

Link and Match Program between Course and Training Agency with Industry to Increase Working Opportunities for People with Disabilities

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Abstract

The background of this research is the condition of people with disabilities who feel they do not receive proper skills education services. People with disabilities are still under a discriminatory stigma in obtaining jobs that are useful for improving the quality of life. Various institutions and agencies providing education and skills services have been created and facilitated by the government. However, especially for course and training agencies, they still place people with disabilities in a minor position. They are not a priority because of their low management capacity and financial considerations in managing the course and training agency. This research was conducted with a qualitative approach and supported by survey techniques to obtain comprehensive data about the course and training agency. Data analysis was carried out using the Delphi technique. The results of this study indicate that course and training agency managers cannot provide skills education services due certain reasons. The course and training agency managers have linked and matched programs with industry, but still do not make people with disabilities the main priority of the program.

Keywords:

Course and Training Agency, Adult, Disability, Non-formal education

1. Introduction

The Sustainable Development Goals (SDGs) have 17 goals (Friedman & Gostin, 2016). Education is included in the fourth goal, which is to ensure inclusive and equal quality education, while also supporting lifelong learning opportunities for all (Qisa'i, 2020). In this fourth goal there are seven targets, and in the fifth target there is a basis that can be used as a reason for the importance of education and skills for people with disabilities (Jones et al., 2017). The fifth target states that by 2030, the SDGs aim to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including those with disabilities, indigenous peoples and children in vulnerable situations (García-González et al., 2020). This goal has consequences for the availability of non-formal education services that can ensure adults and graduates of education, especially vocational education, through course and training agencies so that they can be absorbed in the industrial work and entrepreneurship. The target of this service is to include people with disabilities.

The consequences of realizing this target have been carried out by the Ministry of Education and Culture of the Republic of Indonesia (Rencana Strategis Direktorat Jenderal Pendidikan Vokasi Tahun 2020-2024, 2020). The main thing is the performance achievement of the Directorate General of Vocational Schools from 2015 to 2015. 2019 by collaborating with the Ministry of Manpower and the National Professional Certification Board of the Republic of Indonesia in the preparation of special Work Competency Standards for persons with disabilities. In addition to several other performance achievements, such as: (1) trained 2,660 instructors in the field of skills; (2) Cooperation carried out by 286 institutions with industry, vocational high schools, course and training agencies, and job training centers; (3) providing strengthening assistance in the field of Education to 115 schools; (4) Innovating there are 20 types of

skill materials in the fields of tourism, machinery and technology, arts and culture, agriculture; and (5) improvement of student competence and business assistance; and (6) entrepreneurship development (BNSP, 2020).

However, in reality the amount of labor absorption is still not balanced between the general workforce and workers who fall into the category of people with disabilities. In the background of the study in West Sumatra Province, it is known that the working age population with disabilities in 2020 is 385,763. Less than 1% can work. This is partly due to the inadequate management of education and skills for people with disabilities. Although the government has issued policies that underlie anti-discrimination efforts against people with disabilities as referred to in Law Number 8 of 2016 concerning Persons with Disabilities Article 45, it is stated that the Government and Regional Governments are obliged to guarantee the recruitment, acceptance, job training, job placement, job continuity, and fair and non-discriminatory career development for people with disabilities. (2) Job training institutions (government, regional and/or private institutions) must be inclusive and easily accessible.

This research presents a map on cooperation made between course and training agencies with industry that is useful for people with disabilities. Mostly research focused on the formal support while regarding non-formal support is scarce. Moreover, this research is important because (1) there is a change in the organizational structure of the Indonesian Ministry of Education and Culture in managing courses and training according to the Regulation of the Ministry of Education and Culture Number 9 of 2020; (2) there is a paradigm shift in the link and match program which previously only placed industry as a recipient of graduates of course and training agency, turning into an industry that acts as a planning partner for graduates of course and training agency; and (3) facilitation from the Ministry of Education and Culture of the Republic of Indonesia to course and training agencies throughout Indonesia with the aim of improving the quality of expertise of graduates of course and training agencies and the absorption of graduates in industry and the entrepreneurial sector as the implementation of the strategic plan Directorate General of Vocational Education 2020-2024 on “The realization of vocational training that is in accordance with industry needs and standards”; and (4) the need for persons with disabilities to receive equal treatment in obtaining employment.

1.1 Objectives

The research objectives are to analyze (1) the link and match program between course and training agency with industry and (2) the availability of course and training agency for people with disabilities.

2. Literature Review

Living independently and participating in the community is human rights (Gooding, 2018). For most people, being part of a society is taken for granted but not with the case of people with disabilities (Angelova-Mladenova, 2017). The independent living movement of people with disabilities has come to mean a demand for access to live in the community. For people with disabilities, acquiring a job also means to live independently (Ratzka, 2007). People with disabilities perceive work as a way to demonstrate their value in a society that places barriers in their way, both in terms of education and employment opportunities. But a variety of skills particularly related to employability skills must be acquired and developed (Augustine, 2006). Furthermore, employability status may meet a person’s needs allowing them to live and feel valuable while also feeling needed and desired by society. These can contribute to a person’s sense of wellbeing (Taymans, 2012). This is closely linked to the human capital theory's conceptual framework, which is to live independently, work, establish an identity, and show interest.

Despite the laws have been made to ensure equal employment opportunities for people with disabilities, there still a disparity in employment rates for people with disabilities when compared to people without disabilities. The employment rate of people with disabilities in Indonesia is still lagging behind. Data from Riskesdas (Adioetomo et al., 2014) showed that the employment rate of people with severe disabilities was 26,4 percent, compare to the nondisabled person which was much higher with 64,1 percent. One of the main reason is that employers often pessimistic about the employability skills of these individuals (Gold et al., 2012). These pessimistic views have been found in several literature, the caused mentioned by Kaye et al., (2011) are due to lack of awareness and accommodation, concern over costs, and fear of legal liability.

In Indonesia, several vocational and rehabilitation services and programs have been implemented on institutional and national levels for people with disabilities (Bonaccio et al., 2020). These services assist people with disabilities in maintaining social roles that are meaningful to them, including the role in employment (Haryanto, 2010; Vornholt et al., 2018). Current services follow the “train-place” approach (Corrigan, 2001), people are taught how to live and

overcome their disability, then they are placed in vocational and independent living situations where they are expected to apply their newly learned skills to use (PW et al., 2001). Sheltered workshops, rehabilitation centers, and transition programs are examples of vocational support that follow this philosophy. The evidence nowadays suggesting the opposing viewpoint “place-train” (Corrigan, 2001). This provides on-site training as well as continuing support as needed.

There is a large body of research indicating that people with disabilities face several challenges to employment (Weller, 2014). The main factor that becomes an obstacle for people with disabilities in finding work is the stigma of disability itself, followed by a lack of skills and education (Arini, 2020) (RIH Indonesia, 2019)(RIH Indonesia, 2019). Evidence suggesting that persons with disabilities require employability skills training, life skills education, and immediate and ongoing job support to achieve and maintain employment over time (Lawer et al., 2009)(Taylor et al., 2012). Access to skills training that is relevant to job requirements, as well as according to the abilities and interests of people with disabilities will significantly increase their contribution to society (Blanck et al., 2007).

Efforts to mainstream the rights of persons with disabilities have been carried out by the Indonesian government through various sectoral regulations, such as other countries which have also ratified the UNCRPD (Weller, 2014). Especially regarding the right to work, Law Number 13 of 2003 concerning Manpower, Article 5 states that every worker has the same opportunity without discrimination to get a job. In addition, Indonesia has also made great strides through Law Number 8 of 2016 concerning People with Disabilities, which specifically regulates the obligation for the government to employ persons with disabilities at least 2 percent of the total employees (Undang-Undang Republik Indonesia Nomor 8 Tahun 2016 Tentang Penyandang Disabilitas, 2016). As for the private sector, the obligation is to employ people with disabilities at least 1 percent of the total workers. The implementation of existing laws and policies is critical for people with disabilities to meet immediate basic needs, like health and education to function in employment (Byrne et al., 2018).

The Law Number 8 of 2016 concerning People with Disabilities is a law that provided civil rights protection in people with disabilities by stated equal opportunity for individuals with disabilities in public accommodations, employment, transportation, government services, and transportation. Various challenges in accommodate employment for people with disabilities, concerns of the cost in providing the accommodations, lack of knowledge regarding the capabilities of people with disabilities, and knowledge regarding job performance.

3. Methods

The survey approach is used to obtain information about the course and training agency management that has been carried out by the course and training agency so far. The survey was complemented by in-depth interviews with key informants to obtain information about the provision of skills services for people with disabilities by course and training agencies. The research subjects are parties related to the provision of skills services for people with disabilities with the unit of analysis being the manager of the course and training agency in Padang, West Sumatra Province, Indonesia. Respondents were 35 course and training agencies and the informants were course and training agency managers because they were considered to understand the management and provision of skills services for people with disabilities. The interview guide instrument was made open and closed. The open interview guide instrument was used to provoke respondents, so that they could respond openly which was then recorded in a field note.

The data were analyzed using the Delphi technique which consisted of: (1) identifying experts in the field of non-formal education services for persons with disabilities; (2) ask the expert to identify the type of service skills required; (3) ask a number of questions to experts about skills services for persons with disabilities; and (4) discussing it within the internal research team; and (5) identifying and developing various questions to answer about the types of services and their management. Some of the data from the interviews were analyzed using the percentage formula. Data from the results of open interviews, both through the respondents of course and training agency managers and experts, were sorted and arranged according to the research objectives, then narrated to enrich the data analyzed using the percentage technique.

4. Data Collection

4.1. Link and Match Program between Course and Training Agency with Industry

4.1.1 The Industry Response to Link and Match Program

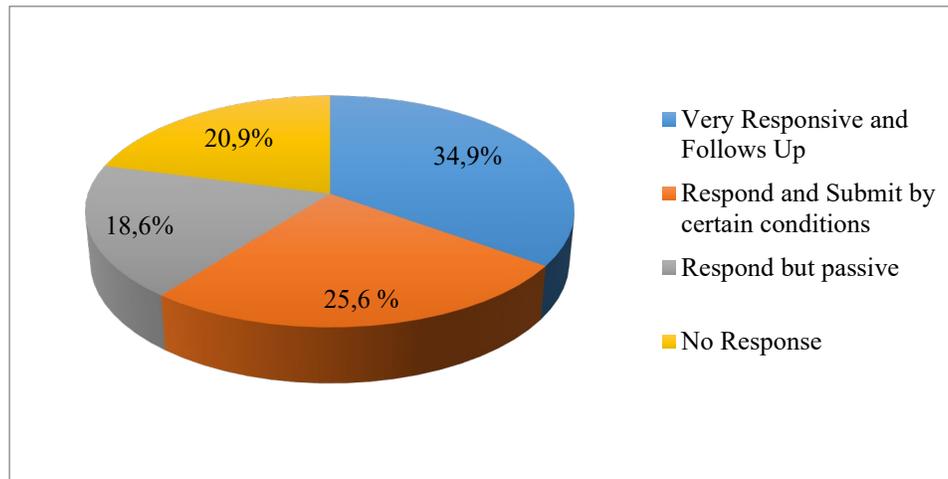


Figure 1 Industry Response to Link and Match Program

Data collection is carried out by collecting data on industry responses to link & match programs with course and training agency. Based on data collection shown in Figure 1, it is known that 34.9% of the industry is very responsive to the link and match program and follows up on the collaboration with high commitment. Furthermore, 25.6% of the industry responded to the link and match program, but by submitting certain conditions that must be met by the course and training agency. Meanwhile, 18.6% of the industry responded to the link and match program, but were passive in their collaboration. And 20.9% of the industry has not responded to the link and match program conducted by the course and training agency. Cooperation between industry and course and training agencies is realized by the existence of an MoU that has been carried out by 70% (19 agencies). Meanwhile, 3 agencies (9.3%) are in the process of drafting an MoU, and 2 agencies (7%) are collaborating by drawing up agreements in other forms.

Table 1 Forms of Cooperation between Industry and Course and Training Agencies

Forms of Cooperation	Total of Course and Training Agency
Already have the MoU with the industry	19
Drafting the MoU with the industry	3
Collaborating with a Letter of Agreement	2

4.1.2 Scope and Activities of The Link & Match Program

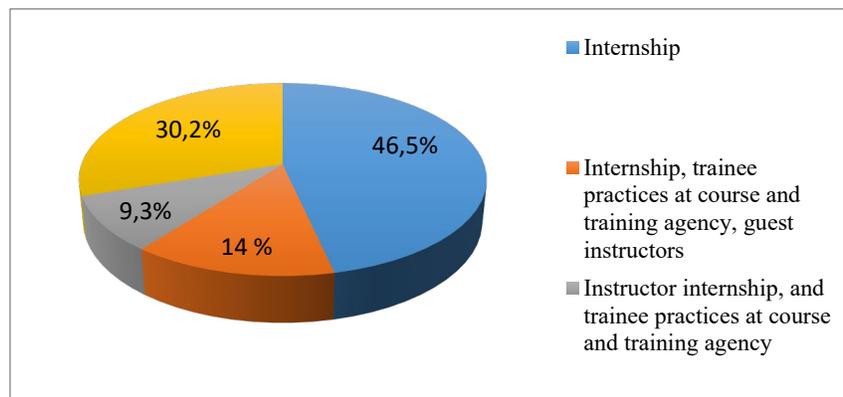


Figure 2 Competency Improvement Activities for Instructors

The relationship between industry with course and training agency is implemented in the form of competency improvement activities for participants and instructors of courses and training. Of the 28 course and training agencies,

it is known that 46.5% have carried out cooperation programs in the form of internships for instructors, training participants' practices in course and training agency, training participants' practices in industry, and guest instructors. Meanwhile, 14% carried out instructor internships, trainee practices at course and training agency, and guest instructors, and 9.3% carried out instructor internships, and trainee practices at course and training agency, and 30.2% were only able to carry out training participants practices at course and training agencies. course. As a realization of the scope of collaboration between the course and training agency and industry, various activities in the form of instructor internships, training participants' practices in industry, and guest instructors were carried out by 34.9%. Instructor internships, and training participants' practices in industry, were organized by 25.6%, and training participants' practices in industry were organized by 32.6%.

Table 2 Forms of Competency Improvement of Course and Training Agencies

Forms of Competency Improvement	Total of Course and Training Agency
Internship for instructors, training participants' practices, training participants in industry	13
Internship for instructors, trainee practices at course and training agency, guest instructors	4
Internship for instructors, trainee practices at course and training agency	3
Training participants at course and agency	8

4.2. The Availability of Course and Training Agency for People with Disabilities

Data collection is based on data contained on the Education Reference Data website from the Ministry of Education and Culture of the Republic of Indonesia. This page provides complete information on public education data which contains detailed administrative information for each non-formal education service provider institution, such as course and training agency and community learning center in all cities and districts in Indonesia. Through the data on the page, it is known that there are 159 course and training agency in West Sumatra Province, and 35 course and training agency are in Padang City spread over 11 sub-districts.

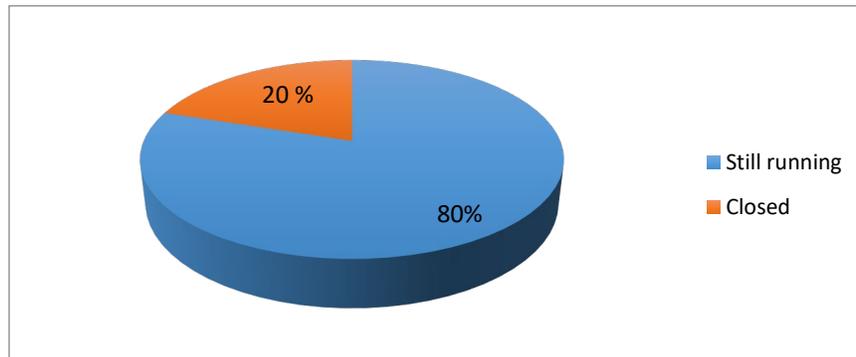


Figure 3 Availability of Course and Training in West Sumatra

The highest number of course and training agency in Padang City is in West Padang District and the least number of course and training agency is in Nanggalo District and Pauh District. Based on the data obtained, it is known that out of 35 course and training agencies in Padang City, West Sumatra, Indonesia, there are only 28 course and training agency's or 80% that are still running courses and training activities. Meanwhile, 7 course and training agencies or 20% have closed. Of the number of course and training agencies that are still carrying out these activities, there are 13 course and training agencies or 46.42% that are still running online and offline activities, while 15 course and training agencies or another 53.58% are only running online activities due to social restrictions policies during the Covid-19 pandemic.

Table 3 Availability of Course and Training Agencies

Availability	Total of Course and Training Agency
Still running	21
Closed	7

Of the 35 course and training agencies, there are 5 types of competencies offered, such as English and Japanese competencies, sewing, dancing, and computer use. However, of the 28 course and training agencies in Padang City that are actively carrying out these activities, none of them are known to provide skills services for adults with

disabilities. Based on this, information was obtained that the unavailability of services was caused by the lack of course and training agency ability to provide learning facilities and the provision of instructors with teaching competencies for disabilities. Thus, persons with disabilities who enter working age are not served by any course and training agencies in Padang City. Based on research data, it is known that the number of people with disabilities is 385,763 people. Meanwhile, less than 1% are absorbed into the world of work.

5. Results and Discussion

5.1. Link and Match Program between Course and Training Agency with Industry

The link and match program has been published since 1993-1998 by the Ministry of Education and Culture, Prof. Dr. Ing. Wardiman Djojonegoro (Djojonegoro, 1999, 2016; Judisseno, 2008; Putranto, 2017). However, there are many notes in the implementation of this link and match program (Disas, 2018; Husein, 2019; Putranto, 2017). In 2020, the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim again used the term link and match program to harmonize education and industry. However, in 2020, the Minister of Education and Culture of the Republic of Indonesia used a new term called the "mass wedding" package (Pengelola Web Kemdikbud, 2020; Sakarinto, 2020). This new slogan is expected to be a solution to the synergy between the world of education and industry with the initiation of several packages. "Mass Wedding" packages between Vocational Senior High School and industry (Harususilo, 2020), "Mass Wedding" package between higher education/vocational education and industry (Sakarinto, 2020), and "Mass Wedding" between course and training agency with industry (Harususilo, 2020).

Each designed package is described in its own schema (Pengelola Web Kemdikbud, 2020). The "Wedding" package between Vocational Senior High School and industry consists of nine schemes (Harususilo, 2020). This package is the responsibility of the Directorate of Vocational High Schools. Meanwhile, the "Wedding" package between higher/vocational education consists of seven schemes, which are the affairs of the Directorate of Vocational and Professional Higher Education (Bandandjaja, 2020; Harususilo, n.d.). Likewise, the course and training agency "Wedding" package with industry under the coordination of the Directorate of Courses and Training consists of three schemes (Ikhsan, 2020; Setditjen Ditsi, 2020).

The changes to Regulation of the minister of education and culture Number 45 of 2019 concerning the Organizational Structure of the Ministry of Education and Culture to become Minister of Education and Culture of the Republic of Indonesia Number 9 of 2020 have had a direct impact on the governance of non-formal education institutions at every level. (Pamungkas, 2020). The course and training agency is one of those affected. Management of underweight and training, which was previously under the Director General of Course and Training Development, changed to being under the Director General of Vocational Education, which previously only dealt with vocational colleges and vocational schools. (Pamungkas, 2020). This change has an impact on the ability of course and training agency as a non-formal educational institution to adapt to the conditions and situations of vocational school or vocational colleges that have been more advanced so far (Dardiri, 2012).

Adjustments that need to be made by the course and training agency are facilities, personnel, governance, funding, curriculum and quality of graduates (Cahyanti et al., 2018; Rencana Strategis Direktorat Jenderal Pendidikan Vokasi Tahun 2020-2024, 2020). For example, so far, course and training agencies are not too tied to the standardization of graduate competencies/SKL according to the Indonesian Qualification Framework/KKNI (Amri & Kurniawan, 2018; Hadi, 2013), but after the change in the organizational structure and work procedures/SOTK of The Ministry of Education and Culture of the Republic of Indonesia (Pamungkas, 2020), The course and training agency has a demand to improve education management through the preparation of graduate profiles (NS, 2017), preparation of the standardization of graduate competencies/SKL in accordance with the Indonesian Qualification Framework/KKNI (Yani, 2019), the standardization of graduate competencies/SKL licensed by the National Professional Certification Board of the Republic of Indonesia (BNSP, 2020; Frovihandika & Arifin, 2020; Nurtanto et al., 2020), to ensure the absorption of graduates in the industry (Sujanto, 2016). The absorption of graduates from course and training agencies in industry and entrepreneurship is certainly not an easy thing because it has various consequences (Ariyandi et al., 2017; Sujanto, 2016). The course and training agency needs to ensure that the "human and thing" resources that are

owned are in accordance with the standards desired by the industry (Rencana Strategis Direktorat Jenderal Pendidikan Vokasi Tahun 2020-2024, 2020). Because only in that way, the planned link and match program can run as expected.

5.2. The Availability of Course and Training Agency for People with Disabilities

Based on research data, it is known that there are no services from the course and training agency aimed at persons with disabilities. The course and training agency is under the coordination of the Directorate General of Vocational Education. Actually, the Directorate General of Vocational Education also has the responsibility to provide skills education services for persons with disabilities (Ali & Rafi, 2016). However, in reality, course and training agency managers are not interested in providing skills education services for people with disabilities. This is due to the lack of availability of facilities and the competence of instructors in managing learning aimed at persons with disabilities (Moriña et al., 2020).

The course and training agency managers face problems in managing their agency (Carroll et al., 2003). The main problem faced is in terms of agency financing. So far, course and training agency managers depend on agency funding sourced from education costs borne by course and training participants (Manivannan et al., 2018). This causes the course and training agency managers to be very careful in implementing the program. The main thing is a program that can generate useful income for the management of activities. In number, persons with disabilities are not equal to the number of candidates for general training (Bakhsh & Mehmood, 2012). People with disabilities do not choose to participate in skills education in course and training agencies because of the community's stigma about their role in the workforce (Bonaccio et al., 2020; Vornholt et al., 2018). People still think that workers with disabilities cannot play much of a role in the work they do. This is what causes people with disabilities to be unable to compete in the workforce.

The low participation of people with disabilities in the world of work is one of the causes of difficulties in solving poverty and disability. Because to end disability and poverty, people with disabilities need to have jobs that can provide good living for them (Silva, 2021). Based on data from the International Labor Organization (ILO), approximately 10% of the Indonesian population categorized as a people with disabilities. According to data from the Ministry of Manpower of the Republic of Indonesia in 2020, around 10 million people with disabilities are listed as having jobs. In general, people with disabilities are still low-skilled (Ali & Rafi, 2016; Bonaccio et al., 2020; García-González et al., 2020; Samadi, 2014; Vornholt et al., 2018). Based on research data, it is known that of people with disabilities who are of working age only 12% of people with disabilities have skills, while the remaining 88% do not have any employability skills.

To overcome this, the Indonesian government has shown commitment in increasing employment rate of people with disabilities by providing three services which are facilitated in the coordination between the ministry of education and culture, the ministry of social affairs, and the ministry of manpower (Arini, 2020; Friedman & Gostin, 2016; Ratzka, 2007). The Ministry of Education and Culture makes efforts to improve skills education for persons with disabilities through vocational education policies implemented by the course and training agency. Meanwhile, the mandate to provide job training for workers with disabilities falls to the Ministry of Social Affairs (MoSA). The Main Centre for Vocational Rehabilitation and the Ministry of Manpower through the Inclusive Job Training Center was established to accommodate this mandate (Vornholt et al., 2018).

The Vocational Rehabilitation Center is a Technical Implementation Unit under the Directorate General of Social Rehabilitation of the Ministry of Social Affairs of the Republic of Indonesia. Persons with disabilities who are eligible for service in this institution consist of (1) people with disabilities who are of working age; (2) people with disabilities who have not worked; and (3) people with disabilities who do not attend formal education at special schools. To participate in education and skills at this institution, persons with disabilities register through the social service office located in each city (Bonaccio et al., 2020). The Vocational Rehabilitation facility has limitation in providing services. Besides there are certain requirements, it also can only train about 130 participants a year. Moreover, some categories of disabilities are excluded from the program such as people with color blindness, persons in need of medical rehabilitation, wheelchair users, etc. This exclusion criterion limits the number of participants that can be served by the facility. To overcome this limitation, Adioetomo et al. (2014) suggested to make vocational training programs inclusive, accommodating the skills and the needs of other disability-related services.

6. Conclusion

The provision of skills education services for people with disabilities is not a priority service for course and training agency managers. This is due to (1) lack of facilities; (2) lack of ability to manage learning aimed at people with disabilities; and (3) people with disabilities are not a good market as a source of financing for their agency. In improving the quality of services, course and training agency managers have established link and match programs with industry, but people with disabilities have not been the main target in the programs held. Thus, in the effort to provide skills education for people with disabilities, various institutions provided by the government, such as inclusive job training centers, social/vocational rehabilitation centers, and special formal schools as well as course and training agencies.

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