SPECIAL NEED STUDENTS (DISORDER) RESPONSE LEVEL ON ENTREPRENEURSHIP CLASSROOM: A CASE STUDY OF BINUS UNIVERSITY, INDONESIA

Gatot Hendra Prakoso, Bina Nusantara University
Indriana, Bina Nusantara University
Indira Tyas Widyastuti, Bina Nusantara University
Ira Setyawati, Bina Nusantara University

ABSTRACT

Using the in-depth interview, this study aims to find out how the disorder students (disorder SNS) performed in the entrepreneurship classrooms. The findings show that the students with anxiety disorder could have the better performance in the entrepreneurship classroom, compared to the ADHD and autistic disorder SNS. These findings were found based on three themes of this paper: the types of disorder SNS in the entrepreneurship classes; the disorder SNS engagement in the entrepreneurship classroom, and disorder SNS responds in the entrepreneurship classrooms.

Keywords: Entrepreneurship, Education, Anxiety, ADHD, Autistic, Response.

INTRODUCTION

The idea of inclusion has been considered as the most discussed topic in all over the world. From the early years of the 18th century, the concept of full inclusion had been adopted in order to give the chances for the students with disabilities the chances to have the same education experiences as the other (normal) students (Alqaryouti, 2010). Inclusion has been considered as the fair way to give the chances for the students with disabilities to have the similar education experiences. Lewis et al. (1994) cited the statement that inclusion means different thing to people who wish different things from it. Inclusion was also determined as a fundamental reorganization of the teaching and learning process.

Citing the statements of Obiakor et al., (2012) stated that the inclusions of students with disabilities in general education has been a quite serious topic to be discussed. The inclusion in schools was meant to create equality and provide social interactions for students of all backgrounds and abilities. The inherent inequality stems from the stigma created by purposeful segregation would generate the inferiority feeling which would impact the hearts of the special need students, and conditions like that would never be undone (Harper, 2013)

Referring to the statement of Obiakor et al. (2012), it is stated that they believe that the conditions of the special need students could be improved by giving them the inclusive education, so the special need students would have the chance to be educated with their peers, the students without special needs.

Lewis et al. (1994) stated that the school systems are moving forward to the inclusion. They are moving to the way of education special need students (SNS) in general education classroom, as they cited the statement of Putnam et al. (1995). Based on the spirit of inclusive

education, the inclusion classes have been applied to entrepreneurship classes as well. The main goal of the entrepreneurship classes was to develop the entrepreneurship mind-sets of the students. The entrepreneurship classes would facilitate the students in term of developing their leadership, motivation, innovation, teamwork, communication and even their business plan writing skill. Furthermore, according to Okudan & Rzasa (2006), the entrepreneurship course would also be the media to develop the student's knowledge and skill in term of encouraging their entrepreneurial behaviour.

However, it was found in that the application of inclusive method in entrepreneurship classes might have some constraints. The previous study by Prakoso et al. (2019) stated that the special need students showed varies comprehensions on the entrepreneurship classes. Two types of special needs students were found in the study; the deaf students and the disorder students. The deaf students have shown the better comprehensions on the classroom.

This research is the continuation of the previous research by Prakoso et al. (2019) on the entrepreneurship teaching method for the special need students (SNS). It was stated that the deaf students still have the ability to learn the entrepreneurship in the class, even when the lecturers had to have some extra sessions for them, compared to the disorder students.

In general, it was shown that the disorder students had some problems on learning entrepreneurship subjects in the classroom. Continuing the previous research, this research was conducted to determine the differences between the disorder SNS in term of their respond on entrepreneurship subjects in the entrepreneurship classes. Therefore, this research would only be focusing on the disorder SNS in the classes.

LITERATURE REVIEW

Types of Special Needs

There are four types of special needs according to Graham (2017). Those four types are

- **Physical needs:** Muscular dystrophy, multiple sclerosis, chronic asthma, epilepsy etc.

- **Developmental needs:** Down syndrome, autism, dyslexia, processing disorders.

- **Behavioural/emotional needs:** ADD, bi-polar, oppositional defiance disorder, etc.

- **Sensory impaired needs:** Blind, visually impaired, deaf, limited hearing.

The phrase *"special needs"* itself is defined as (children) with the special characteristics, compared to the other regular children, could be in term of different mental, emotion or physics (Heward, 2003). Rizzo & Zabel (1988) and Suran (1983) stated that the term *"special needs"* is referring to those who were physically, psychologically, cognitively and socially obstructed to reach their objective, their needs or their optimum potential, including those who were deaf, blind, speaking disorders, body deformity, mentally retarded, emotional disorders, and even to those who had special intelligent and talents because all of them would need special treatment from specially trained persons.

According to the World Health Organization (WHO, 1980), there are three types of special needs as it was cited by Barbotte et al. (2001). Those three types are:

1. Impairment: Any temporary or permanent loss or abnormality of a body structure of function, whether physiological or psychological.

2. Disability: A restriction or inability to perform an activity in the manner or within the range considered normal for human being, mostly resulting from impairment.

3. Handicap: Is the result of an impairment or disability that limits or prevents the fulfilment of one or several roles regarded as normal, depending on age, sex and social and cultural factors.

Kring et al. (2012) stated that the special needs term refers to those who have concentration disorder (hyperactive), behavioural disorder, mental retardation and autism.

Emotional and Behavioural Disorders

Emotional and behavioural disorders are categorized into Emotional Disturbance, referring to the descriptive designation stated in the Federal Law of United States, the Individuals with Disabilities Education Act (IDEA) (USA Congress, 1997).

Emotional disturbance could be considered as the condition that occurs over an extended period and prevent the children from succeeding their education, or having trouble in their social life (Webster, 2019). Furthermore, Webster (2019) stated that this emotional disturbances are characterized as:

1. The inability to learn that cannot be explained by intellectual, sensory or health factors.

2. The inability to create or sustain reciprocal relationships with peers and teachers.

3. Inappropriate types of behaviour or feeling.

The objects of this research would be the disorder SNS, which could be considered as the students with emotional and behavioural disturbance.

Referring to the statements of Ganado & Cerado (2015), the emotional and behavioural disorder includes the Oppositional Defiant Disorder, Conduct Disorder, Attention Deficit Hyperactivity Disorder, Anxiety Disorder, Depression Disorder, Adjustment Disorder, Obsessive-Compulsive Disorder, Post-Traumatic Stress Disorder, Selective Autism, Autistic Disorder, Schizophrenia, and Seriously Emotionally Disturbed.

Oppositional Defiant Disorder or ODD is a kind of behavioural disorders that is shown by the tendency to disrupt those around the persons with ODD (AACAP, 2009).

Conduct Disorder, according to AACAP (2013) refers to a group of emotional problems in youngsters. They showed great difficulty to follow orders and behave in a socially acceptable way. They were being aggressive to others and even animals, destructive, deceitful, and tend to break the rules.

Attention Deficit Hyperactivity Disorder is a combination of problems such as difficulty sustaining attention, hyperactivity and impulsive behaviour that are happened on children, but often persists into adulthood (Hoseini et al., 2014).

Anxiety Disorder is the problem when the anxiety gets out of control and start to have some impacts to their life. It has six main categories; phobias, panic disorder, generalized anxiety disorder, obsessive-compulsive disorder, acute stress disorder and post-traumatic stress disorder with similar symptoms; irrational and excessive fear, apprehensive and tense feelings, and difficulty on managing daily task and/or distress related to the tasks (Rector et al., 2005).

Depressive disorders are a group of illnesses characterized by excessive or long-term depressed mood and loss of interest in activities that used to be enjoyable (Rector et al., 2005).

Adjustment disorder is considered as a condition that is strongly tied to acute and chronic stress. It is also recognized as the syndrome of stress-response, which is defined as the mal-adaptive reaction to something identifiable (Zelviene & Kazlauskas, 2018).

Obsessive Compulsive Disorder (OCD) is the condition on someone that shows the presence of obsessions and/or compulsions. Obsessions itself is considered as the intrusive thoughts, images or impulses that came repetitively without ability to control (unwanted) (Lang, 2009).

Post-Traumatic Stress Disorder (PTSD) is considered as the mental disorder that is occurred after an exposure of horrifying events. PTSD patient might have bigger risk of having poor physical health, including cardiorespiratory, musculoskeletal, and gastrointestinal and even the immunological disorders. Not just that, PTSD could relate with other substantial psychiatric comorbidity, and increased the risk of suicide (Bisson et al., 2015).

Selective autism is considered as the rare disorder on mostly children could speak normally at certain environment (mostly home) but could (or chose) not to speak in other environment such as school (Bisson et al., 2015).

Autistic disorder, or autism, is also called as autism spectrum disorder (ASD). ASD is a developmental disorder that has impacts on the communication and behaviour aspects. It could be diagnosed at any age, which mostly appeared in the first two years of someone's life. They tend to have difficulties with communication with other people, restricted interest, and repetitive behaviours (NIH, 2018).

Schizophrenia is considered as a major mental disorder that involves a complex set of disturbances of thinking, perception, affect and social behaviour. It could contain of thought disorder (abnormalities in spoken or written language), delusions (false beliefs based on incorrect inferences about reality), hallucinations (sensory perceptions in the absence of external stimuli, abnormal affect (reduction in emotional intensity or variation as well as affective responses with the context of communication) and disturbances in motor behaviour (adoption for a long time of bizarre positions, repeated or aimless movement patterns) (Barbato, 1998).

Seriously emotionally disturbed (SED) is the person that has some certain conditions such as inappropriate types of behaviour or feeling under normal circumstances, a general pervasive mood of unhappiness or depression, and a tendency to develop physical symptoms or fear associate with personal, school, or problems (Weinberg & Weinberg, 1990).

SNS Response and Engagement to Entrepreneurship Subjects

Engagement is considered to be the strong predictor of how the students would respond in the classrooms. The more they got connected, the more they would have the better achievements (Goodenow, 1993; Willingham et al., 2000) cited by Rangvid (2016). Furthermore, engagement of the students in the class would also decrease the anti-social behaviours (Wang & Eccles, 2013).

Although the idea of inclusive education for the SNS has become an issue in the education field for a long time, debates are still in progress. Those who agreed stated that education is the right of everyone, and no child would be left behind. UNESCO stated that *"States therefore have an obligation to respect, protect and fulfil the right of all learners to education"* (UNESCO, 2014). However, the issue remains the same. The response and the engagement of the SNS might be varies, though they have been exposed with the similar

education process. Rangvid (2016) stated that the SNS have the risk of experiencing difficulties in behaviour and learning, which would have impacts to their engagement to the class.

RESEARCH METHOD

Research Design

A qualitative research is being done to understand the information about how the special need students would respond to the entrepreneurship subjects in the classrooms. This current researched phenomenon was happening in the certain period of timeframe that could not be manipulated. This research is being done in two semesters within 2017-2018. Based on this situation, the researcher had decided to use the Case Study method as the most suitable approach to the research objective.

Research Focus

This study is focused to the respond of the special need students (SNS) in BINUS University in the entrepreneurship classroom. As the continuation of the previous study that was focused in the learning method for the SNS in BINUS - which covered all types of SNS in the entrepreneurship classroom, this study is focused to the more specific SNS type, the disorder type. This focus was taken considering the fact that the deaf students have the better ability to study in the entrepreneurship classrooms, rather than the disorder students (Prakoso et al., 2019).

Research Objective

The objective of this research is to find out what kind of disorder SNS type that would have the better engagement to the entrepreneurship classrooms.

Research Benefits

The result would give the overview of how entrepreneurship education in the university is being delivered to the special needs students, mainly in the disorder SNS. The result could be used to measure the level of engagement of the disorder SNS in the entrepreneurship classrooms in the future.

Research Respondents

The respondents in this research are the informant respondents. The informants were chosen based on these criteria:

1. Active lecturers that are currently teaching entrepreneurship subjects in BINUS.
2. Active lecturers that have classes with special needs students in their classes.

Data Collection Methods

Researchers had decided to use the in-depth interview method. This is a process to search and gain the necessary information that would be strongly related to the research object, by

directly asking the informant (face-to-face). Referring to Bungin (2007), the interview is being done from individual to individual in term of getting clear information.

Data Collection Procedures

1. Preliminary Study

The researchers were interviewing the informants, the entrepreneurship lecturers of BINUS University. Those informants were chosen based on the information about the existence of the SNS in their classroom, regardless the type of the SNS.

2. Research Respondent Determination

The purposive sampling technique was being used to screen the informants. Bungin (2007) stated that one of the most common strategies to determine the qualitative informant is the purposive method, where the informants were determined based on the relevant chosen criteria. Therefore, to determine the respondents, the researchers did the preliminary analysis on the preliminary study. This action was taken to determine the informants that would be relevant to the research objective.

Still, referring to Bungin (2007), sampling size was measured based on saturation theory. There would be no further informant addition when there was no new information gathered, which means, there would not be any new information that could add the new point of view in this research.

3. Research Execution

In-Depth Interview is being done based on the agreement between researchers and informants. The interviews were being done in the different places and in the different time. Each informant was given the same open-ended questions.

Data Analysis Method

The collected data from the in-depth interview were analysed soon after the collected data were being coded. The coding process was being applied to all the keywords. After the coding processes had done, it should be followed by making the abstraction. Abstraction is a process to create the summary of the important facts, process, and statements of the informants. This process would be followed by the transformation the data into units. The units would be categorized into groups, based on the similar topics of the units. The researcher generated the summary to simplify the interpretation.

Research Limitation

Limitations of this research are:

1. The research is only being done to the students in the entrepreneurship classes, as the research was conducted to know the entrepreneurship learning method for the special need students, in BINUS University.

2. The special needs students' criteria are limited to the different behaviour that they had shown in the classroom which was recognized by the lecturers.

3. Referring to the result of Prakoso et al. (2019), we decided to take the deaf SNS out of the sample, and focusing to the disorder SNS.

RESULTS AND DISCUSSIONS

Results

Informant Characteristics

At the beginning, we have collected 14 informants (7 women and 7 men). Those informants are the entrepreneurship lecturers in BINUS University. Those 14 informants were chosen based on the fact that they have SNS in their entrepreneurship classes. Informants were between 30 to 44 years old. From those 14 informants, we took out 5 of them based on the fact that the SNS in their entrepreneurship classrooms were the deaf SNS. This research would only be limited to the disorder SNS.

Research Result Analysis Theme

We managed to identify several research themes. Those themes are:

1. The types of disorder SNS in the entrepreneurship classes.
2. The disorder SNS engagement in the entrepreneurship classroom.
3. Disorder SNS responds in the entrepreneurship classrooms.

Discussions

The Types of Disorder SNS in the Entrepreneurship Classrooms

All of the informants confirmed that they have disorder SNS in their classrooms. Based on the interview result, those disorder SNS were divided into only three types of disorder SNS, the ADHD, Anxiety and Autistic Disorder (Table 1).

Table 1 DISORDER SNS INFORMATION			
Informant	**Gender**	**Number of Students**	**Types of Special Needs**
Lecturer 1	Male	2	Autistic Disorder
Lecturer 2	Female	1	Anxiety Disorder
Lecturer 3	Female	2	Autistic Disorder
Lecturer 4	Male	1	Autistic Disorder
Lecturer 5	Female	1	ADHD
		2	Autistic Disorder
Lecturer 6	Male	1	ADHD
		1	Autistic Disorder
Lecturer 7	Female	1	Autistic Disorder
Lecturer 8	Female	1	ADHD
		1	Autistic
Lecturer 9	Male	1	Autistic Disorder

Based on the interview with the informants, we have three types of disorders:

- One SNS with Anxiety.

- 6 SNS with Autistic Disorder.

- 3 ADHD.

This grouping step was done based on the information from the informants about the conditions of the disorder SNS.

Anxiety Disorder

There was only one lecturer who stated that she had an Anxiety disorder SNS in her classroom. The SNS showed all symptoms of anxiety. According to the informant, the SNS showed an irrational and excessive fear related to some certain questions–that was repeatedly asked, because it was not done after one or two orders. The SNS literally showed the apprehensive and tense feelings by the lecturer's orders, and in the end, he had troubles on managing his tasks in the classrooms.

ADHD

Three informants had the ADHD SNS in their classrooms. The informants stated that those students had shown some symptoms that are considerably as the symptoms of ADHD. According to those informants, those students have shown three symptoms of ADHD. The three symptoms of ADHD are:

1. The difficulty to pay attention.

2. Hyperactivity.

3. Being impulsive (NIH, 2016).

All informants agreed that their students could not pay attentions during the lecturing process. They seemed to have their own thoughts, rather than listened to the delivered materials. Those students also showed the hyperactivity symptoms in the class, with varies level. Informant 5 stated that though her student showed the hyperactivity symptoms, still it was done on his chairs. Similar symptoms were shown by the student in the informant 6's class as well. However, the student in the informant 7's class had a bit different hyperactivity symptom during the lecturing process. He tended to stand up and tried to get out of the class frequently.

All informants also agreed about the impulsivity of those ADHD students. This symptom was shown by some random actions that frequently made by those students.

Autistic Disorder

All informants except informant 2 stated that their disorder SNS are the autistic disorder. There are two kinds of behaviours of autistic disorders:

1. The social communication or social interaction–such as avoiding eye contacts, rarely sharing, slow responds to any calls, tendency to have a long talk on their favorite subjects, unmatched facial expressions to activities, unusual tone of voice and having trouble to understand others.

2. The restrictive or repetitive behaviour–such as repeating certain behaviours, having unusual behaviours, or repeating phrases, overly focused interest, lasting intense on certain topics, upset on small changes, more/less sensitive to lights, noise or temperature (NIH, 2018). All informants agreed that the autistic students in their classrooms tend to avoid eye contacts, having slow responds to any calls, have the tendency to talk longer on certain favourite subjects (repeatedly) and have unusual tone of voice.

However, not all informants stated that the autistic disorder SNS in their classrooms showed the repeating behaviours or repeating phrases. Informant 6 and 8 stated that the autistic disorder SNS in their class were silent, and seemed unaware on the activities around them.

According to Rudy (2019), in the past, until medio 2013, autism was divided into several types:

1. Autistic disorder.

2. Pervasive developmental disorder-not otherwise specified (PDD-NOS).

3. Asperger syndrome.

4. Childhood Disintegrative Disorder.

5. Rett Syndrome.

However, today, those types are blended into the Autism Spectrum Disorder (ASD). ASD itself is divided into three levels of severity. Those three levels are:

1. **Requiring support:** They have social difficulties that need some supports, difficult to initiate conversations, tend to give inappropriate respond, lose interest quickly, and tend to show inflexible behaviours and having trouble dealing with new environments.
2. **Requiring substantial support:** Have more social deficits that level 1, struggle to communicate and give appropriate responds, even with support, speak short sentences and tend to discuss only very specific topics, tend to face away from others whom tried to communicate with them, and show the inflexible behaviours and unable to adapt with changes.
3. **Requiring very substantial support:** Have significant impairments in verbal and nonverbal communication, avoid interactions but could interact in very limited way, show highly inflexible behaviours with certain repetition, and highly distressed in certain situation that require their focus or task (Kandola, 2019), for example in the classroom.

The informants who had the Autistic Disorder SNS in their classroom stated that they have those three kinds of ASD types in their classrooms. One informant stated that they have a level 1 ASD SNS in the class, three informants have level 2 ASD, and two informants stated that the ASD SNS in their classrooms were considered as level 3 ASD.

The Disorder SNS Engagement in the Entrepreneurship Classroom

The students that was considered as the SNS with anxiety disorder showed that there were moments that he showed the tendency of having irrational and excessive fear of something that he could not even describe. He also showed that he always has apprehension of something, and unable to manage his daily task–related to the entrepreneurship subjects, in the class.

His irrational and excessive fear, plus the apprehension have held him to get along with his fellow students in the class (the normal students). The informant stated that though she had already tried to put this anxiety disorder SNS in the group in the class, he tended to be quiet, and unable to be blended in. He even showed some hesitance to be blended in the group, even when the normal students have tried to embrace him to have the group discussions.

The ADHD students that were found in three classrooms have shown the different behaviours. As what stated by (Hoseini et al., 2014), they have shown the extreme pervasive inattention, over-activity and being impulsive. Their extreme pervasive inattention and impulsiveness were shown by the act of a sudden comment of other unrelated things, sudden move to the other parts of the class, or move to the other groups and then discussing unrelated things. One informant reported that their ADHD students tend to walk around the class for

several times in the class. It took certain actions from the lecturers to put them back in the group. Based on these conditions, the other students in the groups (normal students) tend to avoid their attendance, and focused on the tasks that should be done. Therefore, relatively, there were no engagement of the ADHD students in the groups.

The ASD students have different responds in term of their engagement in the entrepreneurship classrooms. Although they tend to have difficulties to get along with the other students in their groups-with the symptoms that they have shown (inflexible behaviours, inappropriate responds to the others), some of them still have the ability to listen and communicate. Therefore, they have the ability to work along with the others. They could be involved in the group discussion; even they did not seem to be actively involved. This is how the level 1 ASD SNS acted in their classrooms.

The level 2 and 3 ASD SNS tended to have different engagement in their classrooms. Basically, these two levels could not have the enough engagement to get along with their classmates, especially with their group mates. The worse engagement was shown by the level 3 ASD SNS. They were literally unable to be engaged in the whole classroom activities. One of the informants (lecturer 5) reported that one of her students even should accompanied by his mother. This happened because the ASD SNS tended to have tantrums for every 3 to 5 minutes. He could only be calmed down by his mother (Table 2).

Table 2 ASD SNS LEVEL INFORMATION			
Informant	Number of Students	Types of Special Needs	ASD Level
Lecturer 1	2	Autistic Disorder	Level 1
Lecturer 3	2	Autistic Disorder	Level 1
Lecturer 4	1	Autistic Disorder	Level 2
Lecturer 5	1	Autistic Disorder	Level 1
	1	Autistic Disorder	Level 3
Lecturer 6	1	Autistic Disorder	Level 2
Lecturer 7	1	Autistic Disorder	Level 2
Lecturer 8	1	Autistic Disorder	Level 1
Lecturer 9	1	Autistic Disorder	Level 1

The students that were identified as the level 1 ASD SNS still have the ability to join the group activities, even with their very limited engagement. Two lecturers (lecturer 3 and 9) reported that with the guidance (and assistance) of their group-mates, the level 1 ASD SNS still have the ability to be involved in the group activities. The other informants that claimed have the level 1 ASD SNS in their classrooms (lecturer 1, 5, and 8) stated that though the ASD SNS still have the ability to join the group, they were considerably extremely passive.

The different levels of engagement were shown by the level 2 and 3 ASD SNS. The level 2 ASD SNS still have the ability to be put in the group. Yet, they tend to remain silent, and avoid eye contacts. They did not show any engagement in the group discussions as well.

Meanwhile, the level 3 ASD SNS was totally unable to engage the classroom activities. The tantrum itself occurred every 3 to 5 minutes and could only be calmed down by the mother (who also sat in the classroom).

Overall, in term of disorder SNS engagement in the classrooms, the anxiety disorder has shown the best level of engagement in all types of activities in the classroom, including the

group discussions and group activities. The ADHD have shown the relatively very low engagement to the groups. The ASD SNS however, have shown the more varies level of engagement in the class, depend on what level of ASD SNS they are.

Disorder SNS Responds in the Entrepreneurship Classrooms

The SNS with the anxiety disorder seemed to be the best performer in this research, in term of responds to the entrepreneurship subjects. He has the ability to do what the lecturer has asked. The anxiety disorder SNS was also involved in the group activities, and still managed to perform, though certainly, did not show the maximum performance as the normal students.

The students with ADHD have shown relatively variative responds in the class. The ADHD have shown that despite their lack of concentration, they would still be able to maintain their engagement to the classroom activities, including the group activities (Table 3).

Table 3 ADHD SNS RESPONDS IN THE CLASSROOMS				
Informant	Number of Students	Types of Special Needs	Habit in the classroom	Responds in the classrooms
Lecturer 5	1	ADHD	Walk in the classroom randomly, approximately 3-4 times during the session, but maintain his involvement in the group	Relatively able to respond to any task or questions
Lecturer 6	1	ADHD	Walk excessively, reported at least once every 5-7 minutes, still able to be involved in the very little part of the group activities	Relatively able to respond to a very specific question after being repeatedly informed by the lecturer and the members of the group.
Lecturer 8	1	ADHD	Walk every twice or three times in the session, has better involvement in the group activities, but sometimes lost his concentration and walk out of the class.	Relatively able to a more complex task or question, able to perform a part of the group presentation.

On the students with the ASD, all informants seemed to be agreed on the term that the more the ASD SNS engaged in the classroom, the more that they would be able to understand the subjects. As it was mentioned above, SNS with the lower level of ASD seemed to have more engagement in the classroom. Therefore, their responds to the subjects itself seemed to have the better level, than the SNS with the higher ASD level.

The level 1 ASD SNS, regardless their inflexible behaviours that they have shown during the lecturing process, still managed to have the positive responds in the classroom. The informants reported that their ASD SNS. As passive as it was shown, all of the level 1 ASD SNS were considerably have the positive responds on the entrepreneurship tasks in the classroom. At least, they were able to ask to make a presentation (limited parts) in the class, and they seemed to understand their presentation part. This is reported by all informants with level 1 ASD SNS, considering that those SNS still be able to rephrase their statement when they were asked later.

The level 2 and 3 ASD SNS have shown nearly no positive responds on the entrepreneurship classroom. The informants stated that they could not ask anything related to the subjects to those SNS. This result is slightly different with the earlier findings of (Prakoso et al., 2019) that stated the disorder SNS showed two types of behaviours, not involved at all or aggressive. This research result showed that even the ADHD and the level 1 ASD SNS still have the ability to get slightly involved (Table 4).

Table 4 ASD SNS LEVEL INFORMATION IN THE CLASSROOMS				
Informant	**Number of Students**	**Types of Special Needs**	**ASD Level**	**Responds in the classrooms**
Lecturer 1	2	Autistic Disorder	Level 1	Passive in the group activities
Lecturer 3	2	Autistic Disorder	Level 1	Able to make a short presentation in front of the class, answer the question with repetitive same answer
Lecturer 4	1	Autistic Disorder	Level 2	Avoid eye contact–busy with own activities
Lecturer 5	1	Autistic Disorder	Level 1	Passive in the group activities
	1	Autistic Disorder	Level 3	Absolutely no positive responds considering of the frequent tantrum condition
Lecturer 6	1	Autistic Disorder	Level 2	Unable to be asked–tend to be quite
Lecturer 7	1	Autistic Disorder	Level 2	Quite–avoid eye contacts
Lecturer 8	1	Autistic Disorder	Level 1	Passive in the group activities
Lecturer 9	1	Autistic Disorder	Level 1	Able to make a short presentation in front of the class–without Q&A

CONCLUSIONS

Among all disorder SNS that were found in the entrepreneurship classrooms in BINUS University, there were three types of disorder SNS, the anxiety disorder, ADHD and ASD. Each of them has different engagement and responds to the entrepreneurship subjects. The SNS with anxiety seemed to have the best engagement and responds to the entrepreneurship subject. In contrary, the ADHD and the ASD SNS have shown varieties conditions, but at glance, they all are struggling to deal with the course. The ADHD and the level 1 ASD SNS were still able to be part of the class, in term of their engagement and responds. The level 2 and 3 ASD SNS were different story. The idea of having the inclusive entrepreneurship classes for the level 2 and 3 ASD SNS might need to be reviewed in the future.

SUGGESTIONS

The entrepreneurship classrooms, with all group discussions and activities might be overwhelming to some of the disorder SNS. This research has proven that the level 2 and 3 ASD SNS could not manage the activities in the entrepreneurship classrooms. We all agreed that no child should be left behind, in any particular reasons. However, concerning about their own well-being, and their hidden potentials that might not be revealed in the regular inclusive classroom,

especially in term of entrepreneurship subjects, a separate entrepreneurship classroom for them should be considered in the future. Therefore, the level 2 and 3 ASD SNS would be able to get the kind of education that suits them.

LIMITATIONS

The result of this research is indeed could be used as the references for other similar cases. Therefore, considering:

1. The unique characteristics of the university–where the study was conducted.

2. The different types of lecturers.

3. The types of the disorder SNS itself, the next studies that were considering this study as reference should consider those three factors.

It could not be generalized, though, it could be used as the clear example of how the idea of inclusion might need to be reviewed on some certain cases, in this condition; the entrepreneurship classrooms.

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