



Ability of Deaf Students in Internalizing Ecopreneurship Values

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Abstract

Universitas Negeri Jakarta as a tertiary institution providing inclusive education through a special service unit provides several programs. In the form of a superior program instilling soft skills and hard skills. This study uses a descriptive qualitative method by integrating the value of entrepreneurship in the Education Innovation course. The strategy for developing an entrepreneurial interest through the lecture process begins with mapping the characteristics of course participants, syllabus, and teaching materials by the IQF level 6 standard which describes learning outcomes based on a predetermined student entrepreneur profile.

Keywords: *Deaf Students; Ecopreneurship; Ability*

1.Introduction

Recognition of the rights of persons with disabilities is one of the most important milestones in human history besides the abolition of slavery, and the recognition of human rights (Santoso, 2022; Trihastuti, 2022; Utama, 2021; Supena, 2020). Previously, persons with disabilities were seen as not having the potential to play a role in social life and were often seen as a burden on society. They are often treated unfairly, and in many areas are considered a disgrace to the family. As a result, persons with disabilities are often separated from the general public, in the field of education and other aspects of socialization (Musayaroh, 2022; Ramadhanty, 2022; Setiyatna, 2022; Ratri, 2021). Thus the solution to the problems of persons with disabilities in society uses an approach based on compassion (charity approach).

Inclusive education according to Article 1 of the Regulation of the Minister of National Education (Permendiknas) No. 70 of 2009, namely an education delivery system that provides opportunities for all

students who have disabilities and have the potential for intelligence or special talents to participate in education or learning in an educational environment together with students in general.

College education has a very important role in supporting the success and progress of a country (Santoso, 2022; Trihastuti, 2022; Main, 2021). Graduates from universities in Indonesia are expected to have the ability and strong entrepreneurial spirit to be able to support Indonesia to compete with other countries (Muliadi, 2022; Kempa, 2022; Lestari, 2022; Afridayani, 2021). Likewise, with education at Jakarta State University, it is hoped that students will have entrepreneurial abilities.

Entrepreneurship lecture activities at Jakarta State University aim to develop students' soft skills and hard skills as a young generation who have an entrepreneurial spirit that is smart, tenacious, independent, creative, and competitive. To support this, students must understand the concept of entrepreneurship theory and have a high interest in entrepreneurship. In lectures this activity is integrated into educational innovation courses, students are required to explore all their abilities to learn in theory and practice. So far, student entrepreneurship products have not reflected the application of their scientific disciplines.

Ecopreneurship, or what is commonly known as entrepreneurship, literally comes from the words eco and preneur. Eco is short for ecological which can be interpreted as a scientific discipline that studies the interactions between living things and their environment.

Entrepreneurship is the human ability to design something or a product that is new, innovative, and creative to create an opportunity for success. Ecopreneurship is an innovative effort or activity to create an environmentally friendly product that can generate financial benefits by taking advantage of opportunities that exist around the environment. There are many training activities on efforts to utilize and reprocess waste into works or products that are useful and economically valuable, but so far these activities have only been limited to practice without any follow-up. If people want to pursue ecopreneurship activities, it can become a promising business opportunity in the future.

This is because the main raw material used is waste which is cheap and is not even used by humans anymore, but with just a little touch of creativity, it will produce high-value ecopreneur products. This is the exact reason that ecopreneur products are expected to be an alternative solution for solving environmental problems due to improper waste management. Several ecopreneur products are produced by recycling trash and waste that are no longer useful for goods of high value. Garbage is the term for all materials or materials that have no use value, even if not handled properly it can damage the environment around it.

Student interest in entrepreneurship can grow because students understand the knowledge about entrepreneurship gained during entrepreneurship lectures, then interest in entrepreneurship will be even greater if it is complemented by the participation of a student in entrepreneurial activity as an effort to gain experience. Interest in entrepreneurship is a sense of interest in human beings to create an opportunity or business which then acts directly to regulate, organize, and be fully responsible for the business it creates.

This research was conducted in two stages; the first stage was the provision of knowledge or education about the environment (eco-education). The second stage is the assignment of projects in the form of making entrepreneurial products made from waste as the main raw material. The assignment of this project aims to provide experience to students in designing entrepreneurial products that are innovative, creative, attractive, and environmentally friendly. The application of ecopreneurship in the Education Innovation course for Jakarta State University students is expected to be one of the efforts to foster student interest in entrepreneurship or entrepreneurship and increase student creativity. produce entrepreneurial products that are unique and creative as well as by the disciplines studied during college.

2. Method

Research is a type of qualitative descriptive research. This research is applied in the Education Innovation course. This research is more focused on providing experience in the form of project assignments for making entrepreneurial products made from waste to Deaf students at the State University of Jakarta, totaling 5 people. In addition to gaining knowledge in the form of education about waste processing, students are also expected to acquire skills in processing various waste into business products for entrepreneurship by the knowledge gained from lectures. Learning about the environment begins with providing education about waste, types of waste, the negative impact of waste on human health, and some examples of products resulting from waste processing.

In the next activity, students were asked to design entrepreneurial products from waste. From this activity, students are expected to have insight into the environment (eco-education) as well as the skills to make environmentally-based entrepreneurial products. With these activities, students' interest in entrepreneurship can be increased.

This research was conducted through three stages, namely the stages of data collection, data analysis, and conclusions. The data collection stage is the most important part of research, because at this stage it is determined which technique will be chosen in the research. To get the right data and information in a study, the right technique must be used. In this study, data collection techniques were carried out through observation, literature study, documentation, and the distribution of interest in entrepreneurship questionnaires. The data analysis phase was carried out to analyze the data obtained during the study. The conclusion and evaluation stages are carried out to obtain important information related to the results of the research.

3. Results and Discussion

3.1 Deaf Student Ecopreneur Products

The project task is in the form of environmentally friendly entrepreneurial products made with waste raw materials. Broadly speaking, there are two groups of ecopreneurship products produced by students, namely ecopreneurship products made from inorganic waste.



Figure 1. Ecopreneur Material

Glass is a durable material and can be used many times without changing its shape. Glass is made of sand and various minerals available in nature. The sand commonly used in the glass-making process is a special type of sand that is harvested from riverbeds or seabeds. The process of taking sand on an industrial scale for the production of glass packaging will disrupt the microorganisms that live in the ecosystem, and even risk disrupting the food chain. A second problem arises in the production process.

this process requires heating all ingredients to a temperature of 1,500 degrees Celsius. This heating aims to melt all the components into a liquid and make the resulting glass more resistant. To get such a high temperature, the industry needs to burn 1.17 to 1.19 tons of fossil fuels for every ton of glass produced. This process is process that is not environmentally friendly, considering the high consumption of fossil fuels and the remaining combustion gases released into the air. The third problem is that glass is not biodegradable and the recycling rate is low. Glass can indeed be recycled to form other glass products. Unfortunately, the recycling rate of glass packaging is very low. We can reuse the glass containers we get at home for other functions.

Environmentally friendly is the application of the concept of "zero waste", in practice environmentally friendly industries are expected in industrial processes to carry out strategies to prevent, reduce and eliminate the formation of waste as an environmental pollutant. This can work if the activities have been designed starting from raw materials, and process technology to the end of the activity that is environmentally friendly.

In this study, students used more inorganic waste as the main raw material in making eco-friendly ecopreneur products. This is because organic waste is easier to find and easier to process. Organic waste is easier to decompose by microorganisms, so it cannot be used as a long-lasting product. Inorganic waste is a type of waste that is very difficult or even cannot be decomposed by microorganisms. Inorganic waste is a type of waste that is the main cause of contamination of an environment if it is not handled properly. Proper processing of inorganic waste is very effective in preventing environmental pollution.

3.2 Entrepreneurial Interests of Deaf Students

Entrepreneurial interest is a person's desire and interest to try as much as possible to create a new business or opportunity and be ready to take all the risks that will occur and be fully responsible for what he does. Two aspects can foster a person's interest in entrepreneurship, namely cognitive and affective aspects. Cognitive aspects in the form of knowledge and information about entrepreneurship (entrepreneurship) that can be obtained by students during entrepreneurship lectures.

The affective aspect can arise in a feeling of interest in something which then encourages someone to participate directly in something they like. In this study, the affective aspect can be obtained by involving students directly to design and design eco-friendly ecopreneur products. With the direct involvement of students in this activity, it is hoped that it can foster student interest in entrepreneurship. To build student entrepreneurial interest, it is necessary to map student characteristics based on individual analysis, to find out if student attention can adjust designs so that students are interested. Then the syllabus and teaching materials are prepared by the IQF level 6 standards which describe learning outcomes based on the student entrepreneur profile that has been determined. The learning method must also be appropriate and project-based which guarantees the achievement of the learning outcomes that have been set starting from the 1st lecture activity to the 16th lecture activity.



Figure 2. Ecopreneur Assistance for Deaf Students

The entrepreneurial profiles set include 1. The entrepreneurial attitude that must be possessed, namely the courage to take risks, being able to see the future and create opportunities, being able to modify products by providing added value for consumers, thereby creating a difference with competitors. 2. Knowledge competencies include micro and macroeconomic environment, marketing, finance, business feasibility, business management, and risk management. 3. Skill competencies include Business Communication, Business Planning, Idea Generating, Creating Products/Services, Building Relationships and Market Networking. To guarantee practical content in the learning process, business partners are needed which are business incubators for students.

Disruption initiates modifications in all aspects of life locally and globally (Ciffolilli & Muscio, 2018). The era of disruption has implications for significant changes in various fields, especially in the education sector. This era of disruption was followed by the growth of more and more millennial generations, they are Generation Y or Gen Y. Many of the terms Gen Y have been put forward by experts including NetGen, Google Generation, Digital Natives, and Millennials.

The obstacles faced by deaf students in communicating are not fluent because of their physical limitations and busy working parents. Limitations and difficulties in speaking gave rise to the opinion that the deaf hearing other people's conversations have poor hearing or is unable to perceive sound, so it is difficult for them to communicate verbally (Putranto, 2015).

This generation is believed to be the capital for sustainable human resource development and provision in welcoming the demographic bonus for 2030-2045 (Wijiastuti, 2022). , and Innovative.

Conclusion

The application of ecopreneurship to Jakarta State University students through the Educational Innovation course can foster deaf students' interest in entrepreneurship. This can be seen from a series of projects that students have done. Ecopreneur products that are environmentally friendly have been made by students with quite a lot of variations which also shows that students are quite interested in developing environmentally friendly entrepreneurial products. The implementation of ecopreneurship activities, can create prospective and promising business opportunities, while at the same time participating in helping to preserve the environment. To build student entrepreneurial interest, it is necessary to map the characteristics of participants in entrepreneurship courses and analyze the needs of students with special needs, syllabi, and teaching materials accordingly.

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