



## Fostering Exceptional Entrepreneurial Spirits: Unveiling Parental Strategies For Children With Disabilities

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**Abstract.** Education plays a central role in shaping children's values, norms, and character. For deaf children in Mojokerto Regency, double challenges such as job uncertainty and limited access to entrepreneurship education stand out. This descriptive qualitative research aims to explore the role of parents in instilling entrepreneurial spirit in deaf children, filling knowledge gaps, and providing practical guidance. Involving learners with disabilities, data was collected through observation, interviews, and documentation in several inclusion schools. Data analysis uses data reduction, display, and inference, with triangulation for validity. Results show parents create an inclusive environment, encouraging children's independence and creativity. The documentation describes the implementation of entrepreneurial parenting. These findings support the effectiveness of parents in shaping the entrepreneurial spirit of deaf children, contributing to the understanding of inclusive education practices and fostering the talents of children with special needs. The implication is to support holistic and inclusive education policies..

**Keywords:** Entrepreneurship; Parenting; Entrepreneurial Spirit.

### INTRODUCTION

Science is something that must be owned by every human being to place themselves in the surrounding environment or even the wider community, several ways someone does to gain knowledge, including learning from others to gain experience, school, tutoring and attending various other trainings / courses. Some ways to obtain knowledge with certain strategies or models both in formal, informal, and non-formal forms can be said to be an education, and the beginning of a person's education begins early, at that age the earliest known environment is a family, namely parents become a central role in educating children (Kalargyrou et al., 2020; Usman & Kusumo Projo, 2021).

Education is the most important thing that must be given to a child, because the character and mindset of children when they grow up will be influenced by the education received from parents from an early age. Of course, in this case, education is also important for preparation in facing the future that will be passed. The statement is reinforced by opinions

Maalaoui, (2021) that parents are the primary and first educators of their children, because it is from them that the child first receives education. The education that children will receive from parents includes many aspects, especially in terms of instilling values and norms, parenting, attitudes, and various character values that are reflected in none other than parents' attitudes in everyday life.

Children have a lot of time and opportunities in terms of interacting with the family environment, these encounters and interactions are very influential for behavior (Faizal et al., 2020; Prasetya & Mawardi, 2019). Likewise with formal education in schools, parents' expectations are that the education that will be given to children at school can develop cognitive, affective, and psychomotor aspects of children starting from the earliest possible age. Education in the family is the most vital and first education for children (Dakung et al., 2019). The formation of children's morals and behavior is also much influenced by the family environment, because indirectly children will live in habits that exist in the first environment they know, and will imitate the behavior of people who are often around them, therefore parenting and the surrounding environment play a more important role in the formation of children's behavior and moral education (Boz Semerci & Volery, 2018; Csillag et al., 2019). Parenting is the interaction of children and parents educating, guiding, and disciplining and protecting children to reach maturity in accordance with existing norms in society (Bekmansurov et al., 2019; Karlidag-Dennis et al., 2020).

The parenting style given by parents may differ from one parent to another, because it depends on the policies applied by each parent. Educating children to be smart and directing their children to become doctors, teachers, TNI / POLRI is sometimes the choice of parents with the assumption that if children have these professions at least children's work will be more promising. Apart from this, some parents also educate their children to become entrepreneurs (it could be because parents have a business), since childhood the spirit or talents of entrepreneurship are instilled *in children so that later children* can continue the business owned by their parents, and on the other hand there are those who teach children entrepreneurship with the aim that when they grow up their children do not rely on work from others or too dependent on existing jobs, so that children can see business opportunities to survive and can create jobs for people in need.

But on the other hand, there are not a few entrepreneurs who do not instill an entrepreneurial spirit in their children, because they think being an entrepreneur is a difficult thing, it takes hard work, not easily discouraged, if you fall or fail, you must immediately get up, be good at seeing opportunities, and must continue to try to keep up with the times and the

most difficult thing is to win the competition with the surrounding (Nguyen & Nguyen, 2023, 2023). This is what makes entrepreneurs doubt their children's abilities, afraid that later their children will not be able to rise from failure, afraid that their children will experience depression and eventually experience destruction in their business. Even though such a mindset must be eliminated and parents must be brave and able to instill the spirit of entrepreneurship so that later children can live independently.

Having an entrepreneurial spirit makes children educated not to rely on working with others or relying on the lack of available jobs and the amount of competition that exists in society (Gumilar, 2019; Neneh, 2020). Indonesia is a developing country and what needs to be improved is entrepreneurial activities or entrepreneurs so that in the future it can become a developed country. The United States has 11.5% entrepreneurs out of its total population, Singapore 7.2%, Malaysia >3%, and Indonesia with only 0.18% of its natural resources. Historically and consensus, a country if it wants to progress must have at least 2% entrepreneurs from its total population (Hendro, 2011). Similarly, a study conducted by Widhiandono and Miftahuddin (2004) on students of the University of Muhammadiyah Purwokerto, based on findings from the Center for Economic Research (P2E) LIPI, the unemployment rate in Indonesia in 2009 reached 9% or around 10 million people.

Some institutions, both formal and non-formal, should also promote entrepreneurship education through entrepreneurship lessons in schools. Based on research conducted by Yulianti (2013) on the influence of entrepreneurship lessons and motivation on students' entrepreneurial interest, this study shows that there is a significant influence between entrepreneurial lessons and motivation on students' entrepreneurial interest by 42.70% and as many as 57.30% are other influences that are not studied. Students who receive entrepreneurship education will affect interest in students so that it will indirectly bring out entrepreneurial attitudes. If the education received by students is able to foster an interest in entrepreneurship, then directly an entrepreneurial attitude will emerge and develop in students.

Judging from these conditions, instilling the spirit of entrepreneurship must be really encouraged to children from an early age, especially through the role of parents, in order to reduce unemployment in Indonesia in the future, instilling the spirit of entrepreneurship from an early age also needs to be done for children with special needs, because after all people with special needs are not easy to get a job in a company (Alfiah et al., 2018; Noor Salim et al., 2020; Tjandera & Hariandja, 2019). Based on Law No. 4 of 1997 concerning persons with disabilities and Government Regulation (PP) No. 43 of 1989 concerning efforts to improve the

social welfare of persons with disabilities, the government has paid serious attention to people with disabilities.

In terms of regulation, this alignment is also strengthened, especially Law No. 13 of 2003 concerning Manpower, and Provincial Regional Regulations. East Java No. 3 of 2013 concerning protection and services for persons with disabilities. From the trade regulation, it is clear that the need for opportunities and treatment in work is not only intended for normal people, but also for people with disabilities. But the fact is that what happened, especially in the East Java region, based on existing data at the end of 2013, companies that had hired workers with disabilities who worked in positions / positions according to the level of disability were only 31 companies (Björklund et al., 2020; Hägg & Gabrielsson, 2020; Wang & Huang, 2019)

The presence of a child with disabilities in a family is nothing but a burden in itself, indirectly parents will always worry about the future of their children, especially in terms of getting a job to survive. A disabled person also wants to live a normal and reasonable life like us in general, When we meet a disabled person, what comes to our mind is certainly pity, but actually on the other hand it is not what they want. They also want equality, both in terms of opportunity and treatment in all aspects of life.

This is an important point how necessary and important an entrepreneurial spirit is instilled in a disabled person, if a disabled person gets entrepreneurship training and education, it is likely that they have a promising future, become an independent person, with their entrepreneurial abilities they can have a decent job profession and can even create jobs for the unemployed, does not depend on the compassion of others anymore, but gets recognition from the environment and has equality / equality with the people around him.

By looking at this background, I as a researcher intend to find out more about how parents' efforts in instilling entrepreneurial spirit in their children so far, this study is specifically for children with disabilities with deaf people in Mojokerto. In general, every extraordinary school has been taught various entrepreneurial skills and competencies that will be useful when they graduate from school, such as sewing, cutting hair, handyman skills, and so on. In order to help them to have competencies that are needed by the community.

## **THEORETICAL STUDIES**

The theoretical overview outlined in this study comes from a number of relevant previous studies, as the basis for the theoretical framework, determination, and analysis of the study as follows

## **Parenting**

Parents have a central role in providing education to the child, shaping values, norms and character. Parenting, as a way of educating children, plays an important role in this process. There are various forms of parenting, including primitive, authoritarian, and democratic parenting (Kalargyrou et al., 2020; Nguyen & Nguyen, 2023). Primitive parenting, characterized by indifference, can hinder a child's development. Authoritarian parenting, which is coercive, can cause unhappiness and pressure in children. In contrast, democratic parenting, which provides freedom and responsibility, tends to create children who are cheerful, creative, and respectful of others (Maalaoui, 2021; Usman & Kusumo Projo, 2021).

## **Entrepreneurial Spirit**

Instilling an entrepreneurial spirit in children can be done through the family as the first place of education. Parents have an important role in transferring good values and norms to children. The five steps to cultivating an entrepreneurial spirit in children involve problem-solving exercises, learning from failure, decision-making, overcoming fears, and providing opportunities for opinion. Entrepreneurship education can also be applied to children with special needs, allowing them to become independent entrepreneurs (Dakung et al., 2019; Faizal et al., 2020; Prasetya & Mawardi, 2019).

## **Entrepreneurial Motivation**

According to Boz Semerci & Volery, (2018); Csillag et al., (2019) Entrepreneurial motivation can be divided into three dimensions including a) ambition for freedom; b) self realization; c) Push Factor. Ambition for Freedom is a person's ambition in achieving freedom by entrepreneurship. According to Maryetti et al., (2019) ambition for freedom is defined as activities that are free, have their own business, become more respected, take the lead in implementing new ideas and develop hobbies in business. There are indicators in freedom ambition including Be more free activity, Having own business Being more respected, Leading the way in implementing new idea, Developing hobby in business. Bekmansurov et al., (2019); Nguyen & Nguyen, (2023) It is also believed that ambition for freedom is followed by the intention of self-realization and the strongest drive, this factor is related to finding opportunities to earn better income.

## **Deaf Disability**

Hearing loss in children, or deafness, creates barriers in verbal communication. Bekmansurov et al., (2019); and Maalaoui, (2021) explains that deafness is a lack or loss of the ability to hear, causing delays in language development. Characteristics of deafness include difficulty hearing, language delay, use of signs, and lack of responsiveness when spoken to. Effective deaf treatment with an approach *Natural Auditory Oral* (NAO). NAO consists of natural, auditory, and oral styles. The natural style creates a learning environment similar to that of a normal listening child. The auditory style emphasizes the use of residual hearing with the help of hearing aids. Oral style involves the development of auditory speech. This approach gives deaf children the opportunity to develop as normal hearing children, improving their speaking skills.

## **RESEARCH METHODS**

This research is a qualitative research with a case study design, aimed at understanding how parents instill the spirit of entrepreneurship in children with deafness. The selection of case studies is justified by the complexity of the phenomenon to be explained. The initial stage involves preliminary study and preparation, by drawing up interview guidelines. Primary data were obtained through interviews and supported by secondary data such as photographs and documents, involving parents of entrepreneurs and children with hearing impairment. The research process is carried out with the presence of researchers as the main instrument. The data collection procedure uses triangulation through participatory observation, in-depth interviews, and documentation. Data analysis is performed with the Miles and Huberman model, which involves collecting, reducing, presenting, and drawing conclusions of data. Data validity checking using credibility, transferability, dependability, and confirmability tests. The research stages involve pre-field, data collection, data analysis, evaluation, and report preparation. The research report is prepared by describing the problem, research context, research process, and final research results, as well as discussing research findings.

## **RESULTS AND DISCUSSION**

### **Parenting in Improving the Entrepreneurial Spirit of Students with Disabilities**

Based on observations and interviews, parenting plays a crucial role in improving the entrepreneurial spirit of students with disabilities. Field observations revealed that parents are actively involved in creating an environment that supports and stimulates the entrepreneurial interest of children with disabilities. They proactively build collaborations with inclusive

educational institutions, create practical learning opportunities, and integrate entrepreneurial values into everyday life.

Parenting in students with disabilities refers to the approaches, norms, values, and interactions applied by parents in supporting the development of children with special needs (Faizal et al., 2020; Prasetya & Mawardi, 2019). By Bekmansurov et al., (2019); Boz Semerci & Volery, (2018); Csillag et al., (2019); Dakung et al., (2019) Some key concepts regarding parenting in students with disabilities can be explained as follows:

1) Inclusive Approach:

Experts like Bronfenbrenner emphasize the importance of inclusivity in the child's environment, including educational and parenting approaches. Inclusive parenting for children with disabilities creates an environment that supports diversity and provides opportunities for children to develop according to their potential.

2) Emotional and Psychosocial Support:

Research by Bowlby and Ainsworth shows that emotional support from parents has a huge impact on a child's development. Parenting for students with disabilities needs to provide strong support, not only physically but also emotionally and psychosocially, to help children overcome challenges and build self-confidence.

3) Adaptation to special needs:

Inclusive education experts, such as Thomas and Collier, emphasize the importance of adaptation in the education of children with disabilities. Adaptive parenting involves a deep understanding of the child's special needs, as well as the ability to create approach strategies that match the child's abilities and preferences.

4) Child Empowerment:

Inclusive education often puts forward the concept of child empowerment. Empowering parenting of students with disabilities provides space for children to develop their potential and independence, including in the context of entrepreneurship or activities that support financial independence.

5) Open Communication:

According to family communication research, effective parenting involves open communication between parent and child. In students with disabilities, open communication is

very important to understand the needs and aspirations of children, so that parenting styles can be adjusted optimally.

It is important to remember that every child with disabilities has unique needs, so effective parenting must be individualized and responsive to each child's characteristics (Kalargyrou et al., 2020; Usman & Kusumo Projo, 2021). A deep understanding of expert views and relevant research findings can provide a solid foundation for parents to provide the best support for the development of students with disabilities.

In line with the above statement, the results of in-depth interviews with parents of students with disabilities illustrate an inclusive approach that takes into account the special needs of children. Parents show a deep awareness of the importance of creating an environment that supports and encourages their child to develop to his or her potential. They not only provide physical support, but also provide strong emotional support, creating a stable foundation for child development.

Provide the necessary resources and generally introduce business concepts to my child. His gradual teaching matched my understanding of my child's needs, ensuring that each stage of development was properly accommodated. **(W/I/003/TH.01)**

They recognize that empowering children with disabilities is not only about providing financial support, but also about empowering them to be holistically independent. In addition, parents also seem to be very motivating for children to explore their interests and talents. As stated by Mrs. Fitri:

I as a parent not only involve children in theoretical business concepts, but also encourage them to apply these concepts in everyday life, such as being given pocket money when they have carried out their obligations to pray, recite, etc. So there is an effort that must be done first. **W/I/005/F.02)**

This approach provides space for children with disabilities to develop their entrepreneurial skills according to personal interests. Thus, parents not only act as supporters, but also as facilitators who create opportunities for their children to explore their potential and talents more deeply.

This approach creates a dynamic environment, where children with disabilities not only gain exposure to the business world, but are also inspired to develop their own creativity and innovation. Thus, the interview results show that parents not only view children with disabilities as recipients of assistance, but as individuals who have the potential to make a



positive contribution in the world of entrepreneurship. In addition, the daily interaction between parents and children with disabilities shows the existence of positive role models. As done by Mrs. Point Herdian:

I actively give examples of proactivity, fighting power, and adaptability in dealing with problems. **(W/I/007/TH.01)**.

This is an important foundation for students with disabilities to internalize these values and apply them in an entrepreneurial context. Overall, parenting creates a solid foundation to improve the entrepreneurial spirit of students with disabilities. Active engagement, support, and the creation of an inclusive environment were key factors identified through observation and interviews. The implication is that this kind of parenting style can be a model for the development of inclusive education programs that are more effective in fostering entrepreneurial spirit among students with disabilities.

### **Strategies for Students with Disabilities in Running Entrepreneurship**

Based on observations and interviews with students with disabilities who run entrepreneurs, several strategies they apply to succeed in the business world are illustrated. In the process of observation, it is seen that students with disabilities tend to combine creativity and perseverance as their main strategy.

#### **Specific Skills Development:**

Students with disabilities seem to focus on developing specific skills that match their interests and talents. By understanding the uniqueness of their abilities and abilities, they design businesses that take advantage of these advantages. Observations show that these learners have high sensitivity to market needs and choose business fields that suit their abilities.

#### **Partnerships and Networks:**

In the interviews, students with disabilities emphasized the importance of building partnerships and networks in the business world. They actively seek support from local communities, educational institutions, and organizations that support inclusivity. This partnership not only provides financial support, but also opens doors to business opportunities and expands market reach.

#### **Technology Utilization:**

Students with disabilities tend to adopt technology as a tool to facilitate their business operations. Observations show that they use digital platforms for marketing, online sales, and

interaction with customers. Technology provides better accessibility for them, enabling learners with disabilities to compete effectively in the global marketplace.

#### Education and Empowerment:

Through interviews, it was revealed that students with disabilities are actively seeking additional education and training related to business management. They realize the importance of a deep understanding of aspects of business and continue to develop their knowledge. In addition, they also create opportunities to empower themselves and other people with disabilities through teaching and mentoring.

#### Inclusive Marketing:

Students with disabilities tend to adopt inclusive marketing strategies. They build a brand image that emphasizes inclusivity and diversity, attracting customers who support social values. In observation, it is seen that these learners create marketing campaigns that put forward inspiring stories about their struggles and achievements, attract public attention and support a positive image.

By combining these strategies, students with disabilities have proven that physical or sensory limitations are not a barrier to success in the entrepreneurial world. Through a combination of creativity, special skills, and hard work, they are able to create ventures that are not only sustainable but also have a positive impact on society and inspire others who have similar challenges.

In line with these results, Maalaoui, (2021); Prasetya & Mawardi, (2019) explained that disability entrepreneurship includes entrepreneurial activities carried out by individuals with various types of disabilities. Disability entrepreneurship is often associated with the concept of inclusivity and provides equal opportunities for individuals with disabilities to get involved in the business world. Research may highlight the importance of creating a disability-friendly business environment and removing barriers that disabled entrepreneurs may face (Dakung et al., 2019; Faizal et al., 2020)

Research Boz Semerci & Volery, (2018); Csillag et al., (2019) Perhaps highlight the role of technology in supporting disability entrepreneurs. This includes the utilization of digital platforms, apps, and accessibility technologies to facilitate business processes and improve accessibility for entrepreneurs with disabilities. The definition of disability entrepreneurship can include an emphasis on skills development and education. Research might highlight training and educational support programs specifically designed to help disabled entrepreneurs

build the skills needed to run their businesses (Dana et al., 2021; Gameda & Lee, 2020; Plesník et al., 2023). Disability entrepreneurship is often associated with the concepts of sustainability and social impact. Research might explore how disability entrepreneurs can create financially sustainable businesses while making a positive impact on the community and society more broadly (Boz Semerci & Volery, 2018; Kalargyrou et al., 2020)

## **CONCLUSION AND ADVICE**

### **Conclusion**

Based on the results of the above research, researchers can conclude that observations of parents and children with deaf people reveal concrete practices in instilling the spirit of entrepreneurship. Research identifies parents tend to create inclusive and supportive learning environments, facilitating children to learn according to their abilities. Interviews with parents and children provide a deeper understanding of the strategies and approaches used. Parents actively encourage children to develop entrepreneurial skills, both through formal and informal education. They emphasize values such as independence, creativity, and perseverance. Documentation, such as photos of activities and transcripts of interviews, provides a concrete picture of parenting implementation. For example, it can be seen that children are involved in family business activities, illustrating the sincerity of parents in instilling an entrepreneurial spirit through direct practice. Overall, this study highlights the effectiveness of parenting in shaping the spirit of entrepreneurship in children with hearing impairment. These findings can make a valuable contribution to understanding inclusive education practices and fostering the talents of children with special needs.

### **Suggestion**

Based on the results of the study, several research suggestions can be submitted. First, further studies can deepen the understanding of the long-term impact of parenting practices in instilling the spirit of entrepreneurship in children with hearing impairment. Second, further analysis of the influence of supportive learning environment elements is needed. Comparative studies between formal and informal education methods also need to be explored. The development of an inclusive education model that focuses on entrepreneurship and involves multi-stakeholders can be a foundation for educational innovation. Finally, exploring the experience of deaf children in more depth can provide a more comprehensive perspective on the effectiveness of parenting. These suggestions are expected to make a positive contribution to the development of an inclusive education approach for deaf children in developing an entrepreneurial spirit.

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