



## **Management of Inclusive Education Based on Special Classes and Entrepreneurship at Politeknik Negeri Jakarta**

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### **Abstract**

The implementation of inclusive education at Politeknik Negeri Jakarta (PNJ) through a special class model based on entrepreneurship has not been thoroughly studied. This research aims to: (i) describe the management of inclusive education at PNJ through a special class model, and (ii) analyze strategies to strengthen students' entrepreneurial capacity. The research employed a descriptive qualitative approach, involving interviews with the Head of the Marketing Management D-3 Study Program at PNJ for Special Needs Citizens, observation at PNJ, a literature review, and a documentary study. The data were then analysed qualitatively, including domain analysis, taxonomy analysis, componential analysis, and the drawing of conclusions. The results showed that: (i) the management of inclusive education is carried out through the use of special buildings and classes, with students with special needs grouped based on disability categories - including physical disabilities, sensory disabilities, and intellectual-mental-developmental disabilities, and (ii) strengthening entrepreneurship is carried out through sales practices based on conventional and digital marketing models. This research emphasises the importance of adaptive curriculum development and entrepreneurship integration as part of the strategy to empower students with special needs in higher education.

**Keywords:** Inclusive Education, Special Classes, Students with Special Needs, Digital Entrepreneurship, Education Management

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## INTRODUCTION

Inclusive education aims to provide access to quality education to all individuals without discrimination, including those with special needs (UNESCO, 1994; UNICEF, 2017). This concept emphasizes the importance of adjusting the education system to accommodate the diversity of learners in one learning environment. At the higher education level, the challenges of implementing inclusive education are increasingly complex, given the high academic demands and the need for adaptation in various aspects of learning (Ainscow, 2020; Fernandez et al., 2023; Yenduri et al., 2023).

PNJ is one of the institutions in Indonesia that has developed inclusive education through a special class model for citizens with special needs since 2013. This model not only focuses on providing access to education, but also equips students with entrepreneurial skills as part of the empowerment strategy (Ediyanto & Kawai, 2023; Hasyim et al., 2015). Strengthening entrepreneurial capacity in an inclusive education environment is seen as crucial to improving graduates' economic independence ((Ediyanto & Kawai, 2023; Lasekan et al., 2025).

Several studies have shown that effective inclusive education requires policy support, curriculum adaptation, educator training, and the development of technology-based learning models and self-reliance (Courey et al., 2013; Dalton et al., 2019). However, research on the implementation of inclusive education with a special class model based on entrepreneurship at the higher education level, especially in Indonesia, is still relatively limited.

Previous research on the implementation of inclusive education in Indonesia shows that inclusive practices in higher education still face various challenges. Muhibbin and Hendriani (2021) highlighted obstacles such as lecturers' lack of understanding, limited facilities, and weak institutional policies. Riswari et al. (2022) revealed a gap between managerial commitment and the actual implementation of support for students with disabilities. Rofiah et al. (2023) found that students at Universitas Negeri Surabaya continue to face physical, communicative, and social accessibility barriers. Several universities, such as Universitas Negeri Jakarta, Universitas Islam Indonesia, Universitas Islam Negeri Yogyakarta, Universitas Negeri Surabaya, Universitas Negeri Malang, and Universitas Brawijaya, implement full inclusive education within regular classrooms rather than through special class models.

This study aims to describe the management of inclusive education at PNJ through the special class model and analyse the strategy of strengthening entrepreneurial capacity for students with special needs.

## METHODS

This study used a qualitative descriptive approach, in accordance with the characteristics of research that aims to understand phenomena in a natural context (Braun & Clarke, 2006; Santosa, 2017).

Data were obtained through:

1. In-depth interviews were conducted with (i) the Heads of the Diploma 3 Marketing Management Program for Students with Special Needs, specifically the Head serving during the 2020–2021 period, (ii) the current Head serving from 2022 to the present, and (iii) two senior teachers in its program. As program managers, both individuals and two senior teachers are knowledgeable about the history, development, and implementation of the educational program of the Diploma 3 Marketing Management Program for Students with Special Needs at PNJ
2. Direct observation of teaching and learning activities and entrepreneurial practices.
3. Documentation study of academic records, curriculum, and program reports.
4. Literature study using scientific references related to inclusive education and entrepreneurship.

Data were analyzed using the following techniques:

1. Domain analysis to identify the main aspects of inclusive education management of the special class model, including: (i) class division, and (ii) strategies to increase the entrepreneurial capacity of students
2. Taxonomy analysis to group findings based on relevant categories, namely: for class division, grouped based on the category of division of students into classes; for entrepreneurial capacity building strategies, grouped based on the category of types of entrepreneurial capacity building strategies
3. Componential analysis to understand the relationship between component aspects related to the domain and the taxonomy aspects.
4. Inductive inference based on data patterns, based on the results of componential analysis connected with theory.

Meanwhile, data validity was tested through triangulation of data collection techniques and data sources (Santosa, 2017). Validation of data collection techniques is carried out by interviews, direct observation in study programs, documentation studies, and literature studies. Source validation was carried out (i) by interviewing two heads of related study programs, namely the Head serving during the 2020–2021 period and the current Head serving from 2022 to the present, and (ii) two senior teachers in that study program.

## RESULTS AND DISCUSSION

### 1. Inclusive Education Management at PNJ Through the Special Class Mode

The management of inclusive education at PNJ is implemented through a special class-based approach. Technically, the education is conducted in separate buildings and classrooms from those used by regular students. However, these buildings and classrooms are still located within the PNJ campus environment in Depok, West Java.

The implementation of education through special classes is intended to facilitate the easier management of educational activities. The grouping into certain classes is based on the similarities or commonalities in the students' disabilities.



**Figure 1.** Selection of Prospective Students

Currently, the study program for citizens with special needs at PNJ is the Diploma 3 Program in Marketing Management for Citizens with Special Needs. Each year, it admits approximately 24 students, who are then divided into three classes:

- a. Class A: predominantly students with sensory disabilities
- b. Class B: predominantly students with physical disabilities
- c. Class C: predominantly students with intellectual, emotional, and developmental disabilities

The curriculum is also designed with consideration for the students' limitations, including longer classroom hours compared to those in regular classes. Lecturers are encouraged to teach by applying the Universal Design for Learning (UDL) paradigm, which emphasizes delivering material clearly, in varied and engaging ways, and assessing students using diverse methods that accommodate their capacities.

In 2021, with 71 students and 21 lecturers who had received training on teaching students with special needs, this study program earned a "B" accreditation status from the National Accreditation Board of the Republic of Indonesia.

## 2. Strategies for Strengthening Entrepreneurial Capacity for Students with Special Needs

The Marketing Management Study Program for students with special needs implements a practice-based learning strategy in the field of marketing. Therefore, students are required to conduct selling practices over a specific period, namely, three months, with the goal of achieving a certain profit target. This activity encourages them to practice entrepreneurship independently, either through direct or online marketing.

The selling practice is also intended to ensure that students not only understand marketing concepts but are also capable of managing their own businesses. The products sold include various foods, beverages, and handicrafts, with lecturer guidance covering marketing strategies, pricing, and packaging.

Regarding the graduate profile, the study program aims to produce professional individuals capable of working as:

- a. operational personnel in the field of marketing,
- b. operational personnel in the field of sales,
- c. administrative staff, and
- d. entrepreneurs utilizing technology (technopreneurs).



**Figure 2.** Students Conducting Sales Practice

Through conventional sales practice, students are trained to manage small business units such as food and craft stalls on campus. This experiential learning approach has proven effective in enhancing the managerial and social skills of students with special needs (Ariratana et al., 2015; Ngang et al., 2015; Wulaningrum & Hadi, 2019). To address the era of digitalization, students are also guided to create online stores and utilize social media for product marketing.

Such digital marketing activities strengthen students' digital literacy and e-commerce skills (Dalton et al., 2019; Duque-Vaca et al., 2025). The entrepreneurship mentoring program conducted by lecturers has been highly effective. Mentoring and monitoring activities are beneficial for guiding and supporting the success of students' business ideas (Soon et al., 2025).

The implementation of inclusive education, whether through full inclusion or special class models, still faces several challenges, including:

- a. Not all PNJ academics care and want to understand the implementation of inclusive education in PNJ
- b. There is no PNJ Disability Service Unit that acts as a counseling and companion unit for students with special needs; At this time, it is in the process of forming
- c. Limited availability of trained educators specializing in inclusive education (Omar & Farzeeha, 2019).
- d. Limited funding for the development of adaptive infrastructure and facilities (Barbu et al., 2025; Massouti et al., 2024).

Nevertheless, several opportunities can be further developed, such as:

- a. Wider utilization of assistive learning technologies (Rahmi et al., 2024; Yenduri et al., 2023).
- b. Collaboration with industry partners to support inclusive entrepreneurship programs (Mendoza & Heymann, 2024; Rahmi et al., 2024).
- c. The development of inclusive education, both through full inclusion models and special class models, is supported by the Government.

The implementation of the Diploma 3 Study Program in Marketing Management for Citizens with Special Needs education, with special classes at PNJ, has been carried out by PNJ and is going well. This study program in 2021 received an accreditation score of B from the National Accreditation Board of the Republic of Indonesia. The curriculum, which is designed to strengthen the capacity of students to be entrepreneurial, is very appropriately applied. With the implementation of an entrepreneurship-based curriculum, it can deliver its graduates to become entrepreneurs, work in government agencies, work in private agencies, become salespeople, and become marketing personnel.

On the other hand, the phenomenon of inclusive education with special classes in PNJ represents a distinct approach compared to that practised by other higher education institutions, such as Universitas Negeri Jakarta, Universitas Islam Indonesia, Universitas Islam Negeri Yogyakarta, Universitas Negeri Surabaya, Universitas Negeri Malang, and Universitas Brawijaya. At those universities, educational management is carried out by integrating students with special needs into regular classes alongside students without special needs. This approach is known as full inclusion. The special class model implemented by PNJ is expected to serve as a good example. Thus, this study offers new insights by revealing that inclusive education in Indonesian higher education institutions is not only implemented through full inclusion models, but also through special class-based inclusion models.

## CONCLUSION

PNJ manages inclusive education with special classes based on entrepreneurship. The grouping of students based on the type of disability and the curriculum adaptations supported by the Universal Design for Learning paradigm represents good practices being implemented. The strategy of strengthening entrepreneurial capacity through sales practices utilizing both



conventional and digital marketing is highly relevant. This study reinforces previous findings that effective inclusive education must integrate both academic and non-academic aspects to produce independent and empowered graduates. In the future, the development of inclusive education at PNJ needs to be continually optimised by optimising the staff capacity of the study program and technology to ensure optimal learning outcomes and graduate quality.

This research only focuses on the implementation model of inclusive education with special classes at PNJ and entrepreneurship strengthening strategies. Other aspects, such as the admission system and available infrastructure in the special education program at PNJ, have the potential to be researched.

The results of this research indicate that education for citizens with special needs at the tertiary level can be implemented by PNJ using a special class model. This good practice needs to be continuously optimized so that other universities can also implement it.

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