

Management of Vocational Souvenir Education to Develop Entrepreneurial Skills of Students with Disabilities: A Case Study at SMALB Bani Muttaqin and SMALB At-Turmudzi

Feny Afifah Purnamasari*, Iim Wasliman

Nusantara Islamic University, Bandung, Indonesia

Corresponding Email: fenyafifahpurnamasari@gmail.com

Abstract. This study explores the management of vocational souvenir education as a strategy to develop entrepreneurial skills among students with disabilities at SMALB Bani Muttaqin and SMALB At-Turmudzi. The research aims to analyze how the four management functions planning, organizing, actuating, and controlling (POAC) are implemented to support effective vocational learning and empowerment. Using a qualitative approach with a case study design, data were collected through in-depth interviews, participatory observations, and document analysis. The data were analyzed using Miles, Huberman, and Saldaña's interactive model, while validity was ensured through triangulation of sources, methods, and time. The findings reveal that both schools have successfully integrated management principles with inclusive pedagogical practices. The planning process emphasizes creativity, adaptability, and resource optimization; organizing involves collaborative roles among principals, teachers, parents, and students; actuating focuses on experiential, hands-on learning that promotes creativity and confidence; and controlling adopts reflective supervision emphasizing formative evaluation and continuous improvement. Despite resource limitations, both schools demonstrated effective, human-centered management that nurtures self-reliance and entrepreneurial awareness among students. This study concludes that vocational souvenir education, when managed through an inclusive and adaptive approach, can transform vocational training into a meaningful process of entrepreneurial and social empowerment for students with disabilities. The research contributes theoretically by contextualizing Terry's POAC framework in special education and practically by offering a replicable model for community-based vocational management. Strengthening strategic planning, partnerships, and evaluation systems is recommended to ensure program sustainability and broader impact.

Keywords: Entrepreneurship, Educational Management, SMALB, Souvenir Program, Students with Disabilities, Vocational Education

1 Introduction

Entering the era of global competition and the creative economy of the 21st century, education is required to produce human resources who are adaptive, creative, and independent[1], [2]. This challenge applies not only to regular education but also to special education serving students with disabilities. In this context, Special Senior High Schools (Sekolah Menengah Atas Luar Biasa SMALB) play a strategic role in preparing graduates to become empowered and productive members of society. However, in reality, persons with disabilities continue to face significant barriers in accessing the labor market. Data from the Ministry of Social Affairs of the Republic of Indonesia (2023) indicate that the labor force participation rate of people with disabilities remains far below the national average, largely due to limited skills, accessibility, and inclusive employment opportunities[3]–[5].

This condition highlights the urgent need for educational strategies that not only emphasize academic learning but also provide practical and entrepreneurial skills relevant to real-life demands[6]. Vocational education emerges as a suitable approach because it focuses on hands-on, experience-based learning that opens pathways toward self-reliance and economic independence for students with disabilities. One concrete implementation is vocational education in souvenir-making, which equips students not only with technical skills but also fosters creativity, perseverance, and self-confidence to engage in entrepreneurship[6]–[9].

Within the framework of educational management, the success of a vocational program cannot be separated from the effectiveness of its management process. According to George R. Terry [10], [11], the success of an educational program is determined by four essential management functions planning, organizing, actuating, and controlling (POAC). These functions provide a systematic structure for designing, implementing, and evaluating educational activities to achieve goals efficiently and effectively. When applied to vocational souvenir education, each stage ranging from curriculum planning, resource organization, and instructional implementation to evaluation can be analyzed through this managerial lens.

Beyond management, the entrepreneurship dimension is another key element that strengthens the relevance of vocational souvenir education. Entrepreneurship emphasizes creativity, innovation, risk-taking, and independence [12], [13] values that are particularly essential for students with disabilities as they navigate a dynamic and competitive labor market. Therefore, vocational souvenir education should not merely be understood as a technical training activity, but rather as a form of economic empowerment and character building for students with special needs.

Previous studies have supported the importance of vocational education in fostering independence among students with disabilities. Basuni [14] found that vocational education significantly contributes to the economic self-reliance of special needs students. Bariyyah [15] further highlighted that sewing-based vocational training improves both self-confidence and employability among SMALB graduates. However, most of these studies have focused primarily on the technical skill outcomes of students, with limited exploration of how educational management functions (POAC) are

systematically applied in managing vocational souvenir programs as a comprehensive strategy for entrepreneurship development among students with disabilities.

This research gap forms the foundation of the present study. There remains a scarcity of research that integrates educational management and entrepreneurship principles in analyzing vocational education practices within the context of special schools. Yet, understanding how management functions operate holistically is crucial for ensuring program success and sustainability in preparing independent and competitive graduates.

Therefore, the objective of this study is to analyze the management of vocational souvenir education in preparing entrepreneurial skills among SMALB students, employing George R. Terry's (POAC) management framework alongside entrepreneurship theory as the analytical foundation. This approach aims to contribute theoretically to the body of literature on vocational education management and practically to the formulation of adaptive, collaborative, and sustainable program strategies[10].

The novelty of this research lies in the integration of educational management analysis and entrepreneurial principles within the context of special education. Consequently, this study does not merely describe how souvenir-making skills are taught but also examines how the management of such programs functions as a vehicle for economic and social empowerment of persons with disabilities toward self-reliance and sustainability.

2 Method

This study employed a qualitative approach with a case study design. The qualitative approach allowed the researcher to understand and explain phenomena in depth within their natural and social contexts, as well as to explore the subjective meanings of individual experiences[16]. The case study design was chosen because it provides a comprehensive understanding of a system or phenomenon in its real-life setting, particularly when the boundaries between the phenomenon and its context are not clearly defined [17], [18].

This research was conducted at two special senior high schools, namely SMALB Bani Muttaqin and SMALB At-Turmudzi, which were purposively selected because they actively implement souvenir-based vocational education programs that aim to develop entrepreneurial skills among students with disabilities. The subjects of this study consisted of school principals, vocational skills teachers, and students who were directly involved in the management and implementation of the souvenir vocational programs.

Data were collected through a triangulation of methods, namely in-depth interviews, participant observation, and document analysis. In-depth interviews were used to obtain detailed narratives about the management processes, including planning, organizing, implementation, and evaluation of the vocational programs. Participant observation was conducted to directly observe classroom and workshop activities, particularly during the practice of souvenir production, exhibitions, and product marketing sessions.

Meanwhile, document analysis involved reviewing various documents such as lesson plans, work programs, school reports, and student portfolios [19], [20]

In qualitative research, the researcher functions as the main instrument (human instrument), where their interaction with participants and the field context becomes an integral part of the research process [21], [22]. To support the research process, auxiliary instruments were used, including interview guides, observation sheets, instrument grids, and document review formats that ensured clarity, consistency, and systematic data collection.

The validity and trustworthiness of the data were ensured by applying the four criteria proposed by [21] Lincoln and Guba: credibility, transferability, dependability, and confirmability. Credibility was achieved through data triangulation and member checking, allowing participants to verify the accuracy of interpretations. Transferability was maintained by providing a detailed contextual description (thick description) of the research settings and processes. Dependability and confirmability were reinforced through audit trails and systematic documentation that recorded every stage of data collection and analysis [23]. These steps ensured the rigor and transparency of the research process.

Data analysis was carried out using the interactive model of Miles, Huberman, and Saldaña [24], which consists of three interrelated stages: data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting, simplifying, and transforming raw data obtained from interviews, observations, and documents into meaningful categories. Data display was done by organizing the findings into narrative descriptions and analytical matrices to facilitate the identification of patterns and relationships. Finally, conclusion drawing and verification were conducted iteratively throughout the research process to ensure accuracy, consistency, and alignment between data and emerging interpretations. This analytical process was conducted simultaneously with data collection to allow the researcher to respond adaptively to field dynamics and emerging insights.

This research was conducted from February to July 2025, encompassing stages of preparation, field data collection, data analysis, and report writing. Through this methodological approach, the study aims to provide substantive contributions to the understanding and development of effective management practices in souvenir-based vocational education for students with disabilities at SMALB Bani Muttaqin and SMALB At-Turmudzi. The findings are expected to enrich both theoretical perspectives and practical applications of educational management and entrepreneurship within the context of special education in Indonesia.

3 Results

3.1 Planning

Based on interviews, observations, and document analysis conducted at SMALB Bani Muttaqin and SMALB At-Turmudzi, the planning stage of the vocational souvenir education program reflects a strong commitment by the schools to prepare students with

practical and entrepreneurial skills. Both institutions view the program not merely as an extracurricular activity but as an integral component of their curriculum, aimed at building independence and self-reliance among students with disabilities.

The interviews with school principals revealed that the planning process began with identifying the needs and potentials of students. Principals emphasized that souvenir-making activities were chosen because they align with students' fine motor abilities and allow for creative expression. As the principal of SMALB Bani Muttaqin explained, "*We wanted a skill that our students could truly master, one that can be turned into something useful and even profitable in the future.*" This rationale underpinned the decision to design a program that integrates art, creativity, and entrepreneurship.

Observations of school meetings and program documents showed that both schools followed an adaptive planning process, characterized by collaboration among the principal, vocational teachers, and, in some cases, parents. At SMALB At-Turmudzi, planning meetings included discussions about the selection of materials (such as beads, fabric, or resin), budgeting for production tools, and scheduling regular practice sessions. Documentation from the 2024–2025 school year indicated that souvenir-making classes were incorporated into weekly timetables and linked with local product exhibitions organized by the school. Meanwhile, SMALB Bani Muttaqin developed a modest but structured work plan, outlining short-term and long-term objectives short-term focusing on skill mastery, and long-term focusing on product marketing and participation in community fairs.

From the interviews with teachers, it was found that curriculum planning was carried out by adapting national vocational education guidelines to the special education context. Teachers simplified production steps and provided differentiated learning activities based on students' ability levels. For instance, students with higher fine-motor skills were assigned tasks involving detailed design, while others focused on assembling or packaging. The teachers also incorporated basic entrepreneurship lessons, such as calculating production costs, setting simple prices, and learning customer interaction skills. This integration shows that planning extended beyond technical training to include the development of entrepreneurial mindsets.

The planning process also involved resource management. Both schools faced limited financial and material resources; therefore, they relied heavily on local materials and community donations. Teachers and parents often collaborated to provide affordable materials like cloth scraps or recycled paper. This resource adaptation reflects a practical implementation of Terry's *planning function*, which involves anticipating future needs and optimizing available resources to achieve objectives efficiently.

Observations further revealed that the schools conducted informal evaluations at the end of each semester to review planning effectiveness. During these reflection sessions, teachers discussed what products sold well, which skills students enjoyed most, and which areas required improvement. Such reflective practices align with the notion of *planning as a continuous process*, as emphasized in Terry's management theory, where planning is not static but dynamic, responding to feedback and contextual realities.

From a theoretical perspective, these findings confirm that the planning stage at both SMALB Bani Muttaqin and SMALB At-Turmudzi embodies the essential

elements of educational management: setting objectives, determining strategies, allocating resources, and preparing evaluation mechanisms. However, the planning is still predominantly short-term and activity-oriented, focusing more on product creation rather than long-term entrepreneurship development. This finding is consistent with previous research by Stevenson [25], which indicated that many special schools tend to emphasize vocational practice over business sustainability.

In terms of entrepreneurship education, the planning process has begun to introduce the foundational values of creativity, initiative, and risk-taking, even though marketing and business management strategies remain underdeveloped. As observed during classroom sessions, students were encouraged to choose their own product colors, experiment with materials, and name their creations—a pedagogical approach that nurtures early entrepreneurial thinking.

In summary, the planning process at SMALB Bani Muttaqin and SMALB At-Turmudzi demonstrates an evolving form of educational management that balances structure and flexibility. Despite resource constraints, both schools have shown innovative efforts in designing vocational souvenir programs that are contextually relevant and student-centered. However, to reach a more sustainable level, future planning should include strategic partnerships, market-oriented learning goals, and data-based program evaluation to ensure that souvenir vocational education truly functions as a bridge toward entrepreneurial empowerment for students with disabilities.

3.2 Organizing

The organizing stage of the vocational souvenir education program at SMALB Bani Muttaqin and SMALB At-Turmudzi demonstrates the schools' efforts to establish a clear division of roles and responsibilities among teachers, students, and supporting stakeholders. Based on interviews with principals and teachers, both schools adopted an informal but functional organizational structure in managing the souvenir-making program. This structure reflects the limited size of the schools and their need for flexibility in assigning roles, yet it ensures that key management functions—coordination, supervision, and delegation—are adequately fulfilled.

Interviews with the principals revealed that each school appointed one vocational teacher as the program coordinator. This teacher is responsible for planning weekly activities, managing materials, and monitoring students' progress. The principal of SMALB At-Turmudzi emphasized, "Although the program is small in scale, it requires strong coordination. We divide tasks among teachers so that each has a clear responsibility from material preparation to evaluation." Observations confirmed that the vocational teacher worked closely with classroom teachers and assistant staff to facilitate smooth operations during practice sessions. The teachers not only taught technical skills but also guided students in teamwork, time management, and basic communication—all of which are essential components of entrepreneurial behavior.

At SMALB Bani Muttaqin, the organizing process relied heavily on collaboration between the school management and the parent community. Documentation showed that the school formed a small committee consisting of teachers and parents to manage

supplies, fund materials, and arrange participation in local exhibitions. Parents were observed providing fabric remnants, beads, and decorative items, demonstrating a strong sense of shared ownership in the program. As one parent stated during an interview, “We want to help because this is not just a school activity it is our children’s opportunity to build their future.” This form of participatory organization aligns with the principle of community-based education, emphasizing the role of families and the broader social environment in supporting learning for students with disabilities.

Observation data revealed that daily program activities were organized systematically, even though resources were limited. At both schools, souvenir workshops were scheduled two to three times per week, and teachers grouped students based on their ability levels. Students who mastered basic techniques acted as peer mentors, helping classmates during the crafting process. This informal mentoring system, although not part of the official curriculum, proved effective in building cooperation and confidence among students. Documentation from class logs indicated that teachers recorded students’ performance in detail, including creativity, precision, and product quality. These records were later used as the basis for informal assessments and reflection meetings.

From a management perspective, these findings illustrate that the organizing function, as defined by George R. Terry [26], is well represented in both schools, though implemented in a simplified manner. Terry defines organizing as the process of dividing work into manageable tasks, assigning responsibilities, and coordinating human and material resources to achieve goals. In both SMALBs, this function is visible in how responsibilities are distributed among teachers, students, and parents, even without a formal written structure. The organic and flexible organization model reflects adaptive management practices in small-scale educational settings.

The organizing process also demonstrates the principles of inclusive leadership and collaborative culture. The principals of both schools encouraged open communication and collective decision-making. For instance, at SMALB At-Turmudzi, teachers and staff held weekly briefings to discuss student progress and material shortages. This participatory model promotes a sense of belonging among teachers and reinforces teamwork as a cornerstone of program success. From the perspective of educational leadership, this aligns with the concept of distributed leadership, where authority and responsibility are shared across multiple actors to enhance engagement and efficiency [27].

In the context of entrepreneurship education, organizing activities at both schools reflect experiential learning and cooperative work structures. By encouraging teamwork and assigning specific production roles, teachers simulate a small-scale business environment. Students learn to collaborate, negotiate tasks, and manage time skills that are essential for future entrepreneurial ventures. The observation that some students spontaneously helped peers or took initiative in arranging display tables during product exhibitions indicates an emerging sense of ownership and responsibility.

Despite these strengths, the findings also reveal several organizational limitations. Both schools still rely heavily on a few teachers to manage all aspects of the program from material procurement to sales coordination resulting in a high workload and potential burnout. Furthermore, neither school has yet established a formal partnership

with external institutions or local businesses, which limits opportunities for broader exposure and sustainability. This finding resonates with studies by Widodo and Sari (2025), who found that many vocational programs in special schools remain internally focused and lack institutional collaboration.

Overall, the organizing process in both SMALB Bani Muttaqin and SMALB At-Turmudzi can be characterized as community-driven, flexible, and collaborative, yet constrained by limited human and material resources. The schools have successfully built a cooperative environment that fosters teamwork and shared responsibility, which are fundamental values in entrepreneurship education. However, strengthening organizational capacity through structured delegation, professional training for teachers, and external partnerships will be critical to ensuring the long-term sustainability and scalability of the souvenir vocational education program.

3.3 Actuating

The implementation stage, or actuating in George R. Terry's management framework, represents the process of mobilizing and motivating individuals to carry out planned activities effectively. Based on the results of interviews, field observations, and documentation, the implementation of vocational souvenir education at SMALB Bani Muttaqin and SMALB At-Turmudzi demonstrates strong teacher dedication, hands-on learning experiences, and a nurturing environment that encourages student creativity and independence.

Interviews with teachers revealed that the learning process emphasizes practical engagement and experiential learning. Both schools adopted the learning by doing approach, where students were directly involved in each stage of souvenir production from design, material selection, and assembly, to finishing and packaging. At SMALB Bani Muttaqin, teachers guided students to create simple products such as keychains, bracelets, and fabric flowers using recycled materials. Meanwhile, at SMALB At-Turmudzi, students worked on more diverse items, including resin-based souvenirs and handicrafts combining cloth and wood elements. This variation reflected the teachers' creativity in adapting lessons to student abilities and available resources.

During classroom observations, teachers acted not only as instructors but also as facilitators and motivators. They provided step-by-step demonstrations, ensured safety in tool use, and encouraged students to explore different designs. Teachers frequently used positive reinforcement, such as verbal praise or displaying students' best work on classroom boards, to build confidence and intrinsic motivation. A teacher from SMALB Bani Muttaqin stated, "Our goal is not perfection, but progress. Every product that students finish is a sign that they believe in their ability." This motivational approach proved effective in maintaining student enthusiasm throughout the learning process.

Students were observed to be highly engaged during practice sessions, showing visible excitement when using new materials or experimenting with colors and shapes. Some students displayed entrepreneurial initiative by suggesting product names and prices or by volunteering to assist teachers during school exhibitions. These behaviors indicate the emergence of entrepreneurial traits, including initiative, persistence, and

creativity key characteristics of entrepreneurship as described by Drucker (1985) and McClelland (1961)[12], [28].

Documentation analysis further revealed that both schools implemented structured schedules for souvenir-making sessions, typically held two to three times per week. Lesson plans included clear objectives, competency indicators, and reflection activities at the end of each session. Teachers also maintained student portfolios containing photos of products, progress notes, and evaluation sheets. These documents not only served administrative purposes but also functioned as motivational records, helping students visualize their growth over time.

One distinctive feature observed at SMALB At-Turmudzi was the integration of peer mentoring within the implementation process. Students with advanced skills were assigned to assist their peers who required more support, fostering collaboration and empathy. Teachers reported that this peer-assistance model enhanced social interaction and created a sense of belonging among students. From the perspective of Terry's actuating function, this practice exemplifies the mobilization of human potential through empowerment and participation, ensuring that motivation and collaboration drive productivity.

The role of the school principal in the actuating phase was also evident. Both principals actively monitored classroom activities, encouraged teacher creativity, and sought opportunities for external exposure, such as exhibitions or collaboration with local communities. Their leadership style could be described as transformational, motivating teachers to go beyond routine teaching and to see vocational education as a form of student empowerment. This aligns with the concept of instructional leadership, where school leaders focus on fostering teaching quality and innovation[29].

However, field data also revealed several challenges in implementation. Teachers reported limitations in materials and facilities, such as insufficient tools for all students or the lack of a dedicated workspace. As a result, some practice sessions had to be conducted in classrooms not specifically designed for vocational training. Furthermore, while students demonstrated enthusiasm, maintaining consistency in attendance and focus remained a challenge for some learners due to varying physical and cognitive conditions. Despite these obstacles, teachers showed adaptability by simplifying production steps, rotating tool use, and providing individual assistance where needed.

From an analytical standpoint, the implementation of the vocational souvenir program at both schools clearly reflects the essence of Terry's actuating function mobilizing individuals through communication, leadership, and motivation. Teachers at SMALB Bani Muttaqin and SMALB At-Turmudzi successfully transformed instructional sessions into meaningful, engaging experiences where students not only learn technical skills but also develop self-confidence and perseverance. The process also reflects experiential entrepreneurship education, where students learn business-related values implicitly through production, collaboration, and problem-solving activities.

In summary, the implementation of the souvenir vocational education program at both SMALBs demonstrates a student-centered and empowerment-oriented approach. Teachers functioned as mentors and motivators, transforming the classroom into a creative workshop that nurtures independence, teamwork, and entrepreneurial

awareness. Despite infrastructural constraints, the schools managed to create a supportive environment where students experience success through tangible outcomes the souvenirs they produce. To enhance this phase, future development could include the use of digital tools for product promotion, integration of basic marketing lessons, and expansion of learning spaces dedicated to vocational practice, thereby strengthening the link between education, creativity, and entrepreneurship.

3.4 Controlling

The controlling stage, as conceptualized by George R. Terry, refers to the process of ensuring that organizational activities align with established plans through continuous monitoring, evaluation, and corrective actions. In the context of the vocational souvenir education program at SMALB Bani Muttaqin and SMALB At-Turmudzi, this function is manifested through both formal and informal evaluation mechanisms conducted by principals and teachers. The findings from interviews, classroom observations, and document analysis reveal that the schools have developed contextually appropriate monitoring systems that balance academic accountability with the nurturing nature of special education.

Interviews with principals indicated that supervision of the vocational program is performed through regular observations and reflective discussions. The principal of SMALB At-Turmudzi stated, “We don’t only look at results, but at the process how teachers guide students, how students interact, and how they enjoy the activity.” This statement highlights the school’s focus on formative supervision, where the goal is to foster improvement rather than impose control. Both principals emphasized that monitoring is not punitive but supportive, aiming to identify areas for pedagogical enhancement and to motivate teachers in developing creative approaches to instruction.

Teachers described their own evaluation practices as multi-dimensional, covering product quality, student participation, creativity, and progress over time. Based on documentation from lesson evaluations, criteria for assessing student performance included neatness, color harmony, material selection, and the degree of independence displayed during production. Teachers also maintained anecdotal records documenting student attitudes, perseverance, and teamwork. At SMALB Bani Muttaqin, these evaluations were complemented by end-of-semester exhibitions where students showcased their products to parents and the community. Observations revealed that such exhibitions served not only as summative assessments but also as celebratory learning events, enhancing student pride and social confidence.

At SMALB At-Turmudzi, controlling activities were integrated into weekly reflection meetings attended by the principal, teachers, and assistants. During these meetings, teachers reviewed student progress, discussed logistical issues such as material shortages, and shared strategies for overcoming challenges. Notes from these meetings, as observed in school documents, indicated that corrective measures were typically immediate and practical such as simplifying production stages, adjusting group sizes, or revising lesson plans. This iterative process demonstrates the schools’ commitment to continuous improvement, a principle that aligns closely with Terry’s view of control as a dynamic and ongoing feedback loop.

Observations also revealed that student self-evaluation is subtly embedded within the process. Teachers often asked students to reflect on their own work, encouraging them to identify what they did well and what could be improved. For instance, after completing a souvenir item, students were invited to discuss the challenges they encountered and how they solved them. This reflective dialogue not only strengthens metacognitive skills but also nurtures responsibility and self-awareness key traits in entrepreneurship education [30]. Teachers reported that students who engaged in this reflection process demonstrated greater confidence and willingness to experiment with new designs in subsequent sessions.

Despite these positive practices, several limitations were identified. Both schools acknowledged that formal evaluation documentation remains limited due to time constraints and a lack of standardized instruments tailored to vocational education for students with disabilities. Teachers primarily relied on qualitative observations rather than quantitative rubrics, making it difficult to track long-term skill progression. Furthermore, marketing and business outcomes were rarely evaluated, meaning that the economic impact of the program on students' entrepreneurial readiness has yet to be systematically measured. These findings echo the concerns of Pratama and Nugroho (2021), who observed that many vocational programs in special schools lack structured assessment frameworks and performance indicators.

From a theoretical perspective, the supervision and evaluation systems at SMALB Bani Muttaqin and SMALB At-Turmudzi effectively embody Terry's controlling function in a simplified but meaningful form. The principals' active involvement, the collaborative reflection among teachers, and the integration of student feedback illustrate how control can be reframed as a participatory and developmental process rather than a top-down mechanism. Moreover, these practices align with modern supervision theories emphasizing transformational and humanistic approaches where the primary aim is to empower rather than to discipline[31].

From the standpoint of entrepreneurship education, the evaluation process provides valuable opportunities for students to internalize entrepreneurial values such as accountability, resilience, and continuous improvement. Exhibitions, peer feedback, and product reviews simulate real-world business feedback cycles, where reflection and adaptation are crucial to success. The teachers' emphasis on process-based evaluation aligns with the entrepreneurial principle that failure and experimentation are integral to learning and innovation.

In summary, the controlling process in both SMALB Bani Muttaqin and SMALB At-Turmudzi demonstrates a reflective and empowering model of supervision. Through ongoing observation, collaborative reflection, and practical feedback mechanisms, schools ensure that vocational souvenir programs remain responsive to student needs and contextual challenges. However, to enhance the robustness of this function, it is recommended that both schools develop standardized evaluation instruments, establish data-based progress tracking systems, and incorporate entrepreneurial performance indicators such as product viability and marketing outcomes. Strengthening these elements would not only improve managerial accountability but also deepen the integration between educational management and entrepreneurship development in special education contexts.

4 Discussion

The findings of this study confirm that the management of vocational souvenir education at SMALB Bani Muttaqin and SMALB At-Turmudzi has been implemented according to the core functions of educational management planning, organizing, actuating, and controlling (POAC) as conceptualized by George R. Terry (2006). However, the application of these functions is characterized by contextual adaptation, flexibility, and a high degree of collaboration between teachers, students, parents, and school leaders. These characteristics reflect the unique challenges and opportunities inherent in managing vocational programs for students with disabilities, where the goals extend beyond academic achievement toward empowerment, self-reliance, and social inclusion.

In the **planning** phase, both schools demonstrated proactive yet adaptive management practices. Planning focused on aligning program objectives with students' capabilities, resource availability, and community support. The integration of art, creativity, and entrepreneurship into souvenir-making activities shows that planning was not merely administrative but pedagogical seeking to create meaningful learning experiences that connect skill training with life readiness. However, as observed in the field, planning remains primarily short-term and operational. Long-term strategic planning that incorporates market analysis, partnership development, and sustainability frameworks has yet to be established. This finding aligns with previous studies by Pratama and Nugroho (2021), who emphasized that vocational planning in special education often prioritizes internal curriculum goals over broader entrepreneurial strategies.

The **organizing** process revealed that both schools adopted a participatory and community-driven structure. The flexible distribution of responsibilities among teachers, parents, and students exemplifies inclusive management in practice. This approach corresponds with Terry's concept of organizing, which stresses coordination and the effective allocation of resources. Furthermore, the involvement of parents and the local community mirrors Ki Hajar Dewantara's *Trisentra Pendidikan* principle, emphasizing collaboration between schools, families, and society in nurturing students' potential. Nevertheless, the findings suggest that organizational capacity could be enhanced through more formalized partnerships with external stakeholders such as local artisans, small enterprises, and vocational training centers to ensure knowledge transfer and market integration.

In terms of **actuating**, the study found that teachers play a pivotal role as facilitators and motivators, embodying the essence of transformational and instructional leadership [32]. Through hands-on learning and continuous encouragement, teachers fostered creativity, resilience, and initiative among students attributes that form the foundation of entrepreneurial competence [33]. The *learning by doing* approach used in both schools aligns with the constructivist paradigm of vocational education, emphasizing the experiential formation of skills and attitudes. More importantly, the motivational environment created by teachers reflects the humanistic aspect of the actuating function mobilizing individuals not through coercion but through inspiration, empathy, and trust. These findings reinforce Drucker's notion that entrepreneurship is

not innate but teachable through structured experiences that blend creativity with discipline[12].

The **controlling** function at both schools exhibits a reflective and formative orientation. Supervision was conducted collaboratively, focusing on process improvement rather than mere outcome evaluation. Teachers and principals engaged in dialogue-based reflection, which aligns with modern supervision models that prioritize developmental rather than hierarchical relationships [31]. The use of exhibitions and student self-assessment practices illustrates how evaluation was extended beyond technical product quality to include motivation, confidence, and entrepreneurial awareness. However, the lack of standardized assessment tools and formal documentation remains a challenge. To address this gap, future management strategies could incorporate data-driven monitoring systems and rubrics that measure both pedagogical and entrepreneurial performance indicators, such as creativity, innovation, and product viability.

Synthesizing across all management functions, the findings suggest that the vocational souvenir education programs in both SMALBs function as holistic ecosystems of empowerment. The schools' management processes though simple demonstrate high contextual sensitivity, ensuring that each stage of management remains grounded in the students' real capabilities and social environment. This adaptive model embodies what educational management scholars term as *situational leadership* [34], where leaders adjust their managerial style according to environmental conditions and learner needs. In the context of special education, such adaptability is not merely desirable but essential for success.

From the perspective of entrepreneurship education, the programs at SMALB Bani Muttaqin and SMALB At-Turmudzi have succeeded in introducing the fundamental elements of entrepreneurial thinking creativity, problem-solving, persistence, and collaboration though within a limited economic scale. The students' engagement in product creation, exhibition, and self-reflection has begun to internalize entrepreneurial values consistent with Gibb's experiential model of entrepreneurship learning. Nonetheless, the findings indicate that the entrepreneurial dimension remains implicit, as marketing, financial literacy, and business continuity are not yet systematically included in the curriculum. This reveals a significant opportunity for the schools to evolve their programs from *vocational training* to *entrepreneurial incubation* where students not only acquire skills but also learn how to manage and sustain micro-enterprises.

At the policy level, the implementation of these programs is aligned with national directives such as the Indonesian Law No. 8 of 2016 on Persons with Disabilities and Ministerial Regulation No. 70 of 2013 on Inclusive Education, both of which emphasize empowerment and access to meaningful work. However, the study also reveals the persistent gap between policy aspirations and practical realities. The limited availability of facilities, inadequate funding, and the absence of systematic external evaluation mechanisms hinder the scalability of vocational initiatives in special schools. This calls for stronger collaboration between the government, private sector, and educational institutions to develop integrated pathways for entrepreneurship-based inclusion.

In summary, the discussion underscores that the management of vocational souvenir education in SMALB Bani Muttaqin and SMALB At-Turmudzi represents an emerging model of adaptive and inclusive educational management. The integration of management theory and entrepreneurship education provides a new lens for understanding how vocational programs for students with disabilities can be both pedagogically enriching and economically empowering. The study contributes theoretically by extending Terry's management framework into the domain of special education, and practically by offering insights for developing sustainable, community-based entrepreneurship programs. Moving forward, enhancing strategic planning, building cross-sector partnerships, and institutionalizing data-driven evaluation systems will be essential steps toward transforming vocational souvenir education into a robust model of inclusive entrepreneurship development in Indonesia.

5 Conclusion

This study concludes that the management of vocational souvenir education at SMALB Bani Muttaqin and SMALB At-Turmudzi has been effectively implemented through the four core management functions of planning, organizing, actuating, and controlling (POAC). Each function operates adaptively, reflecting contextual adjustments to the needs of students with disabilities. The programs demonstrate how educational management, when grounded in participation and empathy, can create an empowering learning environment that fosters creativity, confidence, and entrepreneurial awareness. Through hands-on learning, collaboration, and reflective supervision, both schools successfully integrate technical skill development with entrepreneurial values such as initiative, perseverance, and innovation transforming vocational training into a medium for self-reliance and social inclusion.

Despite these achievements, challenges remain in the areas of resource availability, program sustainability, and evaluation systems. The study recommends strengthening strategic planning, expanding partnerships with local industries and communities, and developing standardized, data-driven evaluation tools that assess both technical and entrepreneurial competencies. Teacher professional development in entrepreneurship education should also be prioritized to ensure continuity and innovation. Overall, this research highlights that effective and inclusive management of vocational education can serve as a strategic pathway toward economic empowerment and dignity for students with disabilities, offering a replicable model for advancing equitable and sustainable special education in Indonesia.

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