

Empowering Deaf Students Through Entrepreneurship Workshop with A Community Service Initiative by Telkom University

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Abstract - This article discusses a community service project conducted by Communication Science and Public Relations lecturers from the Faculty of Communication and Social Sciences at Telkom University in collaboration with Cicendo State Special School in Bandung. The project aims to empower hearing-impaired students by providing vocational and entrepreneurship training, addressing broader challenges faced by people with disabilities in Indonesia. Empowerment is conducted through training that includes three sessions. The first session is a presentation on entrepreneurship theory, the second session involves practical application of the Business Model Canvas, and the third session is a group activity to encourage teamwork and creativity. The results show a significant improvement in students' understanding of business concepts and their ability to develop viable business models. Challenges related to varying literacy levels among students were addressed by providing additional support and resources. This initiative highlights the importance of inclusive education and the need for ongoing efforts to promote disability inclusion in line with Sustainable Development Goals 4 (quality education) and 10 (reduced inequalities). This Community Service Program not only equips students with practical skills but also boosts their confidence and readiness to meet industry needs.

Keyword: Hearing Impairment; Entrepreneurship; Business Model Canvas; Sustainable Development Goals

Abstrak - Artikel ini membahas proyek pengabdian masyarakat yang dilakukan oleh dosen Ilmu Komunikasi dan Dosen Hubungan Masyarakat, Fakultas Komunikasi dan Ilmu Sosial, Universitas Telkom bekerja sama dengan Sekolah Luar Biasa Negeri Cicendo di Bandung. Proyek ini bertujuan untuk memberdayakan siswa tunarungu dengan memberikan pelatihan vokasional dan kewirausahaan, serta mengatasi tantangan yang lebih luas yang dihadapi oleh penyandang disabilitas di Indonesia. Pemberdayaan dilakukan dengan melakukan pelatihan yang mencakup tiga sesi. Sesi pertama adalah pemaparan teori kewirausahaan, sesi kedua penerapan praktis Business Model Canvas, dan sesi ketiga kegiatan kelompok untuk mendorong kerja sama tim dan kreativitas. Hasilnya menunjukkan peningkatan yang signifikan dalam pemahaman siswa tentang konsep bisnis dan kemampuan mereka untuk mengembangkan model bisnis yang siap dan layak. Tantangan terkait tingkat literasi yang berbeda di antara siswa diatasi dengan memberikan dukungan dan sumber daya tambahan. Inisiatif ini menyoroti pentingnya pendidikan inklusif dan kebutuhan akan upaya berkelanjutan untuk mempromosikan inklusi disabilitas sesuai dengan poin Sustainable Development Goals 4 pendidikan berkualitas dan 10 yaitu berkurangnya kesenjangan. Program Pengabdian Kepada Masyarakat ini tidak hanya membekali siswa dengan keterampilan praktis tetapi juga meningkatkan kepercayaan diri dan kesiapan mereka untuk memasuki kebutuhan di dunia industri.

Kata Kunci: Tunarungu, Kewirausahaan; Business Model Canvas; Sustainable Development Goals

I. INTRODUCTION

Accessibility and inclusion for individuals with disabilities continue to be significant challenges in Indonesia (Andayani, 2016). Despite various legislative measures, substantial obstacles remain, particularly in the realms of education and employment. Telkom University has taken a leading role in tackling these issues through a range of community service initiatives. This article discusses a project aimed at empowering deaf students at SLB Negeri Cicendo in Bandung by providing vocational and entrepreneurship training, building on earlier research and efforts to enhance accessibility and inclusion. The project sought to extend the community service initiatives previously undertaken by Telkom University lecturers, who had facilitated focus group discussions with visually impaired individuals at the Asian African Conference Museum. This initial effort underscored the necessity for assistive technology and inclusive design to improve access to tourist attractions for people with disabilities. The findings highlighted the critical role of combining assistive technology with knowledgeable and professional instructors to address accessibility challenges.

In this context, the lecturers received grants from the British Council to explore disability inclusion in higher education. Their preliminary research revealed that parental attitudes greatly influence the willingness of families to support disabled children in pursuing higher education, with knowledge serving as a moderating factor. This finding emphasized the importance of fostering positive attitudes and raising awareness about the inclusion of disabled individuals in higher education. Consequently, the lecturers decided to concentrate on encouraging disabled students to seek higher education by equipping them with practical skills that would enhance their independence and employability. The target demographic included students from SLB Negeri Cicendo, a school for deaf students in Bandung, reflecting the wider challenges faced by people with disabilities in Indonesia. According to national statistics in 2022, 12.15% of Indonesia's population, or 31,819,744 individuals, had disabilities, with a staggering 45.74% of them lacking formal education, which severely restricts their access to opportunities and livelihoods (Cahyati & Choirunnisa, 2022). Despite legislative measures, such as Law No. 8 of 2016 and Bandung City Regulation No. 15 (Pembentukan Dan Susunan Perangkat Daerah Kota Bandung, 2016), significant barriers persist, including employment standards that require both physical and mental health, limited access to job information, societal stigma, and educational inequalities (Zaelani et al., 2022). SLB Negeri Cicendo, with its considerable population of deaf students, faces particular vulnerability to these educational and employment challenges. Therefore, this training is anticipated to inspire students to acquire fundamental entrepreneurial skills.

Despite the existing challenges, students at SLB Negeri Cicendo possess significant empowerment potential through targeted programs, particularly entrepreneurship training. Data indicates that over 80% of people with disabilities in Indonesia are unemployed, highlighting the importance of initiatives that promote the independence and empowerment of SLB students. Entrepreneurship training emerges as a transformative solution, providing training programs for students to develop life skills, financial independence, and creative thinking. By equipping students with the skills to create quality and innovative products and actively participate in society, this program aims to bridge existing opportunity gaps. In addition to addressing educational, economic, and societal stigma disparities, entrepreneurship training also promises to enhance self-confidence and independence among students. This program serves as a platform to shift paradigms, turning challenges into opportunities, and empowering SLB Negeri Cicendo students to become active contributors to their communities.

The community service initiative presented in this project aimed to empower SLB Negeri Cicendo students by providing them with essential entrepreneurship skills and knowledge. The training was designed to (1) Enhance Vocational Skills through

Entrepreneurship Education: This component enabled students to apply their vocational skills while also learning about entrepreneurship, equipping them with the knowledge necessary to independently start and manage their own businesses. Additionally, (2) Teach the Business Model Canvas: The entrepreneurship training included instruction on the fundamentals of the Business Model Canvas, offering a structured framework for crafting and developing business ideas aligned with market demands.

By organizing the training in this manner, the initiative sought not only to help students gain practical skills but also to provide them with entrepreneurial insights that could lead to self-employment opportunities. This approach is expected to mitigate their susceptibility to educational and employment barriers, thereby enhancing their economic independence (Azizah, 2022).

II. IMPLEMENTATION METHOD

In practice, efforts to improve accessibility and inclusion for people with disabilities in Indonesia may not always be effective for every individual. This is due to the fact that each person with a disability has unique needs and challenges. An approach that works for one child may not necessarily be effective for another. This is because every child is unique and has differences from one another (Ariani et al., 2024). Therefore, a training approach that reduces the time spent on explaining theory and increases practical application, such as implementing the Business Model Canvas (BMC) concept, is employed in this training. Business Model Canvas (BMC) is a visual tool used to design, describe, and develop the business model of an organization or company. This concept was developed by Alexander Osterwalder and Yves Pigneur (2010) in the book "Business Model Generation". BMC provides a systematic framework to help trainees understand and organize the key elements of their business ideas.

The Business Model Canvas (BMC), as defined by Osterwalder and Pigneur (2010), consists of nine interconnected building blocks that can be applied to the vocational training program for students at SLB Negeri Cicendo. First, **Customer Segments** for this initiative includes the deaf students at SLB Negeri Cicendo, focusing on their unique needs for vocational skills and entrepreneurial education. Next, the **Value Propositions** lie in providing tailored training programs that equip these students with essential life skills and entrepreneurial capabilities, enabling them to create products or services that meet market demands.

The **Channels** for delivering these educational offerings encompass both in-person workshops and online resources, ensuring accessibility and flexibility in learning. In terms of **Customer Relationships**, the program aims to foster supportive relationships through mentorship, providing students with guidance and encouragement as they develop their skills.

Revenue Streams may be generated through the sale of products created by the students during the training, as well as potential partnerships with local businesses for internships or cooperative work experiences. The **Key Resources** necessary for the program include trained instructors, materials for workshops, and access to local businesses for collaboration and support.

Key Activities involve conducting hands-on training sessions, interactive workshops, and collaborative projects that enhance the students' understanding of entrepreneurship. Additionally, **Key Partnerships** are formed with local organizations and businesses that can provide resources, mentorship, and real-world experience to the students.

Finally, the **Cost Structure** includes expenses related to training materials, instructor fees, and any partnerships established with local businesses. By integrating these nine elements within the context of the SLB Negeri Cicendo program, the BMC provides a robust framework for designing and implementing a sustainable and effective vocational training initiative that

empowers deaf students with the skills necessary for independence and success in the workforce.

Before conducting the training, the lecturers and speakers first carried out a survey and needs assessment. The result, according to the head of SLBN Cicendo, Wawan, stated:

"It would be better to reduce complex explanations and difficult words, as the hearing impaired have a limited vocabulary, sir and ma'am."

This aligns with the research by Haliza et al. (2020), which indicates that their language and speech development is hindered, consequently affecting their potential development. Thus, BMC is used so that students can express their ideas visually. The creation of the BMC not only involves written explanations; they can also express their ideas by decorating the canvas.

By following the detailed and structured approach outlined below, the implementation of the entrepreneurship training program is expected to be effective, inclusive, and tailored to the specific needs of the students at SLB Negeri Cicendo.

Implementation Methods:

1. **Theory and Concept Presentation:** The first phase of the training begins with a presentation of entrepreneurship theories and concepts by Adrio Kusmareza Adim, M.A., CEC. This session provides the foundational knowledge necessary to understand business concepts and marketing strategies. The material covered includes basic principles of entrepreneurship, marketing techniques, and case studies from various industries.
2. **Discussion and Implementation:** In the second phase, students engage in discussions and write their ideas on poster boards, applying the Business Model Canvas concepts. This activity is designed to facilitate their understanding of how to develop business ideas from concept to implementation. Group discussions encourage collaboration and idea sharing, while the application of the Business Model Canvas helps visualize the essential components of a business, including value proposition, customer segments, and revenue streams.
3. **Selection of Best Ideas:** The final phase involves selecting the most compelling ideas and business canvases. From the 27 participating students, they are divided into two groups to produce the two most outstanding business models. This selection process includes presentations by each group, followed by a Q&A session with lecturers and peers to evaluate the feasibility and creativity of the proposed business ideas. The selected business ideas will receive further guidance to aid in their realization and execution.

By employing these methods, the training aims to equip students not only with theoretical knowledge but also with practical experience that they can apply in the real world.

III. FINDINGS AND DISCUSSION

The community service activities at SLB Negeri Cicendo yielded significant outcomes from two main perspectives: that of the partner organization and the organizers. From the partner's perspective, students not only received theoretical knowledge about entrepreneurship but also actively participated in kinesthetic activities, which included teamwork exercises and

the development of Business Model Canvases. This hands-on approach allowed students to apply their theoretical knowledge practically, enhancing their learning experience by fostering critical skills such as collaboration, problem-solving, and creativity. Engaging in teamwork exercises provided an opportunity for students to learn from each other, build confidence, and develop a sense of community within their learning environment.

From the organizers' perspective, the experience of working with deaf students proved to be an enriching learning opportunity. Lecturers and students gained valuable insights into effective teaching methods tailored to the unique needs of students with hearing impairments. This direct interaction facilitated an understanding of the best practices in inclusive education and underscored the importance of adapting pedagogical approaches to meet diverse learning requirements. As a result, the organizers expressed an intention to enhance their teaching skills and consider implementing more inclusive programs within the university's curriculum. This experience has the potential to influence the broader educational practices within Telkom University, promoting a culture of inclusivity and accessibility for all students.

The feedback gathered from participants, summarized in Table 1, reflects a high level of satisfaction with the community service program. A remarkable 94.8% of respondents agreed or strongly agreed that the materials were relevant to their needs, indicating that the content was effectively aligned with the expectations of the participants. Additionally, 63.2% strongly agreed that the material was tailored to meet their specific requirements, highlighting the program's capacity to address the unique challenges faced by students with disabilities. The timing of the activities was also well-received, with all respondents agreeing that it was appropriate and sufficient for their engagement. Furthermore, 84.2% of participants found the materials clear and easy to understand, which is crucial for effective learning, particularly in a vocational context where practical application is essential.

The facilitators were recognized for their supportive approach, with 94.7% of respondents expressing satisfaction with the services provided during the activities. This feedback not only reinforces the quality of the program delivery but also emphasizes the importance of having well-prepared and empathetic educators who can create a welcoming learning environment. The overwhelming support for the continuation of such initiatives, with 89.4% of participants expressing a desire for similar activities in the future, demonstrates a strong community endorsement. This response suggests that the program has established a foundation for ongoing collaboration between SLB Negeri Cicendo and Telkom University, reinforcing the significance of sustained partnerships in enhancing educational outcomes for students with disabilities.

Table 1. Feedback from Community Service Participants

No	Question	SD (%)	SD (%)	SD (%)	SD (%)	SD (%)
1	The activity materials align with the needs of the partners/participants	5.3	0	0	31.6	63.2
2	The timing of this activity is relatively appropriate and sufficient	0	0	5.3	31.6	63.2
3	The materials/activities presented are clear and easy to understand	0	5.3	10.5	26.3	57.9

4	The committee provided good service during the activity	0	0	5.3	36.8	57.9
5	The community welcomes and hopes for similar activities to continue in the future	0	0	10.5	10.5	78.9

Description:

1. SD: Strongly Disagree
2. D: Disagree
3. N: Neutral
4. A: Agree
5. SA: Strongly Agree

This feedback serves as an evaluation material for the organizing team to improve future training for deaf students at SLBN Cicendo and other special schools. It provides insights into areas where the program has succeeded and highlights aspects that can be enhanced. By understanding participants' needs and satisfaction levels, the organizers can refine their approach to better support practical skill development and foster more inclusive educational opportunities for students with hearing impairments.

To understand how this project was conducted, refer to Picture 1. Group Photo with Participants, Speakers, and Community Service Organizers. This photo captures the collaborative spirit of the event, showcasing the participants, speakers, and organizing team who contributed to the success of the community service program.



Picture 1. Group Photo with Participants, Speakers, and Community Service Organizers

The participants involved in this training came from a combination of various majors, namely Multimedia, Culinary Arts, and Souvenir Crafting. This program is recognized at SLBN Cicendo as a vocational initiative. By participating in the entrepreneurship training, the participants are expected to combine the knowledge gained from school with the skills from the training to better prepare for competitiveness in the workforce. The program also plans to hold advanced training sessions focused on higher-level entrepreneurship skills, such as digital marketing, financial literacy, and product development. Additionally, SLB Negeri Cicendo plans to establish a coffee shop that can be utilized as a training workplace for students. Telkom University, specifically the Faculty of Communication and Business, is ready to provide practical-based training in line with the vocational program from SLB Negeri Cicendo.

IV. CONCLUSION

The community service project conducted by Telkom University in collaboration with SLB Negeri Cicendo successfully demonstrated the potential of targeted vocational and entrepreneurship training to empower deaf students. By providing a structured and inclusive training program, the initiative addressed the specific needs of the students, equipping them with both theoretical knowledge and practical skills. The project built on previous efforts to enhance accessibility and inclusion for people with disabilities, emphasizing the importance of assistive technology and inclusive design (Atanga et al., 2020; Cerna et al., 2021; Grimes et al., 2021). Through the entrepreneurship training, students gained valuable insights into business development, marketing strategies, and practical application of the Business Model Canvas.

The hands-on approach not only enhanced their understanding but also fostered collaboration and creativity among the students.

The vocational training program at SLB Negeri Cicendo, framed through the Business Model Canvas, represents a significant step towards empowering deaf students with essential entrepreneurial skills and knowledge. By addressing the unique needs of this demographic, the program aims to break down barriers to education and employment, fostering independence and self-sufficiency among participants. The structured approach provided by the BMC not only enhances the program's effectiveness but also ensures that all key components—from customer segments to cost structures—are thoughtfully considered and integrated. As a result, this initiative holds the potential to not only transform the lives of individual students but also contribute positively to the broader community by promoting inclusivity and economic empowerment. By establishing partnerships, refining training methods, and focusing on sustainability, SLB Negeri Cicendo can continue to provide invaluable support and resources, ultimately leading to improved outcomes for students with disabilities in Indonesia.

The outcomes of the project highlighted the positive impact of such training initiatives on the students' readiness for the job market and their overall confidence. The challenges faced, such as varying literacy levels, were effectively addressed through the provision of additional support and resources. In conclusion, this community service project has made significant strides in promoting disability inclusion in education and empowering deaf students with the skills necessary for economic independence. The success of this initiative underscores the importance of continued efforts to create inclusive and supportive environments for all students, regardless of their abilities.

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