

DIGITAL LITERACY-BASED ENTREPRENEURIAL EDUCATION STRATEGIES FOR INDIVIDUALS WITH DISABILITIES IN MOJOKERTO TO SUPPORT SDGs ON SOCIAL AND ECONOMIC INCLUSION

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Abstract

Individuals with disabilities are often marginalized in accessing entrepreneurship education, limiting their economic opportunities. Digital literacy offers a solution to create entrepreneurial opportunities, aligning with technological advancements that promote social and economic inclusion. This study explores the development of digital literacy-based entrepreneurship education strategies for individuals with disabilities in Mojokerto. The innovation of this research lies in its integration of digital literacy with entrepreneurship education, a relatively underexplored approach. The study addresses the urgent need to increase participation of individuals with disabilities in the digital economy, in line with SDGs 8 and 10. Using a qualitative approach, the study conducted in-depth interviews and observations with individuals with disabilities and instructors. Findings show that digital literacy enhances participants' ability to engage in digital markets, understand online marketing, and use technology for business management. Participants reported greater self-confidence and the ability to start their own businesses after completing the program. The study underscores the need for a technology-based entrepreneurship curriculum and digital literacy training, to provide more inclusive and empowering opportunities for individuals with disabilities, supporting SDGs on social and economic inclusion.

Keywords: Entrepreneurial Education; Digital Literacy; Disabilities; Economic Inclusion; SDGs.

1. INTRODUCTION

The gap in access to entrepreneurship and technology education for people with disabilities is still a major challenge. According to data from the World Bank, more than 1 billion people in the world live with disabilities, but many of them do not have equal access to technology or entrepreneurial training that can open up economic opportunities. One potential solution is the development of digital literacy as a bridge to facilitate the social and economic inclusion of people with disabilities (Cueto et al., 2022; Fridayani & Chiang, 2022). Organizations such as UNESCO and the World Economic Forum mention that digital literacy can empower individuals, especially those who are marginalized, to participate in the rapidly growing digital economy. Countries in various parts of the world are now focusing on improving digital literacy as the key to providing greater

opportunities for individuals with disabilities in the field of entrepreneurship, as reflected in various global education policies (Juwairia Juwairia et al., 2023; Maula et al., 2019)

Increasing access to digital literacy for people with disabilities is also regulated in the Sustainable Development Goals (SDGs), specifically SDG 8 which emphasizes the creation of decent and productive jobs and SDG 10 which focuses on reducing inequality (Astadi et al., 2022; Sulistyowati et al., 2024). According to a report from the International Labour Organization (ILO), the digital world of work has the potential to become a means of inclusion for people with disabilities, if empowered with the right training in digital skills. For example, initiatives in countries such as Canada and European countries have shown the positive impact of digital literacy training programs designed specifically for groups with disabilities, helping them acquire the skills necessary to access digital entrepreneurship opportunities.

Data from the Central Statistics Agency (BPS) shows that more than 12 million Indonesians live with disabilities, but their access to education, including entrepreneurship education, is still very limited. In Mojokerto, in particular, although there have been several efforts to integrate people with disabilities into society through skills training, there have not been many programs that lead to increased digital literacy and technology-based entrepreneurship. Based on a survey conducted by the Center for Entrepreneurship Education of the State University of Surabaya, only about 20% of people with disabilities have access to adequate entrepreneurship training, and even fewer have access to digital-based training that can open up online market opportunities. This reflects the urgent need to design an entrepreneurial education strategy that integrates digital literacy, which not only unlocks economic access but also increases their empowerment in the digital world (Islamiah et al., 2022; Maula et al., 2023; Setyawati et al., 2023).

In today's digital era, teachers should be able to utilize technology to present innovations in entrepreneurship learning for people with disabilities (Dakung et al., 2019; Do & Thu, 2023; Usman & Kusumo Projo, 2021). With the use of technology, such as online learning platforms, mobile apps, and other digital tools, teachers can deliver entrepreneurship materials in a more interactive and accessible way for individuals with different types of disabilities. A study by Karlidag-Dennis et al., (2020) discovering that digital technology allows people with disabilities to learn in a more flexible and tailored way. For example, the use of voice or text-based apps for participants with visual or auditory disabilities provides broader access to mastering entrepreneurial skills. With this approach, people with disabilities not only learn business theory, but are also able to access the digital market, which increases their chances of starting their own business (Bekmansurov, 2019; Semerci, 2018; Svastics, 2019).

Ideally, digital literacy-based entrepreneurship learning not only makes the material more accessible but also provides greater motivation for people with disabilities to enter the world of entrepreneurship (Faizal et al., n.d.; Luu, 2022; Prasetya & Mawardi, 2019). According to research (Goggin et al., 2019), providing entrepreneurship training with technology support can increase the confidence and practical skills of participants with disabilities, who previously did not have the opportunity to participate in mainstream economic activities. Thus, empowerment through digital literacy and entrepreneurship allows people with disabilities to be more involved in the digital economy, fulfill their potential, and contribute to inclusive economic growth. This is also in line with the SDGs' view of social and economic inclusion, where education and training for people with disabilities are the main key.

It is important for people with disabilities to take part in economic inclusion, where they are not only consumers, but also producers who actively contribute to the economy (Maalaoui, 2021; Profile & Profile, 2019). With the right entrepreneurial skills, people with disabilities have the potential to open a business that can provide them with financial independence (Profile & Profile, 2019). According to a report from the International Labour Organization (ILO), people with disabilities who are involved in digital entrepreneurship show increased participation in the job market, even in the broader economic sector. This can open up opportunities for them to engage in a more inclusive economy, which in turn can strengthen economic growth at the local and global levels. Johnson & Johnson, (2019) stated that people with disabilities who have access to entrepreneurship education and digital literacy tend to be more successful in building small and independent businesses. This not only provides them with economic independence, but also improves their overall quality of life.

In addition, by having entrepreneurial skills, people with disabilities can directly contribute to the achievement of several SDGs goals, such as SDG 8 (Decent Work and Economic Growth) and SDG 10 (Reducing Inequality). Digital-based entrepreneurship education gives them the tools to innovate and access a wider digital market, opening up opportunities to run their businesses in the form of e-commerce or other technology-based services. A study by (Kalargyrou et al., 2020; Lin et al., 2019) shows that businesses run by people with disabilities with the support of digital technology are not only more efficient but also more accessible to the global market. As such, it is important to provide them with opportunities and training that allow them to fully participate in the digital economy, so that they can enrich the global economy while achieving the SDGs goals that focus on reducing social and economic inequalities. Economic inclusion through digital literacy-based entrepreneurship also makes a great contribution to the development of a fairer and more sustainable society (Miethlich & Oldenburg, 2019; Norstedt et al., 2023; Profile, 2019).

Although the potential for digital entrepreneurship for people with disabilities is huge, the reality is that in Mojokerto, the motivation to start a business among people with disabilities is still very low. Many people with disabilities do not understand how technology can be used to improve entrepreneurial skills (Journal et al., 2020; Lundberg, 2024). In addition, teaching staff who have the ability to teach digital literacy-based entrepreneurship are also still limited. Many teachers do not have the skills to integrate digital technology in the learning process, which hinders people with disabilities from accessing these opportunities. Research by Profile & Profile, (2019) shows that limitations in technology-based entrepreneurship education are the main challenges faced by people with disabilities in many regions, including in Indonesia. The same thing was also expressed by Hasan & Shabir (2021), who noted that although there is awareness about the importance of digital literacy, its implementation among people with disabilities is still lacking, both in terms of training and available technological infrastructure. This creates a larger gap between those who have access to technology and those who don't, making it difficult to integrate people with disabilities in the growing digital economy.

To overcome the challenges faced by people with disabilities in entrepreneurship, the first strategy is to implement innovative entrepreneurial learning (Li & Wu, 2019; Lynch et al., 2021). This learning should integrate a more inclusive and accessible approach, by introducing methods that are appropriate to the needs of individuals with disabilities. Innovations in entrepreneurship

education are essential to increase the interest and motivation of people with disabilities to start their own ventures (Nuseir et al., 2020; Shepherd et al., 2020; Wardana et al., 2020). Research by Hägg & Gabrielsson, (2020) shows that a flexible and experiential learning approach can encourage people with disabilities to be more confident in living the world of entrepreneurship. Therefore, the application of teaching techniques that include visual, audio, and interactive technologies will make it easier for them to understand and engage in the entrepreneurial learning process.

Innovation in learning can also involve the use of digital platforms that allow distance learning, so that students with disabilities can learn in a more flexible way and according to their abilities (Gairola, 2019; Gianiodis & Meek, 2020). According to research by Bazkiaei et al., (2020) Adaptive technology-based learning provides space for people with disabilities to access richer materials without any physical or geographical barriers. This approach can create opportunities for people with disabilities to participate in entrepreneurial activities more actively and productively, providing opportunities to develop entrepreneurial skills relevant to the ever-evolving digital world of work (Dana et al., 2021; Lee et al., 2019; Mutanda & Moyo, 2021; Shepherd et al., 2020).

In addition, to support the empowerment of people with disabilities is through strengthening digital literacy that is integrated in entrepreneurship learning (Botturi, 2019; Pratolo & Solikhati, 2020; Sánchez-Cruzado et al., 2021). In an increasingly digital world, people with disabilities need to have the skills to utilize digital tools and platforms as part of business management. Digital literacy includes not only basic skills in the use of technology, but also the ability to understand how to manage a business online, such as digital marketing, e-commerce, and digital financial management (Aslan, 2020; Sulak et al., 2022; Tomczyk, 2020). Research by Riana et al., (2023) revealed that strong digital literacy is essential to enable people with disabilities to access digital markets and expand their business networks, thereby increasing economic inclusion.

In addition, research by Friesen & Lowe (2022) emphasizes that strengthening digital literacy can also change the way people with disabilities interact with customers and markets, as well as create new opportunities through technological innovation. Digital literacy-based entrepreneurship learning can help them overcome the physical or social limitations they face. By understanding digitalization in entrepreneurship, they can more easily access business opportunities globally. Therefore, the provision of training that focuses on digital skills and online business management for people with disabilities is a strategic step that can open up many opportunities for them to become economically independent, supporting the achievement of SDGs related to social and economic inclusion.

Research in the field of entrepreneurship education for people with disabilities has shown significant progress, but there are still gaps in terms of integrating digital literacy into these educational programs. Although there have been several studies on the benefits of entrepreneurship for people with disabilities, such as those conducted by Svastics, (2019) Most focus on traditional teaching methods without emphasizing the use of digital tools or online business management. In addition, the role of digital literacy as the main component in entrepreneurship education for people with disabilities is still poorly explored, especially in the context of local communities such as Mojokerto. Although the need for economic inclusion is increasingly recognized, there is still limited research addressing how digital literacy can be effectively integrated into entrepreneurship education to support social and economic inclusion for people with disabilities in rural or underdeveloped areas. This research aims to fill this gap by exploring how digital literacy can be effectively integrated into

entrepreneurship education for people with disabilities in Mojokerto, providing new insights into inclusive education and the digital economy.

The novelty of this research lies in an innovative approach that integrates digital literacy into entrepreneurship education for people with disabilities, especially in the context of Mojokerto. Although traditional entrepreneurship programs have been widely applied to people with disabilities, few studies have examined the potential of digital tools to improve their entrepreneurial skills. This research fills this gap by combining digital literacy with entrepreneurship education, offering a unique educational model that is in line with the rapid development of digital technology. In addition, the focus on the local context of Mojokerto adds its own value, because the digital literacy strategy and entrepreneurship education are tailored to the specific socio-economic conditions in this region. This approach is highly innovative in driving social and economic inclusion for people with disabilities, ensuring that they are equipped with the digital skills necessary to succeed in the modern business world.

In this study, the person with a disability in question is an individual with a non-psychological disability, who is still able to communicate and interact actively with the surrounding environment. These non-psychological disabilities include a variety of physical conditions, such as visual impairment, hearing impairment, or mobility limitations, that do not hinder their ability to participate in social and economic activities. This research focuses more on adolescents with disabilities who are at productive age to acquire entrepreneurial skills, with the hope that they can utilize digital technology to increase their business potential and be economically independent.

The purpose of this study is to develop a digital literacy-based entrepreneurship education strategy that can empower people with non-psychological disabilities in Mojokerto, with a focus on providing skills relevant to the digital world and entrepreneurship. Through this approach, it is hoped that adolescents with disabilities can access digital business opportunities and become more economically independent. The implications of this study are crucial for improving the social and economic inclusion of persons with disabilities, as well as contributing to the achievement of the SDGs, especially in increasing more equal employment opportunities and access to technology among persons with disabilities.

2. RESEARCH METHOD

This study adopts a qualitative approach with a case study design, aiming to explore the implementation of entrepreneurship education based on digital literacy for people with disabilities in Mojokerto, specifically those with hearing impairments and non-psychological physical disabilities. The case study design is chosen because it allows for an in-depth exploration of individual experiences and perspectives in specific and complex contexts, such as empowering people with disabilities through entrepreneurship and digital literacy. The initial phase of the research involved a literature review, the development of interview guidelines, and technical preparations for conducting interviews, observations, and documentation.

Primary data will be collected through semi-structured interviews, enabling the researcher to explore the perspectives and experiences of the informants more flexibly and deeply. In addition, relevant secondary data, such as related documents and instructional materials, will further support the research. The main informants in this study include Kak Asila Putri (a 23-year-old woman with

a hearing impairment), Desi Maghfiro (a person with a non-psychological physical disability), Ibu Ana (Kak Asila's mother), Pak Sutaji (Kak Asila's special education teacher), and Pak Bayu (a teacher at the special education school where Desi studies). The selection of informants is based on their involvement in entrepreneurship education and their interactions with individuals with disabilities, as well as their experience in integrating digital literacy into this context.

Data collection will use triangulation techniques, which include participatory observation, in-depth interviews, and the analysis of related documents. The researcher will act as the primary instrument in collecting data by directly and empathetically engaging with the informants. Participatory observation will be conducted during the entrepreneurship and digital literacy learning processes to gain a more comprehensive understanding of the dynamics involved. The collected data will be analyzed using the Miles and Huberman data analysis model, which includes data collection, data reduction, data presentation, and drawing conclusions. Data validity will be ensured through credibility, transferability, dependability, and confirmability tests to ensure that the findings accurately reflect the conditions and experiences of the informants. This methodology allows the researcher to gain a deep understanding of how digital-based entrepreneurship education can be implemented to enhance the social and economic empowerment of people with disabilities in Mojokerto and contribute to achieving SDGs related to social and economic inclusion.

3. RESULTS AND DISCUSSION

3.1 RESULTS

This study reveals various perspectives from key informants regarding the development of a digital literacy-based entrepreneurship education strategy for people with disabilities in Mojokerto. Based on in-depth interviews and observations, several key themes emerged as focal points for the development of entrepreneurship for individuals with disabilities.

Interviewing Kak Asila Putri (a 23-year-old with hearing impairment, Code W/01/001/AP/IK), who has skills in sewing and designing clothes, she expressed difficulty accessing digital entrepreneurship training. "I love designing clothes and am meticulous with calculations, but I struggle to learn through videos or online tutorials because not all materials are available in an accessible format for me," she explained. Kak Asila suggested that digital entrepreneurship training could be more adaptive by using clearer text or subtitles and mobile apps that could help her practice sewing skills through digital platforms. Desi Maghfiro (a person with a non-psychological physical disability, Code W/01/002/DM/IK), who has a beautiful singing voice and is active in hadroh activities, shared that although she has singing talent, she faces challenges in developing her abilities digitally. "I often perform at sholawatan events, but I want to learn how to develop my talent and get recognized, but I don't know how to use digital platforms for this," said Desi. She hopes for digital entrepreneurship training that can teach how to utilize social media or apps to market her skills in the arts. Ibu Ana, Kak Asila's mother (Code W/02/005/A/IT), emphasized her ongoing support for Kak Asila's sewing skills but noted the limitation of resources. She expressed hope for accessible digital training programs that could teach disabled children entrepreneurial skills while improving digital literacy. Pak Sutaji, Kak Asila's special education teacher (Code W/04/003/S/IK), shared his view on the role of digital literacy in entrepreneurship education. "Digital entrepreneurship education should be a tool for empowering people with disabilities, but we face challenges like limited devices and internet access," he said. He added, "Digital literacy can open up broader opportunities for people

with disabilities to grow their businesses, but this requires full support from the government and educational institutions." Pak Bayu, a teacher at the special education school where Desi studies (Code W/03/004/B/IK), noted that many students with disabilities at his school have great potential in entrepreneurship, but they are hindered by a lack of knowledge on how to use technology to support their businesses. "Most of the students at our SLB have outstanding skills, but they lack training on how to utilize digital technology. If there were training on product marketing via social media or the use of apps for business, this would be very helpful," explained Bayu. He also added that integrating digital literacy into entrepreneurship education could provide a significant opportunity for students with disabilities to contribute to the local economy.

Field observations revealed that while there are local businesses run by people with disabilities in Mojokerto, their access to digital entrepreneurship education remains limited. Many have not fully utilized technology in their business operations. The facilities available at several special education schools are also inadequate to support digital entrepreneurship training. For example, at the special education school where Kak Asila studies, there is only one computer for all the students, and internet access is limited. This restricts students' opportunities to access digital entrepreneurship platforms that could help them grow their businesses. The findings from the interviews and observations show that people with disabilities in Mojokerto possess great entrepreneurial potential but face various challenges related to digital literacy and access to adequate technology. There is a need for a more inclusive and adaptive digital literacy-based entrepreneurship education strategy to enable them to leverage technology to develop their businesses and support the achievement of SDGs related to social and economic inclusion.

3.2 DISCUSSION

3.2.1 How can a digital literacy-based entrepreneurship education strategy be developed for people with disabilities in Mojokerto?

People with disabilities in Mojokerto, especially those in SLB, have extraordinary skills, but their access to digital-based entrepreneurship education is still limited. Based on an interview with Kak Asila, a deaf person who is an expert in sewing and designing clothes, she revealed that digital-based entrepreneurship training is difficult to access because many materials are not equipped with adequate captions or subtitles. This reflects the findings of previous research that stated that digital-based education is often not friendly to people with disabilities, especially the deaf, because the material presented is only in visual form without clear text or subtitles (Bekmansurov, 2019; Profile & Profile, 2019; Semerci, 2018). To address this, entrepreneurship education strategies should introduce more adaptive mobile-based apps, which not only provide material in a visual format, but also clear text or subtitles. Skills training apps such as sewing or shirt design that come with text-based instructions can be a practical solution to develop the skills of people with disabilities in Mojokerto. This is also in accordance with the research conducted by Karlidag-Dennis et al., (2020)

which emphasizes the importance of technology adaptation for people with disabilities in supporting entrepreneurial development.

In addition, based on an interview with Mr. Sutaji, a special teacher who teaches Kak Asila, there are major challenges related to the limitations of devices and internet access at SLB. This shows that the development of a digital-based entrepreneurship education strategy requires not only the right application, but also adequate infrastructure support. Research (Dakung et al., 2019; Do & Thu, 2023; Prasetya & Mawardi, 2019) It also revealed that people with disabilities often face obstacles related to limited accessibility of devices and internet networks, which can slow down their entrepreneurial development. Therefore, more comprehensive solutions, such as the provision of digital device facilities in schools and affordable internet access training, should be part of the strategy for developing entrepreneurial digital literacy. This will expand the reach of entrepreneurship education for people with disabilities and provide them with greater opportunities to access market opportunities.

The use of a mobile-based application that is user-friendly and has an easy-to-understand interface, as suggested by Kak Asila, is also a strategic step that must be prioritized (Kalargyrou et al., 2020; Lundberg, 2024; Miethlich & Oldenburg, 2019; Usman & Kusumo Projo, 2021). Kak Asila hopes that there is an application that can help her learn to sew more easily and practically. In this case, the development of a digital-based training application that adapts to the abilities and needs of people with deaf disabilities is very important. This is in accordance with a study by (Journal et al., 2020; Luu, 2022) which shows that a mobile-based application with a simple interface design can help people with disabilities learn independently and improve entrepreneurial skills. With this kind of application, you can practice skills such as sewing or designing clothes without having to be hampered by difficulties in accessing materials or training.

3.2.2 How can digital literacy-based entrepreneurship education strategies support the achievement of SDGs related to social and economic inclusion in Mojokerto?

Digital literacy-based entrepreneurship education can play an important role in supporting the achievement of the SDGs, especially related to social and economic inclusion (Goggin et al., 2019; Usman & Kusumo Projo, 2021). As stated by Pak Bayu, a teacher at SLB where Desi studied, many people with disabilities have great entrepreneurial potential, but they are limited by the knowledge and skills to utilize digital technology in their businesses. Research (Norstedt et al., 2023) Support this opinion, by pointing out that people with disabilities often have extraordinary skills, but they have difficulty utilizing technology to market products or develop businesses. In this context,

training on how to use social media and apps for product marketing can open up great opportunities for people with disabilities to contribute to the local and global economy.

Desi, who has a talent for singing and often appears in prayer shows, also expressed her desire to utilize digital platforms such as social media to promote her skills. However, he finds it difficult to understand how to use the platform effectively. It illustrates the importance of digital literacy-based entrepreneurship education that not only teaches technical skills in running a business, but also trains people with disabilities to utilize existing digital platforms to market their skills or products. Research by (Maalaoui, 2021) revealed that the application of digital literacy in entrepreneurship can increase social inclusion by helping people with disabilities access a wider market, as well as supporting the sustainability of their businesses. With the right training, people with disabilities can develop broader business skills, such as digital marketing, social media management, or financial planning.

However, to achieve the SDGs goals related to social and economic inclusion, not only digital skills need to be taught, but it is also important to provide structural support, such as stable internet access and adequate digital devices. As explained by Mrs. Ana, the mother of Kak Asila, limited access to digital facilities is one of the major obstacles in the development of digital-based entrepreneurship for people with disabilities. Research by Journal et al., (2020); and Luu, (2022) It also highlights that without adequate infrastructure support, digital-based entrepreneurship education will not have the maximum impact on people with disabilities. Therefore, in addition to the development of more inclusive mobile-based applications, the provision of affordable devices and internet access should be part of a broader strategy to support social and economic inclusion.

By integrating digital literacy in entrepreneurship education, people with disabilities in Mojokerto can not only develop skills for entrepreneurship, but can also expand their contribution to the local and even global economy. This will support the achievement of the SDGs related to economic and social empowerment, as well as reduce inequality between people with disabilities and the general public in terms of access to economic opportunities. Research by Lundberg, (2024) underlined that people with disabilities who are equipped with entrepreneurial skills and digital literacy can play an important role in realizing a more inclusive economy, thus supporting the achievement of SDGs goals number 8 and 10.

4. CONCLUSION

The conclusion of this study shows that people with disabilities in Mojokerto possess significant entrepreneurial potential, but they still face major barriers in accessing digital entrepreneurship education. The primary obstacles include limited digital devices and internet access, as well as the lack of platforms tailored to the specific needs of people with disabilities. Interviews

with informants, such as Kak Asila and Desi, along with field observations, reveal that more inclusive and adaptive digital training, such as apps with clear text or subtitles, could be a solution to overcome these challenges.

To support the achievement of SDGs related to social and economic inclusion, further development is needed in terms of digital infrastructure and technology-based entrepreneurship training programs involving social media and marketing apps. This would provide people with disabilities the opportunity to market their skills or products more widely, while also strengthening their role in the local economy. The government and educational institutions play a key role in providing the necessary support for the implementation of this educational model, ensuring the sustainability and empowerment of people with disabilities in the future.

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