



The Strategic Role of Family Business In Entrepreneurship Education For Students With Special Needs: An Indonesian Perspective Systematic Literature Review (SLR)

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Abstract

This research aims to systematically examine the strategic role of family businesses in entrepreneurship education for students with special needs in Indonesia. Entrepreneurship education has become an important approach to increase economic independence, especially for individuals with special needs who face challenges in accessing formal employment. Family business as a family-based economic unit has great potential as a contextualized, flexible and supportive means of entrepreneurship learning. This Systematic Literature Review (SLR) analyzes 25 relevant national and international journal articles, published between 2019-2025, with a focus on the integration of family business in entrepreneurship education for people with disabilities. The results show that family businesses can provide an inclusive learning environment, build practical skills, and strengthen family involvement in the education process. However, challenges still arise in the form of limited resources, access to training and supporting policies. This study recommends the need for collaboration between schools, families and government in designing a family business-based entrepreneurship curriculum that is adaptive to the needs of students with special needs. The findings make an important contribution to the development of a more inclusive and sustainable entrepreneurship education model in Indonesia.

Keyword: family business, entrepreneurship education, students with disabilities, entrepreneurial intention





INTRODUCTION

Entrepreneurship education plays an important role in developing the economic potential of vulnerable groups, including students with disabilities (Alkire et al., 2020; Aparicio et al., 2024). For students with visual impairments (class B), challenges in accessing formal education and technical entrepreneurship training are often compounded by physical limitations, social stigma and lack of systemic support (Bağış et al., 2023; Balasundaram et al., 2024; Barba-Sánchez et al., 2024). In Indonesia, efforts to create an inclusive education system that also encourages entrepreneurial spirit still face obstacles both in terms of policy and practice in the field. In this context, family business emerges as an alternative and strategic opportunity to build the economic independence of students with disabilities (Bağış et al., 2023; Barba-Sánchez et al., 2024; Blanco-Jiménez et al., 2024). Family businesses not only provide an accessible means of entrepreneurial practice, but also create a safer, more flexible and supportive learning environment (Blanco-Jiménez et al., 2024; Bodolica & Spraggon, 2021; Borham et al., 2023). Through direct involvement in family business activities, students with disabilities can develop practical skills, such as product management, customer service, and the use of simple technology, which are essential in modern entrepreneurship (Gazi et al., 2025; Gera et al., 2024; González-Ramos et al., 2025). Furthermore, the family environment allows for informal learning that is contextualized and experiential (Carlson & Jennings, 2024; Chams-Anturi et al., 2024; Chávez Rivera et al., 2021). Values such as responsibility, perseverance, and solidarity instilled in the family can strengthen students' entrepreneurial character. In addition, family involvement also provides a space for mentoring and emotional coaching, which is crucial for increasing disabled students' confidence and positive self-perception of their entrepreneurial abilities (Irene et al., 2024; Kansikas & Nevalainen, 2024; Lafortune et al., 2024).

This study aims to systematically collate and analyze the literature on the relationship between family business and entrepreneurship education in shaping the entrepreneurial intention of students with disabilities. The main focus is on how family business can be an important mediator that strengthens the effectiveness of entrepreneurship education, especially for students with visual impairments, in the Indonesian social and cultural context (Chen & Barcus, 2024; Chen & Guo, 2024; Chikh-Amnache & Mekhzoumi, 2024). Students with special needs in Indonesia still face major barriers in accessing inclusive and applicable entrepreneurship education. The lack of learning approaches that suit their needs as well as limited employment opportunities after graduation makes it important to find alternatives that are more contextualized and practice-oriented. This research aims to systematically examine the strategic role of family business as a medium of entrepreneurship education for students





with special needs. Through a systematic literature review (SLR) of various national and international studies, this research examines how a family business can be an effective, flexible learning tool, and is able to directly involve the role of the family in developing entrepreneurial skills.

The novelty of this research lies in the approach that makes family business not only as a household economic unit, but also as an alternative learning space that is inclusive and sustainable. The results of the study show that the integration of family business in education is able to build practical skills, strengthen family involvement, and increase the learning motivation of students with disabilities. This research provides a solution in the form of a family-based entrepreneurship education model that is adaptive and contextual, and encourages collaboration between schools, families and government. The implication is that this model has the potential to strengthen family economic empowerment, expand access to inclusive vocational education, and support education policies that are more responsive to the diverse needs of learners.

Entrepreneurship education in Indonesia has shown a significant role in building entrepreneurial spirit among various groups of people, including among students with disabilities (Li et al., 2024; Loosemore & McCallum, 2022; Malebana & Mothibi, 2023). Students with visual impairments (class B), in particular, face greater challenges in accessing entrepreneurship education that is appropriate to their needs and abilities (Ilyas et al., 2020; Irene et al., 2024; Marín-Palacios, 2023; Maseda et al., 2023). Several studies have shown that effective entrepreneurship education relies not only on theory, but also engagement in practical activities that are directly applied in daily life (Balasundaram et al., 2024; Kiruthika & Geetha, 2024; Lafortune et al., 2024; Navarro-Castillo et al., 2024). In this regard, family businesses can be an effective approach to providing entrepreneurship education to students with disabilities, as they provide a more inclusive, flexible and accessible environment for individuals with physical limitations (Blanco-Jiménez et al., 2024; Mozumdar et al., 2023; Römer-Paakkanen & Takanen-Körperich, 2022).

Family businesses have great potential in building entrepreneurial skills through experiential learning (Orser & Elliott, 2022; Patra & Lenka, 2024). Family businesses offer opportunities for students with disabilities to be directly involved in various aspects of business operations, such as product management, marketing, and customer service (Ranabahu & Tanima, 2022; Römer-Paakkanen & Takanen-Körperich, 2022). A number of studies reveal that involvement in family businesses helps students with disabilities to build confidence and economic independence (Doan et al., 2021; Duval-Couetil et al., 2024; Marín-Palacios, 2023).



Family businesses also allow for a more personalized and in-depth mentoring approach, which is important for enhancing the social and professional skills of students with disabilities. This is reflected in studies by showing that mentoring by families can provide stronger emotional support and increase students' confidence in running a business (Carlson & Jennings, 2024; Duong & Le, 2022; Qu, 2022). In addition, related research shows that entrepreneurship education for students with disabilities must pay attention to aspects of inclusiveness, both in terms of material accessibility and social support from family and community environments (Aparicio et al., 2024; Rashid & Ratten, 2022; Shrivastava & Acharya, 2020). Family businesses are an ideal context to support the achievement of this goal, as in addition to their role in technical learning, they also serve as a place where entrepreneurial values such as responsibility, perseverance and solidarity can be instilled. This is in line with social capital theory, which states that close interpersonal relationships within the family environment can enhance an individual's capacity for success (Caffrey et al., 2022; Chávez Rivera et al., 2021; ChoudhuryKaul et al., 2023; Schiavone et al., 2020).

However, several challenges are also faced in the implementation of family business-based entrepreneurship education, mainly related to limited capital and access to greater resources. In addition, social stigma against the entrepreneurial abilities of students with disabilities is often an obstacle in encouraging them to pursue entrepreneurship independently (Han et al., 2024; Li et al., 2024; Miura, 2024). Therefore, it is important to develop entrepreneurship education models that are more inclusive and support the role of families in creating an ecosystem that encourages entrepreneurial interest and courage among students with disabilities (Chen & Barcus, 2024; Mohamad et al., 2024; Nungsari et al., 2023). Thus, this literature review emphasizes the important role of family businesses in supporting entrepreneurship education for students with class B disabilities in Indonesia. The integration of family business and entrepreneurship education can contribute greatly to shaping the entrepreneurial intentions of students with disabilities, especially by optimizing practical experience, mentoring, and learning based on family values.

METHOD

This study used a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize relevant scientific evidence on the role of skill competition in improving learning motivation and work performance of employees in manufacturing companies. The review process was conducted systematically based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol, which includes four main stages:

identification, screening, eligibility, and inclusion. In the identification stage, the authors conducted a search for scientific articles through trusted databases such as Scopus, with the keywords “(family AND business AND (entrepreneurship AND education) AND (entrepreneurial AND intention))”. The inclusion criteria used include: articles published in the last five years (2019-2025), English or Indonesian language, and relevant to the context of HR development in the manufacturing industry.

In analyzing the data, this study applied a thematic analysis approach (Hair et al., 2019) to identify patterns and main themes that emerged from the various literatures reviewed. The data extracted included the identity of the study (author, year, journal source), the research method used (quantitative, qualitative, or mixed-methods), key findings, and the context of the study (industry, country, and type of organization). To ensure the quality and validity of the research, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method was used in reporting the results of the literature selection (Rambe et al., 2022). In addition, Critical Appraisal Tools (CASP) were applied to evaluate the methodological validity and relevance of the findings of each article reviewed and strengthened by using the VOS Viewer reviewer results. The analyzed studies were compared to identify patterns, research gaps, as well as recent trends in the literature

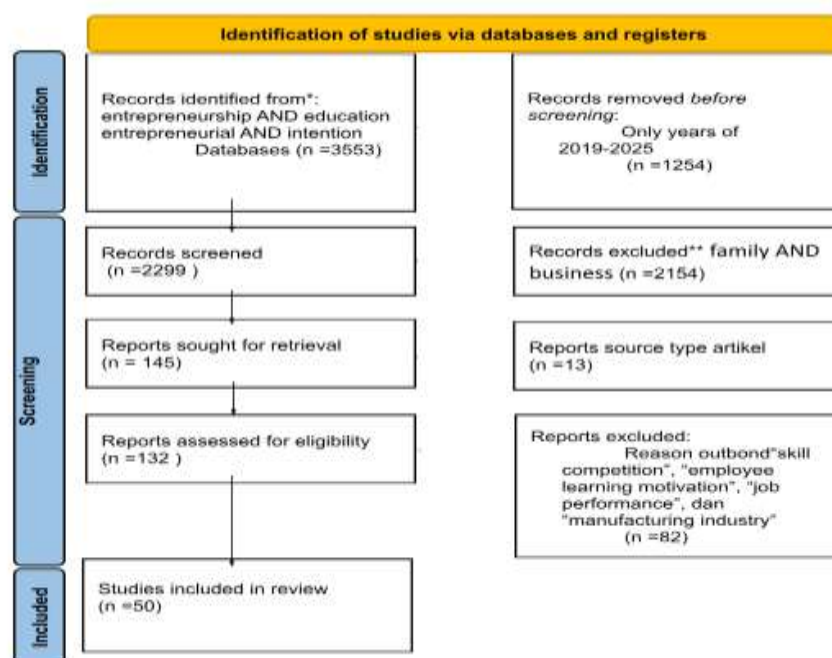


Figure 1. Article Analysis Using PRISMA

The PRISMA flowchart above illustrates the systematic process used in the identification, screening, and selection of studies for the literature review on the topics of entrepreneurship, entrepreneurship education, and entrepreneurial intention. The process started with identifying 3,553 articles from various databases using relevant keywords. After that, an initial screening was conducted by removing 1,254 articles published outside the 2019 to 2025 timeframe, leaving 2,299 articles for further review. At the screening stage, 2,154 articles were excluded because they contained the keywords “family AND business” which were considered irrelevant to the focus of the research. From this screening, 145 reports were selected for further tracking, but only 13 reports qualified as scholarly articles and were fully traceable. Next, 132 articles were thoroughly assessed for eligibility, and 82 of them were excluded because the focus of the study was outside the core topic, such as discussing “skill competition”, “employee learning motivation”, “job performance”, and “manufacturing industry”. In the end, 50 studies were found eligible and included in the systematic review. This process demonstrates a rigorous and comprehensive selection approach to ensure that the studies involved are truly relevant and fit for the purpose of the review.

Previous Research Results

Table 1. Previous Research Results

No	Author	Years	Title	Journal	DOI / Link
1	Gubik, A. S.	2023	Family Firm Succession Plans of Students in the Visegrad Countries	<i>Danube</i> , 14(4), 287–301	Link
2	Chams-Anturi, O., Escorcia-Caballero, J. P., & Soto-Ferrari, M.	2024	Evaluating entrepreneurial intentions of health science students in higher education	<i>International Journal of Innovation Science</i>	Link
3	Soam, S. K. et al.	2023	Students’ Perspectives on Entrepreneurship and Its Intention in India	<i>Sustainability (Switzerland)</i> , 15(13)	Link
4	Mgueraman, A., & EL Abboubi, M.	2024	The impact of social capital on the intention of Moroccan university students to engage in social	<i>Social Enterprise Journal</i> , 20(5), 832–856	Link

No	Author	Years	Title	Journal	DOI / Link
			entrepreneurship		
5	Almeida, A., & Garrod, B.	2024	Drivers and inhibitors of entrepreneurship in Europe's Outermost Regions	<i>International Journal of Management Education</i> , 22(2)	Link
6	Rongpipi, P., & Sharma, S.	2024	Factors Affecting Entrepreneurial Growth and Significance Analysis of Entrepreneurial Education in Assam	<i>Journal of the Knowledge Economy</i>	Link
7	Malebana, M. J., & Mothibi, N. H.	2023	Relationship between prior entrepreneurship exposure and entrepreneurial intention among secondary school learners	<i>Journal of Innovation and Entrepreneurship</i> , 12(1)	Link
8	Gera, N. et al.	2024	The impact of education on the transition from university students to entrepreneurs	<i>Management Decision</i>	Link
9	Irene, B. et al.	2024	Entrepreneurial learning in informal apprenticeship programs: The Igbo Apprenticeship System in Nigeria	<i>Cogent Business & Management</i> , 11(1)	Link
10	Shofwan, I. et al.	2023	Entrepreneurship Education: Encouraging Entrepreneurial Intentions in Semarang	<i>International Journal of Learning, Teaching and Educational Research</i> , 22(6)	Link

Based on the ten articles reviewed, there are important findings related to entrepreneurship education and entrepreneurial intentions across different geographical

contexts and student groups. Gubik (2023) highlighted the importance of succession planning in family businesses among university students in a Visegrad country, suggesting that family plays an important role in the formation of entrepreneurial intentions. Meanwhile, Chams-Anturi et al. (2024) and Soam et al. (2023) found that educational factors and personal perceptions contribute significantly to entrepreneurial intentions, including in non-economic fields such as health sciences. Mgueraman and EL Abboubi (2024) emphasized the influence of social capital on Moroccan students' intention to engage in social entrepreneurship, while Almeida and Garrod (2024) discussed the drivers and barriers of entrepreneurship in Europe's outer regions. Rongpipi and Sharma (2024) emphasized the importance of entrepreneurship education in supporting entrepreneurial growth in Assam, India. Furthermore, Malebana and Mothibi (2023) showed that prior exposure to entrepreneurship is positively correlated with entrepreneurial intentions in secondary school students. Gera et al. (2024) stated that higher education has a significant role in encouraging students' transition into entrepreneurs, supported by the findings of Irene et al. (2024) who explored the informal apprenticeship system in Nigeria as an effective means of entrepreneurship learning. A study in Indonesia by Shofwan et al. (2023) corroborates the role of formal entrepreneurship education in promoting entrepreneurial intention, particularly among university students in Semarang. Overall, these studies emphasize the importance of education, family, social capital and experiential factors in shaping entrepreneurial intentions and readiness across different social and cultural contexts.

RESULTS AND DISCUSSION

VosViewer Search Results

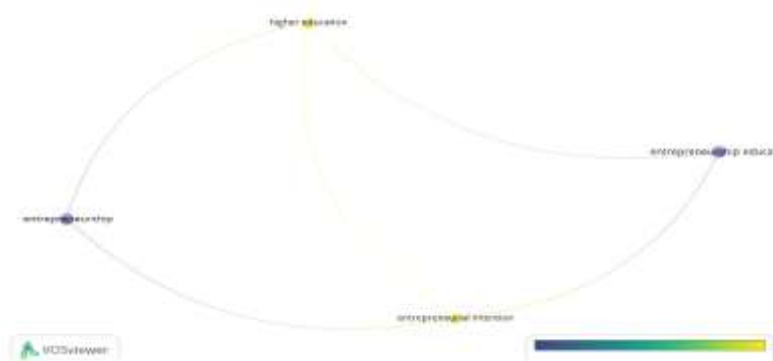


Figure 2. Vos Viewer (Network Visualization)

The figure shown is a visualization of the results of bibliometric mapping using VOSviewer, which shows the relationship between keywords in the field of entrepreneurship studies, especially those related to higher education and entrepreneurial intention. It can be seen that the keywords “entrepreneurship”, “entrepreneurship education”, “entrepreneurial intention”, and “higher education” are interconnected to form a network of thematic relationships. In this visualization, colors indicate the level of popularity or frequency of occurrence of keywords, where yellow indicates high intensity, while blue indicates low intensity. Keywords such as “entrepreneurial intention” and “higher education” appear to dominate in yellow, which means that these two topics are increasingly discussed in the recent literature. Meanwhile, “entrepreneurship” and “entrepreneurship education”, while still significant, have a color intensity that tends to be more blue, which could indicate that they are well-established basic concepts that are still relevant. The paths connecting the keywords indicate the conceptual linkages in the research. For example, entrepreneurship education appears to be strongly associated with entrepreneurial intention, suggesting that entrepreneurship education has a strong influence in shaping an individual's intention to become an entrepreneur. In addition, higher education also plays an important role as the institutional context in which entrepreneurship education is delivered and shapes the ecosystem that supports entrepreneurial intention. Overall, this visualization shows that in recent academic studies, the topic of entrepreneurial intention is a growing center of attention within the framework of higher education and entrepreneurship education. These findings can serve as a basis for crafting further research or educational policies that encourage entrepreneurial development among university students.

Publication development

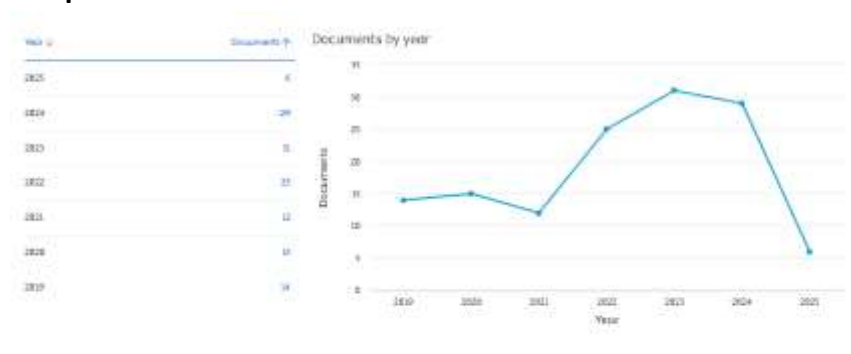


Figure 3. Chart of Documents by Year

The figure above shows the distribution of the number of relevant documents by publication year from 2019 to 2025. It can be seen that the publication trend has increased significantly since 2021. In 2019 and 2020, the number of documents remained relatively stable at 14 and 15 documents respectively. However, in 2021 there was a decrease to 12 documents. The trend increased sharply starting in 2022 with 25 documents, and peaked in 2023 with the highest number of documents, 31. The year 2024 showed a slight decrease to 29 documents, and the year 2025 showed a drastic decrease to only 6 documents, possibly because the data for 2025 was still incomplete or only partially published. Overall, this trend shows that topics related to entrepreneurship, entrepreneurial intention, and entrepreneurship education have received more academic attention in recent years, especially during the period 2022-2024.

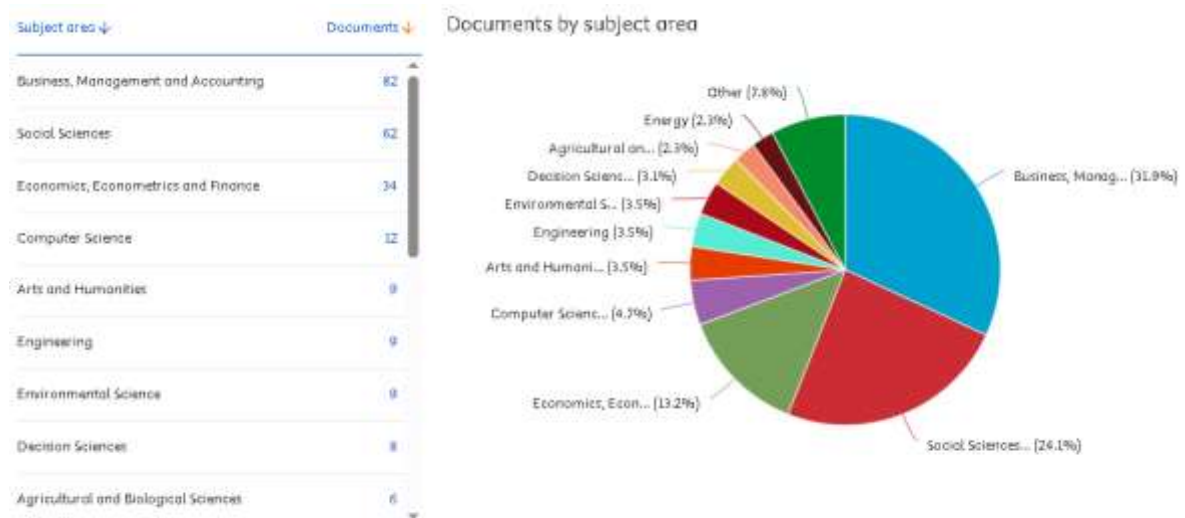


Figure 3. Diagram of Documents by Field of Study

The figure above shows the distribution of documents by subject area related to the topics of entrepreneurship, entrepreneurial intention, and entrepreneurship education. Of the total documents analyzed, the majority came from the field of Business, Management and Accounting with 82 documents (31.9%), indicating that entrepreneurship issues are most studied in the context of business and management. Followed by Social Sciences with 62 documents (24.1%) which reflects the high attention to social aspects in entrepreneurship education, such as individual behavior, education, and community dynamics. Economics, Econometrics and Finance came in third with 34 documents (13.2%), indicating an economic approach in understanding entrepreneurial intentions and education. This is followed by

Computer Science with 12 documents (4.7%) showing the involvement of digital technology in modern entrepreneurship education. Other fields such as Arts and Humanities, Engineering, and Environmental Science contributed 3.5% each, reflecting the multidisciplinary approach in this study. Meanwhile, contributions from fields such as Decision Sciences, Agricultural and Biological Sciences, and Energy were below 3%. This shows that despite the dominance of business and social fields, the topic of entrepreneurship has become a cross-disciplinary concern, reflecting the complexity and importance of entrepreneurship education in different sectors.

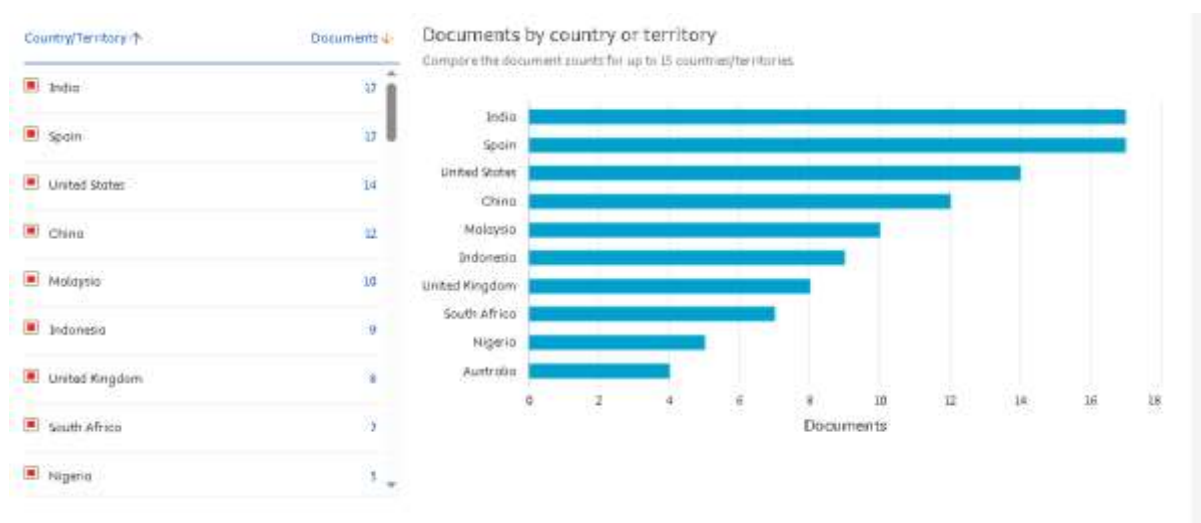


Figure 4. Diagram of Documents by Country or Territory

The figure above shows the distribution of documents by country or territory related to the topics of entrepreneurship, entrepreneurial intention, and entrepreneurship education. India and Spain top the list with the highest number of documents, 17 each. This reflects the great interest of these two countries in developing and researching entrepreneurship issues, possibly in response to the need for an innovation-based and entrepreneurial economy. The United States came in third with 14 documents, followed by China with 12 documents, indicating that countries with large economies are also active in entrepreneurship research. Malaysia and Indonesia also showed significant contributions with 10 and 9 documents respectively, indicating that Southeast Asian countries are beginning to strengthen the academic literature in this area. The UK, South Africa, Nigeria and Australia each contributed between 5 and 8 documents. Overall, this data shows that research on entrepreneurship is global, involving countries from



Asia, Europe, the Americas and Africa, reflecting the importance of entrepreneurship development as an economic development strategy across regions.

DISCUSSION

Studies have shown that entrepreneurship education has a significant influence in shaping entrepreneurial intention and readiness among students, both in formal and informal contexts. Studies by Gubik (2023) and Malebana & Mothibi (2023) underline the importance of the role of family, especially in the form of family business, as a supporting factor in fostering entrepreneurial spirit and skills. This finding is in line with the Theory of Planned Behavior theory (Ajzen, 1991), which states that a person's behavioral intention is influenced by attitudes towards behavior, subjective norms, and perceived control. In the context of students with special needs, the existence of a family business can increase perceived control and self-efficacy because of its safe and supportive environment. Family involvement in the entrepreneurship education process, as found in the studies of Gubik (2023) and Irene et al. (2024), serves not only as a motivator, but also as a facilitator of a contextualized learning environment. This reinforces the concept of experiential learning (Kolb, 1984) which emphasizes the importance of learning based on real experiences. In a family business, students with special needs can be directly involved in the production, service and management processes, which ultimately shape their understanding and practical entrepreneurial skills. This approach is relevant as an alternative educational solution that has not been systematically applied in Indonesia.

The novelty of this research appears in the identification of the strategic role of family businesses as part of inclusive entrepreneurship education. In the context of students with special needs, the existence of a family business can bridge the gap between limited access to formal education and the need for applicable life skills. The study by Irene et al. (2024) on the informal apprenticeship system in Nigeria shows that practice-based education is highly effective in shaping entrepreneurial readiness, especially for individuals in marginalized groups. This strengthens the argument that family businesses can potentially play a similar role in the Indonesian context, especially when integrated with an inclusive and adaptive curriculum approach. Several studies have also emphasized the importance of social factors, such as social capital and community support, in influencing entrepreneurial intentions. Mgueraman & EL Abboubi (2024) found that strong social relationships significantly influence social entrepreneurship participation among university students. This suggests that the integration of family businesses as part of the entrepreneurial ecosystem not only shapes individual skills, but also strengthens social networks that become important capital in business sustainability. This





concept can be utilized in the development of family-based entrepreneurship education models that also involve inclusive communities and schools as part of the support network.

Thus, based on the findings of relevant literature and theory, it can be concluded that family business has great potential as a strategic solution to improve the entrepreneurial readiness of students with special needs. This supports the main objective of the research, which is to systematically examine the role of family businesses in the context of inclusive entrepreneurship education. This research provides an empirical and theoretical basis to encourage the integration of family businesses into vocational education curricula and family-based entrepreneurship training programs, with the hope of increasing the economic and social independence of students with special needs in Indonesia.

CONCLUSION

The systematic literature review that has been conducted concludes that family businesses have a strategic role in supporting entrepreneurship education for students with special needs in Indonesia. The existence of family businesses not only provides a safe and inclusive learning environment, but also provides hands-on experience relevant to the world of entrepreneurship. This is in line with previous research findings which show that family support, practical experience and social capital are important factors in shaping entrepreneurial intention and readiness. The family business-based approach has proven to be able to bridge the limited access to formal education with the need for applicable life skills for students with disabilities. Therefore, the integration of family business in entrepreneurship education can be an alternative policy and learning implementation strategy that is more adaptive, sustainable, and socially impactful, both for students and their communities.

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