

## Standard Operating Procedures for Vocational Training in Rehabilitation Centres: What Have We Missed?

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### Abstract

Private companies in Indonesia must employ People with Disabilities (PwD) at the rate of at least 1%. The National Vocational Rehabilitation Center (NVRC) or is an institution offering services for PwD to help them gain employment at formal institutions. At NVRC, PwD acquire skills that are useful in the workplace setting through education and training offered by experts, including social workers and instructors. In addition to job skills, many PwD require psychological support to cope with their workplace settings. The process by which NVRC delivers these services is fundamental because the competence of PwD in the workplace is strongly dependent on the quality of their education or training they receive. This study used a qualitative approach to examine the process. Our data was collected through in-depth interviews with 16 informants as well as group discussions and observation. This study noted various problems, especially regarding the practice of student recruitment and assessment for vocational training. Our findings indicate that standard operating procedures (SOPs) have been established at NVRC. Due to the lack of funds, however, the actual recruitment and assessment processes at NVRC are not in keeping with the SOPs. Another problem preventing the full implementation of the SOPs is that the local institutions referring PwD from other regions do not have an adequate selection process that can match the type of skills training to be undertaken at NVRC.

**Keywords:** Persons with Disabilities, Instructor, Standard Operational Procedure, Social Worker, Vocational Institution

### Introduction

Every individual, including those with disabilities, has the same right to a decent life and should therefore have equivalent opportunities. Real life, however, is not always in line with these expectations. The difficulties experienced by persons with disabilities (PwD) include limited employment opportunity, which is related in part to society's failure to fulfil the rights of PwD and to the lack of support from related parties. One attempt to correct this situation in Indonesia is the regulation on workers with disabilities, wherein the national government has mandated that both government and private institutions should employ PwD.

This government regulation states that central government-, regional government-, state- and regionally owned enterprises are required to employ PwD at the rate of at least 2% of all employees, while private companies must employ PwD at the rate of at least 1%. In spite of this regulation, not all PwD are employed in government or private institutions or run their own businesses. According to the Ministry of Social Affairs' Data and Information Center (Pusdatin), PwD who do not work may be prevented from working by:

1. Insufficient education and training.
2. Lack of need for unskilled workers.
3. Small number of employees at enterprises subject to the regulation.
4. Concern about accidents and insurance costs.
5. Lack of awareness among employers of the needs and abilities of PwD.

6. Inadequate personal or technical assistance.

As many scholars have mentioned (Oud, 2018; Villanueva-Flores, Valle-Cabrera, & Bornay-Barrachina, 2014); Hassi, Foutouh, & Ramid, 2015); and Milner, Taouk, Disney, Aitken, Rachele, & Kavanagh, 2018), PwD face several challenges in the work setting. Business organisations and other sectors must make changes that will allow them to accept disabled workers more easily; PwD must also have the best possible education and training to gain employment and succeed in the workplace. Therefore, education for PwD is a crucial matter. As Žganec, Laklija, & Milić Babić (2012) have argued, education is the highest priority for uplifting PwD through the social welfare system.

The government and private sector certainly expect that individuals with disabilities whom they employ should have proper qualifications with regard to the level of education, work experience, abilities and skills and high motivation. To maximise these characteristics in PwD, the Indonesian Ministry of Social Affairs has established NVRC as a social rehabilitation service institution serving PwD. In collaboration with Japan International Cooperation Agency (JICA), NVRC focuses on providing vocational training and mental development to ensure readiness to work at companies and other places.

NVRC aims to develop and improve vocational rehabilitation systems in Indonesia so that PwD will have the skills and expertise they need for employment. The primary task of NVRC is to develop human resources, especially workers with disabilities, so that they will be able to compete to obtain decent work. NVRC equips individuals with physical disabilities with the knowledge, attitudes and work skills they will need to flourish in the world of work.

To improve the quality and employment rates of graduates from NVRC, social workers are needed to prepare PwD to function socially. Social workers aim to improve the performance of social institutions and services so that they effectively empower vulnerable groups and promote social and economic prosperity (Zastrow, 2004). Given the broad scope of the role of aid providers in service organisations, however, it may be more suitable to call them Welfare Workers or Community Workers rather than social workers, as they no longer come exclusively from a social work background.

In addition to Welfare Workers or Community Workers, NVRC also needs instructors (Johnson & Geal, 2009). Instructors are individuals with advanced abilities related to a skill or profession who intend to transfer these abilities to others. Instructors generally have high intelligence related to their specific fields, and they must not only understand the material but also be able help other people understand it so that the learners can apply their new knowledge to achieve their goals. Instructors at NVRC play a role in delivering skills training.

The skills taught at NVRC include sewing, computer skills, graphic design, electronics, metal work and automotive work. In addition to skills training, students also prepare to live in the community and to apply the results of their training in the world of work. Thus NVRC works to improve social welfare through training and social rehabilitation. Training is intended to provide students with work skills according to their individual talents and abilities, while social rehabilitation is designed to restore and develop the willingness and ability of students to successfully perform the functions of community life.

The tasks and functions of social workers and instructors are clearly defined. Social workers are involved in almost all the stages of the work that NVRC does, from assessment to termination. The activities undertaken by social workers are geared primarily towards preparing students to receive their skills training successfully and providing insight and mental guidance related to how to work at a company or another place. Instructors, meanwhile, are more involved in activities related to the instructor's competence, namely, skills training.

The institution has established standard operating procedures (SOPs) for student recruitment activities and for assessment to determine the type of training that will be offered to each student. Based on our preliminary information, however, these two stages of the training process do not comply with the SOPs in practice. The SOPs were established to ensure that the service activities carried out by NVRC meet the needs of the centre's clients and will be useful for the PwD whom the centre serves.

Accordingly, we set out to clarify the extent to which SOPs are implemented at NVRC, especially the SOPs on recruitment and determination of skills training fields. Both stages are critical elements of the NVRC programme because they affect whether PwD who are NVRC graduates can be absorbed by the job market. As an educational institution, it is important for NVRC to prioritise the quality of the services it provides.

## Research Method

The purpose of this study is to assess the SOPs implemented in the social rehabilitation services and vocational training programmes at NVRC and whether these further the goals of NVRC. The particular SOPs that we reviewed are related to the recruitment and assessment stages. This study used a qualitative approach and descriptive research. The data were collected in the field through in-depth interviews (Sugiyono, 2007), group discussions and field observations, as well as documentation studies.

The study location was the Bogor Cibinong Bina Daksa Vocational Rehabilitation Center (NVRC). This location was chosen because it is a training place for PwD that exists to help PwD become qualified workers who can be employed in the job market. Yet NVRC is different from other rehabilitation institutions in that it offers advanced skills training services. The knowledge received by students corresponds to the skills needed by the labour market. Because of its continuous enrolment practice, students at NVRC must go through an initial selection process consisting of the stages of recruitment and assessment.

To identify informants, the researchers used a purposive sampling technique. This technique allows researchers to identify informants who meet specific criteria. Our criteria for informants were developed based on a framework of thought that supports the achievement of research objectives. Each informant was chosen based on specific considerations and not convenience, based on an understanding of the material in this study. The criteria for informants that have been set out in this study are as follows:

**Table 1: Informant Criteria**

Informant	Criteria	Total
Social Worker	<ul style="list-style-type: none"> <li>a. Social Worker has worked at the Cibinong NVRC for at least five years.</li> <li>b. Informant is a social worker who has a social work education background.</li> <li>c. Informant has participated in General Skills Training.</li> <li>d. Informant has participated in the Rehabilitation Aid Skills Training activity.</li> <li>e. Informant has participated in Vocational Rehabilitation activities.</li> </ul>	Based on the established criteria, this study interviewed six social workers.
Instructor	<ul style="list-style-type: none"> <li>a. Instructor has worked at the Cibinong NVRC for a minimum of 5 years.</li> <li>b. Informant has participated in General Skills Training activities.</li> <li>c. Informant has participated in the Rehabilitation Aid Skills Training activity.</li> <li>d. Informant has participated in Vocational Training activities.</li> <li>e. Informant is registered with the Ministry of Social Affairs ASN.</li> </ul>	Based on the established criteria, this study interviewed two instructors.

Student	<ul style="list-style-type: none"> <li>a. At least one student is selected from each of the skills training areas in NVRC.</li> <li>b. Informant is currently enrolled in a programme at the Cibinong NVRC and has been there for at least three months.</li> <li>c. Informant is from outside the Bogor/Jakarta area.</li> </ul>	Based on the established criteria, this study interviewed six students.
Institution leadership:	Structural officials are essential informants because they are the ones who determine the policy. They also have a significant influence on the overall organisational system of the NVRC, including how social workers and instructors carry out activities according to the demands of their respective professions. Structural officials are also expected to carry out evaluations of the implementation of policies at the Cibinong NVRC.	Based on the established criteria, this study interviewed two people. They were as follows: <ul style="list-style-type: none"> <li>a. One Cibinong NVRC Chief</li> <li>b. One Vocational Training Section Head.</li> </ul>

The data analysis in this research consisted of several stages. After the data were collected, data from the interviews and field observations were sorted into several themes in keeping with the research objectives. The themes of the research results were thus confirmed and one theme was chosen as the main focus. We also examined the problems that arose with regard to each theme.

To increase data credibility and validity, the authors used triangulation techniques and also confirmed some information with other informants to ensure the quality of the data.

## Results

As previous studies have noted, there are many obstacles to maintaining diversity management in a work setting. One solution to this is to make education for PwD ongoing and long-term (Žganec, Laklija, & Milić Babić, 2012). Workplaces also have to provide some education and training for their disabled employees, so that PwD in the workplace are not prevented from adapting to the workplace dynamic (Rashid, Thompson-Hodgetts, & Nicholas, 2018; Soldan, & Nankervis, 2014). In the social welfare system, realising ideal methods of inclusion is not an easy matter. Kemény, Kondor, & Tausz (2014) have observed that:

‘... although all the professional preconditions have been given to implement the right to rehabilitation since 2002, and on the surface the government supports the implementation of the Supported Employment and Back to Work occupational rehabilitation programmes based on American and British schemes, the lack of unambiguous political commitment hinders improvements in the field. Although up-to-date knowledge and more than ten years’ experience on the procedures of complex rehabilitation is available in Hungary, this know-how is not adopted by the state-run services of rehabilitation.’

The situation is the same in Indonesia, where welfare services for PwD through Vocational Training are designed so that, ideally, disabled workers will be accepted in the job market. These SOPs have to be followed, but there are obstacles to developing the skills of disabled people that affect the process from the beginning, i.e. the recruitment and assessment phases. So that the social services from NVRC could reach its goals as social rehabilitation center. Suharto (2004) said social rehabilitation is a comprehensive and integrated social services, in order to help PwDs to do their social functions. Social workers become crucial profession. Ministry of Social Affairs (about social welfare) based on the law

of Republic of Indonesia Number of 2009, Number 4 of 1997 disabled people (about People with disability), and Number 8 of 2016 about People With Disabilities said that social rehabilitation is a process of recreating and developing to enable a person to do his/her social function in society normally. Kirst-Ashman (2010) mentioned roles of social workers, they are: counsellor, educator, broker, case manager, mobilizer, mediator, and advocate.

**Recruitment Process**

As a government institution, NVRC directs its efforts towards service and social rehabilitation, especially the process of functionalisation and development to enable PwD to be able to carry out their social functions reasonably in mainstream life. One of its programmes is institution-based social rehabilitation and vocational training with social workers and instructors as the driving force. Social workers and instructors work with PwD to carry out the process established by the Ministry of Social Affairs regarding the standardisation of social rehabilitation services that should be adopted by every social institution.

Based on data from field findings, in the implementation of SOPs at NVRC, social workers were involved in several stages of activities, including recruitment and assessment activities, vocational training activities and resocialisation activities.

Recruitment and assessment in general at NVRC is related to the delivery of information on the service programmes offered by NVRC to city and provincial social services institutions, as well as to the selection of prospective students for the Technical Service Unit or *Unit Pelayanan Teknis* (UPT) in Bahasa. The findings in the field stated that the distributed information about the service programme activities offered by NVRC was obtained by prospective students from several sources, namely from the city and provincial social services institutions serving prospective students and from NVRC alumni.

NVRC has established criteria that must be met by prospective students; these are shown in Table 2 below:

**Table 2: Requirements for Prospective Students**

NO	Dissemination about NVRC		
1	Requirements for Prospective Students	General requirements	<ul style="list-style-type: none"> <li>• Age 18 to 35</li> <li>• Marital status = not married</li> </ul>
		Special requirements	<ul style="list-style-type: none"> <li>• Minimum education level</li> <li>• Basic skills (certificates)</li> </ul>

This field data was collected by the authors from leaflets and booklets published by NVRC. One of the requirements for prospective students who want to receive training at NVRC is that they master certain basic skills as evidenced by a certificate, as explained by the following quote:

‘Yes, so [all students] must have basic skills from the UPT [in Bahasa] or Technical Service Unit) from specialised training institutions; only then will they be selected to enter here. Here they are trained to have skills so that they can later be placed in the work setting, industry, companies that do have standards. They are (from) almost all over Indonesia, as [NVRC is] part of the national referral system; basically those who get in here no longer need to get basic vocational [training], we just help them get advance skill level that matches the standard... for nine months.’ (AMA, March 2018, Management)

As this quote explains, to enter NVRC, students are required to have basic skills from training institutions prior to selection. This was confirmed by other informants:

‘Here, the requirement is having a basic skill. For instance, sewing skills, so that they must be able to do basic sewing.’ (IWG, March 2018, Social Workers)

Before being able to receive services at NVRC, prospective students are selected while they are at basic skills training institutions. This is also supported by the following quote:

‘We chose the UPT [in Bahasa] or Technical Service Unit, ministry of Social Affairs before he graduated from there; we looked first, we selected him, we interviewed him, we assessed him, we were motivated... if you want to be here... and want to continue to get advanced skills, [it requires] coordination with parents [and] coordinating with social services as recommended. But what we need to look at is the ability in the institution... we see their ability first.’ (M, March 2018, Social Workers).

Our field data explains the general recruitment stages that should be carried out by NVRC. Yet our data also mention things that are contrary to the SOPs, namely, the incompatibility of prospective student requirements. This can be explained based on the following interview excerpts:

‘It can be seen from the students that maybe they don’t have basic abilities, so they have difficulty following the subject in class ... for example, in electronics or automotive class that requires skill at mathematics, yeah, you know that our children are from all over Indonesia and from that point ... on the level of education... maybe lack of knowledge, on average ... they have difficulties, ... because finding PwD who have high marks at school is difficult, [even in] a large region.’ (PA, March 2018, Management)

PA states that students who do not have basic skills will have difficulty with the training at NVRC. This is due to the difficulty of finding qualified students among PwD. Informants such as the social worker quoted below also mentioned matters related to students’ basic skills:

‘Those children ... are primarily those who do not have basic [skills], even though the requirements [state that they] must (have basic skills), but the fact is there are still many, in fact many (who have no skill base).’ (S, March 2018, Social Workers)

Our findings show that there are still obstacles to the recruitment process. These constraints include, among others, the process of socialisation and non-compliance with the requirements of prospective students. This can be explained based on the following interview excerpts:

‘For the recruitment itself, we look for our children in the area, and there is a process of socialisation [that] is tasked to capture prospective PM.’ (PA, March 2018, structural official)

As our PA informants explained, socialisation activities are carried out throughout the various regions as part of the recruitment process of prospective NVRC students. One PA informant, however, also mentioned the obstacles affecting the socialisation process, as explained in the following quote: ‘Because of budget constraints [we] cannot reach all provinces.’ (PA, March 2018, structural official)

This PA informant explained that, because of the limited budget available to NVRC, not all regions could be reached through socialisation and recruitment activities. This relates to prospective students who would be sent to NVRC by their own regional (city/provincial) social service organisation, as also explained in the following quote:

‘The social services here have to guess, is this possible with the criteria? ... can this student pass NVRC? ... that’s because there is no socialisation ... we don’t understand what kind of student is accepted at NVRC, as only [students from] a few regions were selected.’ (S, March 2018, social workers)

Informant S mentioned that the regional office sent prospective students without knowing the criteria required by NVRC; according to S, this was due to lack of socialisation. Informant S also mentioned that prospective students could select only a few skill areas to work on. This claim is also supported by the following quote: ‘If I don’t have a filter from the social service, the assessment doesn’t exist.’ (IF, March 2018, student)

IF informants explained the lack of filtering conducted by the social services organisations in their area. This claim supports the previous statement that not all regions can carry out socialisation and selection.

Based on our field findings, the reason for this is the limited budget available to NVRC for socialisation activities.

### ***Assessment Phase***

The assessment stage at NVRC is carried out to determine the types of skills that are in keeping with the interests and talents of prospective students with disabilities and their degree of accountability. In general, the assessments carried out by NVRC are divided into two phases, namely, skills assessment and physical assessment. As one informant explained:

‘This assessment looks at the abilities, talents and interests, [including] physical abilities, [to determine] whether he or she (a student sent by the disability facilitator) is suitable or not.’ (AMA, March 2018, structural official)

This confirms that the assessment is carried out to determine the students’ abilities, talents, interests and physical skills. That explanation is also supported by the following quote:

‘We read the biodata [of the students] that will enter here, for example [whether their disabilities arose] from congenital disabilities or accidents, [and whether to date] he has studied in school and what skills he learned before.’ (EN, March 2018, social workers)

Informant EN explained that, from the biodata submitted to NVRC, the staff can see what skills have already been learned by each prospective student. Regarding physical assessments of prospective NVRC students, Informant EN reports that ‘later the assessment team will explain the child’s physical potential, health and so on.’ (EN, March 2018, social worker)

The activities carried out by NVRC related to the assessment stage can be classified into two types, namely, the choices made by prospective students based on their interest in a particular skill field and the adjustment of the availability of facilities and infrastructure at NVRC. This is explained in the following quote:

‘This is where you (students) learn what you want first; the first one is the primary choice, and the second is the second choice (skill choice). If [a student] fulfils the requirements of the primary alternative, he is in. But if he does not, you can’t help looking at the second option.’ (S, March 2018, social worker)

Informant S explained that students who are unable to complete or not suitable for the training they are most interested in can move to their second-choice skill because each student is asked to name their top two choices in the assessment. This is supported by the following quote:

‘During the evaluation, we (students) were told to choose two, and there was a primary choice [and] a backup option. Because maybe... the disability itself [plays a role], so perhaps there are friends who want to go to automotive, for example, but [due to] the condition of their own body, it is not possible.’ (IF, March 2018, student)

As explained earlier, assessment activities are carried out to determine the ability of students so that they can be placed in appropriate skills training. One of the factors that influences this placement is the availability of facilities and infrastructure owned by NVRC, as explained in the following quote:

‘Yes. There is indeed a quota; there are restrictions. For example, computer [classes have] a maximum of 20 because [more] computer seats are not available.’ (S, March 2018, social worker)

Informant S explained that every training area has a capacity limit; this is related to the facilities and equipment owned by NVRC.

Our findings showed that there were obstacles affecting the assessment process. One of these constraints is that the choice of skill field is not based solely on the abilities of students; rather, it can be influenced by internal factors such as limited facilities and infrastructure, as well as on external

factors such as the determination of skills not following the interests of students who register. This is confirmed by the following interview excerpts:

‘There was an assessment tool: [skills to be learned were chosen] not only according to desire or student requests, but also according to tested ability. There have been children who were interested in design, but did not have ten fingers to type on a computer so [their goals were] adjusted.’ M, March 2018, social worker)

Informant M mentioned that, in determining placement in a training field, the assessment is carried out using specific tools and methods so that it is not only based on the wishes of the prospective students themselves. However, a different explanation was given by a student informant:

‘Our placement is determined by [multiple factors], for example, when I joined the training in Banten, I joined cell phone service programme, [but] when I joined here, I joined metalworking because of my wishes.’ (A, March 2018, student)

The results of our interviews reveal that the choice of skills training that each student follows is not based solely on the results of the assessment but is also based on the students' interests or willingness.

## Discussion

Butcher (2004) has explained that, in organisational management, several elements are needed to ensure that the services provided by HSO play the most significant role possible. The primary components in service organisations are corporate culture, SOPs, management roles and organisational systems. As a whole, each aspect is interdependent rather than separate from one another. The implementation of SOPs is also closely related to cultural elements, management roles and organisational systems. As the system model, the sub-systems in the organisation interact with one another. Concerning NVRC, any problems related to the implementation of recruitment and assessment will ultimately affect various other things within the organisational system. These problems can be seen in coordination and control efforts, efforts to manage the quality of NVRC students (student acceptance in the world of work) and NVRC efforts to improve the quality of the organisation and of the staff, who often experience workload beyond their competence.

Coordination efforts can be carried out between NVRC and the provincial/district/city social services organisations in terms of recruiting students, yet students from the PwD population must be selected according to the provisions and needs of NVRC. Coordination efforts can also be made with other parties who conduct skills training, especially necessary skills, such as vocational training centres, both public and private. Monitoring activities for recruiting prospective students also play an essential role in recruiting students from qualified PwD circles, starting by providing transparent and sustainable information about the requirements. Furthermore, to produce trained workers who are also PwD, standards regarding the acceptance of prospective students at NVRC must be implemented fully and with integrity; this can be done by controlling and verifying the recommended prospective students from the provincial/district/city social service organisation or training centre.

Considering that the skills training provided at NVRC is at an advanced level, if students who get the skills training follow the requirements and conditions of their accessibility, it will undoubtedly affect the quality of services provided. This will affect the success of NVRC graduates at companies and in the world of work. The distribution of NVRC graduates in the work setting should be based on the skills that have been obtained through training at NVRC. Thus the aim of NVRC to produce qualified and professional workers who are also PwD will be achieved.

To achieve this, NVRC must improve the quality of its organisation by adjusting the rules and policies that are deemed necessary to achieve the organisation's goals. If a regulation or procedure is deemed appropriate, then its proper implementation must be prioritised, and each stage of the process must be properly supervised to ensure that this is the case, from the perspective of the implementation of the



process stages and from that of organisational quality. Of course, this must be supported by the staff associated with the programme.

The staff at NVRC plays an important role in the implementation of the programmes at NVRC. It is natural that NVRC will continue to make efforts to improve the quality of its staff, including social workers, instructors and other workers who carry out the activities and programmes. A prior inventory of needs would be useful to direct NVRC's efforts to improve the quality of its services, by revealing, for example, whether it is necessary to increase the number of workers in a particular field, or simply to increase the level of expertise or skills of the existing workforce. This will ensure that the expected performance of the organisation can run effectively and efficiently so as to produce optimal results.

## Conclusion

The recipients of the service programme at NVRC are given skills training in accordance with their various needs and levels of disability. With this skills training, it is expected that the PwD who graduate from NVRC will become more independent, especially in terms of obtaining employment. The benefits of the training are also expected to be felt by their families and even by the surrounding community.

To achieve these objectives NVRC has divided the duties and functions of each profession or its workforce and has arranged every activity in accordance with the SOPs. In reality, however, not all of the SOPs that have been established can always be applied. One example is the requirement that prospective students who are accepted at NVRC must have followed and passed basic level training as evidenced by a certificate. Our field observations have revealed that the social workers and recruitment teams do not always consider these requirements before beginning the recruitment process.

Considering that NVRC is a training centre for PwD that aims to train and guide these individuals by giving them certain skills that will enable them to work in a company or another workplace, prospective students who are to join the skills training programme at NVRC are required to have basic skills obtained through basic training at training facilities or centres, both public and private. After they have these basic skills, they can continue applying the skills they have acquired towards higher skill training at NVRC.

Given the present situation, the researchers suggest the following:

### 1. Suggestions for Institutions:

- a) NVRC should cooperate with training institutions throughout Indonesia, including institutions run by government ministries, the private sector and skills training institutions (BLK) for the purpose of socialisation and recruitment of prospective students at NVRC. This will ensure that students are accepted only according to NVRC's stated requirements for basic skills that must be possessed by prospective students.
- b) The recruitment and assessment processes should be carried out in accordance with the existing requirements. Each prospective student should have complete and accurate documentation on file, and good communication with the candidate's area of origin is necessary so that all incoming students meet institutional requirements and are in a position to benefit from enrolment.
- c) NVRC should develop quality assurance, infrastructure, technology and supporting training in accordance with the needs of the institution.
- d) NVRC should establish communications with provincial/city/district social service organisations as a means of disseminating information about NVRC. This can be done without NVRC staff visiting each location directly if NVRC staff makes appropriate use of media.

### 2. Advice on Labour/Teaching

- a) NVRC should increase the number of workers/teaching staff according to the needs of the institution, so that the service activities carried out are provided by people who are truly competent in their fields.

- b) Social workers should approach and communicate more effectively with relevant parties at the assessment stage, so that all students who qualify will meet the requirements, in terms of both general requirements and requirements regarding mastery of basic skills. Social workers should also develop methods of fostering a sense of independence and self-confidence among students so that they are better prepared to enter the world of work.

## Acknowledgement

This research was supported by the PITTA Grant (*Publikasi Terindeks Internasional Untuk Tugas Akhir Mahasiswa/International Indexed Publications for Final Project Students*) of the Research and Community Service Directorate, Universitas Indonesia No. 5000 / UN2.R3.1 / HKP.05.00 / 2018.

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