

Problems of Inclusive Learning in Fostering Entrepreneurial Motivation in Students with Disabilities: Systematic Literature Review (SLR)

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ABSTRACT

This study aims to investigate problems in inclusive learning for students with disabilities and their relationship with entrepreneurial motivation. The method used is Systematic Literature Review (SLR), collecting and analyzing relevant previous research. The results show various problems in the implementation of inclusive learning for students with disabilities, including lack of resources and training for teachers, and the existence of negative stereotypes. However, research has also found that effective inclusive learning can increase entrepreneurial motivation among learners with disabilities. These findings have important implications for the development of more effective and sustainable inclusive education policies. There needs to be efforts to improve accessibility, provide training for educators, and reduce stigma against students with disabilities. In addition, an emphasis on inclusive learning that encourages entrepreneurial motivation can help expand economic opportunities for individuals with disabilities, thereby supporting broader social inclusion.

INTRODUCTION

Around the world, educational inclusion is an important highlight in ensuring every individual has equal access to education. In the context of entrepreneurship, learners with disabilities often face unique challenges. Economic globalization has driven the importance of entrepreneurship as a catalyst for economic growth (Maula et al., 2023; Sulistyowati et al., 2021). Local conditions, entrepreneurship education still faces challenges in providing an inclusive learning environment for students with disabilities. Despite efforts to expand access, there are still gaps in motivation and support needed for learners with disabilities to be actively involved in entrepreneurial activities.

Ideally, every individual, including learners with disabilities, should have equal opportunities to develop entrepreneurial skills. Inclusive learning environments should be designed to facilitate entrepreneurial growth and motivation for all learners. Inclusive learning has a very important role in increasing the entrepreneurial motivation of students with disabilities (Usman & Kusumo Projo, 2021). Through an inclusive learning environment, learners with disabilities feel positively accepted and recognized, encouraging them to be actively involved in the learning process, including entrepreneurial learning (Gumilar, 2019; Maula et al., 2019; Sang & Lin, 2019).

The importance of entrepreneurial motivation for students with disabilities reflects the ability of business not only as a source of income, but also as a significant empowerment tool (Ellis et al., 2019; Wardi et al., 2019; Winarno & Nadia, 2021). Entrepreneurship gives them the opportunity to achieve economic independence, reduce dependence on social assistance, and strengthen their sense of independence and self-esteem (Handono & Febiola, 2020). With an economy that often creates barriers for them to get a suitable job, being an entrepreneur allows creating job opportunities that suit their own abilities and needs (Hendratmi & Sukmaningrum, 2018; Neneh, 2020; Oberoi et al., 2021). Furthermore, entrepreneurship helps learners with disabilities develop a range of essential entrepreneurial skills, such as creativity, innovation, leadership, and risk management, which can enhance their overall independence. Apart from being a means of income, entrepreneurship also allows students with disabilities to be actively involved in social and community life, expand networks of relationships, and make meaningful contributions to society. By engaging in the corporate world, learners can also help broaden public perceptions of the abilities and contributions of individuals with disabilities, encourage broader economic inclusion and promote a better culture of inclusion overall.

However, in reality, there is still a significant gap between the ideal and inclusive entrepreneurial learning practices. Lack of understanding, limited resources, and lack of community support are often significant obstacles. Thus causing a decrease in students' entrepreneurial motivation. In response to this reality, a holistic and sustainable strategy is needed. Inclusive curriculum development, training for educators on special needs, and collaboration between educational institutions, government, and communities can be effective strategies (Nugroho, 2020; Yusuf & Mujahidin, 2022).

Inclusive curriculum development is a comprehensive process in designing lesson plans that take into account the needs, abilities, and diversity of all students, including students with disabilities (Lechuga Sancho et al., 2020; Yi & Duval-Couetil, 2018). The initial step involves a deep understanding of the individual needs of learners, including the identification of learning needs, learning preferences, as well as potential limitations that may require adjustments in the learning process (Polas et al., 2020; Wardana et al., 2021). Collaboration between teachers, parents, special education experts, and even learners themselves is important to gain a better understanding of individual needs and expectations, as well as ensuring that the curriculum developed reflects the diversity of learners (Burchi et al., 2021; Voronkova et al., 2019).

Training for educators on special needs involves a comprehensive process of providing a deep understanding of the various learning, social, and emotional needs possessed by learners with special needs, including learners with disabilities (FARIDA et al., 2021; Kurniawan et al., 2022; Lyons et al., 2021; Winarno & Wijijayanti, 2018). The training begins with building a solid understanding of the diversity of needs learners may have, such as different types of disabilities or medical conditions, as well as the ways these can affect the learning process and participation in the learning environment (Anggadwita et al., 2021; Fragoso et al., 2020; Khatami et al., 2021; Stam & van de Ven, 2021).

Although there has been research on entrepreneurial learning and educational inclusion, research focusing on the experiences of learners with disabilities in the context of entrepreneurial learning is still limited. This creates a knowledge gap that needs to be filled. The research gap of this research lies in the dynamics of inclusive entrepreneurial learning, especially in the context of students with disabilities. A focus on entrepreneurial motivation and the factors that influence it will provide valuable insights.

The novelty of this research lies in its holistic approach to inclusive entrepreneurial learning for learners with disabilities. While there has been previous research on entrepreneurial learning and educational inclusion, it broadens the scope with a particular focus on the experiences of learners with disabilities in the context of entrepreneurial learning. This is an important contribution because there is still a significant knowledge gap in the dynamics of inclusive entrepreneurial learning, especially in the context of learners with disabilities. In addition, this research involves the *Theory of Planned Behavior* (SDGs) have relevant relevance to this study; SDGs help understand and explain the entrepreneurial motivations of students with disabilities in an inclusive entrepreneurial learning environment. First, learners' attitudes towards entrepreneurship and inclusive learning play an important role in determining motivation (Ajzen, 1991a; Wach & Wojciechowski, 2016). A positive attitude towards entrepreneurship and an inclusive learning environment tend to increase motivation to engage in entrepreneurial activities. Second, subjective norms, i.e. learners' perceptions of others' views of their entrepreneurial behavior, also influence motives (Ajzen, 1991b; Sok et al., 2021). Support from teachers, peers, and family can strengthen or dampen their entrepreneurial motivation. Students' perceptions of behavioral control over entrepreneurship

are also a determining factor (Ajzen, 2011; Fishbein & Ajzen, 2005). Factors such as accessibility, skills, support, as well as physical or environmental constraints can affect how easy or difficult it is for them to engage in entrepreneurial activities. Using the SDGs, this study can identify factors that influence the entrepreneurial motivation of learners with disabilities, which in turn can help design educational interventions that are more effective in increasing their motivation and involvement in entrepreneurship (Ajzen, 1987, 2002; Trivedi, 2016).

The urgency of this research lies in the importance of ensuring that no one is marginalized from the opportunity to develop their entrepreneurial potential. With increasing awareness of inclusion and the importance of entrepreneurship in the global economy, this research has become relevant and urgent. The results of this study are expected to provide a better understanding of how to create an inclusive and motivating entrepreneurial learning environment for learners with disabilities. Practical implications could include the development of more effective education programmes, more inclusive policies, as well as collaborative efforts to improve access and support for all learners.

LITERATURE REVIEW

The review of the theories described in this research comes from several relevant previous studies, as the basis for the theoretical framework, determination, and research analysis. Furthermore, in this section, successive discussions of:

Entrepreneurship Learning

Entrepreneurship learning practically leads to hands-on experience and application of entrepreneurial concepts in real contexts (Chairunisa Muchtar et al., 2018; Hernández-Sánchez et al., 2019). In this practical learning environment, students engage in business-based projects that make it possible to design business plans, conduct market research, and even run business operations in a controlled environment. In addition, collaborations with local businesses provide opportunities for students to learn from real business practitioners, while identifying business problems and opportunities and creating innovative solutions (Alam et al., 2019; Ellis et al., 2019; Winarno & Wijjayanti, 2018).

Business simulation is also an important component of entrepreneurial learning, allowing students to interact with realistic business situations without actual financial risk (Duan et al., 2021; Nguyen & Nguyen, 2023). Through training in practical skills such as time management, leadership and communication, as well as guidance from experienced mentors, students can prepare for the real challenges of managing their own business. Through exhibitions and business competitions, students can present business ideas to the public and gain experience in competing in the real market (Kusa et al., 2021; Soomro et al., 2019). Thus, learning entrepreneurship practically provides not only theoretical knowledge, but also the skills and experience necessary to become a successful entrepreneur in a dynamic and competitive business world.

Inclusive Education

Inclusive education is an approach in the education system that emphasizes access, participation, and success for all learners, including students with special needs or disabilities. Inclusive education, all learners are positively accepted and recognized, regardless of any differences they have (Gairola, 2019; Juwairia et al., 2023; Zainal et al., 2018). This definition emphasizes the importance of creating a supportive learning environment for all individuals, where each learner can learn together, support each other, and develop according to their individual potential. More than simply incorporating learners with special needs into regular classrooms, inclusive education advocates for approaches that recognise and value diversity, and provide appropriate support for all learners to learn successfully. P

Inclusive Education not only expands physical accessibility, but also includes aspects such as access to relevant curricula, appropriate learning approaches, and inclusive social environments (Bruno & Dell'Aversana, 2018; Jagers et al., 2019; Jesry et al., 2022). Thus, inclusive education aims to create an education system that is fair, equitable, and respects the dignity of every individual, so that all learners have equal opportunities to grow and develop optimally.

Entrepreneurial Motivation

Entrepreneurial Motivation in this study includes concrete steps to measure and understand the level of motivation and desire of individuals with disabilities to engage in entrepreneurial activities (Andayani & Tirtayasa, 2019; Pallawagau, 2021; Rizky & Ardian, 2019). Involves the use of special measurement scales designed to objectively assess entrepreneurial motivation (Rozi & Sunarsi, 2020; Sudiardhita et al., 2018). This scale may include questions that explore internal and external motivational factors relevant to individuals with disabilities.

Furthermore, this operational definition specifies concrete indicators that can indicate the level of motivation, such as the level of confidence in entrepreneurial ability or the intensity of interest in a business idea (Abu Hassan Asaari et al., 2019; Kyal et al., 2022; Sitopu et al., 2021). Appropriate measurement methods, such as interviews, questionnaires, or observations, are also identified taking into account the convenience and accuracy of participation of individuals with disabilities. Entrepreneurial Motivation considers the specific context of individuals with disabilities, such as the type and extent of disability, as well as external factors that can influence motivation, such as family support and physical accessibility (Candradewi & Dewi, 2019; Eccles & Wigfield, 2020; Hensel & Kacprzak, 2020). Thus, the operational definition of Disability Entrepreneurial Motivation provides clear guidance for researchers or practitioners in measuring and understanding the entrepreneurial motivation of individuals with disabilities and developing appropriate interventions to improve it.

METHODOLOGY

Research Design

This study uses a systematic literature review (SLR) to understand entrepreneurial learning factors in Islamic boarding school students to increase

interest in entrepreneurship. A systematic literature review (SLR) is very useful in combining findings from several studies relevant to the research topic (Cipto Wardoyo, 2023). A combination of relevant findings occurred using the prism method in a systematic literature review (SLR). The prism method will provide a methodological framework in the search, assessment, and synthesis of relevant literature to understand the latest research results comprehensively (2023). In addition, the study will determine the objectives, the literature is always relevant, use decent literature, synthesize and analyze the results, and present the discussion.

Data and Literature Search

The first stage carried out by researchers is the determination of aspects observed or analyzed based on the research topic. Then the researcher will conduct a separate review of the relevant literature on the aspects to be observed or analyzed in the study. The relevant literature is gathered from the most reputable and comprehensive databases, such as Scopus, Emerald Publishing, and Sage Journal. The following relevant literature is collected from the comprehensive data, namely "Entrepreneurship Learning; Inclusive Education; Entrepreneurial Motivation; Disability. Relevant literature collected in English in the field of Entrepreneurial Learning; Inclusive Education; Entrepreneurial Motivation; Disability.

Table 1. TITLE-ABS-KEY Entrepreneurship Learning; Inclusive Education; Entrepreneurial Motivation; Disability

Databases	Keywords
Scopus	TITLE-ABS-KEY Entrepreneurship Learning; Inclusive Education; Entrepreneurial Motivation; Disability
Emerald Publishing	TITLE-ABS-KEY Entrepreneurship Learning; Inclusive Education; Entrepreneurial Motivation; Disability
Sage Journal	TITLE-ABS-KEY Entrepreneurship Learning; Inclusive Education; Entrepreneurial Motivation; Disability

Literature Screening Criteria

Researchers use inclusion and exclusion criteria in providing selection for literature that will be the source of writing. Literature that meets the following inclusion criteria, (1) literature related to entrepreneurial learning, (2) literature related to Inclusive Education , (3) literature related to Entrepreneurial Motivation in students with disabilities and (4) literature written in English. While literature that meets the exclusion criteria, such as (1) literature from books, (2) literature that is not written in English, (3) literature that cannot be accessed, and (4), literature that is not part of the research topic. All literature will be reviewed by researchers starting from the title, abstract, content and conclusion.

RESEARCH RESULT

Literature Identification

From the title of the article, it was further filtered based on the feasibility of the topic of Inclusive entrepreneurship learning and Entrepreneurial Motivation of Students with Disabilities through abstract analysis, the results of 5 articles were obtained. For more information, it looks like in the following image.

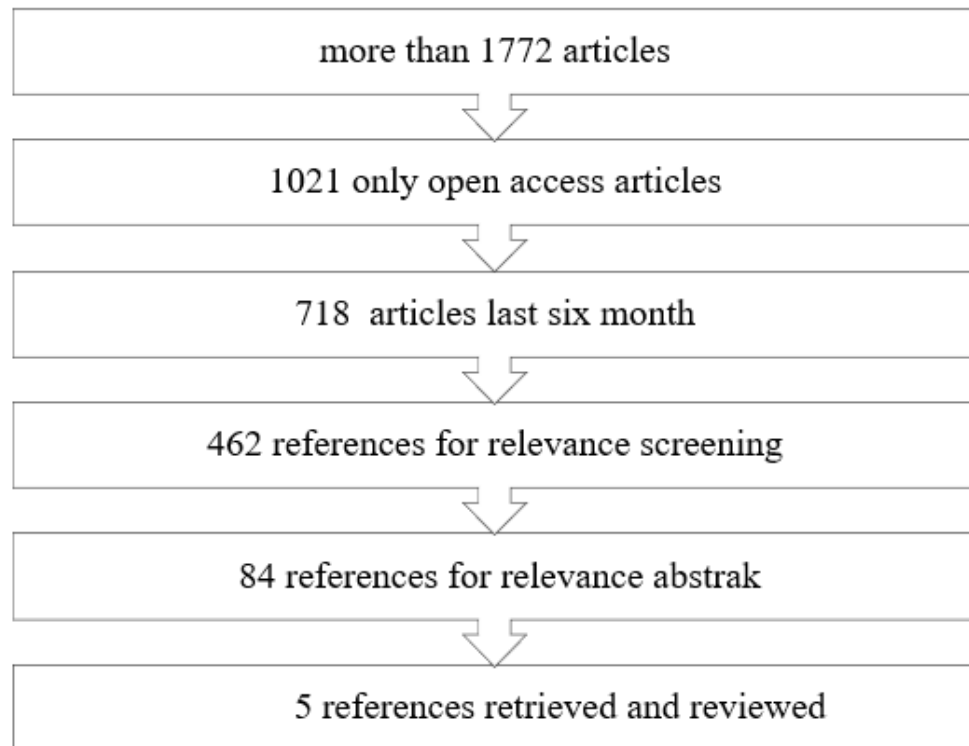


Figure 1. Article Filtering Flowchart

Source: processed research, 2024

The results of the selected article review answer the formulation of problems regarding the distribution of journals that discuss inclusive Entrepreneurship Learning and Entrepreneurial Motivation, as follows

Table 2. Selected Journal Research

No	Journal Name	Journal Link	Indexation	Total
1	International Journal of Educational Development	International Journal of Educational Development Elsevier	Elsevier	2
2	Journal of Business Venturing	Journal of Business Venturing ScienceDirect	ScienceDirect	3
3	The International Journal of	The International Journal of Management	Elsevier	2

No	Journal Name	Journal Link	Indexation	Total
	Management Education	Education Elsevier		
4	Sutainability	Sutainability MDPI	MDPI	5
5	Entrepreneurship theory and practice	Entrepreneurship theory and practice Sage Publish	Sage Publish	3

Source : processed by researchers, 2024

Resume Research Articles in accordance with This Research

The emphasis on entrepreneurial learning in the context of inclusive education is expected to help expand social inclusion for students with disabilities through economic empowerment.

Table 3. Selected Article Appropriate in This Research

No	Years	Author (s)	Result
1	2019	(Hernández-Sánchez et al., 2019; Koustas et al., 2021)	Research finds that effective inclusive learning can increase entrepreneurial motivation among students with disabilities. This shows the great potential of inclusive learning in helping students with disabilities build economic independence.
2	2021	Koustas et al.,	The research results highlight key challenges in inclusive learning for students with disabilities, including a lack of appropriate resources. This emphasizes the need for efforts to improve accessibility and infrastructure support for effective inclusive learning.
3	2023	(Carvalho et al., 2023; Hasan et al., 2020)	Studies show that lack of training for teachers is an obstacle in implementing inclusive learning for students with disabilities. This underscores the importance of adequate training for educators to create inclusive and supportive learning environments.
4	2020	Hasan et al.,	Research notes the existence of negative stereotypes that can influence inclusive learning for students with disabilities. This emphasizes the need to increase awareness and reduce stigma towards individuals with disabilities in the context of inclusive education.
5	2020	(Fonseca Da Costa Guterres et al., 2020; Lucander & Christersson, 2020; Nowiński et al., 2019)	The study found that a lack of resources and training for educators is a major obstacle in implementing entrepreneurial and inclusive learning for students with disabilities.
6	2020	Lucander & Christersson,	The findings highlight that stigma towards disability is still an obstacle in creating an inclusive educational environment and supporting entrepreneurial motivation among students with disabilities.

7	2019	Nowiński et al.,	The research results show that inclusive entrepreneurship learning can significantly increase entrepreneurial motivation among students with disabilities.
8	2019	(Almahry et al., 2019; Prabhu, 2019; Tanjung et al., 2022)	The study concludes that greater support from governments and educational institutions is needed to ensure accessibility and adequate training for educators in the context of inclusive learning and entrepreneurship.
9	2019	Prabhu et al.,	This research emphasizes that a focus on entrepreneurial learning in inclusive education can open up broader economic opportunities for individuals with disabilities.
10	2020	Tanjung et al.,	The findings emphasize the need to fight for equal access to entrepreneurship education for students with disabilities to ensure greater inclusion.
11	2019	(Almahry et al., 2019; Karlidag-Dennis et al., 2020).	The study highlights the importance of increasing public awareness of disability issues to reduce stigma and promote a more inclusive educational environment.
12	2020	Karlidag-Dennis et al.	The research results show that environmental factors, such as family and peer support, play an important role in motivating students with disabilities to pursue entrepreneurship.
13	2020	(Naji et al., 2020; Pamungkas et al., 2023)	These findings have direct implications for the development of more effective and sustainable inclusive education policies, with a focus on the integration of entrepreneurial learning.
14	2023	Pamungkas et al.,	This study highlights that entrepreneurial learning can be an important means of providing opportunities for economic independence for individuals with disabilities.
15	2019	Jermsittiparsert et al.,	The emphasis on entrepreneurial learning in the context of inclusive education is expected to help expand social inclusion for students with disabilities through economic empowerment.

Source : processed by researchers, 2024

DISCUSSION

The landscape of inclusive learning in contemporary educational discourse is fraught with a plethora of challenges that demand urgent attention to foster a genuinely inclusive environment for all learners. Through a systematic literature review, several critical issues have been identified, shedding light on the multifaceted nature of the inclusive learning problem (Hernández-Sánchez et al., 2019; Koustas et al., 2021). Chief among these challenges is the pervasive lack of resources, encompassing deficiencies in funding, inadequate physical facilities, and a scarcity of educators equipped with the requisite training in inclusive pedagogies. This scarcity not only impedes schools' ability to provide adequate support to learners with special needs but also exacerbates the challenges faced in fostering an inclusive learning environment. Moreover, the persistent dearth of educators versed in

inclusive teaching strategies perpetuates a cycle of unpreparedness and discomfort, resulting in inadequate support for learners with diverse needs.

Furthermore, societal stigma and discrimination against learners with special needs continue to pose formidable barriers to inclusivity in many educational settings. This prevailing bias creates an unsupportive atmosphere within schools, making it challenging for learners to feel accepted and acknowledged by their peers and educators alike. Additionally, the issue of accessibility remains a significant hurdle, with many educational institutions still lacking full physical accessibility for learners with diverse disabilities. Inadequate infrastructure can severely hinder the participation and engagement of these learners in various learning activities, further exacerbating their educational experiences.

Moreover, the inadequacy of curriculum adjustments tailored to individual needs and learning styles presents a substantial obstacle to inclusive learning. A curriculum that fails to accommodate diverse learning needs may alienate students with special needs, resulting in feelings of exclusion and frustration. Furthermore, the evaluation and measurement of the progress of learners with special needs pose significant challenges, with the use of inappropriate or non-inclusive assessment methods hindering accurate understanding and tracking of their educational development.

In response to these complex challenges, concerted efforts are required to enhance access, support mechanisms, and foster an inclusive environment conducive to the holistic development of all students. This necessitates comprehensive investment in resources, ongoing professional development for educators, and concerted efforts to challenge societal stereotypes and biases. Additionally, the development of inclusive curriculum frameworks that accommodate diverse learning needs and preferences is paramount. Through periodic evaluation and review processes, educators can monitor student progress and efficacy, making iterative adjustments to ensure ongoing relevance and effectiveness.

Moreover, the provision of customizable teaching strategies, including the integration of assistive technology and task modifications, is essential to meet the individualized needs of learners. Emphasis should be placed on cultivating inclusive classroom management skills that promote collaboration, participation, and appreciation of diversity. Educators must also be equipped with the necessary knowledge and skills to navigate the legal and policy landscape of inclusive education, ensuring compliance and advocacy for the rights of learners with special needs.

Furthermore, the provision of comprehensive support systems, encompassing physical, technological, and emotional assistance, is crucial to empower learners with disabilities and foster their entrepreneurial skills (Abbasianchavari & Moritz, 2021; Hasan et al., 2020; Utami, 2017). Inclusive learning environments recognize and celebrate the unique potential inherent in every individual, regardless of their abilities or disabilities. By leveraging the diverse experiences and backgrounds of all learners, inclusive environments stimulate

innovation, creativity, and collaboration, thus nurturing a culture of entrepreneurship and empowerment.

In conclusion, inclusive learning transcends mere access and equality; it embodies a commitment to recognizing and realizing the full potential of every learner (Anggadwita et al., 2021; Ngek Brownhilder Neneh, 2012; Thomas & Okunbanjo, 2021). Through collaborative efforts to address systemic challenges and implement evidence-based practices, inclusive education can serve as a powerful catalyst for social change and empowerment, ensuring that all learners have the opportunity to thrive and succeed.

CONCLUSIONS AND RECOMMENDATIONS

The synthesis of findings from a systematic literature review reveals the pivotal role of inclusive learning in nurturing entrepreneurial motivation among students with disabilities. Despite its transformative potential, the implementation of inclusive education faces challenges such as resource constraints, inadequate teacher training, and societal stigma. Overcoming these barriers is crucial to fostering accessibility, providing comprehensive educator support, and combating negative perceptions. By empowering students with disabilities through entrepreneurship, inclusive education not only fosters economic independence and self-esteem but also cultivates essential skills for societal contribution. In essence, inclusive learning serves as a catalyst for unlocking the untapped potential of learners with disabilities, promoting a more equitable and inclusive society. Based on the conclusions drawn, several key recommendations emerge. Firstly, education authorities and governments should prioritize the development of robust inclusive education policies, focusing on curriculum adaptation, educator training in special needs, and fostering collaboration among stakeholders. Secondly, efforts should be directed towards enhancing accessibility for students with disabilities, encompassing both physical infrastructure and technological advancements tailored to diverse needs. Thirdly, there is a pressing need for expanded teacher training programs, equipping educators with the requisite knowledge and strategies to effectively address the challenges inherent in inclusive learning settings. Additionally, concerted societal efforts are essential to combat stigma and negative stereotypes surrounding students with disabilities, fostering a more inclusive and supportive environment. Moreover, specific emphasis should be placed on integrating entrepreneurial learning into educational programs tailored for learners with disabilities, nurturing their entrepreneurial aspirations and skill development. Finally, future research endeavors should delve deeper into the intricate dynamics of inclusive learning for students with disabilities, particularly its impact on entrepreneurial motivation, to inform more targeted interventions and policy decisions.

ADVANCED RESEARCH

This research still has limitations so it is necessary to carry out further research related to the topic "Problems of Inclusive Learning in Fostering

Entrepreneurial Motivation in Students with Disabilities: Systematic Literature Review (SLR)” to perfect this research, as well as increase insight for readers.

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