

Education and Sosial Economic Changes: Optimizing Visual Art Education for Children with Special Needs in Entrepreneurship

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Abstract

Children with special needs have not had optimal opportunities in entrepreneurship due to limited skills and media to make it happen. The research objective is to analyze the underpinning aspects in optimizing fine arts learning to accommodate children with special needs in entrepreneurship, so that the results of the research are expected to provide solutions for learning design, that can optimize education in improving the socio-economic status of children with special needs. The research method used is qualitative descriptive methods. This study also use a case study approach and literature studies. To get more valid data, the researcher also conduct interviews with parents and teachers at SMALB (Senior High School for Special Need) Tunas Kasih Surabaya. The results of the study concluded that entrepreneurship activities can be optimized according to the interests and talents of each child. However, teachers can optimize it by providing simple entrepreneurship skills through subjects such as fine arts education. While the role of parents is to support children's talents by providing facilities and opportunities to develop them. Collaboration between children, teachers and parents will have a positive impact on program optimization. But there are other factors that are also very important, namely the ability to communicate both visually and verbally. These condition affects the implementation of entrepreneurs, which need to make habituation in increasing their knowledge.

Keywords: Visual Art Education, Spesial Needs, Entrepreneurship.

INTRODUCTION

Children with special needs have the same right to obtain proper education, but in reality educational services are less than optimal, one of the reasons is the less optimal use of learning media adapted to children with special needs both aggressively and inclusively [1]. Children with special needs now have the same opportunity to attend undergraduate programs or to get a job, this is evidenced by the existence of a special disability pathway program.

Human resources (HR) on the teacher's side do not fully have competence in mastering special skills material because of the educational background of HR from the SLB major [2]. Most of the teachers are classroom teachers, and not all of them have attended in-depth training in learning mastery of skills such as design and crafts. On the other hand, to increase skills and produce an

economy independently, you must have skills [3]. These four topics have their own urgency, especially in educational institutions as a place for children's learning. The ability of a child, especially children with special needs, will be more optimal if the surrounding environment also supports the learning process. there is the concept of eco-connectivity learning, which links the role of parents in supporting the education of children with special needs and working with teachers to optimize learning outcomes. It needs to be prepared regarding the competencies that must be learned by parents in accompanying children to study at home. The role of the teacher as a trigger in learning is to design learning according to the basic competencies that have been determined together, then it is developed by selecting themes according to conditions and making learning media that make it easier for students to understand learning according to their abilities. This provides a comprehensive assessment, which further strengthens the role of teachers, parents and the environment to support the competence of mentally retarded children through art learning.[4]

Based on observations and interviews with the head of SLB Tunas Kasih, the problems faced were the absence of learning media for children with special needs, teacher guides in teaching and parents' limitations in improving design skills. This is unfortunate because the school has taught students how to operate computers, but only knows Microsoft Word. Optimizing fine arts learning has the potential to equip children with special needs in entrepreneurship.

One of the Tunas Kasih SLB programs is in optimizing entrepreneurship by providing screen printing skills for students, which is expected to help help the economy when they graduate from school. Screen printing programs made by schools still use designs from the internet and were designed by teachers using the Cnv application which is still very prone to plagiarism.

This research was structured in order to solve problems related to how SLB students can do business independently and optimally. The research objective is to analyze the supporting aspects of optimizing fine arts learning in supporting children with special needs in entrepreneurship.

1.1. Potential of children with special needs

The potential of children with special needs varies greatly depending on the type of special needs they have. Every child with special needs has unique talents, interests and abilities, and it is important to recognize and develop their potential. [5]

Children with special needs have high academic potential in certain fields, such as math, science, art or language. The right support and teaching can help them develop their potential in these areas. Many children with special needs show extraordinary creative potential. They have rich imaginations, impressive artistic skills, or exceptional musical abilities. Giving them the opportunity to express their creativity can help increase their sense of self-esteem and personal satisfaction. [6]

Although children with special needs face challenges in social interactions, they also have the potential to develop strong social skills. With the right support, they can learn to communicate, collaborate, and build positive relationships with others. Children with special needs also have the potential to develop special practical skills, such as skills in cooking, caring for pets, or working with hand tools. Considering their interests and talents in these matters can help them feel competent and successful.

Apart from being in the arts, children with special needs also have the potential for athletic excellence. Not all children with special needs face physical barriers. Some of them have extraordinary athletic abilities. Sports and physical activities can be a good channel for them to express themselves, improve motor skills, and build self-confidence.[7] In addition, Generation Z shows a strong preference for participative, collaborative and technology-oriented leadership.[8]

1.2. Visual art ducation and entrepreneurship

Fine arts education and entrepreneurship skills are two fields that can be combined to provide students with holistic understanding and skills. [9] Creative Arts Learning gives students the opportunity to explore various art media, such as painting, drawing, collage art, or sculpture. Providing creative teaching will encourage students to produce unique and original works of art.

Fine Arts Exhibition and Art Market are one of the promotional activities for works. This will help develop students' social and communication skills to dare to appear in public, market their work, and increase self-confidence. In addition to fine arts skills, students also need to be introduced to the basic concepts and principles of entrepreneurship. Learning includes materials that discuss innovation, value creation, time management, communication, and leadership. Discuss the experiences of successful entrepreneurs and how they grew their businesses.

Another program that can be developed is the Entrepreneurship Project. Students are invited to design and implement their own entrepreneurial projects. Students are given the opportunity to identify opportunities, develop business ideas, create simple business plans, and execute the project. In the context of fine arts, this project can involve the production and sale of their artwork, such as greeting cards, paintings, or other art products.[10]

RESEARCH METHODS

This research is case study approach because intends to describe, interpret, and analyze conditions that occur in depth, without changing the facts that occur. Therefore, qualitative research is also referred to as naturalistic research, which is research by looking at the facts in the field as they are. This case study research was conducted in "SMALB Tunas Kasih Surabaya". The foundation was chosen, because it deals with spatial limitation in this research, which is limited to the city of Surabaya. The research subject was a class XI student at SMALB Tunas Kasih Surabaya in learning Arts and Culture. The study lasted 3 months, with data taken in 2023. This study uses the viewpoint of art education, and the flexibility of art in relation to art learning, art

skills and entrepreneurship. Case studies can be done by conducting in-depth observations with the subject [11]. That is because in the condition of this study, it is not possible to conduct interviews with subjects, but the researcher also conduct interviews with parents and teachers at SMALB Tunas Kasih Surabaya [12]. Observation includes the subject's behavior and creative process when he learns by applying art technology. The technology in this study explores the ability of art in its position to be an used to support the optimization of entrepreneurial activities.

RESULTS AND DISCUSSION

Art Education, Economics, and Children with Special Needs are three fields that have different but important relationships in the context of education and child development. Arts Education focuses on developing children's skills and understanding in the arts, such as fine arts, music, dance, and drama. Through art education, children can enhance creativity, self-expression, problem solving, and appreciation of various art forms. Art education also helps in the development of critical thinking skills and broadens children's cultural horizons.

While the basic concepts of economics, such as production, distribution, consumption, and resource management. It is an advanced part in developing the output of art learning outcomes. Through economics education, children can develop analytical thinking skills, personal finance, and an understanding of the existing economic system in society. This economic improvement can later change the social life of children with special needs.

Children with special needs refer to children who have special educational needs because they have differences in physical, cognitive, social, or emotional abilities. But do not rule out they have the same opportunities as children in general. This requires more attention in various programs and strategies to help these children reach their potential. Teachers and special educators are trained to provide education according to the individual needs of children, including providing additional support, modifying the curriculum, and using different learning methods.

These three fields can complement each other in the context of education. For example, arts education can help children with special needs express themselves, improve social skills, and increase self-confidence. Meanwhile, economic education can help children with special needs understand economic concepts in their daily lives and help them become more financially independent. It is important for educators and related parties in the education sector to ensure that children with special needs receive inclusive education and receive appropriate support according to their needs, including the development of artistic skills and economic understanding

Children with special needs have potential that can be developed in entrepreneurship like children in general. They have unique abilities and talents that can be used as capital to create business opportunities. However, the right approach and adequate support are essential in developing their potential. The results of interviews conducted with the head of the Tunas Kasih school yielded factors that need to be considered in optimizing the potential of children with special needs in entrepreneurship, one of which is by understanding the needs of students. It is

important to understand the special needs of the individual child. Every child with special needs has uniqueness and strengths that need attention. This understanding will assist in identifying areas of interest and potential that can be developed in an entrepreneurial context.

Every child has different interests and talents, so it is necessary to identify their interests and provide opportunities to develop talents to help them go through the entrepreneurial process. This cannot be separated from parental support and strengthening skills. The steps provided by the school are by providing education and training through arts and culture lessons. Children are introduced to computer programs and the ability to print simple screen printing, however, due to limited knowledge, there is a lack of optimizing the use of technology to support these activities. The following is the work of children with special needs in screen printing

In accordance with the concept of art eco-connectivity, collaboration and cooperation by involving parents, teachers, therapists and the community in supporting children with special needs is the key in developing their potential. This collaboration can include developing educational programs, skills training, and seeking business opportunities that suit children's interests and talents. Creating an inclusive and supportive environment is key in developing the potential of children with special needs in entrepreneurship. Ensuring that they feel welcome and supported in the business community will increase their confidence and motivation.

Tunas Kasih Extraordinary School, Jeruk Village, Lakarsantri District, Surabaya City is an educational institution that provides services for students with disabilities according to the needs of students based on a variety of disabilities. The types of special needs in the school are mentally retarded, deaf, autistic and down syndrome. In 2023 SLB Tunas Kasih still uses Curriculum 13 for students with disabilities, not all of which are fully implemented because it adapts to the abilities and conditions of students.

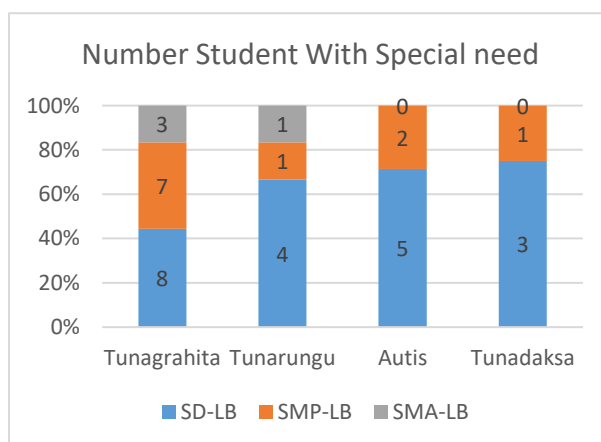


Figure 1. The number of SLB Tunas Kasih
(Dok. Tukas. 2023)

Tunas Kasih SLB has three levels, namely SD-LB, SMP-LB, and SMA-LB. however, this study only focused on 6 students from the SMA-LB level consisting of 2 children including mentally retarded,

2 deaf children, 1 autistic child, and 1 quadriplegic child. The principal of the school said that in the life skills development program Tunas Kasih SLB had provided enrichment related to the introduction of computer programs and screen printing skills. Students are introduced to the Microsoft Word program and how to type using a computer. In screen printing material students are equipped with screen printing skills using tracing paper heating.

Designing is a skill that is equipped through learning arts and culture, the results of observing case studies of student work, all of them are interested in designing, but the limited ability of children to understand design applications makes the work they produce limited. This is because children with special needs do not use easier applications but can be used for independent design development so that they can produce original works.



Figure 2. The design of SMA-LB students

(Dok. Nuril. 2023)

The results of observing the work they have made each have different characteristics both from the color selection or the theme chosen from the design application using Cnv. The two mentally retarded children each with the initials A and R, who have the same type of features but have different results, R is more likely to choose pastel colors with neat and orderly compositions, while A chooses bright colors and irregularly placed design compositions. 2 deaf children with the initials C and J made with bright colors and a regular symmetrical composition, 1 autistic child with the initial S was less interested in making designs so they just followed their mentor, and 1 disabled child with the initials Z was very enthusiastic and produced designs with bright colors and symmetrical composition. The design drawback of all children is that all image elements are taken from the application so they don't explore what they want to convey due to image limitations.

Apart from the aspects of interest, support, skill development, social and communication skills are also needed. Social skills are also an important factor in entrepreneurship. Children with special needs need additional support in developing communication, negotiation and teamwork skills. Social skills development programs can help them build effective business relationships.

The communication development of children with special needs, such as children with autism, deafness, or other developmental disabilities, can be different from the communication development of children in general. However, with the help of education, therapy and the right support, children with special needs can still develop significant communication skills.

Here are some communication developments that may occur in children with special needs:

1) Language Development:

Children with special needs mostly experience delays in language development, both in speech and understanding. They need additional help learning vocabulary, grammar, and using proper sentences.

2) Nonverbal Communication:

Some children with special needs have difficulty communicating verbally. However, they may develop alternative ways of communicating, such as using sign language, images, or communication assistive technologies such as hearing aids or onboard communicators. Meanwhile, to help communicate visually in realizing the work of children with special needs, they need to get aesthetic experience by looking at reference sources according to their interests.

3) Social Interaction

Children with special needs tend to have difficulties in social interaction and understanding social rules. They may need additional guidance and support to develop social skills, such as recognizing facial expressions, reading body language and sharing interests with others. Pragmatic skills also need attention because it is necessary to use language in the right social context. Children with special needs need help in developing the ability to speak politely, take turns speaking, and understand the purpose of communication.

4) Listening Ability

Children who are deaf or hard of hearing, may have difficulty hearing and understanding what others are saying. They may need help with hearing aids, hearing therapy, or sign language. However, in facilitating communication to improve skills, it is necessary to have special learning media according to the needs of both the deaf and children with other special needs.

Research about identifies Children with Special Needs Communication in Social Interaction. The study showed that children with special needs were able to communicate well, even though they were a little slow in capturing the message delivered and children with special needs were able to interact socially with their environment, but could not be separated from the disorder that is unfocused. [13]

Besides that, there is also research on the communication process therapy for children with special needs. Necessary interpersonal approach. Even during therapy, the therapist will communicate through emotional ties. Barriers in the therapist's interpersonal communication process with children with special needs, that is, children with special needs sometimes experience ups and downs in mood so they experience tantrums and can be from the child's parents who cannot be invited to work together to carry out their activities back at home. In the research that was found, there were two factors, namely the child and the parents. Children has a cognitive

that is difficult to handle and the age gap with the developmental age is quite far, as well as people parents who are difficult to work with to carry out their therapy activities back at home so that the child's development it's getting better.[14]

From the two supporting research data it can be concluded every child with special needs has unique needs and development. Therefore, the right approach and individualization in helping these children is the key to supporting their communication development. Therapists, educators, and parents play an important role in providing an environment that supports and facilitates the development of communication in children with special needs.

CONCLUTION

Entrepreneurial activities can be optimized according to the interests and talents of each child. Art Education, Economics, and Children with Special Needs are three fields that have different but important relationships in the context of education and child development. This can be optimized by providing simple entrepreneurship skills through enrichment education and subjects such as fine arts education. the role of parents is to support children's talents by providing facilities and opportunities to develop them. Collaboration between children, teachers and parents will have a positive impact on program optimization. But there are other factors that are also very important, namely the ability to communicate both visually and verbally, this affects the running of entrepreneurs so that there is a need for habituation in increasing their knowledge. Every child has different interests and talents, so special educational strategies are needed to develop them.

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