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ANALYSIS OF ENTREPRENEURSHIP GUIDANCE FOR THE DISABLED (CASE STUDY AT GRIYA HARAPAN DISABILITY SOCIAL SERVICE CENTER)

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Abstract

This study aims to analyze the implementation of entrepreneurial guidance for people with disabilities at the Regional Technical Implementation Unit of the Griya Harapan Difabel Social Service Center of the West Java Provincial Social Service. The research background is the persistently low levels of work participation and economic independence among persons with disabilities, despite various national regulations that guarantee their right to employment and entrepreneurship. The research employs a descriptive qualitative approach, collecting data through

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Field Research, Observation, Interviews, and Research. The study's results indicate that local government policies provide a solid foundation for the development of entrepreneurship among people with disabilities; however, their implementation still requires stronger coordination and sustainability. The guidance program at the Regional Technical Implementation Unit runs through vocational skills training, entrepreneurship guidance, direct practice, and business mentoring. This program has been shown to enhance participants' skills, confidence, and ability to start or develop an independent business.

Keywords: *Entrepreneurship Guidance, Empowerment Of The Disabled, Economic Independence, Regional Technical Implementation Unit Griya Harapan Difabel*

1. Introduction

Every individual has the same potential to contribute to the economy, including people with disabilities. As Indonesian citizens, people with disabilities have equal rights, obligations, and status with the rest of society, as mandated by the principle of equality in Pancasila and the 1945 Constitution. Article 27, paragraph 2 of the 1945 Constitution states that "Every citizen has the right to work and a decent living for humanity." (1945 Constitution). The prevalence of type 3 disabilities in Indonesia in 2022 was 1.34 percent in men and 1.53 percent in women, for a total of 1.43 percent. Meanwhile, the prevalence of type 1 disabilities reached 6.42 percent, and when broken down by gender, it was 7.09 percent for women and 5.77 percent for men. These figures indicate a higher prevalence of disability among women than men. (BPS, 2024).

Around 20 million Indonesians, or about 8.6% of the total population, are people with disabilities who face significantly higher living costs compared to those without disabilities (Ministry of Finance, 2021). This highlights the need for stronger, more coordinated interventions by multiple parties. Although people with disabilities have potential, they often face discrimination in the labor market, both in terms of access to jobs and opportunities for development (Toldara & Santos, 2023). Difficulties in finding suitable employment can reduce their motivation to work (Feraro et al., 2018). People with disabilities often do not receive adequate recognition for their qualifications, leading to a mismatch between their skills and available opportunities in the labor market. Furthermore, even if they are recognized as qualified, this does not always guarantee employment in their field of expertise (Fisher & Gonzalez, 2020).

Empowering people with disabilities is crucial to creating an inclusive and equitable society (Redko, 2024). In Indonesia, approximately 22.5 million people live with disabilities, a figure that reflects the significant challenges facing their inclusion in various aspects of life. People with disabilities are often trapped in a cycle of poverty due to limited access to education, skills training, and decent employment opportunities (Alicia, 2019). This cycle becomes increasingly difficult to break without integrated and

sustainable interventions (Schafer et al., 2012). MSMEs have become an important alternative for people with disabilities to achieve a decent life amidst the limited employment opportunities available to them (Dasaraju, 2023). MSMEs have become an important alternative for people with disabilities to achieve a decent life amid limited employment opportunities (Kurniawan, Faisal, Ansori, & Pangaribuan, 2024).

MSMEs managed by people with disabilities have provided opportunities for them to contribute to the economy (Arifin *et al.*, 2021). However, in reality, most of them still lack economic independence. Many entrepreneurs with disabilities still rely on government assistance, donations, or social programs to sustain their businesses (Hariis et al., 2013). This dependency highlights the urgent need for more sustainable solutions to increase their economic capacity and independence (Alicia, 2019). The Griya Harapan Social Service Center for the Disabled is an institution dedicated to addressing these challenges through skills training to promote economic empowerment. This institution offers programs designed to develop the entrepreneurial skills of people with disabilities, to enable them to contribute more actively to the economy. However, to achieve optimal results, these programs require a more comprehensive approach that involves multiple stakeholders. This institution not only provides entrepreneurial skills but also fosters a supportive environment in which these individuals can explore their potential. With this approach, the riya Harapan Social Service Center strives to ensure that people with disabilities are not merely recipients of assistance but also drivers of the economy through entrepreneurship. Empowering people with disabilities not only provides material assistance but also focuses on improving skills, strengthening mental health, expanding access to resources, and establishing business networks (Alqahtani, 2025). Through this process, people with disabilities can gain the ability to manage their businesses independently, increase the competitiveness of the products or services they produce, and expand their market share. (Darcy, Collins, & Stronach, 2020).

Several previous studies have examined entrepreneurial guidance for people with disabilities (PWD) to increase economic independence. Research by Sari and Nugroho (2020) shows that entrepreneurship training programs for people with disabilities positively affect participants' business motivation and confidence. However, they remain constrained by limited access to capital and advanced support. Furthermore, Rahman et al. (2021) found that the effectiveness of entrepreneurial guidance for people with disabilities is strongly influenced by training methods tailored to the type of disability, particularly in communication and direct business practice. Another study by Wahyuni (2022) found that entrepreneurial guidance, when integrated with psychosocial assistance, can enhance the sustainability of businesses owned by people with disabilities; however, its implementation remains sporadic and not tailored to individual needs. Meanwhile, Putra and Hidayat (2023) emphasized that support from government agencies and local

communities plays an important role in strengthening the disability entrepreneurship ecosystem; however, there is no systematic, measurable guidance model.

Based on prior research, most studies still focus on the outcomes of entrepreneurship training without conducting in-depth analyses of guidance processes, mentoring patterns, and the suitability of guidance methods for people with disabilities. In addition, research that integrates the individual needs of people with disabilities, the role of supervisors, and the sustainability of post-training businesses remains very limited. Therefore, research gaps remain in a comprehensive, contextual, and sustainable analysis of guidance on disability entrepreneurship.

2. Literature Review

2.1 Understanding Guidance

Guidance is a process of assistance provided to individuals or groups systematically and continuously to help them get to know themselves, develop their potential, and be able to face various challenges that exist in the social, academic, and life environment in general (Ghosh, 2021). Guidance is not merely the provision of advice but a professional effort that involves analyzing needs, planning assistance, implementing interventions, and evaluating outcomes (Gagliardi & Brouwers, 2012). According to Kozier & Erb (2009), mentoring is a professional relationship in which a mentor helps clients understand themselves, clarify values, and set realistic life goals. Guidance is intended to improve the client's ability to make appropriate and responsible decisions in daily life. Furthermore, Gibson & Mitchell (2005) stated that mentoring is the process of individual development through support, information, and understanding, enabling individuals to overcome obstacles and enhance their effectiveness across various aspects of life. In education, mentorship plays an important role in helping students develop their academic, social, emotional, and career potential, enabling them to pursue more meaningful life paths. Overall, the guidance focuses on empowering individuals to develop broader insights, sound decision-making skills, and an adaptive mindset in response to environmental change. Thus, guidance is integral to a person's learning and development, both at school, at work, and in the social community.

2.2 Theory of Empowerment

Empowerment provides vulnerable and marginalized groups with opportunities to access resources, increase income, meet their needs for goods and services, and participate in development and decision-making processes that affect their lives (Kapur, 2018). Therefore, empowerment focuses not only on meeting basic needs such as clothing, food, and shelter, but also on the community's ability to operate small businesses and develop self-confidence and a sense of independence (Duskhova & Ivlieva, 2024). Solomon defines

empowerment as a process in which professionals, such as social workers, help clients reduce the powerlessness resulting from discrimination stemming from stigma directed at certain groups, including minority communities and other vulnerable groups. These activities are specifically aimed at countering these negative judgments. Identified four indicators of empowerment, namely:

- a. Implementation of planned and collective activities;
- b. Efforts to improve the quality of people's lives;
- c. Giving priority to weak or disadvantaged groups; and
- d. Implemented through programs aimed at increasing capacity.

2.3 Entrepreneurship Theory

Entrepreneurship is the capacity to identify opportunities, manage resources, and take risks to create value through business activities (Diandra & Azmy, 2020). Entrepreneurship theory draws on disciplines such as economics, management, sociology, and psychology. This shows that entrepreneurship is understood not only as a business activity but also as an innovative attitude, behavior, and process in the face of changing environments (Landstrom & Benner, 2010). According to Joseph A. Schumpeter (1934), entrepreneurship is closely related to innovation. Schumpeter states that entrepreneurs are agents of change who carry out creative destruction: they create new combinations of products, production methods, markets, or organizations that replace the old system. In this theory, entrepreneurship is the primary driver of economic growth because it fosters progress and efficiency through continuous innovation.

Meanwhile, Peter F. Drucker (2007) views entrepreneurship as a systematic practice of seeking and exploiting opportunities. According to him, entrepreneurship is not an innate talent, but a discipline that can be learned and developed. Drucker emphasizes that the core of entrepreneurship lies in the ability to manage opportunities effectively, not just the courage to take risks. From a behavioral perspective, McClelland proposed the need for achievement theory. He stated that individuals with high achievement needs tend to exhibit entrepreneurial characteristics, such as a preference for challenges, responsibility for work outcomes, and a goal-oriented orientation. This theory emphasizes the psychological aspect as an important factor in shaping the entrepreneurial spirit.

Based on these theories, entrepreneurship can be characterized as a multidimensional phenomenon that encompasses innovation, opportunity, the courage to take risks, and individual character and motivation. Understanding entrepreneurship theory is very important as a foundation for the development of entrepreneurship education, economic policy, and sustainable business practices.

2.4 Disability and Empowerment

Definition of disabled (disability, differently abled, people with disabilities). Disabled is a term borrowed from English, namely "different-ability people," meaning people who

can perform the same tasks as humans in general but do so differently (Djunaidi, 2022). Classification of disabilities (physical, sensory, intellectual, mental, multiple). The following is a classification of disabilities, including physical, sensory, intellectual, mental, and multiple:

- a. Physical Disability is a limitation of bodily function or mobility (e.g., paralysis, amputation, cerebral palsy) that impacts an individual's activities and participation;
- b. Sensory Disability is a limitation or loss of one or more of the major senses (sight, hearing, sometimes smell/taste) that affects interaction with the environment;
- c. Intellectual Disability: significant limitations in intellectual functioning and adaptive behavior that begin to emerge during development;
- d. Mental Disability is a mental or emotional health disorder that significantly affects daily activities, behavior, or social interactions; and,
- e. Multiple Disabilities is a condition where a person has two or more types of disabilities simultaneously (e.g., physical and intellectual, sensory and intellectual, etc.), which often requires more complex support. (Chavan & Mehta, 2018).

Rights of people with disabilities according to regulations (Law No. 8 of 2016 concerning Persons with Disabilities)

The following is a list of the main rights of people with disabilities as regulated in Law Number 8 of 2016:

- a. The right to equality and non-discrimination (Article 4).
- b. The right to justice and legal protection (Articles 28–29).
- c. The right to education (Articles 40–44).
- d. The right to work, entrepreneurship, and cooperatives (Articles 45–53).
- e. The right to health (Articles 61–65).
- f. The right to political participation (Articles 75–77).
- g. Religious rights (Articles 78–82).
- h. Sporting rights (Articles 83–84).
- i. Cultural and tourism rights (Articles 85–89).
- j. Right to social welfare (Articles 90–95).
- k. Right to accessibility and infrastructure (Articles 97–108).
- l. Right to protection from disasters (Articles 109–112).
- m. The right to information, communication, and technology (Articles 122–124).
- n. Right to identity and data collection (Article 121).
- o. The right to live independently and participate in society (Law of the Republic of Indonesia Number 8 of 2016 concerning Persons with Disabilities).

3. Research Methods

This study adopts a qualitative research approach, using a descriptive-analytical design, to analyze guidance on entrepreneurship provided to persons with disabilities at the Griya Harapan Disability Social Service Center. The qualitative method is selected to obtain an in-depth understanding of guidance processes, program implementation, and participant experiences in a real social context. The research focuses on how entrepreneurship guidance is designed, delivered, and perceived by both service providers and beneficiaries. Data are collected through in-depth interviews, direct observation, and document analysis. Interviews involve key informants, including program coordinators, instructors, social workers, and persons with disabilities participating in entrepreneurship programs. Observations are conducted to examine training activities, mentoring interactions, and participant engagement, while documents such as program reports, training modules, and institutional policies are reviewed to support the findings. Data analysis follows an iterative process of data reduction, data display, and concluding. To ensure the credibility of the research findings, data triangulation is applied by comparing information from multiple sources and methods.

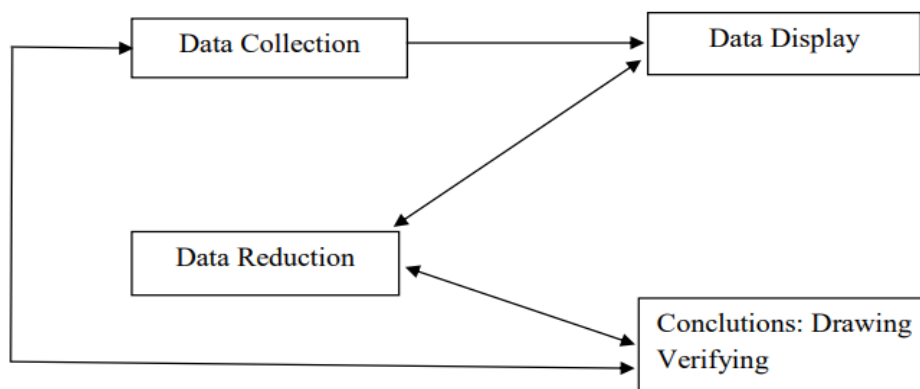


Figure 1: Research Data Analysis Flow Drawing

4. Results and Discussion

4.1 Result

4.1.1 Profile Center for Social Services for the Disabled Griya Harapan

The Technical Implementation of the Griya Harapan Disabled Social Service Center is a unit of the West Java Provincial Social Service located at Jl. Jend. H. Amir Machmud No. 331, Cibabat, Cimahi Tengah District, Cimahi City, West Java.

4.1.2 Organizational structure

The Regional Technical Implementation Unit under the auspices of the West Java Provincial Social Service includes the Griya Harapan Difabel Social Service Center, which focuses on empowering and rehabilitating people with disabilities based on; Organizational structure of the Center for Social Services for the Disabled:

Head of UPTD PPSGHD: Andini Rahayu, SH, MH

Head of the General Administration Sub-Section: Hari Supada, SE, M.Msi

Functional Job Group

4.1.3 Available social service programs

Core services at the Griya Harapan Social Service Center for the Disabled focus on strengthening the social, mental, and physical aspects, as well as basic skills, of people with disabilities.

- 1) Social Guidance, given to help participants understand social roles, improve interaction skills, and foster self-confidence in community life.
- 2) Mental Guidance, focused on character building, emotional management, and strengthening internal motivation, so that inmates can face personal and social challenges more independently.
- 3) Physical Guidance aims to strengthen physical fitness through targeted physical exercise that adapts to each individual's condition, while improving motor skills and mobility.
- 4) Skills Guidance is an important part of preparing inmates to have certain skills that can later support economic independence.

4.2 Discussion

4.2.1 Goals and objectives of the entrepreneurship guidance program

The primary goal of empowering people with disabilities is to create conditions that enable them to function socially and achieve economic independence. This means that people with disabilities are expected to play an active role in their social environment, establish healthy relationships, and participate in community activities without significant obstacles. At the same time, economic independence is crucial for them to meet their basic needs. Through skills development, access to employment or business opportunities, and inclusive environmental support, people with disabilities are encouraged to manage their income, make decisions about their lives, and not rely entirely on assistance from others. Thus, the goal is not only to improve individual abilities but also to create a supportive social environment in which people with disabilities can live with dignity, be productive, and be empowered in society.

4.2.2 Types and forms of activities provided

a. Skills training

The Griya Harapan Social Service Center for the Disabled offers a variety of skills-training programs designed to enhance clients' capacity and independence. Skills offered

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include sewing, food processing, handicrafts, massage, and other services aligned with job market needs.

1) Business management and marketing training

The business management and marketing training at the Griya Harapan Social Service Center for the Disabled is designed as a systematic effort to strengthen the economic capacity of people with disabilities. Through this program, participants gain a fundamental understanding of business planning, basic financial management, market opportunity analysis, and product development strategies. The training is structured and easy to understand, enabling each client to map their potential, organize their resources, and develop strategic steps for running a sustainable business.

2) Post-training mentoring and monitoring

The rehabilitation process at the Griya Harapan Social Service Center for the Disabled is comprehensive, ensuring that each client receives appropriate support. This support encompasses various aspects, from skills training to post-program monitoring.

3) Guidance implementation process

Program planning is carried out systematically and in accordance with needs. At this stage, a team of mentors, instructors, and professionals conducts an initial assessment to determine the conditions, interests, and potential of people with disabilities. The results of this assessment form the basis for designing a relevant guidance program, including skill types, learning methods, and mentoring strategies. Planning also includes developing a training schedule, allocating facilities and infrastructure, and coordinating between sectors to ensure the program is integrated and aligned with social rehabilitation goals.

4) Training implementation stage

During the training implementation phase, participants receive various forms of guidance in accordance with the established program. Instructors conduct learning sessions in stages, from an introduction to the material to demonstrations and hands-on practice.

5) Evaluation of training results

The final stage is the evaluation of training outcomes, which assesses the development of participants' skills, the effectiveness of the methods, and the success of the program. Evaluation is conducted through observation, practical assessments, interviews, and participant feedback. The evaluation results inform decisions about the continuation of services, such as providing further training, business mentoring, or referrals to other necessary services. Furthermore, the evaluation provides a basis for program improvements, enabling the Griya Harapan Social Service Center for the Disabled to provide increasingly responsive and high-quality services for people with disabilities.

b. Guidance Strategies and Methods Applied

1) Training strategies (personal, participatory, collaborative approaches, etc.)

The training strategy at the Griya Harapan Social Service Center for the Disabled is designed with a humanistic, adaptive, and inclusive approach to ensure that each participant receives a learning experience tailored to their individual needs and capacities. A personalized approach is a key strategy in which instructors conduct initial assessments of participants' physical and psychological conditions and interests. This approach allows for the tailoring of training modules so that participants feel individually supported and receive adequate attention. This personalized approach has been shown to increase participants' self-confidence and motivation to progress through the training process.

2) Methods used by the supervisor (lectures, direct practice, simulations, mentoring, etc.)

Guidance and training at the Griya Harapan Disability Service Center employs a variety of learning methods to ensure participants receive a comprehensive, applicable, and tailored learning experience aligned with their individual needs. Lectures are used initially to convey basic concepts, theoretical understanding, and information on work ethic, motivation, and the introduction of skills. After gaining a basic understanding, mentors proceed to hands-on practice, the primary method for developing participants' technical skills. Through practice, participants are trained to master specific skills, including batik making, graphic design, massage, sewing, food processing, and service delivery. In addition, mentors employ individualized mentoring and support strategies to strengthen each participant's personal capacity. Through mentoring, participants receive more intensive guidance, both in developing soft skills, addressing challenges during training, and preparing for economic independence.

3) The role of mentors and instructors in empowering participants

Mentors and instructors at the Griya Harapan Disability Training Center play a strategic role in participant empowerment, particularly by encouraging greater personal, social, and economic capacity. Mentors serve as facilitators, ensuring each participant receives guidance tailored to their individual needs. Through a psychosocial approach, mentors assist participants in building motivation, self-confidence, and mental readiness for training. Meanwhile, instructors play a key role in improving participants' technical and vocational skills. Through structured teaching methods, including lectures, demonstrations, and hands-on practice, instructors equip participants with skills relevant to their training areas, such as sewing, batik, massage, graphic design, and barista.

4) Support for facilities and infrastructure to support the effectiveness of guidance

Support for facilities and infrastructure is a fundamental element of the effective implementation of the guidance program at the Griya Harapan Difabel. The availability of adequate facilities, such as disability-friendly training rooms, skills equipment appropriate to the type of training, and adaptive learning media, is an important prerequisite for creating a safe, comfortable, and productive learning environment. Well-planned

infrastructure enables participants to achieve a more optimal learning experience, as each facility is tailored to their physical, sensory, and cognitive needs.

4.2.3 The Impact of Entrepreneurship Guidance on the Empowerment of People with Disabilities

a. Changes in participants' knowledge and skills

The training provided to participants covers core skills in graphic design and batik, delivered through a structured, step-by-step learning process. These skills not only hone creativity but also enhance participants' technical skills in operating design tools and developing aesthetically pleasing batik motifs. To sustain these skills, participants also attend weekly entrepreneurship mentoring sessions led by professional instructors. Through this entrepreneurship training, participants gain knowledge of business management, marketing strategies, and basic business planning, enabling them to develop their products into profitable ventures.

In addition to creative skills, participants also receive approximately eight months of massage training. This intensive training includes an introduction to basic anatomical theory, traditional and modern massage techniques, and hands-on practice under the guidance of experienced instructors. The lengthy training period enables participants to master professional massage techniques, ranging from relaxation to therapies for specific ailments. Through this massage skills training, participants are expected to develop competencies that can serve as a source of independent income or provide employment opportunities in healthcare, spas, or professional massage therapy.

b. Level of economic independence after participating in the program

The level of economic independence among people with disabilities has improved following participation in a series of training programs at the Griya Harapan Difabel Social Service Center. Programs such as skills training, entrepreneurship guidance, and psychosocial development play a crucial role in building participants' capacity to realize their potential and expand access to broader economic opportunities. Participants who initially lacked adequate skills or a stable source of income gradually internalized practical competencies, including batik making, graphic design, massage, food processing, and other services. This increased competency provides a crucial foundation for building their readiness to enter the workforce or start independent businesses.

c. Participants' perceptions of the benefits of training

Participants' perceptions of the benefits of training at the Griya Harapan Difabel were largely shaped by direct experience during the learning and mentoring process. In their view, the training served not only as a space to acquire technical skills but also as a medium for self-transformation. Many participants described the training as providing them with previously lacking self-confidence, particularly because they were allowed to try, fail, and then bounce back in a supportive environment. This perception emerged

from interactions with instructors, disability-friendly facilities, and training methods designed to be accessible to people with various physical and sensory conditions.

d. Examples of participant success stories (individual mini case studies)

Changes in the social and economic conditions of people with disabilities are evident in the increased independence achieved through training and coaching. In the first case, an individual who previously lacked skills and relied on family support was finally able to improve his capacity through the training he received. By working at Batik Griya Difabel, he not only gained technical skills in batik but also achieved economic independence, which positively impacted his quality of life.

Meanwhile, in the second example, the personal transformation was more significant. An individual who previously worked as a thug with an unstable income and inconsistent social norms transitioned to a more productive and dignified profession after participating in massage skills training at the Griya Harapan Social Service Center for the Disabled. This process encourages behavioral change, skill development, and the opening of sustainable business opportunities. Through online and on-site massage services and by renting her own business premises, she has achieved income stability and demonstrated the program's success in driving meaningful life changes.

5. Conclusion

Based on research on the implementation of the entrepreneurship guidance program for people with disabilities at the Griya Harapan Disabled Social Service Center, it can be concluded that the institution has comprehensively fulfilled its social rehabilitation and empowerment functions through various service modalities. The implementation of the guidance program, from the initial assessment and training process to post-training support, demonstrates a systematic, adaptive, and inclusive approach. Participants not only gained improved technical skills in batik, graphic design, massage, and other vocational areas, but also experienced significant development in psychosocial domains, including self-confidence, motivation, and social interaction skills.

The structured entrepreneurship training program directly contributes to participants' economic capacity. By strengthening their knowledge of business management, marketing strategies, and business opportunity analysis, some participants have achieved financial independence. Follow-up mentoring involving various stakeholders enhances the sustainability of the training outcomes. Thus, the entrepreneurship mentoring program at the Griya Harapan Difabel has been shown to empower people with disabilities socially, psychologically, and economically.

This study has several limitations that should be considered when interpreting the findings. First, the research is conducted in a single institution, namely the Griya Harapan

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Disability Social Service Center, which may limit the generalizability of the results to other disability service centers with different contexts, resources, and program designs. Second, the study employs a qualitative approach with a limited number of informants. Hence, the findings primarily reflect the perspectives and experiences of selected participants rather than representing all persons with disabilities involved in entrepreneurship programs. In addition, data collection relies on interviews and observations, which may be subject to the researcher's interpretation and participants' responses at the time of the study.

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