

# A Strategic Framework For Inclusive Entrepreneurship Education Management To Enhance Indonesian Students' Career Readiness In The Post-Schooling Transition

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## Abstract

*This study aims to develop and implement an integrated entrepreneurship education management model for schools in Indonesia. It focuses on fostering entrepreneurial skills, self-confidence, and career readiness among students while ensuring inclusivity through adaptive teaching methodologies and industry collaboration. Using a research and development (R&D) approach, this study integrates theoretical research with practical fieldwork. Data were collected from educators, policymakers, parents, and industry partners involved in entrepreneurship education management. The study identifies challenges in students' access to entrepreneurship education and highlights opportunities to enhance inclusivity through adaptive teaching, community engagement, and collaborative partnerships. Inclusive curriculum design, teacher training, and continuous monitoring are essential for effective entrepreneurship education. Strengthening these elements can enhance students' entrepreneurial competencies and economic empowerment. The findings emphasize the need for policies that support inclusive entrepreneurship education by integrating industry practices, fostering collaboration, and ensuring ongoing evaluation. Future research should explore longitudinal and comparative studies to assess long-term impacts on student outcomes and social inclusion.*

**Keywords:** Entrepreneurship education, inclusive education, education management, career readiness, adaptive teaching, community engagement, industry collaboration, economic empowerment, social inclusion, Indonesia.

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## 1. INTRODUCTION

Entrepreneurship education plays a crucial role in equipping students with the knowledge, skills, and practical experience necessary for entrepreneurial success [1]. It encompasses various instructional approaches, including classroom-based learning, experiential training, and business competitions, to foster innovation and business acumen. Recognizing entrepreneurship as a key driver of economic growth, job creation, and poverty reduction, many countries, including Indonesia, have integrated entrepreneurship education into national economic and educational strategies [2]. However, despite these efforts, challenges persist in ensuring that entrepreneurship education effectively prepares students for the workforce, particularly during post school period. The employment rate among graduates of equivalent education program remains critically low, reflecting the limited effectiveness of existing educational frameworks in addressing labor market demands [3]. This issue underscores the necessity of re-evaluating and enhancing entrepreneurship education management to better align with the needs of students with from disadvantaged background and the evolving economic landscape [4].

This study aims to develop an integrated entrepreneurship education management model that incorporates inclusive internships to bridge the gap between education and employment for post school graduates in Makassar. The current entrepreneurship education system predominantly focuses on hard skills while neglecting essential soft skills, networking opportunities, and industry collaboration [5]. Additionally, inadequate budgeting, a lack of engagement with external stakeholders, and ineffective curriculum planning contribute to poor workforce readiness among students. Addressing these limitations requires a strategic and holistic approach that integrates practical training, industry partnerships, and a well-structured management model tailored to the specific needs of students [6].

The research gap in this field is evident in the limited studies exploring entrepreneurship education management in non-mainstream educational settings. While existing literature emphasizes the significance of entrepreneurship education, few studies examine how its management can be optimized to enhance employability among post school graduates [7]. Furthermore, there is insufficient research on the integration of inclusive internships within entrepreneurship education to provide students with

real-world experience and essential professional skills [8]. By addressing these gaps, this study contributes to the theoretical advancement of entrepreneurship education management and provides practical recommendations for policymakers, educators, and industry stakeholders to improve the quality and impact of entrepreneurship training for post school graduates.

To guide this study, the following research questions are formulated:

- How can an entrepreneurship education management model be effectively implemented in out of school education programs in Makassar to enhance students' entrepreneurial skills?
- What are the specific shortcomings of the current management model for entrepreneurship education in Makassar, particularly regarding collaboration with external partners and budget allocation for internship programs?
- How can an integrated entrepreneurship education management model, incorporating work readiness strategies, be developed and evaluated for its effectiveness in improving outcomes for students in non-mainstream educational settings in Makassar?

This paper is systematically organized to ensure clarity and depth in addressing the topic. Section 2 delves into a comprehensive review of the existing literature, focusing on three main areas: entrepreneurship education, inclusive internship opportunities, and the pivotal role of management functions within the educational sphere. This section provides a theoretical foundation and highlights gaps in the current body of knowledge. Section 3 transitions into the research methodology, detailing the design of the study and the data collection methods employed. This serves as the backbone of the paper, ensuring a robust approach to exploring the research questions. Section 4 presents the findings and analysis, critically assessing the effectiveness of current entrepreneurship education models. It identifies key areas that need enhancement to better align with learners' diverse needs. Section 5 proposes a novel and integrated entrepreneurship education management model, tailored to address the unique challenges faced by out-of-school learners. This section also provides practical policy recommendations to guide implementation. Finally, Section 6 concludes the paper by summarizing the key insights gained, acknowledging the limitations of the study, and offering suggestions for future research directions. Together, these sections provide a cohesive narrative that bridges theory and practice in entrepreneurship education.

## 2. LITERATURE REVIEW

### 2.1. Entrepreneurship

#### 2.1.1. Entrepreneurship Education

Entrepreneurship education plays a critical role in preparing individuals to navigate a rapidly changing world [9]. It focuses on cultivating a mindset of innovation, adaptability, and problem-solving, which are essential skills for both personal and professional success [10]. Unlike traditional education which often emphasizes rote learning, entrepreneurship education encourages students to think critically, take initiative, and embrace calculated risks [11]. This empowers them to not only create new business ventures but also to bring entrepreneurial thinking into various areas of their lives.

A key component of entrepreneurship education is its practical approach. Students are often engaged in real-world projects, case studies, and experiential learning opportunities that mirror the complexities of starting and managing a business [12]. Through these hands-on experiences, they develop essential skills such as financial management, strategic planning, marketing, and negotiation. In addition, courses and programs frequently emphasize the use of technology and digital tools, which are increasingly indispensable for modern entrepreneurship [13].

Inclusivity is an important aspect of entrepreneurship education [14]. It is crucial to ensure that individuals from diverse backgrounds have access to resources and learning opportunities [15]. For example, programs can be tailored to reach rural populations, women, and people with disabilities, creating a more equitable platform for fostering entrepreneurial talent. Such initiatives not only promote social equity but also unlock untapped potential that can contribute to economic and social development.

Entrepreneurship education also addresses the broader goal of career readiness [16]. It equips students with skills that are transferable to any field, such as critical thinking, leadership, and collaboration [17].

These competencies prepare graduates to adapt to various career paths, whether they become entrepreneurs, join established businesses, or contribute to the nonprofit sector. The adaptability and confidence gained through this form of education are especially valuable in an era of constant technological and economic change.

On a societal level, entrepreneurship education contributes to economic growth and innovation [18]. By encouraging the creation of small and medium enterprises (SMEs), it generates jobs, drives local economies, and supports community development. Additionally, many programs now emphasize social entrepreneurship, which focuses on addressing societal challenges through innovative and sustainable solutions [19]. This ensures that entrepreneurship contributes to both economic prosperity and the well-being of communities.

In Indonesia, entrepreneurship education has become increasingly significant due to its young population and the need for economic diversification. Programs such as "Merdeka Belajar Kampus Merdeka" integrate practical experiences, industry collaboration, and a focus on innovation, helping students transition successfully from school to the workforce [20]. These efforts align with the country's goal of fostering a more entrepreneurial and resilient workforce.

By fostering creativity, resilience, and a proactive attitude, entrepreneurship education equips individuals to thrive in the face of challenges and make meaningful contributions to society [21]. Whether through starting a business, driving innovation within an organization, or solving pressing social issues, entrepreneurship education prepares people to shape their own futures and create lasting impact.

#### *2.1.2. Entrepreneurship Climate in Indonesia*

The entrepreneurial climate in Indonesia is characterized by rapid growth, substantial opportunities, and distinct challenges [22]. As the largest economy in Southeast Asia, Indonesia's dynamic market, young population, and increasing digital adoption create an environment ripe for entrepreneurial ventures [23]. The nation's focus on innovation and inclusivity further shapes its entrepreneurial landscape, making it a significant contributor to both local and regional economic development.

One of the key drivers of Indonesia's entrepreneurial ecosystem is its flourishing digital economy [24]. With a population of over 270 million and widespread internet penetration, the country provides a fertile ground for digital-based enterprises. Sectors such as e-commerce, financial technology (fintech), and ride-hailing services have witnessed exponential growth, with major players like Gojek, Tokopedia, and Bukalapak emerging as influential contributors to the economy [20], [22]. These digital initiatives have not only transformed traditional business models but have also created new avenues for employment and economic participation.

Government policies and initiatives play a pivotal role in fostering entrepreneurship [25]. Programs such as the "1000 Digital Startups Movement" and the "Merdeka Belajar Kampus Merdeka" (MBKM) initiative reflect a commitment to integrating entrepreneurship into education and providing resources for aspiring entrepreneurs [26]. These efforts aim to enhance students' career readiness by combining academic learning with real-world experiences, thus empowering them to create innovative ventures and adapt to market demands.

Despite its potential, the entrepreneurial climate in Indonesia faces several challenges. Regulatory complexities, insufficient access to early-stage funding, and inadequate infrastructure in rural areas remain barriers to entrepreneurial growth [27]. Moreover, marginalized groups, including women and rural populations, often face limited access to resources and opportunities. Addressing these challenges requires targeted interventions, such as simplifying regulatory frameworks, expanding access to microfinance, and fostering inclusive entrepreneurship programs.

Another significant aspect of Indonesia's entrepreneurial landscape is its alignment with social and environmental goals [28]. Many startups are actively addressing pressing challenges such as climate change, waste management, and renewable energy. This growing focus on social entrepreneurship not only enhances sustainability but also contributes to solving broader societal issues, reinforcing the role of entrepreneurship as a catalyst for positive change.

Indonesia's entrepreneurial ecosystem is dynamic and evolving, characterized by both immense potential and inherent challenges [29]. By leveraging its youthful population, digital economy, and supportive

policies, the nation can foster an environment that promotes innovation, inclusivity, and resilience. Addressing existing barriers and investing in sustainable entrepreneurship will ensure continued growth and long-term socio-economic progress.

### 2.1.3. Entrepreneurship Education Management

Entrepreneurship education management is an essential facet of modern education systems, aimed at equipping students with the skills, competencies, and mindset necessary to thrive in dynamic economic environments [30]. Its primary focus lies in fostering entrepreneurial abilities such as opportunity recognition, problem-solving, creativity, and resilience, which are not only vital for starting and managing businesses but are also transferable to diverse career paths [31]. By managing entrepreneurship education strategically, institutions can create a robust ecosystem that nurtures innovation, inclusivity, and sustainable economic growth. The table below summarises the conceptual framework of an entrepreneurship education management idea:

**Table 1. Conceptual Illustration of Entrepreneurship Education Management**

Key Component	Description	Examples/Strategies
<b>Curriculum Development</b>	Combines theoretical knowledge with practical application to enhance entrepreneurial skills.	Interdisciplinary courses, internships, startup projects, case-based learning.
<b>Inclusivity &amp; Accessibility</b>	Ensures diverse student participation, including marginalized groups, to foster an equitable ecosystem.	Scholarships, mentorship programs, flexible learning options, and outreach initiatives.
<b>Faculty Training &amp; Development</b>	Empower educators to effectively teach entrepreneurship by staying updated on trends and industry practices.	Professional development programs, guest lectures from entrepreneurs, and workshops.
<b>Evaluation &amp; Continuous Improvement</b>	Regular assessment of program effectiveness to ensure relevance and impact.	Performance metrics, student feedback, and industry partnerships for curriculum updates.
<b>Innovation &amp; Sustainability</b>	Encourages entrepreneurial mindset while integrating sustainability and social responsibility.	Projects on sustainable business models, and technology-driven entrepreneurship.

A critical component of entrepreneurship education management is curriculum development. Effective entrepreneurship curricula emphasize both theoretical knowledge and practical application. Courses often cover foundational topics such as business planning, financial literacy, and marketing strategies while also incorporating hands-on experiences such as internships, startup projects, and case-based learning. By designing interdisciplinary programs, students are exposed to the intersection of entrepreneurship with fields like technology, arts, and environmental sustainability, broadening their perspectives and enhancing their adaptability in varied contexts.

Another pivotal aspect of managing entrepreneurship education is ensuring inclusivity and accessibility. Institutions must design programs that cater to diverse student populations, including marginalized groups such as women, rural students, and individuals with disabilities. This can be achieved through targeted outreach initiatives, flexible learning options, and the provision of resources such as scholarships and mentorship programs. Inclusivity not only promotes social equity but also unlocks the potential of underrepresented groups, thereby enriching the entrepreneurial ecosystem with diverse perspectives and ideas.

Faculty training and development are equally crucial in entrepreneurship education management. Educators serve as facilitators and mentors, guiding students through the complexities of entrepreneurial thinking and practice. Institutions must invest in professional development opportunities for faculty,

enabling them to stay updated on current trends, pedagogical strategies, and industry practices. Additionally, involving experienced entrepreneurs as guest lecturers or mentors can bridge the gap between academic learning and real-world application, offering students invaluable insights into the entrepreneurial journey.

Evaluation and continuous improvement are integral to effective entrepreneurship education management. Programs must be regularly assessed using performance metrics such as student outcomes, satisfaction levels, and the economic impact of entrepreneurial ventures launched by graduates. Feedback from students, faculty, and industry stakeholders can inform program enhancements, ensuring that entrepreneurship education remains relevant, impactful, and aligned with evolving economic and societal needs. Such iterative processes help institutions refine their offerings and maintain a high standard of education delivery.

Entrepreneurship education management is a dynamic and multidimensional process that requires strategic planning, inclusivity, and continuous evaluation [32]. By fostering innovation, practical learning, and social responsibility, it prepares students to navigate the challenges of modern economies while contributing to sustainable development. Institutions that effectively manage entrepreneurship education not only empower individuals but also drive broader socio-economic progress.

#### *2.1.4. Entrepreneurship Education Management*

A strategic framework for inclusive entrepreneurship education must emphasize equity, diversity, and accessibility, ensuring individuals from all walks of life have the opportunity to engage in entrepreneurial activities. By addressing systemic barriers and celebrating diverse experiences, this framework can empower underrepresented groups to unlock their entrepreneurial potential and contribute to economic growth [33].

#### **Inclusive Curriculum Design**

An inclusive curriculum forms the backbone of this framework, addressing the diverse needs and experiences of learners. It should encompass not only foundational entrepreneurial skills—such as business planning, financial management, and marketing—but also culturally relevant content. Incorporating case studies and success stories of entrepreneurs from underrepresented communities makes learning relatable and inspiring [34]. For instance, a curriculum might include the story of a rural entrepreneur who utilized e-commerce platforms to expand their small-scale business. This approach highlights the tangible application of entrepreneurship in diverse contexts while breaking stereotypes about who can succeed as an entrepreneur. Additionally, the curriculum should address systemic barriers, such as access to funding, and teach strategies to navigate them, ensuring learners are equipped for real-world challenges.

#### **Accessibility and Equity in Learning Delivery**

Ensuring access to entrepreneurial education for all learners requires multiple modes of delivery [35]. Online platforms, in-person workshops, and hybrid programs can bridge geographical, financial, and technological gaps. Accessibility must also cater to individuals with disabilities, offering resources such as captioned videos, sign language interpreters, and assistive technologies [36]. For example, an online course might provide multilingual support or adaptive technologies to make learning inclusive for non-native speakers or learners with visual impairments. Such accommodations ensure that no learner is excluded from the opportunity to gain entrepreneurial skills. Equity also involves providing scholarships, grants, and subsidized programs for marginalized communities, addressing financial barriers to education.

#### **Mentorship and Resource Support**

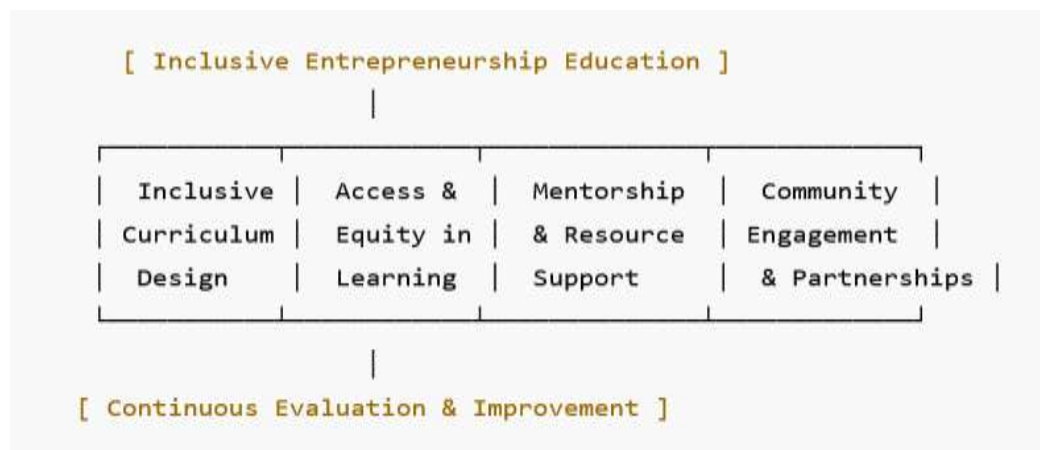
Mentorship is a vital component of inclusive entrepreneurship education, as it creates opportunities for learners to interact with successful entrepreneurs who reflect their backgrounds and experiences. Representation matters—mentors from diverse fields serve as role models, showing aspiring entrepreneurs that success is attainable regardless of one's starting point [37]. A mentorship program could, for example, connect women entrepreneurs from rural areas with mentors who have successfully built businesses in similar contexts. Beyond mentorship, providing access to startup resources, funding opportunities, and networking events empowers learners to turn their ideas into reality. These support systems help bridge the gap between entrepreneurial education and actual business development.

### Community Engagement and Partnerships

Community-driven initiatives enhance inclusivity by integrating local needs and aspirations into the framework [38]. Collaborating with community organizations, NGOs, and local businesses ensures that the framework resonates with its target audience. Community engagement might include organizing events that feature success stories from local entrepreneurs and inspiring others to pursue similar paths [39]. For instance, a rural entrepreneurship festival could celebrate individuals who have transformed community challenges into business opportunities. This fosters a sense of belonging and collective progress while showcasing the value of diverse contributions to the entrepreneurial ecosystem.

### Continuous Evaluation and Improvement

Inclusivity is an ongoing process, requiring regular assessment of the program’s impact and adaptability to emerging needs [40]. Feedback mechanisms, such as surveys or focus groups, can gather insights from learners about the relevance and accessibility of the program. Metrics like enrollment diversity, course completion rates, and post-program entrepreneurial success can guide improvements. For example, if feedback reveals language barriers as a significant challenge, the program can introduce translation services or language-specific resources. By continuously refining the framework, it remains responsive to diverse needs, ultimately fostering a more inclusive entrepreneurial landscape. The following Figure 1 shows the core components and their connection to the overall framework:



**Figure 1. Illustrates the Strategic Framework for Inclusive Entrepreneurship Education:**

This comprehensive approach to inclusive entrepreneurship education ensures that individuals from diverse backgrounds can participate in and benefit from entrepreneurial activities. By addressing systemic barriers, celebrating representation, and integrating community support, such a framework empowers learners to contribute to inclusive economic growth and innovation [41].

Figure 1 represents a strategic framework for inclusive entrepreneurship education, emphasizing four key pillars: **Inclusive Curriculum Design**, **Access & Equity in Learning**, **Mentorship & Resource Support**, and **Community Engagement & Partnerships**. These interconnected components ensure that entrepreneurial education is diverse, accessible, and supportive of underrepresented groups. The **curriculum** incorporates culturally relevant content and practical strategies to overcome barriers, while **equitable access** ensures diverse learning formats and financial aid. **Mentorship and resources** provide role models and funding opportunities, and **community engagement** fosters collaboration with local organizations. The figure illustrates a **strategic framework for inclusive entrepreneurship education**, structured around four key pillars that work together to create an accessible, diverse, and equitable learning environment.

- **Inclusive Curriculum Design** – This forms the foundation of the framework, ensuring that entrepreneurship education addresses diverse learners’ needs. It includes not only core business skills like financial management, marketing, and business planning but also culturally relevant content. By incorporating case studies and success stories from underrepresented groups—such as rural

entrepreneurs, women business owners, or individuals with disabilities—the curriculum fosters relatability and inclusivity. It also educates learners about systemic barriers, such as funding challenges, and equips them with strategies to navigate these obstacles.

- **Access & Equity in Learning** – This pillar ensures that education is delivered through multiple accessible formats, including online courses, in-person workshops, and hybrid learning models. It emphasizes inclusivity by providing resources like captioned videos, sign language interpreters and adaptive technologies for learners with disabilities. Additionally, financial support mechanisms such as scholarships, grants, and subsidized programs help marginalized communities access entrepreneurial education.

- **Mentorship & Resource Support** – Representation matters in entrepreneurship, and mentorship plays a crucial role in guiding learners. Connecting aspiring entrepreneurs with mentors from similar backgrounds helps them see tangible pathways to success. For instance, a rural entrepreneur could benefit from a mentor who successfully scaled a small business in a similar environment. Beyond mentorship, this pillar also includes access to essential resources such as startup funding, networking opportunities, and business development tools, bridging the gap between education and real-world entrepreneurial success.

- **Community Engagement & Partnerships** – To create a truly inclusive ecosystem, the framework integrates local needs through partnerships with community organizations, NGOs, and businesses. Community-driven initiatives, such as entrepreneurship festivals, networking events, or local business incubators, provide platforms for diverse entrepreneurs to showcase their innovations and share their experiences. This approach not only fosters collaboration but also ensures that entrepreneurship education remains relevant to local economic and social contexts.

At the core of the framework is **Continuous Evaluation & Improvement**, ensuring that the program remains dynamic and responsive to emerging challenges [42]. Regular feedback from learners through surveys, focus groups, and performance metrics—such as enrollment diversity, course completion rates, and post-program entrepreneurial success—helps refine the framework [43]. For example, if accessibility barriers are identified, the program can introduce translation services or improve assistive learning tools. By integrating these interconnected components, the strategic framework fosters a **more inclusive entrepreneurial landscape**, ensuring that individuals from all backgrounds have the opportunity to develop their entrepreneurial potential and contribute to economic growth and innovation.

## 2.2. Theoretical Review

### 2.2.1. Inclusive Based Entrepreneurship Education

Inclusive-Based Entrepreneurship Education is a dynamic and impactful approach to fostering entrepreneurship that ensures individuals from diverse and often underrepresented backgrounds have equal access to education, resources, and opportunities [43]. The foundation of this concept lies in the principles of social inclusion, equity, and empowerment. By breaking down systemic barriers and creating inclusive learning environments [44], it seeks to enable marginalized groups—including women, individuals with disabilities, ethnic minorities, and those from lower socio-economic backgrounds—to actively participate in the entrepreneurial landscape [45].

A critical aspect of Inclusive-Based Entrepreneurship Education is accessibility. Accessibility means more than physical access; it encompasses access to information, technology, funding, mentorship, and support systems [46]. Many marginalized individuals face unique challenges, such as financial limitations, societal discrimination, and limited representation in the business world [47]. By addressing these obstacles through scholarships, grants, accessible training materials, and inclusive policies, this education model ensures that everyone has a fair chance to succeed.

Another significant feature is the customization of the curriculum to meet the specific needs of diverse learners. Traditional entrepreneurial education often follows a one-size-fits-all approach, which may not consider the varied experiences and challenges of underrepresented groups [48]. Inclusive-based programs tailor their curricula to incorporate culturally relevant content, flexible learning methods, and practical problem-solving exercises [49]. This personalized approach not only boosts confidence but also empowers individuals to turn their unique perspectives and experiences into innovative business ideas. Mentorship and networking opportunities are also integral to the success of Inclusive-Based

Entrepreneurship Education. Many marginalized individuals lack access to professional networks and mentorship, which are crucial for business development [50]. Inclusive programs often collaborate with experienced entrepreneurs, community leaders, and industry professionals to provide guidance, inspiration, and role models for learners. These relationships can help participants navigate challenges, build connections, and foster long-term success.

The benefits of this educational approach extend beyond individual growth. By empowering diverse groups to contribute to the economy, it drives innovation and economic development [51]. Diverse entrepreneurial ecosystems are known to generate unique solutions to societal problems, enrich local economies, and reduce unemployment rates in disadvantaged communities [52]. Furthermore, inclusive entrepreneurship promotes social cohesion and addresses inequalities, creating a more equitable society. However, implementing Inclusive-Based Entrepreneurship Education is not without its challenges. Systemic discrimination, lack of funding, and insufficient awareness about such programs remain significant barriers. Additionally, some institutions may struggle to integrate inclusivity into their existing frameworks. Overcoming these challenges requires collaborative efforts from governments, educational institutions, private organizations, and communities. Policies that support inclusivity, adequate funding, and public awareness campaigns are essential for the successful implementation of this approach.

Theoretical frameworks such as the Triple Helix Model play a vital role in shaping Inclusive-Based Entrepreneurship Education [53]. This model emphasizes the importance of collaboration between universities, industries, and governments to create supportive ecosystems for entrepreneurship [54]. By leveraging this framework, stakeholders can design programs that are both inclusive and sustainable, ensuring long-term impact.

Inclusive-Based Entrepreneurship Education has the potential to transform lives and societies. Its focus on accessibility, customized learning, and mentorship addresses the unique needs of marginalized groups while contributing to broader economic and social goals. As more institutions adopt this approach, the vision of a more equitable and innovative entrepreneurial landscape becomes increasingly achievable.

#### 2.2.2. *Out-of-School Education Theory*

Out-of-school education theory explores the idea of learning outside formal classroom environments. It recognizes that education is not confined to traditional institutions and instead can happen in diverse settings that suit the learner's preferences, interests, and needs [55]. This approach caters to individuals who may not have access to formal education or who want to complement it with flexible, real-world experiences. Out-of-school education is a vital component of lifelong learning, empowering individuals to continue growing intellectually and personally throughout their lives [56].

One of the core principles of out-of-school education theory is informal learning, which occurs naturally through every day experiences. This could involve picking up new skills through hobbies, problem-solving at work, or simply engaging in social interactions. Unlike formal education, which often follows a fixed curriculum, informal learning is unstructured and spontaneous [57]. It thrives on curiosity, creativity, and real-world problem-solving, making it a dynamic and adaptive form of acquiring knowledge.

Non-formal education is another significant aspect of out-of-school education [57]. These are structured learning programs offered outside traditional school settings, such as community workshops, vocational training, or online courses [58]. Non-formal education provides a more organized way of learning while still being flexible and accessible [59]. It often focuses on practical skills and knowledge directly applicable to work and daily life, allowing learners to address their immediate needs and goals.

Self-directed learning is a key component of out-of-school education theory, emphasizing the active role of learners in their educational journey [60]. This concept encourages individuals to set their objectives, choose resources that align with their interests, and evaluate their progress. Self-directed learning fosters autonomy, critical thinking, and personal responsibility it is particularly relevant today, where countless online resources and tools allow anyone to explore and master new topics independently [61].

Experiential learning, which prioritizes hands-on experiences, is central to out-of-school education. By engaging directly with real-world challenges, learners can develop practical skills and insights that formal education might not fully address [62]. Examples include internships, apprenticeships, volunteering, or travel. These activities not only build competence but also deepen understanding through active

engagement and reflection, making the learning process both effective and meaningful.

Lastly, cultural and social learning plays a vital role in out-of-school education [63]. This concept highlights how people acquire knowledge and skills through interactions within their communities and cultural contexts. For instance, participating in local traditions, collaborating on community projects, or learning from family practices can contribute to a person's education. This type of learning emphasizes the social and cultural dimensions of education, underlining the interconnectedness of knowledge, society, and culture [64].

Out-of-school education theory celebrates the diversity of learning experiences that occur beyond the walls of formal institutions [65]. It stresses the value of informal, non-formal, self-directed, experiential, and cultural learning opportunities, offering individuals the flexibility to grow in ways that align with their unique needs and circumstances. By fostering a holistic approach to education, it empowers learners to adapt and thrive in an ever-changing world.

### ***2.3. Empirical Review: Role of Inclusive Entrepreneurship Education in Enhancing Career Readiness in Post-schooling Transition***

Inclusive entrepreneurship education plays a pivotal role in preparing Indonesian students for their post-schooling transitions by equipping them with the skills, mindset, and confidence needed to navigate the complexities of the modern job market [66]. This approach emphasizes inclusivity, ensuring that students from diverse backgrounds, including those with disabilities or from underprivileged communities, have access to entrepreneurial learning opportunities. By fostering creativity, critical thinking, and problem-solving abilities, such programs aim to bridge the gap between academic knowledge and real-world applications [67].

One of the key aspects of inclusive entrepreneurship education in Indonesia is its integration into the national curriculum [68]. Schools and universities are increasingly adopting entrepreneurial modules that focus on practical experiences, such as business simulations, internships, and mentorship programs. These initiatives not only enhance students' entrepreneurial competencies but also instill a sense of independence and resilience. For instance, mentoring has emerged as a significant component, providing students with guidance and support to develop their entrepreneurial ideas and navigate challenges.

However, challenges remain in the implementation of such programs. The uneven distribution of resources and opportunities across regions, particularly between urban and rural areas, poses a significant barrier [69]. While institutions in Java Island often have access to advanced facilities and experienced educators, schools in remote areas may struggle with limited resources. Addressing this disparity is crucial to ensuring that all students, regardless of their location, can benefit from entrepreneurship education [70].

Moreover, the cultural mindset in Indonesia, which often prioritizes traditional career paths such as civil service or corporate employment, can hinder the growth of entrepreneurial aspirations among students. To counter this, educational institutions and policymakers must work together to promote the value of entrepreneurship as a viable and rewarding career option. This includes showcasing success stories, integrating entrepreneurial thinking into various subjects, and fostering a supportive ecosystem that encourages innovation and risk-taking.

Inclusive entrepreneurship education holds immense potential to enhance Indonesian students' career readiness and empower them to become job creators rather than job seekers [71]. By addressing existing challenges and leveraging the strengths of such programs, Indonesia can cultivate a generation of innovative and resilient individuals ready to contribute to the nation's economic growth and social development.

Inclusive entrepreneurship education in Indonesia is a transformative approach aimed at equipping students with the skills and mindset necessary for career readiness in a rapidly evolving job market [72]. Here are some detailed highlights:

#### **Core Principles of Inclusive Entrepreneurship Education**

- **Inclusivity:** This approach ensures that students from diverse backgrounds, including those with disabilities or from underprivileged communities, have equal access to entrepreneurial learning opportunities.
- **Skill Development:** Programs focus on fostering creativity, critical thinking, problem-solving, and adaptability—skills essential for navigating the complexities of modern careers.
- **Real-World Application:** Practical experiences such as internships, business simulations, and project-based learning are integral to these programs, bridging the gap between theoretical knowledge and real-world challenges.

#### **Integration into the Curriculum**

- Entrepreneurship education has been integrated into the national curriculum at various levels, from primary schools to universities. This ensures early exposure and continuous development of entrepreneurial competencies.
- Universities in Indonesia, particularly those in urban areas like Java Island, have been at the forefront of implementing advanced entrepreneurial modules. These include mentorship programs, startup incubators, and collaborative projects with industry partners.

#### **Challenges in Implementation**

- **Resource Disparity:** There is a significant gap in resources and opportunities between urban and rural areas. Schools in remote regions often lack access to experienced educators, modern facilities, and funding.
- **Cultural Mindset:** Traditional career aspirations, such as becoming a civil servant or corporate employee, often overshadow entrepreneurial ambitions. This cultural preference poses a challenge to fostering a widespread entrepreneurial spirit.

#### **Strategies for Overcoming Challenges**

- **Policy Support:** Government initiatives and policies play a crucial role in promoting entrepreneurship education. Subsidies, grants, and partnerships with private sectors can help bridge resource gaps.
- **Awareness Campaigns:** Showcasing success stories of entrepreneurs and integrating entrepreneurial thinking into various subjects can inspire students to consider entrepreneurship as a viable career path.
- **Technology Integration:** Leveraging digital tools and online platforms can provide students in remote areas with access to quality entrepreneurial education and resources.

#### **Impact on Career Readiness**

- Students who undergo entrepreneurship education are more likely to develop a proactive attitude, resilience, and the ability to identify and seize opportunities. These attributes are invaluable in both entrepreneurial ventures and traditional career paths.
  - By fostering an entrepreneurial mindset, these programs empower students to become job creators rather than job seekers, contributing to economic growth and reducing unemployment.
- Inclusive entrepreneurship education in Indonesia is a powerful tool for enhancing students' career readiness and fostering a culture of innovation and self-reliance [73]. By addressing existing challenges and leveraging the strengths of these programs, Indonesia can pave the way for a generation of empowered and entrepreneurial individuals.

#### **2.4. Work Readiness**

Work readiness encompasses a blend of skills, behaviors, and attitudes essential for individuals to excel in the workforce [74]. Work readiness is defined as a combination of soft skills and work-related behaviors required for any job, work readiness extends beyond technical abilities to include practical skills, critical thinking, and a professional demeanor [75]. Scholars argue that achieving high work readiness demands not only field-specific expertise but also a broad outlook, a critical approach to challenges, and a positive personality conducive to workplace success [76]. These elements combine to ensure that individuals are prepared to navigate the complexities of professional environments effectively.

Several defining traits characterize work readiness, among these are logical and objective reasoning, the ability to collaborate effectively with others, and a critical attitude toward solving problems [77], [78]. Additionally, individuals must demonstrate courage in seeking independent solutions, adaptability to varying conditions, ambition for personal and professional growth, and a commitment to staying updated with advancements in their field [79]. These qualities are vital for tackling the challenges of dynamic work environments and achieving career success.

The development of work readiness is governed by key principles that highlight its multidimensional nature [80]. These principles include the interaction of all developmental aspects, encompassing both physical and mental maturity. Positive experiences play a significant role, in contributing to readiness, while the timing and conditions of readiness development are equally critical [81]. Practical experience emerges as a cornerstone in shaping work readiness, with hands-on exposure providing individuals with the essential knowledge and skills needed for workplace integration.

Work readiness is influenced by both internal and external factors. Internally, an individual's values, intelligence, talents, interests, personality traits, knowledge, and physical and mental well-being are pivotal. Externally, social and economic conditions, family influences, educational environments, social associations, and societal values around work contribute significantly to shaping readiness [82]. Together, these factors underscore the interplay between personal and societal dynamics in determining an individual's preparedness for the workforce.

Entrepreneurship education, when integrated with inclusive internships, aims to bridge the gap between theoretical knowledge and real-world application. These programs emphasize practical learning, fostering the development of skills such as teamwork, adaptability, communication, and problem-solving abilities [83]. However, implementing such models faces challenges, including designing appropriate internships, aligning students with suitable projects, and maintaining collaborative partnerships between academic institutions and industry [84]. Overcoming these obstacles is critical to ensuring the effectiveness of integrative learning approaches.

Previous studies underscore the significance of practical experience, innovative teaching methodologies, and institutional support in entrepreneurship education [85], [86]. For instance, emphasis on the role of entrepreneurial practice and passion in fostering students' entrepreneurial intentions. Similarly, the impact of teaching factories on vocational school graduates' work readiness, stresses the importance of practical learning models. Studies delve into the challenges teachers face in integrating entrepreneurship into curricula, emphasizing the need for adaptable teaching strategies [87]. These insights collectively demonstrate the importance of experiential learning, effective pedagogy, and inclusive approaches in fostering work readiness and entrepreneurial success.

Incorporating these findings into an integrated entrepreneurship education management model can enhance the preparation of students, including those with special needs, for workplace challenges. By prioritizing practical experience, fostering industry partnerships, and tailoring education to diverse learner needs, such models can bridge the gap between academic learning and professional requirements, paving the way for meaningful career opportunities.

### 3. METHODOLOGY

The methodology employed in this study follows the Research and Development (R&D) framework, which is specifically designed to create a product and assess its effectiveness [88]. This method bridges the gap between theoretical research and practical applications in inclusive vocational integrated education management [89]. The primary aim was to develop a comprehensive educational management model for entrepreneurship that aligns with industrial work practices. This model is rooted in work readiness and integrates curriculum-based skills with real-world industry practices.

The research began with an extensive literature review, focusing on prior findings related to product development in education. This review placed particular emphasis on entrepreneurship education management models implemented in Indonesian schools. Both state-owned and private schools located in Makassar City, South Sulawesi, Indonesia, were included in the study to ensure diverse insights. By analyzing these existing frameworks, the study sought to establish a strong foundation for developing its innovative model.

The R&D approach followed a structured, iterative process, consisting of several stages. Initially, the research focused on identifying and studying findings relevant to the product under development. Based on these findings, a prototype product was developed. This prototype then underwent field testing in targeted locations where it would eventually be implemented. Feedback and data gathered during the field-testing phase were used to refine the product, addressing any shortcomings or areas for improvement. This process of testing and revision was repeated rigorously until the developed product met pre-determined behavioral goals.

In the context of program development, the R&D methodology adhered to strict evaluation standards. The iterative process ensured that the final product was practical, effective, and adaptable to the needs of inclusive vocational education. This comprehensive approach highlights the study's commitment to creating a model that not only meets theoretical objectives but also serves as a viable solution for real-world educational challenges. The methodology's clarity and precision reinforce its relevance and applicability in bridging education and industry. The model development went through various stages, as illustrated in Figure 1.

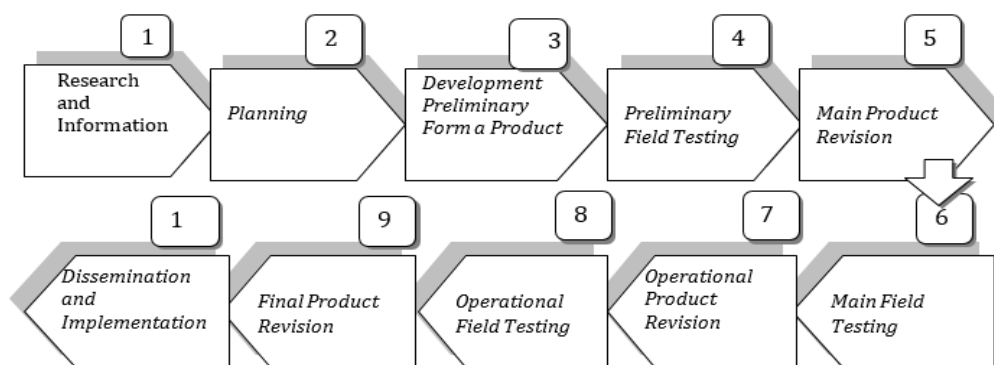


Figure 1: Model development process

The model development process began with a meticulous planning phase, aiming to create a preliminary form of the model based on the gathered information. This stage involved careful preparation and thoughtful development to ensure the model addressed the identified needs. Following this, the model underwent preliminary field testing, where it was subjected to real-world trials. This phase provided valuable insights into the model's strengths and weaknesses, laying the groundwork for further refinement.

Next, the main revision phase focused on improving the model by incorporating feedback and observations from the initial testing. Dissemination and implementation strategies were then formulated to effectively introduce the model to the target audience. Additional revisions were made based on operational field testing to ensure that the model was practical and effective in real-world applications. Finally, the model underwent a thorough field-testing phase to validate its functionality and measure its success in achieving its objectives.

Data collection played a crucial role in this process. Interviews were conducted with key stakeholders involved in entrepreneurship education management. These included head teachers, education service heads, curriculum developers, teachers, students, parents, and alumni of schools in Makassar. The interviews aimed to gather insights into the current practices, challenges, and needs of entrepreneurship education management in schools.

The collected data were then categorized and analyzed to identify the main problems in entrepreneurship education management in the studied schools. This analysis highlighted the strengths and weaknesses of existing models, pinpointing areas that required development. Based on these findings, a new Entrepreneurship Education management model was formulated. This involved creating a preliminary version of the model, subjecting it to initial field testing, and revising it based on the feedback received during this phase.

#### 4. FINDINGS AND DISCUSSION

Using Google online forms, employees of selected banks in Nigeria filled out the questionnaire. The initial step of the data analysis was obtaining personal information from the participants. The purpose of the questionnaire's second component was to gather information from respondents about the relationship between organizational justice, organizational climate, and employees' commitment.

This study explores the development of an integrated entrepreneurship education management model that aligns with industrial work practices, tailored to meet the needs of students in special-needs schools across Indonesia. The findings reflect the emphasis on *inclusive entrepreneurship education* and preparing students for career readiness beyond school.

##### 4.1 *Planning Stage*

During the planning stage, the concept of *inclusive entrepreneurship education* emerged as a central focus. Stakeholders emphasized the importance of designing entrepreneurship programs that cater to the diverse abilities, interests, and learning styles of students with special needs. Curriculum developers stressed the necessity of creating flexible and adaptive teaching materials that are accessible to all students. Educators highlighted the value of hands-on activities and real-world experiences, which are essential for equipping students with practical skills needed for post-school career readiness. The planning phase set the groundwork for an inclusive curriculum that prioritizes both entrepreneurial knowledge and career preparation.

##### 4.2 *Preliminary Field Testing*

Field-testing revealed the positive impact of inclusive practices in entrepreneurship education. Students showed increased engagement, motivation, and confidence when participating in entrepreneurial tasks. These activities empowered them to explore their potential and envision their future roles in the workforce. However, several challenges were identified, including the adaptation of learning materials to suit students' abilities and the need for accessible environments. These insights reinforced the importance of creating a truly inclusive educational experience that prepares students for life and work beyond school.

##### 4.3 *Main Revision Phase*

Based on feedback from field testing, key revisions were made to enhance the inclusivity and effectiveness of the entrepreneurship education model:

- **Inclusive Curriculum Design:** The curriculum was restructured to adhere to universal design principles, ensuring accessibility through assistive technologies and diverse learning pathways. These features enable students to develop entrepreneurial skills irrespective of their challenges.
- **Teacher Training and Support:** Educators were equipped with the skills and knowledge required for inclusive teaching. Training programs focused on adaptive instruction, fostering a supportive classroom environment, and accommodating the unique needs of each student.
- **Community Engagement for Career Readiness:** A vital element of the revision involved fostering collaborations with local businesses and community organizations. These partnerships created opportunities for inclusive internships and job placements, giving students firsthand exposure to workplace environments. Employers were educated on the contributions and potential of special-needs students, further supporting their transition from education to employment.

##### 4.4 *Dissemination and Implementation*

Awareness campaigns played a critical role in disseminating the updated model. Stakeholders conducted presentations, workshops, and conferences to highlight the benefits of inclusive entrepreneurship education. Implementation efforts were strengthened through partnerships between schools, government bodies, non-governmental organizations (NGOs), and businesses. These collaborations established a supportive ecosystem for inclusive education and career readiness initiatives, ensuring that students could seamlessly transition from school to employment or entrepreneurial ventures.

##### 4.5 *Operational Testing*

The operational testing phase evaluated the practical application of the entrepreneurship education model in real-world settings. The findings highlighted the model's effectiveness in fostering both entrepreneurial skills and career readiness:

- **Student Outcomes:** Students demonstrated significant improvements in entrepreneurial abilities, confidence, and preparedness for post-school careers. Alumni reported successful transitions to employment, self-employment, and vocational training. The model's emphasis on inclusive education was instrumental in building their self-reliance and adaptability in the workplace.
- **Teacher Feedback:** Educators expressed satisfaction with the model, praising its inclusivity and its capacity to enhance student engagement. They noted that the training programs equipped them to address students' diverse needs effectively.
- **Parental Involvement:** Parents observed meaningful progress in their children's independence, communication skills, and aspirations. Their active participation and encouragement were identified as pivotal in supporting students' post-school transitions.

#### ***4.6 Final Revision and Implementation***

Informed by the operational testing outcomes, final revisions were made to address any remaining challenges. The entrepreneurship education model was further refined to emphasize post-school career readiness and sustainability. The successful implementation of the model in special-needs schools in Trenggalek demonstrated its potential to empower students and foster inclusive learning environments. Ongoing monitoring and evaluation mechanisms were established to ensure the program's long-term impact and scalability.

The findings underscore the transformative role of *inclusive entrepreneurship education* in preparing students for life after school. By equipping them with entrepreneurial skills and fostering confidence, independence, and career readiness, the program addresses the specific needs of special-needs students. Collaboration between educators, parents, policymakers, and community partners has been instrumental in creating a supportive framework that enables students to thrive in employment, self-employment, or further education.

### ***5 Model Development for Inclusive Entrepreneurship Education Management***

Entrepreneurship education is essential for fostering innovative thinking, honing business acumen, and equipping individuals with the entrepreneurial skills needed to thrive in competitive and dynamic markets. To maximize the effectiveness and impact of these programs, it is necessary to adopt robust models for managing entrepreneurship education. This review delves into three key models—ADDIE Model, the Critical Events Model (CEM), and the Goal Model—each offering unique frameworks for designing, implementing, and evaluating entrepreneurship education programs.

#### ***5.1 The ADDIE Model***

The ADDIE Model, widely recognized in instructional design, encompasses five key phases: Analysis, Design, Development, Implementation, and Evaluation. This systematic and iterative framework is particularly effective in ensuring structured, goal-oriented learning experiences tailored to the needs of entrepreneurship education programs.

The process begins with the Analysis phase, where the specific needs, goals, and target audiences of the entrepreneurship education program are assessed. Activities during this phase include conducting needs assessments, defining clear learning objectives, and identifying relevant content and resources. By understanding the learners' needs and the program's goals, the foundation for effective design is established.

In the Design phase, instructional strategies, content delivery methods, and assessment tools are meticulously planned. This step involves creating curriculum frameworks, developing lesson plans, preparing instructional materials, and incorporating multimedia resources tailored to entrepreneurial learners. A structured design ensures that the program effectively addresses the learners' requirements and objectives.

The Development phase focuses on producing and assembling the content and materials necessary for the program. Activities during this phase include designing interactive activities, such as simulations, case studies, and collaborative projects, which enhance the learning experience and enable learners to engage with the content meaningfully. Multimedia resources and innovative tools are also created to enrich the curriculum.

Once the materials are ready, the Implementation phase involves delivering the program to learners. This includes scheduling classes, training instructors, organizing workshops, and providing hands-on experiences, such as business simulations or startup projects. Implementation ensures that learners actively participate in the program and benefit from immersive, real-world learning opportunities.

Finally, the Evaluation phase focuses on assessing the effectiveness and outcomes of the entrepreneurship education program. Evaluation activities include measuring learning outcomes, gathering participant feedback, analyzing performance metrics, and refining the program based on insights gained during this phase. Continuous improvement ensures that the program evolves to meet learners' needs and aligns with the overarching goals of entrepreneurship education.

The ADDIE Model's structured, iterative approach ensures alignment between program objectives, learners' requirements, and desired outcomes, making it a reliable and comprehensive framework for managing entrepreneurship education.

### **5.2 The Critical Events Model (CEM)**

The model emphasizes the significance of transformative experiences—referred to as critical events—in shaping entrepreneurial learning and development. This theoretical framework is grounded in the idea that experiential learning, reflection, and adaptation are vital for cultivating entrepreneurial mindsets and skills.

At its core, CEM identifies critical events as defining experiences or situations that challenge individuals and stimulate significant learning. Examples include launching a business, overcoming obstacles, making high-stakes decisions, experiencing failures, and celebrating successes. Such events act as catalysts for growth, pushing individuals to think critically, develop innovative solutions, and adapt to changing circumstances.

The model highlights the importance of learning and reflection in the entrepreneurial journey. Critical events initiate essential processes such as observation, introspection, sense-making, and adaptation, enabling individuals to gain valuable insights, acquire new knowledge, and build resilience. Reflecting on these events fosters deeper understanding and equips learners with the skills needed to navigate future challenges.

Another key aspect of the model is its emphasis on feedback and adaptation. Entrepreneurs use feedback gained from critical events to refine their strategies, improve decision-making, and enhance their business concepts. Continuous adaptation enables individuals to respond to new challenges effectively and seize emerging opportunities.

In the context of entrepreneurship education, CEM underscores the value of experiential learning and real-world challenges. Programs based on this model incorporate opportunities for learners to encounter critical events, reflect on their experiences, and apply their insights in practical contexts. For example, students may engage in activities such as starting a small business, participating in competitive simulations, or facing entrepreneurial dilemmas to develop problem-solving skills and resilience.

By focusing on dynamic, experience-driven learning, the Critical Events Model provides a rich framework for understanding and enhancing entrepreneurial development. It serves as a valuable guide for designing immersive and impactful entrepreneurship education programs.

The Goad Model, proposed by Goad, focuses on integrating entrepreneurship education with sustainable development goals (SDGs) and social impact initiatives. This approach provides a holistic framework that aligns entrepreneurial learning with global sustainability challenges, encouraging students to act as socially responsible change-makers.

### **5.3 Integration of SDGs**

A key feature of the Goad Model is the emphasis on aligning entrepreneurship education with the United Nations' SDGs. This involves embedding sustainability themes into curriculum design, teaching methods, and student projects. By addressing global challenges, students are encouraged to integrate sustainable practices into their business ideas and ventures.

• **Social Impact Focus-** The model prioritizes a social impact approach, highlighting the role of entrepreneurs in addressing social, environmental, and economic challenges. Students are guided to develop business concepts that aim to create positive societal change, emphasizing the importance of ethical and responsible entrepreneurship.

- **Experiential Learning-** Experiential learning is a core pillar of the Goad Model. It advocates hands-on learning through activities like service-learning projects, social entrepreneurship ventures, and community engagement. These experiences equip students with practical skills, foster empathy, and nurture a sense of social responsibility.
- **Partnerships and Collaboration-** Collaboration is another vital aspect of this model, encouraging partnerships between educational institutions, businesses, non-profits, government agencies, and community stakeholders. These collaborations provide students with real-world experience, access to resources, and opportunities to make meaningful societal contributions.
- **Impact Assessment-** The model incorporates mechanisms to evaluate the social impact and sustainability of entrepreneurial ventures. Students are encouraged to measure outcomes, track progress toward the SDGs, and assess the effectiveness of their initiatives. This helps ensure accountability and fosters a results-oriented mindset.

In the context of special needs schools, entrepreneurship education becomes a multifaceted endeavor designed for high school and vocational students. Its objectives include introducing entrepreneurial concepts, cultivating business skills, fostering innovative thinking, and leveraging local resources for societal benefit.

Previous studies [74], [78], [85], [86] have highlighted several attributes of entrepreneurship education. First, it aims to develop well-rounded individuals with a strong grasp of business dynamics. Second, it seeks to shift behavior and thinking by assessing local potential and transforming it into viable opportunities. Collaboration with local businesses and ecosystems is emphasized to harness strengths such as natural resources and cultural heritage.

Implementation strategies involve systematic curriculum planning, open and exploratory learning experiences, and technology integration. Extracurricular activities play a pivotal role in forming entrepreneurship groups and nurturing students' interests and talents. This approach requires the active involvement of students, teachers, principals, and the wider community to foster a productive and inclusive educational environment. Collaboration with local stakeholders is key to creating an ecosystem that supports both educational and societal goals.

The findings of this study offer a valuable foundation for discussing the importance of inclusive entrepreneurship education and its role in preparing students with special needs for meaningful post-school careers. Below is a detailed discussion based on the findings:

Inclusive entrepreneurship education serves as a crucial intervention in promoting equity and accessibility in learning. By aligning the curriculum with the unique needs and abilities of special-needs students, this approach fosters a sense of empowerment and self-confidence [52], [63]. The inclusion of universal design principles ensures that students, regardless of their challenges, have equal opportunities to develop entrepreneurial skills. The adaptive teaching methodologies and assistive technologies incorporated into this model demonstrate how inclusive education can bridge the gap between theoretical learning and practical applications, making entrepreneurial concepts tangible and relevant to students. This emphasis on inclusion aligns with global efforts to promote diversity and equal access in education, making this model a significant contribution to the broader discourse on educational equity. A key strength of this model lies in its integration of practical experiences with entrepreneurship education. Hands-on activities, internships, and collaborations with local businesses provide students with real-world exposure, enhancing their work readiness. These experiences help students apply their entrepreneurial skills in a professional setting, preparing them to transition seamlessly from school to employment or self-employment. The emphasis on post-school career readiness addresses a critical need among special-needs students, who often face additional barriers when entering the workforce. By equipping them with practical skills, this model not only enhances their employability but also builds their confidence in navigating workplace environments.

The success of the inclusive entrepreneurship education model is deeply rooted in the collaboration among stakeholders. Educators, curriculum developers, parents, policymakers, and community partners play pivotal roles in creating a supportive ecosystem for students. Educators' training in adaptive instruction ensures effective teaching, while curriculum developers' focus on accessibility caters to diverse learning styles. Parental involvement is another critical component, as it fosters a supportive home

environment and encourages students to pursue their goals. Partnerships with local businesses and industries are equally essential, as they open doors for inclusive internships and employment opportunities, promoting societal integration and acceptance of special-needs individuals in the workforce.

The study identifies several challenges, such as adapting the curriculum to diverse needs and sensitizing employers to the potential of special-needs students. These challenges underscore the need for continuous evaluation and refinement of the model. The establishment of monitoring mechanisms ensures that the program remains dynamic and responsive to students' evolving needs. Furthermore, the model's successful implementation in Trenggalek serves as a promising case study for scaling the initiative across other regions. Future efforts must focus on addressing contextual differences and ensuring that inclusive entrepreneurship education can be effectively adapted to various settings.

The findings of this study open avenues for further research and development in inclusive education. Longitudinal studies could provide insights into the long-term impact of entrepreneurship education on students' career trajectories and social inclusion. Comparative research across different regions or countries could identify best practices for scaling inclusive education initiatives globally. Additionally, fostering a culture of collaboration and knowledge sharing among stakeholders could further strengthen efforts to promote inclusive education and build more inclusive societies.

This study highlights the transformative potential of inclusive entrepreneurship education in empowering students with special needs. By fostering an environment that supports skill development, career readiness, and societal inclusion, this model serves as a beacon for creating equitable educational opportunities. Its success demonstrates that with the right strategies and collaborations, all students, regardless of their abilities, can achieve their full potential and contribute meaningfully to society.

## 6. CONCLUSION AND RECOMMENDATION

The integrated entrepreneurship education management model developed in this study underscores the transformative potential of inclusive entrepreneurship education in empowering students with special needs. The model effectively aligns with the specific needs and abilities of students, addressing their unique challenges and fostering skill development through flexible curricula, hands-on learning experiences, and collaborative community partnerships. By preparing students for post-school career readiness, the model bridges the gap between education and employment, enabling students to transition successfully into the workforce or entrepreneurial ventures. The collaborative efforts of educators, curriculum developers, parents, policymakers, and local businesses have been instrumental in creating a robust ecosystem that supports inclusive learning and societal integration. The successful implementation of this model demonstrates its sustainability and scalability, paving the way for equitable opportunities for all students, regardless of their abilities.

### 4.1. *Suggestions for Further Research*

Here are some practical suggestions based on the findings and recommendations from the study:

- **Create Student-Centered Learning Plans:** Develop individualized entrepreneurship learning plans tailored to the unique strengths and aspirations of each student. This approach will empower them to actively engage in their educational and career journeys.
- **Leverage Technology in Education:** Integrate assistive technologies and digital tools into teaching methods to enhance accessibility and inclusivity. Tools such as screen readers, text-to-speech software, and adaptive devices can make learning more engaging and effective.
- **Promote Inclusive Career Workshops:** Organize workshops with local employers to showcase the talents and capabilities of students with special needs. These events could include resume-building sessions, interview practice, and inclusive career networking.
- **Foster Peer Learning and Mentorship:** Establish peer mentorship programs where alumni or senior students guide younger students in developing entrepreneurial skills. Such relationships can also inspire confidence and provide real-world perspectives.
- **Strengthen Parental Involvement:** Encourage active parental participation in entrepreneurship projects by hosting family-inclusive events such as business showcases or project exhibitions. Parents can also contribute by sharing ideas or helping students implement small-scale ventures at home.

- **Develop an Inclusive Business Incubation Program:** Partner with local businesses or NGOs to create a business incubation program tailored to students' needs. Such programs could include hands-on guidance, funding opportunities, or skill-based workshops.
- **Raise Community Awareness:** Conduct campaigns to educate the community on the importance of supporting inclusive education. This could include testimonials from alumni, teachers, and employers on the benefits of these programs.

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