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School Principal Leadership In Growing Entrepreneurial Value In The Southwest Aceh Public Special School

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Abstract

Education is an opportunity for citizens to gain knowledge. The government is committed that every child has the right to buy, especially children with special needs. Adequate education is given to respect and protects children with special needs without any discrimination in education. Educational services for students with special needs form responsible for the success of education. The condition of students with special needs, which are different from the characteristics of normal children, requires more handling and attention—qualitative research with descriptive method. The research location is at the Southwest Aceh public special school. The sampel research of the principal, teachers and students of Southwest Aceh public Special school. Data collection techniques using the method of observation, interviews, and documentation studies. The research results on the role of school principals in fostering entrepreneurial values in students by implementing the *gigeh* program, such as hydroponic skills, skills to make crispy *kipang*, catfish farming, mask making, and decoration. This *Gigeh* program also fosters entrepreneurial value for children with special needs and encourages the establishment of a *Pancasila* student profile.

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Introduction

Education is a right for every human being. This is a mandate of the 1945 Constitution, article 31, paragraph 1, which contains, "Every citizen has the right to education." Paragraph 2 reads, "Every citizen is obliged to participate in primary education, and the government's policy program is obliged to finance the study period, (Anggun & Efendy, 2018). The State provides opportunities for citizens to get proper education for ordinary people and people with disabilities.

Referring to permendiknas No. 63 of 2009 concerning the education quality assurance system, it is an activity integrated within an education unit to improve the intelligence of the nation's life. Education quality assurance has a philosophy of not discriminating against students for any conditions that exist in students, and lifelong learning is provided for students in treating, facilitating, and encouraging students to become educated, independent, innovative, creative individuals and have an entrepreneurial spirit for development self-potential (Hidayat et al., 2021).

Regulation of the law on the national education system number 20 of 2013 has attempted to improve the quality of education throughout Indonesia through various regulations that have been issued, namely the compulsory education program (Rida Fironika, 2015). The 9-year compulsory education program is listed in government regulation number 47 2008. The 9-year study program continued with the latest program in 2012, designed a 12-year compulsory education program better known as the Universal Secondary Education (PMU). This policy has a legal basis in the Minister of Education and Culture Regulation number 80 of 2013. Program This latest aim is to maintain the continuity of the successful implementation of the 9-year compulsory basic education program while at the same time preparing Indonesia's golden generation to support the success of education in 2045 in the world of education (Winigsih et al., 2017).

In the education system in Indonesia, there is regular education, and one of them is special education services; a form of special education is an extraordinary school that organizes special elementary schools, special junior high schools, and special high schools. Special schools provide educational services for children who are blind, deaf, impaired, impaired, and emotional, social, and behavioural to get the same education as the general public in acquiring academic knowledge. Therefore, special schools face various threats, challenges, and weaknesses in carrying out scientific and technological development activities, which constantly change according to the times. Special schools carry out the duties and functions of schools by developing the skills and abilities of children with special needs as capital in their daily lives. Special schools are one of the 12-year compulsory education programs prioritizing education for children with special needs. Education is the right of every human being without exception.

Education is an essential part of human life for typical children and children with special needs because education is where the learning process occurs in acquiring knowledge, character values , and skills. Education that serves children with special needs is better known as special education or special education. Education for children with special needs is prepared to meet their individual needs. Educational services are provided through teaching services, strategies, methods, and appropriate learning media to support the educational process.

Education for children with special needs is a different learning design that includes teaching techniques, materials, tools, facilities, and infrastructure. The fundamental right that children must obtain is education. Education does not look at children with health conditions and even health problems. If a child's health problems result in regular schooling, alternative forms of learning should be provided. Children with disabilities are offered education in special schools (Baker et al., 2018). So that children with special needs can adjust their uniqueness in getting the proper education according to their individual needs and obstacles (Anidar, 2016).

Children with special needs are considered to have abilities different from their peers. Children with special needs show physical, intellectual, and emotional characteristics that are high or lower than normal children. According to (Fuandai, 2010), children with special needs are special children who experience deviations from ordinary children, so they require special attention, services, and other areas that can make life more meaningful and worth living. In other words, children with special needs cannot maximize the teaching and learning process in regular classes due to physical, mental, emotional, and other disabilities that are not easily detected and identified. Therefore, these special students need special treatment and attention when studying in class (Fuandai, 2010).

Children with special needs need more treatment because they experience developmental disorders and limitations, so they are given special services and treatment to achieve development and special needs in educational services (Astuti, 2017). The condition of children with special needs in society is still negatively impressed by some communities and parents. Some parents still are ashamed of their child's condition as having limitations. Many children with special needs have not had the opportunity to study at school because there is no support from parents; society considers the condition of children with special needs if at school there is no change in terms of independence, knowledge, talent, skills, and potential. Children with special needs have strengths and weaknesses. Children with special needs can develop their abilities and be trained in life skills, including taking care of themselves and skills (life skills), so that they are helpful for the future sustainability of children with special needs. Limitations are not a problem children with special needs should be afraid of with an educational role; children with special needs can be trained in academics and vocational skills.

Vocational skills are defined as life skills to work. They are oriented to be brave in facing life's problems without being pressured, creatively expressing ideas, and trying to overcome them (Iswari, 2007). Problems faced by children with special needs There are still many problems in education, skills, and work areas. Children with special needs are disturbed by independence to support daily activities. The government addresses this problem through education by developing vocational skills. In learning vocational skills, children with special needs are allowed to be independent without the help of others and fulfil their income and be able to finance their daily needs.

Implementing vocational skills aims to provide children with special needs with adequate skills for future provision. Schools need to prepare a mature skills program through non-academic programs. The school supports students with special needs to explore their abilities more regarding achievement and career. Schools can implement skills programs providing career education (Rezeika & Wahyuno, 2018). Implementing vocational skills involves personal skills, including realizing the strengths and weaknesses of God's creatures so that it is beneficial for oneself and the environment by applying an attitude of honesty, hard work, mutual help, and discipline. Thinking about rationally controlling the mind to find information spawns the habit of reading and writing. Courage to make decisions, students are taught to dare to make decisions, make decisions and even accept the risks of their decisions. Children with special needs can solve problems by thinking in a directed and wise manner. Social skills relate to interpersonal conditions, where students with special needs, when implementing vocational skills, often communicate between teachers and students to facilitate material delivery. With the ability to cooperate when learning skills, students can discuss and help each other with peers to facilitate work in a group (Prihatin et al., 2019).

Through the explanation above, students with special needs, besides learning vocational skills related to the ability to think, communicate, and interact. These three abilities are applied when carrying out daily activities. Schools carry out their duties of providing knowledge to all students with special needs. Schools not only focus on academics but also design vocational skills learning to be taught to students with special needs to develop skills, talents, and potential and foster entrepreneurial skills. The Indonesian Ministry of Education initiated a *Sekolah Penggerak* program through Permendikbud Number 162 of 2021, which implements a quality education unit model to improve the quality of education in schools with comprehensive interventions for school principals, supervisors, teachers, and school committees. *Sekolah Penggerak* Program is a 2022

Ministry of Education program that holistically focuses on student development learning outcomes to realize the '*Profil Pelajar Pancasila*.' The aim is to teach students through intervention project-based learning models. It is hoped that schools implementing activating programs will move in a better direction (Sibagariang et al., 2021). This program is based on school progress in moving itself and other schools for school progress. Based on observations at the Southwest Aceh public special school, he was appointed as one of the organizers of the *Sekolah Pengerak* in Aceh Province. Researchers are interested in examining the implementation of the Southwest Aceh State public school *Sekolah Penggerak*—project in Fostering Entrepreneurial Values.

Method

This study uses qualitative research with descriptive methods. Descriptive research aims to make a systematic, actual, and factual description based on existing facts and related to the conditions to be studied (Sugiyono, 2010). The research location is at Southwest Aceh District, Aceh Province, the address of the Southwest Aceh public special school. The research subjects are teachers and students. The data collection technique used the direct researcher observation method of the object to be studied, and prepared field notes conducted the method of interviewing teachers and students with special needs guided by interview guides and documentation studies regarding important school documents as well as photos and videos that could support research data collection (Arnold et al., 2020). Data collection was done using data analysis techniques to make it easy to understand and interpret. An interactive model with data collection, reduction, presentation, and conclusion (Soegijono, 2015).

Findings

In the Southwest Aceh public school, before implementing the *Sekolah Pengerak* program, teaching skills still needed to be well-directed and well-planned. However, at this time, it was being repaired, referring to the value of skills, and was still in the stage of changing the learning system. The concept of implementing skills based on the direction of learning skills is not presented in detail for the types of obstacles; learning models are applied to all types of children's barriers with different depths of presentation of material, management of teaching and learning, and the weight of skills must be prioritized (Ishartiwi, 2010).

After being elected as one of the *Sekolah Pengerak* in Aceh province, the Southwest Aceh public special school saw the *Sekolah Pengerak* program as a movement for educational change by modifying learning, resulting in actions that directly impacted students. *Sekolah Pengerak* focuses on students' competence to further encourage the realization of *Pancasila's* Student profiles. The main essence includes students with work and insight (Rahayu et al., 2021). The choice of this school as a *sekolah pengerak* is an attempt by all teachers to improve the quality of education. The school designed a vocational skills project to foster students' skills; the school carries out the *Gigeh Program*. *Program Gigeh* is an acronym chosen in the Acehnese language, interpreted in Indonesian as Enterprising and Persistent, which means to be persistent in encouraging school members to practice school programs.

Students with obstacles are trained to work through school projects as outlined in the *Gigeh* program. The *Gigeh* program is a skills activity. The *Gigeh* program consists of hydroponic skills, skills for making crunchy kipang, catfish farming, mask connectors, and makeup.

The implementation of vocational skills in schools follows the learning steps that have been scheduled by the teacher or the school, including:

- 1) Hydroponic Skills students are involved in the success of this skill, starting from how to learn how to prepare the needs of hydroponic vegetable plants and how to grow hydroponic vegetables to get quality vegetable crops.
- 2) Making *Kipang* (Food of Aceh), Crunchy is the skill of making snacks that elevate and preserve the food culture of the Aceh region.
- 3) Catfish Cultivation Skills: Students are taught how to raise catfish in a pond for a good harvest.
- 4) Making Pop Ice is a skill in which students make fresh drinks.
- 5) Students are taught to produce works that adapt to pandemic conditions, where at this time, the need for wearing masks is critical, and students fulfil the need to produce works of mask connectors as hooks and hangers.
- 6) Decorative Skills, namely learning makeup, where students consist of deaf students who are proficient at applying makeup.

Several teachers were elected to the learning committee as driving teachers at the school. This driving teacher acts as a facilitator for all teachers and students. The role of several activating teachers and other teachers is trying to arrange integrated learning design strategies. The school regulates the implementation of vocational learning or training, compiles teaching materials, implement techniques, evaluates the results of vocational skills, is applied according to the condition of abilities and conditions of needs of students with the aim that there will be achieved when learning activities consist of learning materials, there are students, skills are carried out according to the time determined by the school, and there are complete facilities and infrastructure.

When implementing this persistent program, teachers only sometimes rely on learning in the room or class. The teacher looks for a suitable learning place outside the classroom so that students find learning fun and exciting. Teachers and students work together to build creative and conducive learning conditions. Students are free to study according to their needs and are fully supported by the teacher.

Students with special needs, besides learning skills, can instil entrepreneurial values such as marketing their work to the surrounding community. The entrepreneurial spirit shows the act of thinking, seeking choices, and business behaviour that has matured an attitude of initiative and achievements in business development. A business that moves and grows towards independence. Entrepreneurship is a person's ability to create something different and new. Business opportunities for goods and services that generate income (Saragih, 2017).

Entrepreneurship is a small business that will have a significant impact because of independence when running a business. The business has many positive impacts regarding success and negative through failure depending on how to react to it (Sukirman, 2017). Training students with special needs through entrepreneurship requires the role of many parties. Applying the Gige program has carried out entrepreneurial activities through the harvest results and the work of students' skills.

The efforts of students while undergoing vocational skills generate income. Entrepreneurship aims to teach students how to buy and sell processes, the form of recognition of profit and loss learning, and how to promote business results. Students with special needs are proud of themselves because the community knows and enjoys their crops or work. The school produces and works marketing system is marketed by utilizing social media and the nearest market as a form of promotion for the work of students with special needs. Support from many school

principals and the enthusiasm and hard work of students were able to balance themselves with people in general.

Teachers can teach and guide entrepreneurship for their students according to the:

- 1) Students with special needs express an interest in skill or business activities. Confidence is given to students with special needs who dare to enter the business world.
- 2) Teachers and students provide an understanding of profit and loss when running a business.
- 3) The teacher explains businesses that have an impact and are feasible for developing ideas regarding product quality, who is involved in using the product, and costs when starting a business.
- 4) The teacher prepares an assessment of the strengths and weaknesses of students with special needs in the business world and strengthens it through vocational skills assistance.
- 5) Identify sources of business skills that can help build self-maturity.
- 6) An evaluation needs to be conducted to review students with special needs who have succeeded in following skills, services, or guidance. The evaluation consists of whether the provision of vocational skills is to the needs and the level of satisfaction with the implementation of vocational skills. Moreover, see determination when doing business.
- 7) Involve the interaction of teachers, students, and marketing places that will help sell products (Edi et al., 2016).

Teachers are influential educators in building creativity for children with special needs. The teacher fosters the emergence of new ideas and effective forms of expression as self-experience (Mareza, 2016). The main reasons schools train entrepreneurship-related skills for students with special needs are equipping children with entrepreneurial knowledge to take great opportunities to apply, training children's agility to learn and sell where later the results are used as income for students, developing students' creativity in finding things, unique products which are valuable high and have never been thought of by people, avoiding consumptive behaviour students value more and how to manage money because it takes a struggle to raise money. Furthermore, schools indirectly help the State increase the number of entrepreneurs. Children with special needs will later be known as successful entrepreneurs; the more entrepreneurs, the lower the unemployment rate.

This skill empowers children with special needs to increase their resources, technology, market assets, capital, and innovation. (Indriaturrahmi & Sudiyatno, 2016). Dutch education on skills to prepare for the need for labour as a source of the economy. Professional skills by the demand for employment in an area. Then produce a professional workforce as a source of regional income (Andari et al., 2019). The obstacle when implementing the *Gigeh* program is that students with intellectual disabilities, whose abilities are far from the average of other types of obstacles, result in these children often late in receiving the knowledge of the skills they have chosen. The teacher repeatedly explains the material and practices directly so students can understand it. Some students who study hard and are serious about receiving knowledge need to be more serious and focused when learning skills. Constraints when making *Kipang* Crunchy need the teacher's attention because using a stove can cause death during this process. Before going through the process of making *kipang*, the teacher told him to be careful when using the stove. There are no obstacles regarding teaching staff, completeness of advice, and infrastructure in vocational skills at school.

Skills evaluation activities are needed to see the success of implementing the *Gigeb* program for students after receiving knowledge, learning, and practising in these skill activities. How far is the inculcation of skill attitudes in children after participating in activities from start to finish? A review of the assessment of the yields produced is of good quality or vice versa, which needs to be improved in the future program. The evaluation aims at assessing the usefulness of assessing the value of a program. There are two evaluation models, namely the gap evaluation model begins with an assumption about the feasibility of an activity, and evaluation is expected to be used as a comparison between what is desired and what happened; it is not easy to know whether there is a gap between the comparison and the outcome (Karpin, 2017). The evaluation also focuses on learning outcomes: knowledge, attitudes, and balanced skills. Evaluation refers to the value of appropriateness of materials, teaching materials, process, and program competencies.

The success of the skills and skills that have been honed can change the community's perspective on the negative value of children with special needs being unable to work and be independent. Through the *Gigeb* Program for this *Sekolah Pengerak*, the school aims to give birth to students with special needs with talents, skills, and potential that can be developed and valuable for themselves and their future so that when they finish studying at the Southwest Aceh public particular school, students can compete in the world of business and industry by government policies through independent learning, to produce the best graduates.

During the process of changing the new movement, the school has created students who have six *Pancasila* student profiles which include:

- 1) In critical reasoning, students can solve problems by developing (cognitive) thinking skills.
- 2) Become independent, able to improve skills, and be motivated to seek new knowledge.
- 3) Students with a creative spirit can create something new, express ideas, and innovate.
- 4) *Gotong-royong* in nature; students cooperate reasonably to interact in society.
- 5) Global Diversity, students love religion, culture, and ethnicity as the Indonesian nation.
- 6) Students have noble morals and are ethical as human beings with character (Juliani & Bastian, 2021).

Based on the six *Pancasila* Profiles, students have these six profiles in themselves. The teacher is instrumental in giving birth to students who have experienced changes during the learning process. The success of education in self-reliance is related to the design of strategies originating from teachers and government support through innovative policies, and the existence of students with special needs is the government's task of employing at least 2% (two percent) of children with special needs as workers and companies must provide 1% employment. (one percent) The total number of workers for children with special needs (Widjaja et al., 2020).

Government policy is an effective solution for special education because it can guide students to become graduates who can be accepted in business and industry. It is proven that the Southwest Aceh special public school can answer challenges in education services while equipping the skills to the needs of students and shows the success of the school when carrying out special handling when developing comprehensive life skills during the implementation of learning (Indriaturrahmi & Sudiyatno, 2016). Implementing skills programs in schools has a positive value that teachers can assess towards changes in the attitude of enthusiastic students in the activities they choose as skills that students learn without coercion from anyone. Students show interest in learning skills from the start of the activity to the end. Students can do assignments according to the teacher's direction without any help. At this time, participants can

work on skills projects even though a teacher does not accompany them. Students are also responsible for their work and results. There is no doubt about the target market for students' crops and work and attract the target market.

The design of the *Gigeh* program is very beneficial for schools, teachers, and students. The teacher will implement the next step, namely designing skills learning that is interesting again and favoured by all students. Schools in the future can add a number of the latest types of skills, manage to fund for more extensive activities, and open up opportunities for students with special needs to apprentice in places where snacks are made or other hand skills that can hone talents and achieve the government's goals in the field of education to give birth to a generation of children with special needs who can compete in the world of work and can open jobs and hire other people to work in their business.

Conclusion

This study concludes that the role of the principal as the leader of the Southwest Aceh public special school in fostering entrepreneurial values is perfect by integrating several school vocational programs into one acronym, namely the *gigeh* program such as the program consisting of hydroponic skills, crunchy *kipang* skills, cultivation catfish, making mask connectors, and makeup. Schools can respond to the times' challenges by equipping students with independent skills after graduation.

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