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Entrepreneurial and supporting Skill for parents and down Syndrome students for brighter future

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Abstract. *This research focuses on developing entrepreneurial skills for people with Down Syndrome through the active role of three main parties, namely Parents, Academics, and Government. The main objective of this research is to provide recommendations for activities that can be carried out by APG in supporting and encouraging entrepreneurship among Down Syndrome students. In addition, this research also aims to produce a mechanism for involving external parties as observers and stakeholders who also understand the characteristics and needs of Down Syndrome students. Using the Delphi method, this research identifies the most important entrepreneurial skills for Down Syndrome students and recommends a sequence of cultivating habits that can develop these skills. A gap analysis between the skills possessed by Down Syndrome students and parents and the skills needed in the future was also conducted. The results of this study categorized these skills into six main areas: Independent Living Needs, Parental Role, Discipline and Responsibility, Economic Understanding, Practical Experience, and Training. The recommendations formulated include 5 steps to develop entrepreneurial skills for people with Down Syndrome according to age levels. Through the implementation of these recommendations, it is expected that people with Down Syndrome can gradually acquire the entrepreneurial skills needed to achieve independence and success. This research provides comprehensive guidance for stakeholders, including parents, educators, and service providers, in developing effective programs and interventions to support the entrepreneurial potential of people with Down Syndrome.*

Keywords: *Entrepreneurial Skill, supporting Skill, down syndrome parents, down Syndrome students, brighter future*

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RESEARCH BACKGROUND

Disability has various classifications, including Down Syndrome, which is classified as an intellectual disability. According to World Health Organization (WHO) estimates, there are around 8 million people with Down Syndrome worldwide. With an estimated incidence of 1:1,000 per birth, around 3,000 to 5,000 babies are born with the condition every year. Based on Basic Health Research from 2010 to 2018, Down Syndrome cases in Indonesia tend to increase. The latest research in 2018 showed that children aged 24 to 59 months had a disability from birth of 0.41 percent, with Down Syndrome contributing the largest disability of 0.21 percent of a total of 57,361 children.

Life independence is the main goal for individuals with Down Syndrome. Independent work through self-employment is becoming an increasingly relevant option in the face of dynamic global economic challenges. Self-employment offers flexibility and opportunities for individuals to develop their potential and create new jobs. In the context of disability, including Down Syndrome, entrepreneurship can be an important means to achieve financial and social independence.

One pathway to achieving such independence is through the development of entrepreneurial skills. Entrepreneurship can provide opportunities for them to create jobs for themselves, while contributing productively to society. Entrepreneurial skills, such as creativity, problem-solving and self-management, can be trained and developed early on through training programs provided in educational and family settings. With this research, we hope that parents, academics and the government can make and implement recommendations to support entrepreneurship of people with disabilities.

This research aims to provide recommendations for activities or activities that can be carried out by the three main parties, namely Parents, Academics, and the Government, in an effort to support and encourage entrepreneurship among students with Down Syndrome disabilities. In addition, this research aims to produce a mechanism or model for the involvement of external parties, other than ABG, as observers and stakeholders who also understand the characteristics and needs of Down Syndrome students. This research will also map the curriculum and learning processes related to entrepreneurial skills that can be applied in special education institutions, such as Down Syndrome Schools (DSS), to support the formation of entrepreneurial abilities in students. Through

this research, it is hoped that conclusions can be drawn in the form of identifying the most important entrepreneurial skills for Down Syndrome students, as well as recommending a sequence of planting habits that can develop these entrepreneurial skills. Through the recommendations and findings from this research, it is hoped that special education institutions for Down Syndrome students can be helped in developing lesson plans that focus more on developing entrepreneurial skills, so that students can be equipped with the ability to live independently after completing education at DSS.

METHODS

1. Literature Review

The exploration of the topics discussed in this paper was conducted through a literature review. This review uses relevant sources such as journals, government websites, and official institutions that discuss Down Syndrome, educational institutions for Down Syndrome, entrepreneurial skills, policies implemented related to Down Syndrome, as well as curricula implemented in special institutions for Down Syndrome.

2. Observatio

The observation process is carried out to find out the current situation of students with Down syndrome and the specialized institutions that handle them. The purpose of this observation is to help design or plan the visiting session, by assessing or understanding the current situation.

3. Gap Analysis

A gap analysis was conducted by comparing the supporting skills possessed by Down Syndrome students and parents with the entrepreneurial skills and abilities that Down Syndrome students are expected to have in the future. For example, in one of the institutions observed, a comparison was made between the entrepreneurial skills currently taught by parents and the skills offered by other institutions that provide similar training. In addition, the gap analysis also included a comparison of the effectiveness of teaching and coaching at the observed Down Syndrome education institutions with the supporting skills provided by parents. The purpose of this analysis is to determine the extent to which such differences affect the development of Down Syndrome children in mastering entrepreneurial skills.

4. Competency Mapping

Competency mapping is carried out to identify and formulate the elements needed in developing entrepreneurial skills in Down Syndrome students. Entrepreneurial competence does not only include technical skills, but also related to the formation of habits that can support entrepreneurial readiness. To conduct this competency mapping, several methods are used, including Focus Group Discussion (FGD) to facilitate validation of results related to the relationship between the skills and behaviors needed. In addition, a survey method was used, in which instructors were asked to fill in the correlation between entrepreneurial skills and habits that can be instilled. Furthermore, the Delphi method was also utilized, by utilizing questionnaires and FGDs with experts in related fields, carried out in several rounds until the final result was found in the form of the most appropriate order of instilling entrepreneurial skills for Down Syndrome students.

5. Giving Recommendations

Handling and fostering Down Syndrome students cannot be the sole responsibility of the family, especially parents. The existence of Down Syndrome students is a constitutional mandate that requires assistance and support from the state. The most effective policy to support the development of entrepreneurial skills in Down Syndrome students is a policy that involves various elements of society, not only limited to schools and families, but also includes government, students, parents, surrounding communities, and the business world.

Activities do not have to start from scratch, but can build on the efforts that each element has made previously. The most important thing is to determine the indicators of success, the resources used, and the coordination of implementation. The simplest indicator is the number of Down Syndrome students who can be mentored, while the highest indicator involves evaluating the entrepreneurial skills of each Down Syndrome student. The diversity in students makes the required activities vary. Quality equity can be achieved through agreement in setting threshold values, which will be the benchmark for the success of a program.

Coordination, evaluation, and planning of future activities must be carried out on an ongoing basis to anticipate an increase in public awareness of the importance of assisting Down Syndrome students and increasing their potential. These policy recommendations include steps that can be taken by stakeholders to support entrepreneurship in people with Down Syndrome, both when they are still students with entrepreneurial skills that are still being fostered, and when they are already directly involved in the entrepreneurial world to live independently.

RESULT

1. Results of visiting sessions

The visit session was held to be able to find out the condition of Down syndrome students and at what level they are related to entrepreneurial skills. In this study, the results of the first visit session will see how DS students explore ideas, as well as the results of the second visit which identify what entrepreneurial skills the students have according to their respective levels.

- Results of the 1st visit session

Visiting session 1 is a visiting session that aims to find out how the ability of DS students to explore new ideas by using media in the form of lego. Assessment of the visiting session is carried out using predetermined assessment indicators.

From the results of the first visit session, it can be seen that from the interaction both at the beginning and during the session, the score of the majority of students was quite low because most students preferred to observe and confirm what the teachers did and asked. Then, in making ship products, many students can make objects similar to ships when compiling lego, although some are still assisted by their companions. When explaining what kind of ship was made, how to make it, and who would board the ship that was made, still needed verbal prompts for most students. Even so, there are still some students who take the initiative to convey their thoughts.

- Results of the 2nd visit session

The second visit session was conducted by identifying the entrepreneurial skills of the students according to their respective levels. This level is influenced by the length of

their schooling in the DSS, which affects the frequency and duration of habituation and learning that has been carried out in the DSS. The assessment is carried out using pre-determined assessment indicators.

From the results of the second visit, it can be concluded that level 1 students still need both time and frequency to practice and get used to using the entrepreneurial skills that have been identified previously. In terms of greeting, interacting, and understanding the instructions given, level 1 students have been able to do better than their entrepreneurial skills. This may be because students have been accustomed to doing this when studying at DSS QIS.

In terms of greeting, interacting, and understanding the instructions given, level 2 students can do it better than their entrepreneurial skills. And it was also found that entrepreneurial skills in level 2 students had better results than in level 1 students. This could be due to the factor of duration and frequency, where level 2 students had been in school longer so that DS students had been educated and given habitual cultivation with more frequency over a longer duration by teachers.

2. Skill Vs Behavior

In this section, the identification of entrepreneurial skills is carried out and the grouping of skills that have similar characteristics into several skill groups. After identifying several skills that can support the formation of entrepreneurial skills, an exploration of what behaviors can support entrepreneurial skills is carried out.

Table 5 The Behaviors to Support Disable Person's Entrepreneur Skills

No.	**Behaviors**	No.	**Behaviors**	**No.**	**Behaviors**
1	Accustomed to communicating orally and in writing	12	Can design the right strategy for a problem	23	Say hello when you come and go (goodbye)
2	Listening to other people	13	Tolerance of high pressure	24	Discipline in maintaining tidiness and cleanliness
3	Understanding the context of reading and conversation	14	Can complete tasks on time	25	Discipline wake up early and sleep on time
4	Organized by place and	15	Can accept criticism	26	Work-life balance (activity

	time	and suggestions given	pattern)
5	Have good self-16 confidence	Have the ability to27 adapt well	Exercise regularly (even if it's light but done regularly)
6	Can think critically 17	Can identify what needs to be developed from the efforts that have been made 28	Can do branding well (can start from self-branding, simple product branding)
7	Good problem-solving skills 18	Become an active person on various29 occasions	Creative thinking
8	Good attitude in19 social life	Efficiently fill30 available time	Good literacy
9	Have good leadership 20	Trying the best for the31 various tasks done	Tenacious in doing something
10	Good time21 management	Spread positive32 energy for those around you	Ability to read data owned
11	Good emotion22 management	Say hello to others 33	Ability to conclude the data possessed

From the results of Table 2 and Table 5, FGD was held which aims to determine the relationship between skill groups and behaviors that can form these skills. From the table, educational institutions that support learning for DS students can consider recommendations for inculcating relevant habits in building entrepreneurial skills for DS students.

Table 6 Results of Skills Versus Behaviors

Entrepreneurial Skills	**Grouped Skill**	**Behavior**
Social Skills, Open-		Accustomed to communicating orally and in writing
		Listening to other people
		Understanding the context of reading and conversation
		Good attitude in social life
		Can accept criticism and suggestions given
		Trying the best for the various tasks done

mindedness, Empathy	Sincerity	Spread positive energy for those around you
		Say hello to others
		Say hello when you come and go (goodbye)
		Can do branding well (can start from self-branding, simple product branding)
		Good literacy
Creativity, Passion, Innovation, Collaboration	Personal Actualization	Organized by place and time
		Have good self-confidence
		Good time management
		Have the ability to adapt well
		Spread positive energy for those around you
		Work-life balance (activity pattern)
		Can do branding well (can start from self-branding, simple product branding)
		Creative thinking
		Good literacy
Risk-taking, Knowledge	Decision Making	Listening to other people
		Have good self-confidence
		Can think critically
		Good problem-solving skills
		Have good leadership
		Can design the right strategy for a problem
		Can accept criticism and suggestions given
		Good literacy
		Accustomed to communicating orally and in writing
		Listening to other people
		Organized by place and time
		Good attitude in social life
		Have good leadership
		Good time management
		Good emotion management
		Can design the right strategy for a problem
		Tolerance of high pressure

Professionality Planning		Can complete tasks on time
		Can accept criticism and suggestions given
Never Give Up, Flexibility	Work ethics	Have the ability to adapt well
		Can identify what needs to be developed from the efforts that have been made
		Efficiently fill available time
		Trying the best for the various tasks done
		Say hello to others
		Say hello when you come and go
		Discipline in maintaining tidiness and cleanliness
		Work-life balance (activity pattern)
		Can do branding well (can start from self-branding, simple product branding)

Table 6 consists of 3 columns, which consist of entrepreneurial skills, skill groups from entrepreneurial skills, and habits that can form these skill groups.

3. Delphi Form and Its Result

To find out the sequence of entrepreneurial skills that need to be implanted and honed in the learning curriculum, the Delphi method is used which involves several experts in the relevant field in providing validation to the results of filling out the Delphi form. In the Delphi form, the results of the answers to entrepreneurial skills are weighted if it is related to each given question.

Table 7 Delphi Form Questions

Kode	**No.**	**Context**	**Questions**
ES1	**1**	Good idea delivery	Have ideas or ideas and can convey them well verbally
ES2	**2**	Good communication skills	Good communication skills that can support entrepreneurial activities undertaken.
ES3	**3**	Have broad insight	Have broad insight or at least have basic knowledge related to aspects that will be carried out in the company (marketing, accounting, product planning, product design, and so on).

ES4	**4** Good product development	Carry out detailed bookkeeping that can assist in determining product prices that are appropriate and can be reached by target consumers.
ES5	**5** Product pricing accuracy	Setting the price of the product following the capabilities of the target market.
ES6	**6** Understanding data analysis	Understanding the data so that you can get an idea of what the current conditions are like.
ES7	**7** Understanding market competition	Understanding of market dynamics and competition in entrepreneurship.
ES8	**8** Accepting others suggestions	Able to accept criticism and suggestions aimed at self-evaluation (company or products produced) and sustainability efforts.
ES9	**9** Have a backup plan	Have a backup plan to deal with emerging problems and dynamics in entrepreneurship
ES1010	Problems solving deliberation	Deliberation in solving problems at hand.
ES1111	Good experiences sharing	Discuss and share experiences with other people in the same field or with people in different fields.
ES1212	Good self endurance	Never give up, especially when in the early phase of starting a business and when problems occur.
ES1313	Accurate business analysis	Consistency in terms of accuracy in various aspects, both the core business and company support (bookkeeping, planning, and so on).
ES1414	Quality requirement analysis	Prioritizing the quality of products and services that will be accepted by customers under any conditions.
ES1515	Understanding customer behavior	Matching the tastes of potential consumers regards to the accuracy of the target to be addressed (example: women are identical to pink and men are identical to blue)
ES1616	Product improvement ability	Strive for continuous product improvement so that the business carried out and the products produced can continue to exist in the market.
ES1717	Good technology adaption	Able to use technology that can support the business carried out both related to core business and company support so that it can run sustainably (at least on a modest level).
ES1818	Have artistic skills	Have artistic skills that can assist in product design and product marketing using the help of mass media and auxiliary media such as advertisements, posters, brochures, banners, and others.

ES1919	Persuasive communication skills	Have persuasive communication skills so that they can lead the market to become consumers or customers of the company's products or services.
ES2020	Market changes adaptibility	The ability to adapt in keeping up with the times can help in knowing the latest market preferences in various aspects (eg aspects of media use, language, consumer needs, and so on).

Kode	**No.**	**Context**	**Questions**
SS1	**1**	Others wants curiosity	Compared to other group members, I usually
SS2	**2**	Having personal ambitions	Sometimes, I make others see me as a person who
SS3	**3**	Having self satisfication	I am happy when people
SS4	**4**	Timwork building capability	If communication between group members breaks down to the point that they can no longer work together, I usually
SS5	**5**	Worst condition acceptence	Although all group members agreed that our program/project leader - who was not from our group - was a lazy and incapable person, we were forced by circumstances to accept it and had to do our best. In such a situation, I
SS6	**6**	Conclict situation adaptability	When there is a major conflict within the group, I usually
SS7	**7**	Good self placing	Rank the statements that "best reflect who you are in your relationships with others" (4) to those that "least reflect who you are in your relationships with others" (1)
SS8	**8**	Deal with desparation	I repeatedly encounter the same failures and problems
SS9	**9**	Deal with anxiousity	If I were to identify what I'm worried about, I'm most afraid of being gripped in a deep
SS10	**10**	Copping self expressions	If I don't get what I want from others
SS11	**11**	Good self confindence	When my group is faced with very urgent and complicated demands, I am usually seen as the one who
SS12	**12**	Showing self ability	Sometimes I have to make an effort so that I'm not seen as someone who is
SS13	**13**	Hardworking wilingness	Compared to other people working with me on a program/project, I am usually
SS14	**14**	Problem solving communication	When I'm in trouble with other people, I usually
SS15	**15**	Good self antusiasm	In general, people see me as someone who

SS16 16	Deal with differences	If I get a lot of criticism and demands in a meeting, I sometimes
SS17 17	Awereness about mistakes	When a program/project that requires collaboration with other departments goes badly, some people may view me as someone who is
SS18 18	Understanding opinion differences	When I have a different opinion with others, I usually
SS19 19	Leadership responsibility awereness	Leadership is something that
SS20 20	Copping with stress	When I experience pressure and stress, I tend to be

Table 8 Results of Delphi Round 1

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Mean	2,50	1,75	3,25	2,75	1,75	2,25	2,25	2,25	2,50	3,00	2,25	2,50	2,75	2,00	2,75	2,75	1,75	2,00	2,75	3,00
Standard Deviation	1,29	0,96	0,50	1,26	0,96	0,96	1,50	1,50	0,58	0,82	1,50	1,29	1,26	0,82	0,96	1,26	0,96	0,82	0,96	1,41

Table 8 is a recap of the results of the Delphi form round 1. The results of points on entrepreneurial skills that are automatically generated from the weighting formula that have been formulated previously are then presented in the FGD session. From these results, it is obtained that it does not reach the consensus yet (caused by the standard deviation), then it should be proceed to round 2.

Table 9 Results of Delphi Round 2

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Mean	3,50	3,25	3,25	3,00	3,00	2,25	2,75	2,50	3,75	3,50	3,25	2,50	3,00	3,75	2,50	3,25	2,75	3,00	3,50	3,00

Standard Deviation	1,00	0,50	0,96	1,15	1,15	0,50	0,96	0,58	0,50	0,58	0,96	0,58	1,15	0,50	0,58	0,96	0,50	1,15	1,00	1,15

Table 10 Results of Delphi Round 3

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Mean	3,75	3,00	3,25	3,25	3,50	3,50	3,50	3,25	3,75	3,25	3,75	3,25	3,25	3,25	3,25	3,50	3,75	3,00	3,50	4,00

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Standard Deviation	0,50	0,00	0,50	0,50	0,58	0,58	0,58	0,50	0,50	0,50	0,50	0,50	0,50	0,50	0,50	0,58	0,50	0,00	0,58	0,00

Table 10 is a recap of the results of the Delphi form round 3. From these results, we can conclude that we are already reach the consensus (we can see it from the standard deviation that is smaller). From these results, the FGD session related to the Delphi method can be said to be quite appropriate and reach a mutual agreement. This result can be processed into sequence of entrepreneurial skills to teach in Down Syndrome School (Table 11).

Table 11 Results of Entrepreneur Skill's Sequence of Planting in School

Sequence	**Skill**	**Score**	**Sequence**	**Skill**	**Score**	**Sequence**	**Skill**	**Score**
1	Innovation	3,55	6	Knowledge	3,4843	10	Flexibility	3,417
2	Never Give Up	3,55	7	Passion	3,4821	11	Professionality	3,41
3	Risk-Taking	3,5417	8	Planning	3,47	12	Social Skills	3,389
4	Creativity	3,5	9	Collaboration	3,425	13	Empathy	3,357

5	Open-mindedness	3,5

Table 12 Result of Parents with Special Needs Children

Participants	Type A		Type B		Type C		Type D	
	Calm	Tense	Calm	Tense	Calm	Tense	Calm	Tense
1	1	1	3	3	2	2	4	4
2	3	1	3	2	2	1	4	4
3	1	1	3	3	2	2	4	4
4	2	2	1	1	3	3	4	4
Average	1.75	1.937	2.25	2.062	2	2	4	4
Variance	0.916	0.682	0.916	0.682	0.666	0.666	0	0

Table 12 presents the results of observations of parents with children with special needs, grouped by type A, B, C, and D. Each type is analyzed based on their responses in Calm and Tense situations. The data shows that each type of parent has a tendency to bring out four different traits in each support skill. It can be seen that the results of the study of parents with children with special needs show a fairly consistent pattern. On average, parents tended to have lower scores in type A (calm) and type B (tense) compared to type C (calm) and type D (tense).

This indicates that parents with children with special needs have a tendency to be in a more tense state, both during calm situations and during stressful situations. They did not show a significant difference between calm and tense situations, with almost the same mean score for type C (calm) and type D (tense). In addition, the variance data also showed relatively low values, especially in type D (calm) which reached 0. This means that the responses of parents with children with special needs tend to be homogeneous and do not vary significantly among the participants.

Table 13 Result of Parents with Common Children

Participants	Type A	Type B	Type C	Type D

	Calm	**Tense**	**Calm**	**Tense**	**Calm**	**Tense**	**Calm**	**Tense**
1	2	2	1	1	3	4	3	3
2	3	1	4	2	2	3	3	1
3	1	1	3	4	4	3	2	2
4	2	4	3	1	1	2	4	2
5	1	1	2	4	3	2	4	3
6	3	2	3	4	1	1	1	3
7	1	1	2	4	2	2	4	3
8	2	1	1	4	3	2	4	3
9	4	2	2	3	1	1	2	4
10	1	1	3	3	2	2	4	4
Average	2	2	2.4	2.54	2.2	2.12	2.9	2.89
Variance	1.111	1.111	0.9333	0.693	1.066	0.988	1.655	1.654

From Table 13 it can be seen that the results of the study of parents with general children (not children with special needs) show a different pattern compared to parents with children with special needs. On average, parents with general children show more varied scores among type A (calm), type B (tense), type C (calm), and type D (tense). There was no consistent trend as seen in parents with children with special needs. For example, in type A (calm) and type B (tense), the average score of parents with typical children was the same, at 2. Meanwhile, in type C (calm) and type D (tense), their average scores also showed no significant difference, differing only by about 0.5 points. The variance data also showed a relatively higher value compared to parents with children with special needs. This indicates that the responses of parents with general children tend to vary more among the participants.

4. Recommendation for Stakeholders

Based on the analysis of entrepreneurial skills and other supporting skills needed by people with Down Syndrome, these skills can be categorized into six main areas: Independent Living Needs, Parental Role, Discipline and Responsibility, Economic Understanding, Practical Experience, and Training. To further direct the development of

these skills, five steps can be taken by stakeholders to develop entrepreneurial skills for people with Down Syndrome, tailored to their age level.

Figure 1 Entrepreneurship recommendations for people with Down Syndrome

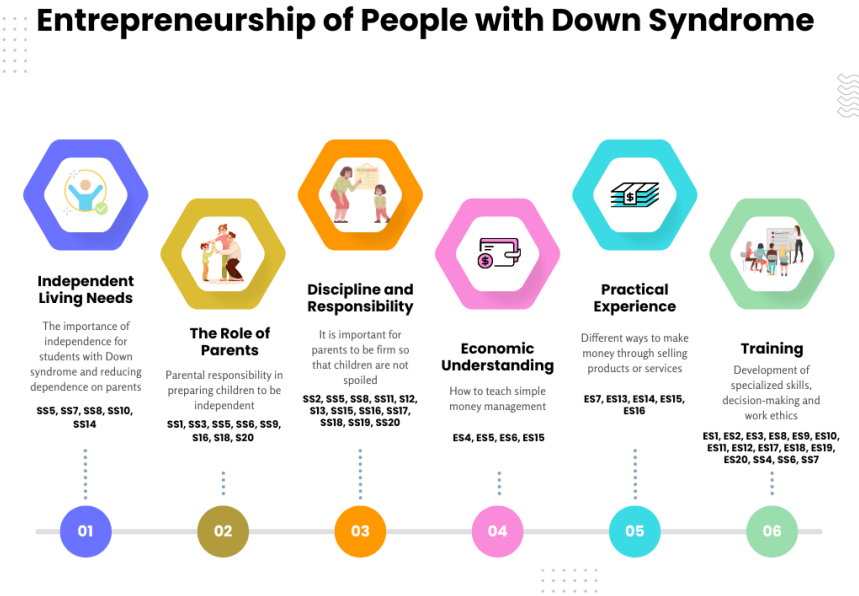
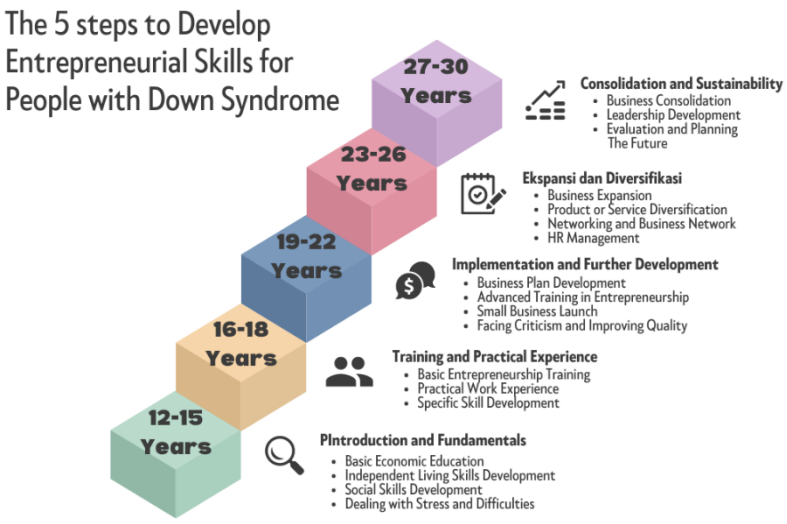


Figure 2 Recommendations for 5 Steps to Develop Entrepreneurial Skills for People with Down Syndrome



CONCLUSION

Based on the results presented, it can be concluded that there are differences in the results obtained between parents with children with special needs and parents with normal

children. For parents with children with special needs, on average they tend to be calmer (types A and B) when facing situations without pressure, but become more tense (types C and D) when facing situations with pressure. This suggests that parents of children with special needs have a tendency to bring out four different traits in each of their support skills, depending on whether or not there is a pressure situation. On the other hand, parents of normal children tend to have a more diverse pattern. Not only do they display four different traits in each support skill, but they also show a tendency to be adaptive when there is no pressure, as well as a tendency to think when facing stressful situations. This indicates that parents with normal children have greater flexibility in responding to various situations. Overall, the results of this study suggest that parents of children with special needs and parents of normal children have different response patterns to situations with or without stress, which may affect their ability to manage and support their children. The final recommendations are a mapping of entrepreneurial skills for people with Down syndrome and steps to build entrepreneurial skills based on their year level. By following the recommendations, people with Down syndrome can gradually build the entrepreneurial skills needed to achieve independence and success

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