THROUGH EXTRACURRICULAR ACTIVITIES IN SPECIAL SCHOOL FOR THE DEAF

Bambang Raditya Purnomo[1], Jajuk Suprijati[2]

Universitas Dr. Soetomo, Universitas Dr. Soetomo
INDONESIA
Emails: [1]dewi_raditya@yahoo.com, [2]jajuksuprijati@gmail.com

ABSTRACT

The long term goal of this research is to develop an entrepreneurial training model, while the subjects in this study were students in Type B special school (the deaf). This training is motivated by the lack effectiveness of entrepreneurial coaching given in the institution of special junior high school for the deaf in which so many graduates became laborers or even unemployed. The framework models prepared using a phenomenological qualitative approach using interviews. Data from the interviews were then analyzed using content analysis method that is composed a models of entrepreneurial training for students SMPLB Type B. This study resulted in the model of entrepreneurship education that is carried out through an extracurricular activity. The extracurricular activity provides knowledge, skills, and attitudes necessary for a student to become an entrepreneur. This activity is a complement of activities that have been implemented in the schools. Activities in it preferably contains more entrepreneurial experiences that students can apply in daily life. In that also the model emphasized the importance of cooperation between the school and parents to get the desired results.

Keyword*: entrepreneurial training, deaf, entrepreneurial competency*

INTRODUCTION

In this increasingly difficult economic conditions, the entrepreneurial ability is very necessary. Entrepreneurship not only can be understood as the ability to open own business. Broadly speaking, entrepreneurship can be interpreted as a momentum to change the mentality, the mindset, and change in sociocultural.

According to Havinal (2009), *entrepreneur* is a person who tries to create something new, organizes production and undertakes risks and handles economic uncertainty involved in enterprise. Such capability is particularly relevant for all people who want to be successful in business world. In addition, a successful *entrepreneur* must have many positive characteristics, such as creative and innovative, risk-taking, tough facing challenges, and be true to self and others. One of entrepreneurial role is creative destruction maker which means the courage to see and change what is already considered well-established, routine, and satisfying. Another role of the entrepreneur is as innovator who bring new things in the community, risk calculator,

opportunity seeker and exploiter. They also try to create a new organization *(organization maker)*.

In the growing economic condition and narrower jobs opportunity, entrepreneurship is perceived as the most effective way to revive the economic life of society. According to David McClelland, a country can be prosperous if at least two percent of entrepreneurs population. Meanwhile, according to statistical data of 2012 BPS new Indonesia has 3,774 million people, or 1.56 percent of the total population of entrepreneurs (Http://m.okezone.com/read/2012/05/23/373/6343130). The number indeed shows a significant improvement, but does not meet the minimum number required. For that cause Indonesia needs to seriously prepare to generate entrepreneurs because this is what will be the driving force of development of Indonesian economy.

The importance of entrepreneurial competence is of course also applies to individuals which experiences exceptional conditions, such as deaf. According to Dwidjosumarto (in Somad & Hernawati, 1996) deaf is a state of hearing that resulted in a condition in which a person cannot catch sound stimuli through hearing. This condition surely doesn't benefit for the person who wants to be an entrepreneur, since an entrepreneur should do many tasks involving other people, whether the other people are deaf or normal hearing. Therefore the role of the environment especially the educational institutions are important in helping the deaf to form entrepreneurship competence.

In general, in each Special School, in this case the Special School for the deaf, students are taught a variety of skills that they can use for self-employed when they have graduated from the school, such as sewing, carpentry, haircut, etc. But in fact, many students graduated from special school for the deaf works as laborers or even become unemployed. The increasing number of unemployed will be a burden for the country. These facts shows that schools do not sufficiently provide their deaf students with entrepreneurial skills and competence. Entrepreneurship training course given to deaf students must tailored to their needs and characteristics. This study therefore seeks to explore how appropriate research model for deaf students the order to help them have the necessary entrepreneurial competencies in the community.

LITERATURE REVIEW
Entrepreneurship competence

According to Sanusi (1994), entrepreneurship is a value that is realized in behaviors that form the basis of resources, propulsion, objectives, tactics, tips, processes and business results. Thus we can conclude that entrepreneurial is one of the characters, given the opinion that the character is important in forming behavior. From the description of character above it can be seen that the character is formed early through habituation-conditioning and stimulation in children. Thus entrepreneurial character also needs to be developed from an early age and need to know the values of what needs to be developed in characters.

According to *Dun & Bradstreet Business Credit Service,* (1993, in Suryana, 2006) there are ten competencies required to be an entrepreneurs, namely:

(1) *Knowing your business,* the entrepreneur must know what to do.

An entrepreneur should know everything that has to do with business or business to be done. For example, a person who will do business in the field of hospital must have knowledge and skills about hospital. For computer marketing businesses, he must have knowledge of how to sell computer.

(2) *Knowing the basic business management,* namely knowing the basics of management business, such as how to design a business, organize and control the company, including can calculate, predict, and administer recorded business activities. Knowing the relay of business

management, understand tips, how, processes, and management of all resources effectively and efficiently.

(3) *Having the proper attitude.* An entrepreneur must act as traders, industrialists, businessmen earnest, and full-hearted.

(4) *Having adequate capital* that have sufficient capital. Capital not only in the form of material, but also moral. Confidence and courage are the main capital effort. Therefore, sufficient capital should be including enough time, energy, space, and mentality.

(5) *Managing finances effectively,* which include the ability to organize / manage finances effectively and efficiently, seeking the sources of funds and use them precisely, and have accurate control.

(6) *Managing time efficiently,* the ability to manage time as efficient as possible. It also include the ability to organize, calculate, and keep time according to their needs.

(7) *Managing people,* the ability to plan, organize, direct, move (motivate), and control the people in the running company.

(8) *Satisfying customers by providing high quality product,* which gives satisfaction to customers by providing full quality goods and services, useful, and satisfactory.

(9) *Knowing how to compete,* is know the strategy/how to compete. Entrepreneur can reveal the strengths, weaknesses, opportunities, threats, and their early competitors. They must use a good SWOT analysis to his judgement and work against competitors.

(10) *Copying with regulations and paperwork,* which makes the rules / guidelines clear (Express, not implied).

In addition to the skills and abilities, the entrepreneurs must also have a balanced experience. There are four (4) major capabilities required to achieve a balanced experience to reach entrepreneurial success, namely:

(1) *Technical competence,* which is the competence in the field of design *(know-how)* in accordance with the form of business that will be selected. For example, the ability in the field production techniques and production design. They must truly know how goods and services produced and presented.

(2) *Marketing competence,* which is the competence in finding a suitable market, identify customers and maintain the viability of the company. They must know how to find specific market opportunities, ex customers and special rates are not managed competitors.

(3) *Financial competence,* which is the competence in the field of finance, set purchasing, sales, accounting, and profit / loss. He should know how to get the funds and use them.

(4) *Human relations competence,* is competence in developing personal relationships, such as the ability to relate and establish inter-company partnerships. They must know how to build healthy interpersonal relationships.

According to Harris (2000), competencies are underlying bodies of knowledge, abilities, experiences, and other requirements to successfully perform the job. Successful entrepreneur in general are those who have the competencies, which includes attitudes, motivations, values and behavior needed to carry out jobs. It was mentioned that entrepreneurs not only require knowledge but also skills, but in fact having the knowledge and skills alone are not enough. Entrepreneurs should have positive attitude, motivation, and always committed to the work being done. Competency is also defined as the knowledge, skills, and the ability of the individual *(personality)* that directly affect the performance.

Overall those descriptions about competency can be explained with formula :

Intellectual Capital = competence x commitment, means that although a person has a high level knowledge if not accompanied by high commitment, then he/she will not be able to use the intellectual capital. Similarly, ***Competence = Capability x Authority,*** means that entrepreneurs are competent when they have the ability and the authority in the management of efforts (self-reliance). Entrepreneur always free to determine their business, not dependent on

others. Furthermore, ***Capability = Skill x Knowledge,*** means that capability of an entrepreneur is determined by knowledge and skill or prowess.

Knowledge, appearance, or skill that comes with attitude and motivation for always perform shaping the personality of entrepreneurs. It can be concluded that an entrepreneur must have the technical competence, competence marketing, financial competence, competence one relationship, as well as an entrepreneur attitude which include self-confidence, initiative, achievement motivation, leadership potential, and dare to take risks by calculation.

Deaf

Deaf are individuals who lost all or part of hearing ability so that they are not or less able to communicate verbally and requires special education services, whether or not they are using hearing aids. Deaf people have the following characteristics (Direktorat Pendidikan Luar Biasa Kementrian Pendidikan Nasional, 2004):

a. Obviously not able to hear
b. Late language development
c. Often use gestures to communicate
d. Less / no response when spoken to
e. Speak obscure words
f. Strange sound quality / monotonous
g. Often tilted his head in an effort to hear
h. Much attention to vibration
i. Discharge "pus" of both ears

A person is said to be deaf if he/she meets at least six among those characteristics. The medically deaf person means that the person is having a lack or loss of ability to hear caused by damage or malfunction in part or all of hearing organs. While the pedagogical deaf means a lack or loss of hearing that can be help with hearing aids, but resulted in the development of language barriers so the person needs guidance and special education (Sastrawinata, 1976). Of the two definitions above, hearing impairment in this article refers to individuals who experience a lack or lost ability to hear caused by damage or malfunction in part or all of the hearing organs, so that they don't or less able to communicate verbally and requires special education services, although it has been given help with hearing aids still.

Training

Kenneth Robinson (1981, in the Sudirman (2001)) suggests that training is any instructional or experiential means in used to develop a person behavior patterns in the areas of knowledge, skill or attitude in order to achieve standard desired. Then it is understood that training is an education for human resource development in the field of knowledge of skills in order to empower optimally. Between the existing approaches, organizing appropriate training emphasizes to use participatory approach.

Participatory approaches are also perceived to be more effective because participants will participate more actively and widely in the process of identifying needs, planning, and implementation until assessing the results of training activities. The material is presented as reinforcement, while the larger portion is given in the form of discussions, assignments, simulation and / or practice. All tasks or practices requested by the instructor (either individual or group tasks) must be met as part of the process of achieving competence of graduates.

The content is delivered using:

1. Lectures
2. Simulation
3. Games
4. Discussion and Question

5. Assignment
6. Presentation
7. Field trips and business practices
8. Evaluation / Reflection

Entrepreneurship Training Model

Entrepreneurship training model can be defined as a structure or arrangement of entrepreneurship training as a form of intervention. A model covers training elements that must be displayed when the training is done. Falkang & Alberti (2000) reveals that there are two categories of entrepreneurial training, namely:

a. Training on entrepreneurs, entrepreneurship, and small businesses. Training content is intended to explain the importance of entrepreneurship and small business in the economy and society. This training see entrepreneurship from the point view of an observer, and student / participant role as an observer.

b. Training with the aim to educate and train students / participants in mastering the necessary skills to develop their own business. This education emphasis on experience-based learning *(experience-based learning)* in the real world.

The difference between the two approaches is vital in designing educational programs related to entrepreneurship and how to do assessment to design a training program.

RESEARCH METHODS

This study is a descriptive qualitative research with phenomenological approach, where researchers trying to explain or reveal the meaning of a concept or phenomenon experience based on the awareness that occurs in some individuals. In this study, researchers collect, summarize and interpret data obtained, which is subsequently reprocessed in order to obtain a clear picture, directed and thorough about the problem. Subjects as key informants in this study is the structural officials and staff lecturer in SMPLB Type B Karya Mulia V Surabaya. In addition, researchers also set some of the students as a regular informant. Collecting data in this study was done by using interviews, literature study, and documentation. Interviews were conducted to the headmaster and teachers as key informants, and students as a regular informant. The data analyzed with descriptive qualitative strategy. In this research, data obtained from the interview presented in tabular form containing questions and the answers respondents give. The researchers then try to understand the tendency respondents have by analyzing based on the logic of the argument. While the data obtained through literature and documentation used as supporting data related to the aspects studied.

Results of the data analysis are then summarized using need analysis or *needs assessment* form. *Need assessment* is a formal analysis that show and record the gap between existing conditions with results desired, arrange them in a priority need, and choose which needs will be met (Kauffman, 1982 in Witkin, 1984). *Need Assessment* Model preferred is Kauffman *Organization Element Models.* Tis model is chosen because it gives attention to the diagnosis of the needs of the organization.

Kaufman approach model is divided into two large *frames,* namely internal and external, internal framework includes input, process, and output products. While external framework includes program outcome. Input and process is a means for group to achieve the goal. Product is a direct result of the implementation of program, the output is a benefit of the program that can be used for needs outside the group, and the outcome is a benefit for the community program (Witkin, 1984). Kaufman's need assessment model can be described in Figure.1.
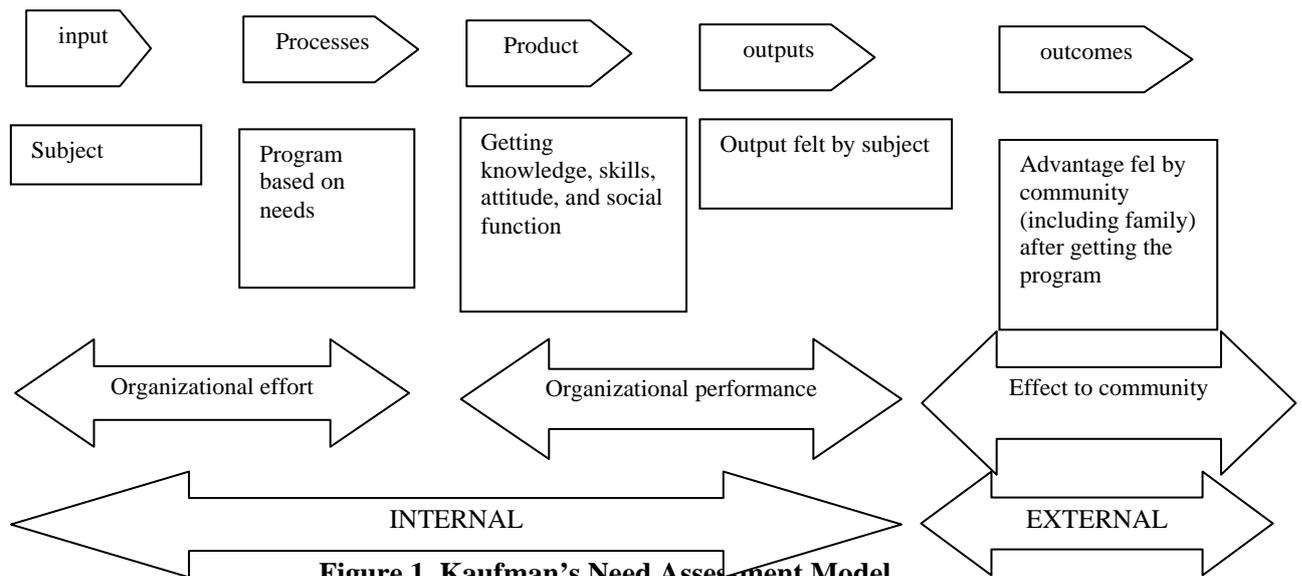
Figure 1. Kaufman's Need Assessment Model

FINDINGS

Implementation of the Entrepreneurship Program at School

Based on interviews with Principal of SMPLB type B Karya Mulia, entrepreneurship coaching in school are limited in teaching technical skills to students through lessons and vocational skills. There is no special program to foster entrepreneurial spirit in students. The subjects revealed that the development of attitudes and such skills are integrated in the daily activities of students.

SMPLB-B Karya Mulia students has been supplied with technical skills that they can make provision for entrepreneurship. The skills taught in subject's skills and vocational consists of six forms of skills, namely sewing, hair cutting, typing and computer, printing, acupressure / reflexology, and culinary skills. These skills are given for each class and is valid for one semester and held in turn so that all students follow these skills (rolling system). Sewing, hair cutting, typing, culinary, and printing are given in grade 1. In grade 2 students get sewing, printing, culinary, and computers. Class 3 get sewing skills, cookery, computers, makeup / beauty, and reflexology. In haircut and makeup class, students are taught the basic material about hair cutting, hair washing, how to use variety of hair care appliances, and how to divide the area of hair. This knowledge and skills are practiced in grade 1.

The Grade 3 students were taught how to apply makeup for variety of events and how to perform cream bath. They are not only given the material, but also invited to practice, because without practice it will be difficult for them to get an understanding.

For sewing skills, students are taught the basic theory of sewing using tools and drawing media. They are also taught to practice sewing and motivated to sew through competition between students.

In cookery lessons students are taught how to make a cake, decorate it, and cook various simple dishes. Students are also equipped with printing skills and computer. They taught how to print on various media, such as shirts, bags, glasses, and so on. They are also taught to make business cards, invitations, envelopes, and so on.

Students' interest towards learning these skills are quite good, but there are many constraints in the implementation, including funding, facilities and infrastructure, as well as the lack of opportunities outside of school (competitions or other events) to actualize the students talents.

The curriculum and extracurricular activities in SMPLB-B Karya Mulia haven't undertaken or programmed to train the student's marketing ability. Technical competence in the form of skills taught to students only a debriefing skills, and not yet covering how to follow up on these skills and pack the goods or services into a goods or service that can be sold or attractive to the consumer. This is because the cost constrained and available resources are inadequate.

Competency to build relationship are conducted through mentoring activities. This mentoring activities programmed regarding unique problems every student have that needs special handling, considering their limited communication ability. Besides, mentor replace the role of counselor school, because the school does not have a special counselor. The homeroom teacher serves as counselor that handling student's communication problem.

It is considered quite effective because each homeroom teacher has an educational background beyond usual, so they are assumed to understand the condition and may help students addressing the problem. When the teacher meet specific problems associated with psychological problems in students then they were assisted by a psychologist. Especially for audio therapy, school are collaborate with audiologists and ENT physicians.

So far the problems observed by teachers in mentoring activities include communication problems, learning difficulties, personal development, career development, electoral education, and problems in social life. Although the problem of communication and social relations have been handled in mentoring activities, there is no special activity to train students to establish relationships in business.

So far entrepreneur attitude developed in SMPLB-B Karya Mulia are self-confidence, achievement motivation, and leadership. The effort to foster a sense of confidence and achievement motivation of students is to include students in the competition held outside the school, for example, Alfa Mart, Laurier, and Conny. It is considered quite effective in improving students confidence, considering there are many accomplishments already achieved by students SMPLB-B Karya Mulia. Student achievement are more in the field of body movement, such as cheer leader, as well as athletic sports competitions such as throwing, shot put, running, long jump, and the sport that involves the ability to think like chess.

Leadership development conducted through outbound and habituation. Outbound activities conducted once a year for each grade. In that event they following various group games that trains them to collaborate and work together. In the course of habituation, each class has responsibility for each lesson. One student responsible for coordinating activities in the subjects. This is done to train students to be able to communicate and organize a group of people.

Students Language and Cognitive Ability
Before designing the program it is needed to know what abilities owned by students as a basic to construct the model.
a. Communication capabilities

Based on the results of interviews showed that the condition of deafness resulting in disruption of verbal communication, so that students learn through what they could from their visual modality. However, the communication problem varies depending on how experienced severe disturbances, personality of students, and the environment. Because verbal communication skills are very limited, the reading ability of students Deaf students is lower than normal due to limited vocabulary and mastery of grammar is minimal. So is the case with the ability to write. They have difficulty in expressing themselves in writing. However there similarly students who could read and write like a normal student, if the environment provide

adequate stimulation for them. Among deaf students there who can pronounce words clearly, but most do not, and they deficient in terms of tone, voice monotonous, less expressive, and unnatural.

b. Thinking

Basically deaf students the ability to think like a normal student. Just because of the limitations of their language, as if they were difficulties in thought processes. Difficulty thinking is because they lack of experience or did not recognize the tasks or concepts faced, not because of limitations in the ability to think.

DISCUSSION AND CONCLUSION
Conclusion

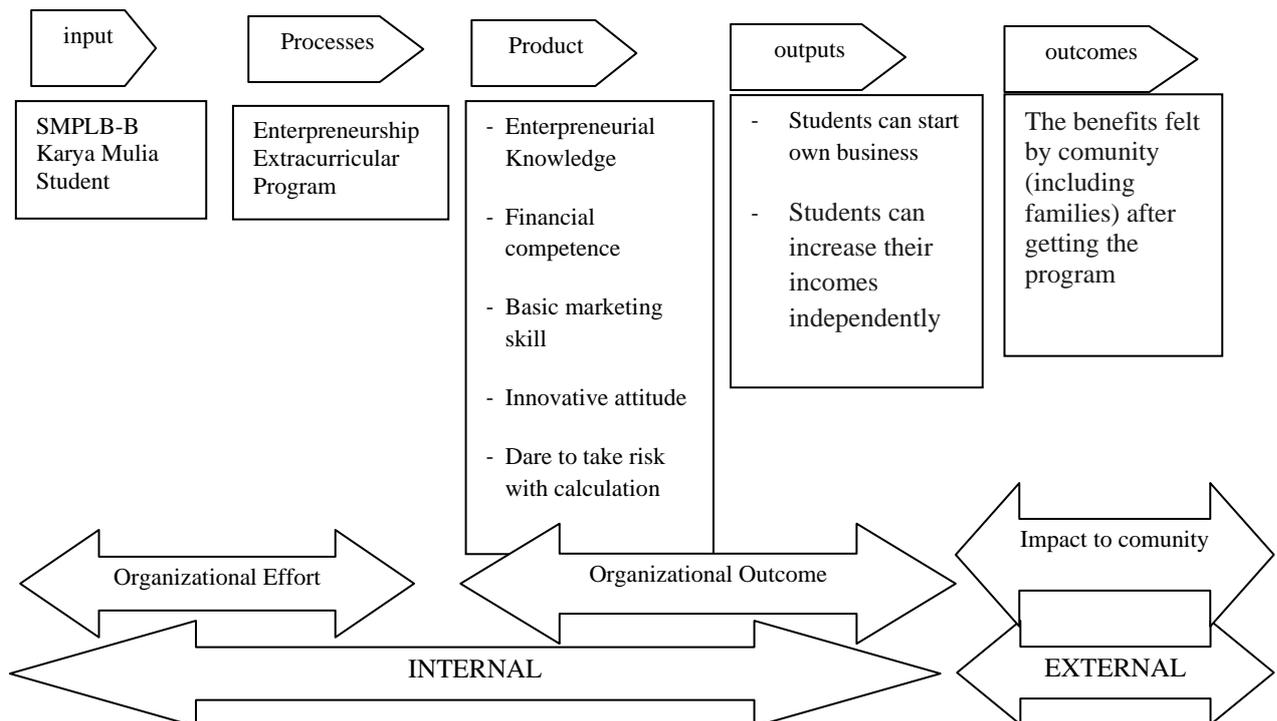Based on the analysis above, we can conclude a scheme needs analysis as follows:

Figure 2. Need Analysis Scheme

Given the need for deaf students to get more information and learning through modalities in addition to audio, then the program should be implemented was conducted using a structured experience *(structured experiences).* The definition is a series of interactions, specific activity or experience that is designed so as to produce the data for the study and formulate conclusions (Pfeiffer & Jones, 1975). This method includes an *experimental learning cycle* (cycle of learning based on experience). Where there are 5 cycles of learning, namely:

1. *Experiencing* (experience). Participants involved in certain activities, such as doing, observing, revealing something either alone or in groups.

2. *Publishing* (share experiences) participants shared personal reactions and results observation of the events that have been done on other participants.

3. *Processing* (processing experience). Participants discussed the dynamics that arise from experience sharing the results with other participants.

4. *Generalizing* (drawing conclusions). Participants concluded the principles, define the meaning and benefits based on the interpretation of the data.

5. *Applying* (apply). Planning participants learn how to apply the results in everyday life, including goodwill and determination to build it.

ACTION design in the form of extracurricular considered effective because an extracurricular educational activities outside of subjects and services counseling which is a vehicle for personal development of students through various activities according to the needs, potential, talents, and interests they both related directly or indirectly, with the curriculum materials as an integral part of destination and to support pen education (Asrul, 2007).

However, extracurricular activities cooperation between students, school, and exit serves as a center of innovation, penyed in collaboration with the family that jug supervising. Coaching model entrepreneurship Figure 2. Model development entrepreneurship.

Conclusion

This research resulted in entrepreneurship training model through extracurricular activities. The extracurricular program can be run with either students, school, or families as part of student life. As the center of innovation, facility providers, counselors, schools also family that also acts as a motivator. The model can be seen in Figure 3.
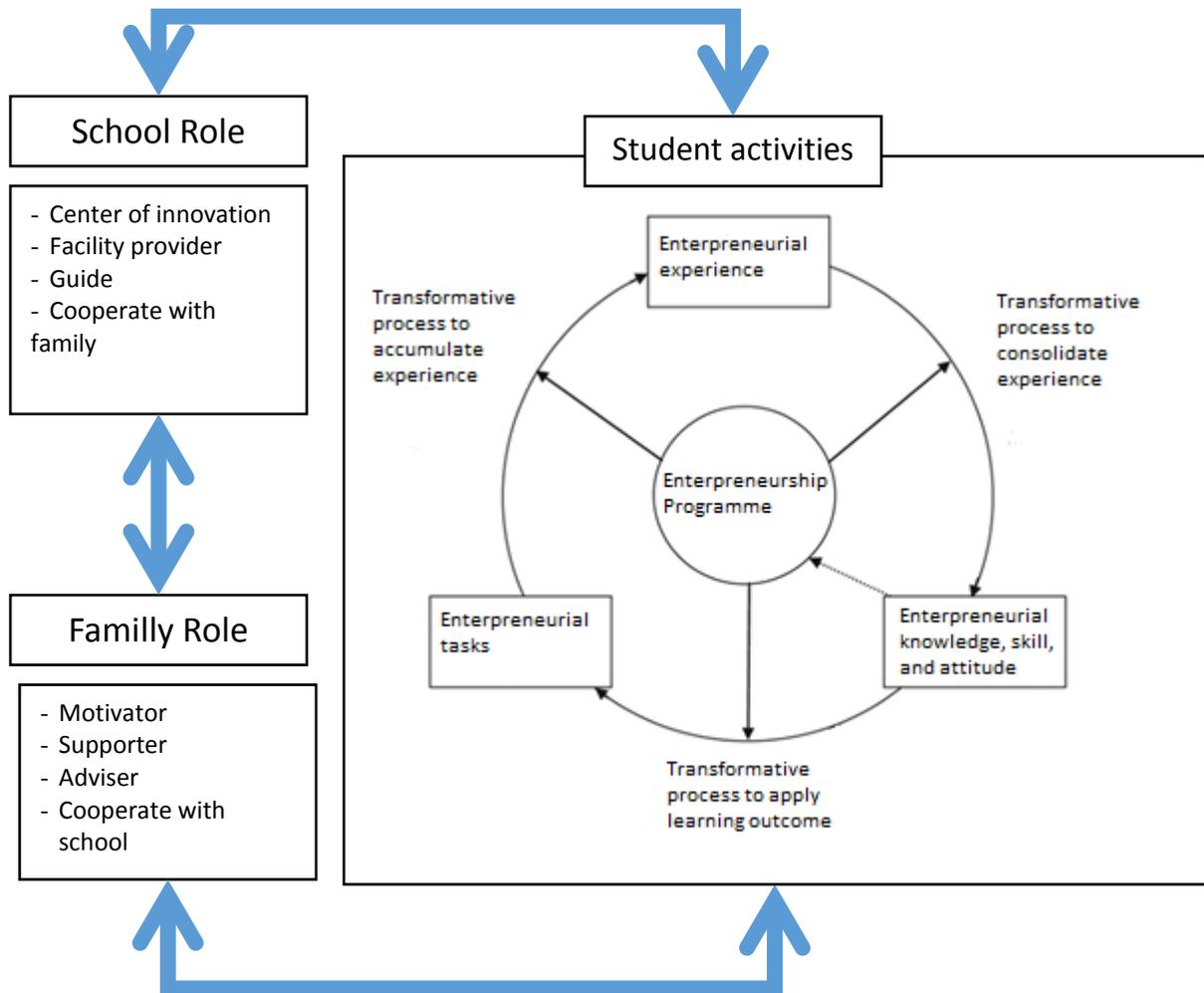

Figure 3. Enterpreneurship Training Model Through Extracurricular Activities

Extracurricular which contains a form of activity that provides knowledge, skill, and education in all institutions well if there is of student life. Schools also must motivator, driving as seen in Figure 3. This Extracurricular a complement of activities that have been implemented in schools. Activity in it more preferably contains entrepreneurial experiences that can applied in the lives of students. In the model also emphasized the importance of cooperation between schools and parents to get the desired results.

SUGGESTION

For subsequent researchers who want to conduct research on the subject of the Deaf is expected to draw up an instrument which is simple and can be understood by the subjects Deaf given language problems they have.

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