Providing business information during career planning and counseling. To provide company ownership education to parents of disabilities learners. Learning about support and accommodation for entrepreneurship marketing. Know how to finance industries including the use of incentives for working with disabilities.

V. ENTREPRENEURSHIP EDUCATION FOR DISABILITIES

The requirements are based on a comprehensive literature review and input from business groups to define what they are doing and what abilities are required to become entrepreneurs. The standards are based on the assumption that business lifelong learning is necessary. The three main parts include: 1) entrepreneurial skills, 2) ready-to-use skills and 3) corporate functions. Entrepreneurship knowledge depends on the difference between the entrepreneur and an employee or manager. Concepts, procedures and personal features connected with becoming an entrepreneur are included. Ready competences include foundations for companies, interpersonal communication and abilities, digital expertise, economy, economic education, and professional development. Business functions include company start-up, company and development activities and include financial management, human resources, marketing management, operational and administration. In creating and assessing curricula, teaching goals, aims and events, teachers can use the norms. The norms can also provide an insight into how employees working with youth on entrepreneurial programs can create training and assessment instruments. There can also be assessments of existing programs against standards. Finally, standards can be used to develop an evaluation of requirements in order to determine what abilities and skills students have or must learn.

VI. EXPOSURE DISABILITIES TO ENTREPRENEURSHIP

During career education and counseling, self-employment should be provided as a realistic option. Such an option could never be known to the student otherwise. Some ways to assist disabilities students learn more about self-employment as an alternative. Speak to company owners during the day of work. Interview with company owners to know more about beginning up and running a small company. Participate in a small business job shadowing experience. Remain in a small business internship. Participate in career explorations such as inventories of concern, simulations, and games that look at owning a company more intensively.

VII. FINANCIAL PLANNING FOR STUDENTS WITH SPECIAL NEEDS AFTER SCHOOL

The cost of ongoing therapy is a large expense to families with special needs children, but federal and state benefits can compensate the cost. Planning these long-term is no easy. That is why it is crucial for students to start as early as possible. To make the process a little less daunting, teachers have provided a guide to help students plan the best possible future for your student after school especially after 17 years old. Financial planning is important for any entrepreneur. Each situation is unique for families with special needs. When it comes to your finances, there is no single-size-fits-all plan or recommendation. However, teachers should consider all other big-scale technical problems. However, the effect of profits on their right to benefit should also be known and understood in relation to short- and long-term projects. Many job incentives to help recipients interested in starting up a small company are accessible. Since there may be problems with disrupting advantages and money aid, it is advisable to plan company and advantages simultaneously. Family employees can in many cases participate in financial planning and management. The advantages of the landscape change after your parents leave school. In order to help families learn about the choices of their students after school the educational system must give transition benefits. Contact the school's resource coordinator to discuss your goals and to ask about career paths after your parents leave school. Those advantages are only accessible during your children ' time at school.

VIII. DEVELOPMENT DIGITAL TECHNOLOGY PLATFORM FOR BUSINESS

A number of beneficial results are combined with engagement in entrepreneurial and professional training courses, regardless of whether the person's aim is to begin a enterprise. Group projects with students dedicated to creating a fresh product or through simulation activities can be included in the programs. Some of the advantages mentioned include better academic performance, increased self-esteem, improved problem-solving capabilities, improvements in interpersonal relationships and management and organizational abilities. In order to promote the product of the students, the special education teachers develop the website and Facebook as a medium for marketing purpose.



Figure 1 shows the facebook of SEEDS which stands for Social Entrepreneurship & Special Education With Soul. This website is developed for SMK. Bukit Katil, Melaka, Malaysia. At the moment, this school focus on bakery and agriculture. One of the teachers will be assigned as admin for this facebook. The teacher will upload the bakery or agriculture products of student in facebook.



Fig. 1. Facebook of SEEDS

Figure 2 shows the main page of the SEEDS. The link of this page can be reached at <https://seedsbukitkatil.wixsite.com>. In home page, it will displays the history about SEEDS.

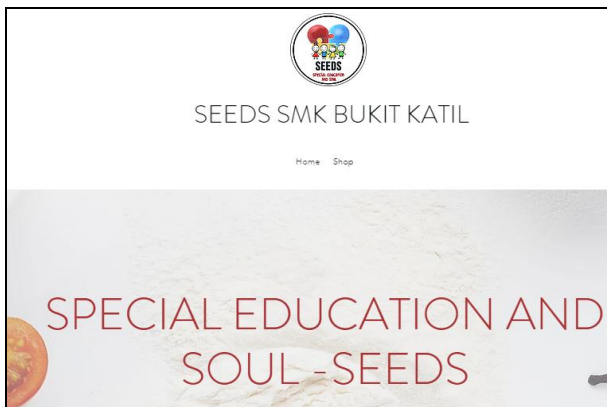


Fig. 2. Main page of the website

Figure 3 displays the product of SEEDS. There are bakery and agriculture products. The products itself will be displayed with the price. It is easier for the buyer to choose the product.



Fig. 3. Product of SEEDS

Figure 4 displays the e-commerce website payment processing of the products. The customer can click the product to the cart. Then, it will proceed to payment gateway to complete the process. A payment gateway is a tool that sends payments between the bank of the customer and yours. The primary distinction is, however, that it is mainly used as an instrument for e-commerce or card transactions that are not present. In other words, this is primarily an internet transaction point of sale. Fortunately, payment gateway technology has allowed the rate customers expect to achieve an impressive level of achievement. Once the payment completed, the delivery of the product either at school or somewhere else. It depends the dealing between customers and admin.

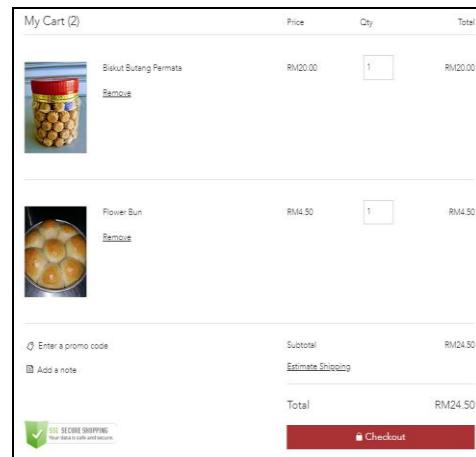


Fig. 4. E-commerce Website Payment Processing

IX. RESULTS

The participation in business and vocational education programs and events has a number of effective results, no matter whether a student aims to begin his company. Programs can include group projects with students working together to create or simulate a new product. Some of the advantages quoted include improved academic achievement, improved self-esteem, and greater capacity to solve problems, improved interpersonal relations and development of leadership and management abilities.

Figure 5 shows the result of discussion of SWOT analysis from each group among special education teachers. In and out of an organization, SWOT's evaluation guides define the positive and negative in the internal setting. It is very important in assessing entrepreneurship readiness. Teachers need to identify of each SWOT for their product. It have an impact on the viability of a project, product, place or person. Awareness to the situation can contribute both to strategic planning and decision-making.

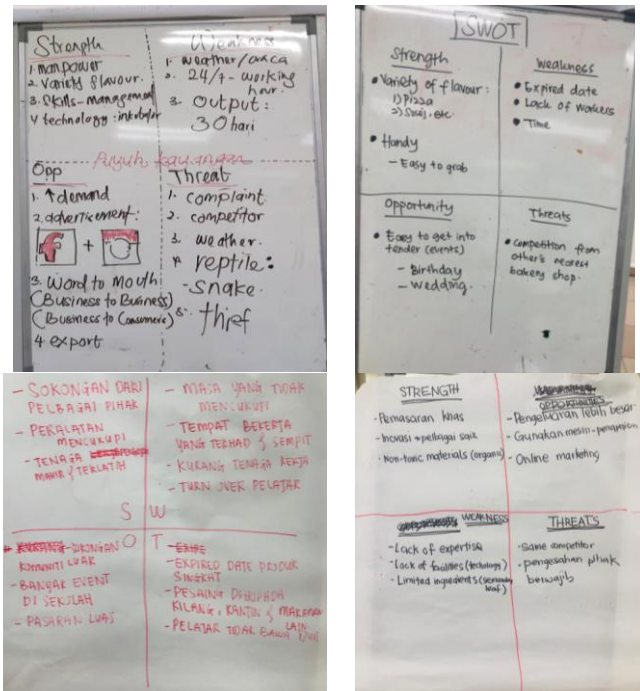


Fig. 5. Discussion of SWOT analysis from each group

X. CONCLUSIONS

Working experience has been especially useful for teenage people with disabilities. It enables them develop abilities and obtain more paid employment after school is completed. It is important that teenage people who are interested in entrepreneurship build up work experience to expose them to self-employment and SMEs. Disabilities teenaged people and parents need to be informed about job-oriented learning and other professional programs and activities in school so that they can choose whether to participate or not.

Entrepreneurship education is empowering the individuals' independence and integrating them education skills. These two education programs will simultaneously facilitate the characterization of entrepreneurship in children with special needs. In the first step, children with special needs need to be empowered with skills education. Empowerment of children with special needs is intended to improve human resources, strengthen the potential of students through skills and social services education by applying the principles of mutual cooperation, togetherness, self-sufficiency and participation [4].

Entrepreneurship education in children with special needs is done by directing them to mastering special skills as a provision to produce a work that is appropriate to their field or open their own business. Through this entrepreneurship education, children with special needs are able to apply themselves to participate in developing the world of entrepreneurship itself. Therefore, in order to improve students' satisfaction of entrepreneurship education follow-up programs, programs, taking into account the different influence of the motivation and the attributes of choice of entrepreneurial behavior [2].

ACKNOWLEDGMENT

Authors would like to express insightful thank you to Universiti Teknikal Malaysia Melaka (UTeM), Centre for Enterprise and Technopreneurship Development (CREATE), team members, students of Faculty of Technology

Management and Technopreneurship (FPTT) and Pervasive Computing & Educational Technology (PET). For your information, this programme is hosted by Universiti Pendidikan Sultan Idris (UPSI) and funded by Ministry of Higher Education Malaysia (KPM). Thank you for your active participation and inputs. Looking forward for more collaborations and projects in the future.

REFERENCES

1. A. Hadits, Pendidikan Anak Berkebutuhan Khusus, Bandung: Alfabet, 2006.
2. Chung-Gyu Byun, Chang Soo Sung, Joo Y. Park and Dae Soo Choi. A Study on the Effectiveness of Entrepreneurship Education Programs in Higher Education Institutions: A Case Study of Korean Graduate Programs. Journal of Open Innovation: Technology, Market, and Complexity. 2018, 4, 26; doi:10.3390/joitmc4030026.2018.
3. L. Dewi, A. Yani, and A. D. Suhardini. Model Pendidikan Karakter dan Kewirausahaan Berbasis Etnopedagogis di Sekolah Dasar Kampung Cikondang. MIMBAR, Jurnal Sosial dan Pembangunan, vol. 31, no. 2, p. 399, Dec. 2015.
4. Monry Fraick Nicky Gillian Ratumbuang. Increasing Entrepreneurial Interest for Children with Special Needs through Entrepreneurship Education. Advances in Social Science, Education and Humanities Research, volume 272, 2018. 2nd International Conference on Indonesian Education for All (IC-INDOEDUC4ALL 2018).
5. Rosa Maria Muñoz, Yolanda Salinero, Isidro Peña* and Jesus David Sanchez de Pablo. Entrepreneurship Education and Disability: An Experience at a Spanish University. Adm. Sci. 2019, 9, 34; doi:10.3390/admsci9020034.
6. J. W. Creswell, Educational Research, Boston: Pearson Education, Inc, 2012.
7. H. Djaali, Psikologi Pendidikan, Jakarta: Bumi Aksara, 2008.
8. W. S. Winkel, Psikologi Pengajaran. Media Abadi, Yogyakarta: 2004.

AUTHORS PROFILE



First Author is Che Ku Nuraini Che Ku Mohd, postdoctoral fellow attached at Universiti Teknikal Malaysia Melaka (UTeM), Melaka, Malaysia. She received her Degree in Computer Science (Interactive Media) and a Master of Science in Information and Communication Technology (Multimedia). Her research area are primarily on multimedia applications, problem based learning, user interface design, human computer interaction and personalized learning environment, serious games.



Second Author is Faaizah Shahbodin received her Degree in Computer Science in 1994 from Universiti Utara Malaysia (UUM), and Master in Computer Science in 1997 from Queensland University of Technology (QUT), Brisbane, Australia. She was a researcher, and a project supervisor for several interests are primarily on computers in education projects in UNIMAS, Kolej Latihan Telekom (Kolej Multimedia), and UTeM for 15 years. She completed her Ph.D in Multimedia Education Systems at University Kebangsaan Malaysia (UKM). Her research Problem Based Learning, Multimedia Applications, Creative Contents and User Interface Design.



Third Author is Nurulizwa Abdul Rashid currently a senior lecturer at Universiti Teknikal Malaysia Melaka (UTeM), Melaka, Malaysia. She completed his PhD in Entrepreneurship and Technology Management. Her research interests are new product development and eco innovation.





Forth Author is Zanariah Jano currently a senior lecturer at Centre for Languages and Human Development, Universiti Teknikal Malaysia Melaka (UTeM), Melaka, Malaysia. She completed her PhD in from Universiti Sains Malaysia. She received her master degree from University of Brighton, United Kingdom in 2004. Her research interests are interactive multimedia system, e-learning, web design and culture



Fifth Author is Samer Ali Hussein Al-Shami currently a senior lecturer at Institute of Technology Management And Entrepreneurship, Universiti Teknikal Malaysia Melaka (UTeM), Malaysia. He completed his PhD in Entrepreneurship and Technology Management. His research interests are socioeconomic development and entrepreneurship mixed methods methodology.