

Integration of Inclusivity Values with Entrepreneurship Education at SD Tumbuh 1 Yogyakarta

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Abstract: This research will elaborate on the integration of inclusivity values combined with entrepreneurship education at Sekolah Dasar Tumbuh 1 Yogyakarta. A glimpse of inclusive values identified as open, tolerant, and accepting behavior of others. Meanwhile, entrepreneurship has the meaning of a person's spirit, attitude, behavior, and ability to run a business or activity, increase efficiency, provide better services or generate higher profits. Therefore, the researcher will put forward the formulation of the problem, namely; how is the concept of inclusive value and entrepreneurship education, how is the implementation of the integration of inclusive values and entrepreneurship education in SD Tumbuh 1 Yogyakarta. This type of research is qualitative, then using data collection methods with interviews, documentation, and observation. The data analysis in this study used a descriptive-analytical method. With this research, it is hoped that it will become knowledgeable about the interesting collaboration between inclusive values and entrepreneurship education which are the *core values* of Sekolah Dasar Tumbuh 1 Yogyakarta.

Keywords: inclusivity, integration, entrepreneurship education, SD Tumbuh 1 Yogyakarta.

Introduction

Education does not look at age, ethnicity/race, religion, or even physique. This is especially true of the equality of education for children aged 6-15 years. In reality of life, there is a different sociocultural in each child. Based on this issue, not all of them have access to education. Especially in ABK (Anak Berkebutuhan Khusus)/disability. In 2020, Extraordinary Schools (SLB) only numbered 2,250, not comparable to disability population of 4.2 million children (MZ & Wijaya, 2022, p. 224). From this developed the concept of education known as inclusive education. Inclusive education has a meaning as the right to obtain access to education for all students who must be included in all school policies and activities (Schuelka, 2018, p. 3). SD Tumbuh 1 Yogyakarta can be called a *role model* for inclusion education (*education for all*) (SD Tumbuh 1 Yogyakarta, 2021), because of its teaching instruments that involve all students both

regular (normal) with ABK/disabled¹. Education at SD Tumbuh 1 Yogyakarta, in addition to implementing an inclusion system, also develops the character of entrepreneurship/entrepreneurship (SD Tumbuh 1 Yogyakarta, 2021). From here, the interesting aspect is the collaboration and cooperation between regular students and ABK in the project-inquiry.

Writings related to research on inclusive education and entrepreneurship have been carried out by many academics, but so far t authors can classify them into 3 forms, namely: *first*, the practice of inclusive education and entrepreneurship in educational institutions (Afandi, 2021; Anafiah & Andini, 2018; Hananta, 2015; Nainggolan & Harny, 2020; Rohmah, 2017; Sakti, 2020; Sulistianingsih & Nurjannah, 2016; Supena, 2017; Taufikin et al., 2022). *Second*, the concepts of inclusion and entrepreneurship in

¹ Students who have special needs also have various specificities such as *speech delay*, *autism*, and others.

education (Alhaddad, 2020; Darwis, 2016; Herawati, 2010; MZ & Wijaya, 2022; Nurseto, 2010). *Third*, public policy toward inclusion and entrepreneurship (Al-Kahar, 2019; Dainuri, 2019; Jauhari, 2017; Margahana, 2020; Munajah, Marini, & Sumantri, 2021). From searching various articles, although there are several research objects of SD Tumbuh 1 Yogyakarta, the author did not find a study on the integration of inclusive values with education entrepreneurship at SD Tumbuh 1 Yogyakarta.

The development of education has progressed rapidly from management and curriculum systems, to technical learning. One of them stems that are experiencing a period of growth is the entrepreneurship education system. This is because a developed country is identified with a high number of entrepreneurs and evenly distribute every citizen (Nainggolan & Harny, 2020, p. 184). The difficulties faced by the implementation of the cultivation of entrepreneurial character are one of them educator's an entrepreneurial spirit. This results in the application of entrepreneurs only becoming mere expectations and theories without any clear action (Indah Kusuma, 2017, p. 78). There is also another gap, namely the lack of distribution of this education to every level of society, one of which the disabled. Whereas in the 1945 Constitution, article 27 paragraph (2) regulates: Every citizen has the right to work and live a decent life for human beings. Then there is the reaffirmation of the amendments to the 1945 Constitution on human rights which shows that our country has paid serious attention to human dignity and dignity in the life of the nation and society. Therefore, increasing the role of persons with disabilities in state development is very important to attract appropriate attention and utilization (Nurjanah, Serikandi, & Handayani, 2022, p. 91).

SD Tumbuh 1 Yogyakarta can be said to be a forum for the union of children with special needs with other children in entrepreneurship/entrepreneurship. But not only teaching business problems, but honing and training the spirit of entrepreneurship. Pendidikan entrepreneurship oriented towards innovation and endogenous growth (Smallbone, Leitão,

Raposo, & Welter, 2010, p. 1). Therefore, this study aims to explore the character of *building* entrepreneurship which is elaborated by applying inclusive values, so that it appears that all students (ABK and regular are able to work together in cultivating the spirit of entrepreneurship.

Materials and Methods

This type of research is qualitative, then using data collection methods with interviews, documentation, and observation. The data analysis in this study used a descriptive-analytical method. Research using a phenomenological approach is one of the qualitative approaches that examines the object of study in detail and in-depth about a program, event, or activity, even at the level of individuals, people, groups or agencies or organizations to deepen knowledge of the event or occurrence. The events or events mentioned are those that happened at the time or are happening, not those that have happened for a long time and missed (Rahardjo, 2017). Data sources are divided into two, namely primary and secondary data. The primary data from this study is information from schools involved in entrepreneurship activities at SD Tumbuh 1 Yogyakarta. Secondary data is data in the form of journal articles, books, and others related to the research theme. Analisis data in this study using descriptive-analytical methods It is necessary to know that there are levels in the Yogyakarta Growing School, starting from kindergarten / kb, kindergarten/kb 1-4, junior high school, and high school. However, here the author needs to limit this research to only focusing on SD Tumbuh 1 Yogyakarta.

Results and Discussion

Entrepreneurship Education

Starting from the 1960s, entrepreneurship has spread throughout the world massively. The application of educational values in entrepreneurship can be traced to 1938 pioneered by Shigeru Fujii a Professor Emeritus, at Kobe

University, Japan (Mcmullan & Long, 1987, p. 262). Entrepreneurship means a free spirit that dares to decide for itself. Entrepreneurship is not a tool for creating a business alone, but entrepreneurship can help people who use it. The spirit of scientific entrepreneurship is not hereditary, but more naturalized in entrepreneurship is the desire to think for progress, to animate, and to create knowledge that can be used to make a living to become a business. Another definition of entrepreneurship as quoted from Donald Kuratko's statement, namely:

"Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks—in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshall needed resources; and fundamental skills of building a solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion" (Kuratko, 2005, p. 578).

From the above understanding, it can be understood that entrepreneurship is not only about business, marketing, and markets. However, it is more about *character building* that is embedded in entrepreneurship principles such as leadership, the framework of ideas designed, to reading opportunities to be utilized. This shows the importance of these characters being trained early. This entrepreneurship is pervasive not only in economics, but more broadly in the field of geography and the environment (Welter, 2019, p. 170).(Welter, 2019, p. 170)

Education that is collaborated with the moral/behaviour principles of entrepreneurship has been carried out, one of which is in the UK through the National Council for Graduate Entrepreneurship (NCGE) in 2004. NCGE is designed to conduct cooperation between companies, students, and Educational Institutions. But it is only limited to higher education (Higher Education Institutes) (Pittaway & Cope, 2007, p.

479). This principle must be instilled from childhood. Looking at the objectives of entrepreneurship education are to be able to become a medium for children in terms of activities that are adaptable to their needs (von Graevenitz, Harhoff, & Weber, 2010, p. 94). This is one of the important functions of entrepreneurship education.

In the Indonesian context itself, the phenomenon of entrepreneurship is a common activity because the majority of the population is traders/businesses. Through ristekdikti education the government has designed various entrepreneur programs such as the 1998 Entrepreneurship Student Creativity Program (PKMK) and the Cooperative Education Program (Co-Op) in the industry. In 2003 there was a Cooperative Education Program (Co-Op) program in universities (Indah Kusuma, 2017, p. 78).(Indah Kusuma, 2017, p. 78) Despite these various programs, the reality of Indonesia is undergoing rapid changes so it is necessary to study the multifaceted business environment. In recent years, companies in Indonesia have been forced to adapt to new challenges including changing consumer habits and living conditions (Ratten, 2022).

From the explanation above, it can be understood that the object of entrepreneurship is not oriented towards economic business alone, but more broadly related to *personality character building*. Entrepreneurial attitudes include *achievement, locus of control, risk-taking propensity, creativity*. From this personal character, it has an impact on the problems of education, tenure, age, previous experiences, institutional and socio-economic factors (Ratten, 2022).

Formulation of the Principle of Inclusion in Education

The basic system of inclusion f is considered as the main solution to the interaction gap between Children with Special Needs (ABK) and other normal students because inclusion education shows the values of equality in diversity (MZ & Wijaya, 2022, p. 228). In 1994 through the Salamanca Conference, UNESCO defined that "Inclusion is seen as the process of addressing and responding to the diversity of needs of all learners

through increased participation in learning, culture and society, as well as reducing exclusion in and from education. It involves changes and modifications in content, approaches, structures and strategies, with a shared vision that includes all children of the appropriate age range and the belief that the regular system is responsible for educating all children (UNESCO, 2005, p. 13).

Over the next four years, in the 1998 Agra Seminar which 55 participants had agreed on several notions of inclusive education, namely (Stubbs, 2008, pp. 38–39):

- wider than formal schooling: including home, community, non-formal and informal systems
- recognizing that all children can learn
- enables educational structures, systems and methodologies to meet the needs of all children
- recognize and respect differences in the child; age, gender, ethnicity, language, disability, HIV/TB status, etc.
- dynamic processes that are constantly evolving according to culture and context
- is part of a broader strategy to promote an inclusive society.

What needs to be created and cultured is the response of teachers who always give positive energy to those with special needs (Kış & Sarica, 2018, p. 13). This problem is also an obstacle and challenge for teachers and other students who are normal when interacting with them (ABK).

Discussion

Inclusive Values in Entrepreneurship Activities at SD Tumbuh 1 Yogyakarta

When the concept of entrepreneurship is used in the space of social reality, then a very different set of topics becomes an integral part of it (Davidsson, 2004, p. 4). The coherence of entrepreneurship with the content of other disciplines is able to contribute. Disciplines contribute significantly to the strengthening of the framework of ideas and results, while entrepreneurship helps contextualize the knowledge to a level of rites that are appreciated and have an impact on the wider community (Pebrunto, 2021, p. 163).

SD Tumbuh Yogyakarta is able to become one of the role model of inclusive educational institutions

in Indonesia, located in Yogyakarta. Even academics are interested in conducting intense research. It is proven that there have been many articles whose object of study is the Growing School. Almost all studies show this aspect of inclusivity of schools, and this study is no exception. The principal of SD Tumbuh 1 Yogyakarta named Analistia Puspa Pertiwi described that inclusive attitudes that train interaction with different people will foster trust and tolerance behavior in children (Pertiwi, 2022).

The curriculum implemented at SD Tumbuh 1 Yogyakarta refers to the Main Curriculum: National Curriculum with local wisdom content (Jogja educational spirit), inclusion-multicultural and campus privileges program (entrepreneurship). Enrichment Curriculum: Cambridge International Primary Program (CIPP) in English, Math, Science subjects (SD Tumbuh 1 Yogyakarta, 2021). The combination of the values of inclusion and entrepreneurship is something interesting, because each activity displays teamwork consisting of regular children and children with special needs. Entrepreneurship is the foundation here not only oriented towards business concepts, but leaning towards training entrepreneurial spirits such as leadership, the framework of ideas designed, to reading the opportunity to be taken advantage of. Here are some programs that show their compactness, namely:

1. Cooking Fun



Figure 1. Cooking Activity.

This activity is one of the inquiry projects from class 2. Their activities saw and practiced the steps to make donuts in one of the market places, namely mimiroti cakery yogyakarta. The cohesiveness they display with teammates whether they have

special needs or not. For the child who *is delayed* is assisted by other friends and teachers for directions on what he should do. Although regular children do not understand sign language, they try to communicate with children with disabilities.

2. Science Activity

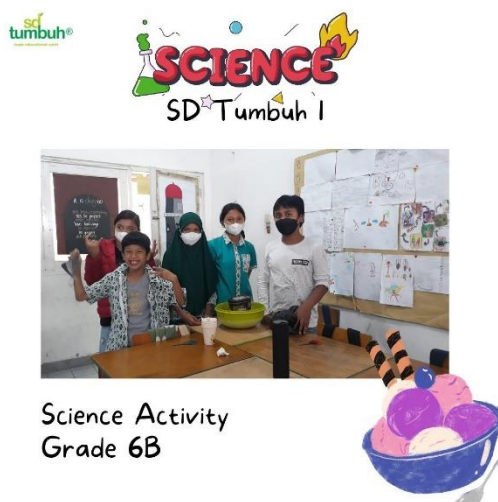


Figure 2. Science Activity

From this activity, there is a child named Faqih who has a *speech delay* need. However, it was ignored by his teammates. They still cooperate very well with him, as can be seen from the look on his face that is very cheerful and feels comfortable. This Science Activity program practices students to make ice cream from simple ingredients. The inclusive values here are seen in the collaboration between them with the direction of a proportional team leader. This activity also shows the entrepreneurship principle of them by utilizing limited tools and materials.

3. Entrepreneurship Activity



Figure 3. Entrepreneurship Activity

This activity has clearly provided an overview of entrepreneurship sessions in the SD Tumbuh 1 Yogyakarta environment. On this occasion, children are given space to present their products to other classes. They communicate and cooperate with each other without any limitations.

4. Reduce, Reuse, Recycle



Figure 4. Triple "R" Activity

Reduce, reuse, and recycle are activities for processing and selecting waste based on its type such as paper, plastic, bottles, and so on. After that, it does not arrive to be collected in one place, but also sells it to collectors/buyers. This activity can train and utilize the waste at home to be worth rupiah.

5. Finding New Friends



Figure 5. Solidarity Activity

The activities held by SD Tumbuh 1 Yogyakarta are not only limited to those in the school environment. However, interacting and providing social assistance to orphanages. The purpose of this program is for them to have a sense of care that is

not only shared by regular children, but also children with special needs.

Conclusions

This research demonstrates the creation of an interesting collaboration between inclusive values and entrepreneurship education which is the core values of the sd 1 yogyakarta. Programs that describe the implementation of two inclusive behaviors and entrepreneurship can train children to understand and relieve one another. The programs are cooking is fun, science activity, entrepreneurship session, 3 R (reduce, reuse, and recycle), and finding new friends.

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