



Management guidance and training in increasing skills, empowerment and independence for disabilities

Maman Suherman

Islamic Nusantara University, Bandung Indonesia

Email: maman.suherman@uninus.ac.id

Iis Nursolihah

Islamic Nusantara University, Bandung Indonesia

Email: iisnursolihah@uninus.ac.id

Adis Annisa Suma

Islamic Nusantara University, Bandung Indonesia

Email: adisannisa@uninus.ac.id

Muhammad Haddid Haryadi

Islamic Nusantara University, Bandung Indonesia

Email: haddidharyadi@uninus.ac.id

Muhammad Hafidz Fitriandi

Islamic Nusantara University, Bandung Indonesia

Email: hafidzfitriandi@uninus.ac.id

Received: December 19, 2022; reviews: 2; accepted: January 26, 2023

Abstract

This research is motivated by the problem of the difficulty of people with disabilities to get decent jobs in both government and private companies. To overcome this, the Social Rehabilitation Center for Persons with Disabilities (BRSPC) of the West Java Provincial Service conducts training to improve the skills and independence of persons with disabilities. The purpose of this study was to determine the activity design planning, implementation of training activities, program evaluation, and their impact on improving the skills of persons with disabilities. The research approach uses a qualitative approach with a naturalistic descriptive method. The data source for this research is the Social Rehabilitation Center for Persons with Disabilities (BRSPC) Social Service Office of West Java Province. Guidance and skills training for persons with disabilities are carried out with the stages of orientation, consultation, analysis of needs and problems, determination of prospective students. The guidance and skills programmed consist of core skills and entrepreneurial skills. Core skills

which include sewing skills, cosmetology skills, motor mechanic skills, and electronics skills, each type of skill is given to students with an allocation of 380 hours of practice, while additional skills such as screen printing by food, by precious stones, and massage, in implementation of 20% theory and 80% practice practical equipment and materials have been prepared by the BRSPC Office. Evaluation activities are carried out on activities and before, during the process, and at the end of the implementation of guidance. The positive impact of guidance activities or skills training is to increase the knowledge of students (with disabilities) in religion, social knowledge, mental education, health, and with the provision of skills possessed, it is hoped that students will have a good attitude and make efforts to increase empowerment and independence. good things so that they can coexist and be equal to other people.

Keywords

training, skills, people with disabilities, management

Introduction

People with disabilities are often referred to by society as disabled people and people who cannot be productive in doing something or even produce something in their life. Not infrequently the community also thinks that persons with disabilities cannot carry out their duties and responsibilities properly, so often their rights are neglected. People with disabilities who are known to the public are usually people with physical disabilities such as unable to walk, unable to speak, unable to see, and so on. It turned out that not only that, even people who had difficulty to interacting and participating properly and effectively in society in the long term can also be categorized as persons with disabilities (Allo, 2022). Quoted from *kompas.com*, according to data from the Central Statistics Agency (BPS), the number of people with disabilities in Indonesia in 2020 is 22.5 million. Meanwhile, the 2020 National Economic Survey (Susenas) recorded 28.05 million people with disabilities. This number is a very large number. One of the problems experienced by people with disabilities is access to work because work requires special skills in order to do a good job. The opportunity for people with disabilities to be able to work is very small. Research conducted in 15 developing countries found that the number of people with disabilities who are employed is lower than the general workforce (Borg et al., 2013); (Alizah et al., 2023).

The problem that is very prominent for persons with disabilities is the low participation of persons with disabilities in the employment opportunity sector. The unemployment rate for people with disabilities/(people with disabilities/PWD) (3.99%) is lower than that for people without disabilities (people without disabilities/PWOD) (7.26%). Nonetheless, the average PWD labor force participation rate is lower (44.55%) compared to PWOD (70.01%) and the average wage received by PWD is lower (IDR 1.3 million) compared to PWOD (1.8 million). In addition, PWD who work in the formal sector are also recorded to be lower

(30.49%) compared to PWOD (48.27%). The average number of hours worked was also lower by the PWD group compared to the PWOD (Irwan et al., 2022).

Therefore, the above problems must be addressed and received serious attention and a real solution is sought. The problems of people with disabilities are no longer the responsibility of individuals (disabled persons), but have become part and a shared responsibility in the sense of all parties including the family, community and government so that national development and social welfare development run dynamically and harmoniously in realizing the ideals of the nation. fair and prosperous. There are 3 factors in disability issues, namely impairments, activity limitations, and participation restrictions such as discrimination at work, school and others (Syafi'ie, 2014).

Based on these problems, persons with disabilities need facilities or companions to help with all their problems. From the physical limitations of persons with disabilities, each of them has potential, abilities, skills, aspirations like other normal children. What needs to be paid attention to is empowering and improving the quality of life and independence in various aspects of life for persons with disabilities. Therefore, the Social Rehabilitation Center for Persons with Disabilities (BRSPC) is one of the Technical Implementation Units for the Office of Social Affairs in West Java Province, namely one of the government agencies that specifically has the main task of carrying out social rehabilitation by providing the main task of carrying out social rehabilitation by providing physical, mental and social services and provide skills education to implement build a spirit of self-confidence and live normally for people with disabilities so they can blend in social life.

The statement above shows that, in an effort to increase the empowerment and independence of people with disabilities, it should not be given directly in the form of material (financial) but more importantly how they can empower themselves (empowering) so that with the provision of these abilities they can overcome various problems in life. The lack of empowerment of persons with disabilities is related to two major problems, namely stigma and discrimination. Stigma doesn't only come from the community, but also from the families themselves who feel ashamed of the condition of their family members so they are hidden and denied education (Mulyati et al., 2019; Watanabe, Patitad, & Janmontree, 2022).

Thus coaching through mentoring and skills training is one of the efforts to increase the empowerment and independence of persons with disabilities, because in essence the guidance and skills training process has provided tools.

In connection with the above, the Social Rehabilitation Center for Persons with Disabilities (BRSPC) Social Service of West Java Province has various coaching programs for people with disabilities. From these various programs, the authors assume that coaching is through guidance and skills training so that people with disabilities can overcome various problems in their lives and in the end can improve their standard of living. The purpose of this research is to describe planning, organizing, implementing and evaluating guidance and training programs in increasing empowerment and independence. In addition, it is necessary to examine

the impact of implementing guidance and skills training in increasing the empowerment and independence of students.

Method

This research was conducted to describe management guidance and skills training in improving skills in increasing empowerment and independence for people with disabilities Social Services of West Java Province. Then the appropriate method used for this research is a descriptive method.

The data source for this research is the Social Rehabilitation Center for Persons with Disabilities (BRSPC) Social Service Office of West Java Province on Jalan Raya Cibabat No 331B Cimahi. In this study, the subjects studied consisted of two parts: first, as "sources of information", namely informants consisting of guidance and skills training providers who could provide data about themselves

Based on the results of exploratory studies and observations as well as orientation with the training participants and discussions with the organizers, information was finally obtained that the subjects that fit the research objectives were fifteen people. To obtain accurate and precise data after collecting the results of observations and interviews with the fifteen primary sources, the researchers conduct triangulation with the Head of Balai. Thus the total number of research subjects is sixteen people.

This qualitative research data analysis step refers to the analytical model Schumacher which consists of 7 steps of data analysis as shown below this. (McMil & Schumacher, 2006).

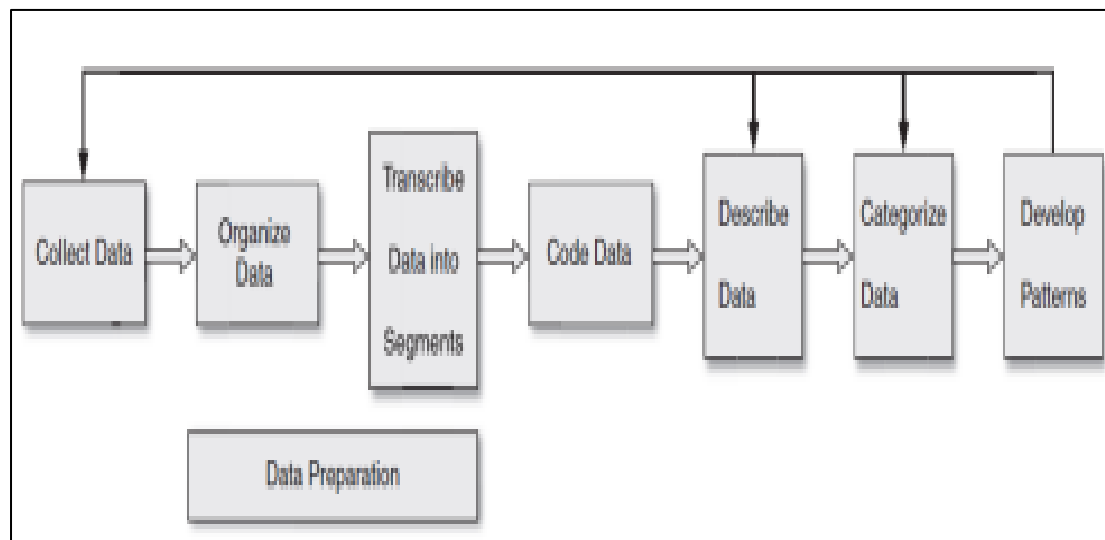


Figure 1. Data Analysis Procedure

The first step is to prepare the data that has been collected properly the results of observations, documentation or even from the results of interviews with data sources study. Furthermore, the data is organized into several categories according to the needs. In this case the researcher organizes for group research purposes.

Data coding starts with identifying the small chunks standalone data. These sections of data, called segments, divide the data set. The data segment is text that can be understood by itself and contains one relevant idea, episodes, or information. The ultimate goal of qualitative research is to make a general statement about the relationship between categories and find patterns in the data. Pattern search means examining data in ways as much as possible. In searching for patterns, researchers try to understand the interrelationships complex among various aspects of situations and actions. Researchers then switch to deductive thinking mode, moving back and forth between codes, categories, and tentative patterns for confirmation (McMil & Schumacher, 2006).

Result and discussion

Activity Planning and Design

Education and training as a business certainly requires

Careful planning to match expectations with reality. Planning in the training program is carried out by analyzing needs (Qamariyah & Nurhadi, 2021). The head of the Center has the duties and responsibilities for preparing the planning for guidance and skills training activities. and Social Workers to carry out technical work, namely making, preparing and providing input regarding the design of a good guidance plan based on the results of the evaluation of activities in the previous year.

In terms of meeting group needs, humans need good organization to achieve that goal (Wahono, 2014). Organizing is the division of tasks and authorities in accordance with their respective fields and duties, so in the organizing guidance program it is carried out by giving each task such as selecting prospective students, accepting students and distributing students from starting dormitory placements assisted by instructors and social workers as experts related to (students), while rehabilitation sessions are responsible for identifying guidance needs and preparing learning curricula.

The reception and distribution section as well as the social rehabilitation section as a technical implementer whose role is as a technical executor whose role is as program planner for receiving students, managing the implementation of the evaluation program, implementing the skills guidance and training program as well as administering students, while social workers play the role of educators, caregivers, mentors both individually and in groups as well as executors of evaluations for students who are assisted by instructors/learning resources who also act as facilitators.

In general, the planning of guidance and skills training activities has been carried out according to the correct stages, this can be seen from the managerial steps that have been carried out by the organizers. In addition, the planning for mental, social guidance and skills training activities is structurally coordinated directly by the Head of Balai, assisted by the Head of Administrative Subdivision,

Head of Rehabilitation Section, and Head of Reception Section. Regarding the design of guidance planning and good skills training based on the results of the evaluation of activities in the previous year, this situation indicates that there is a division of tasks or delegation of authority to facilitate problem solving. The planning that has been done shows that there is planning with a participatory approach. A good planning method according to Schermerhorn (John R. Schermerhorn Jr., 2015) is a participatory approach to making plans with an approach that each unit contributes. The advantage that can be obtained is to increase support and commitment from other units, creativity, the amount of information obtained will be wider. The key to success in management planning is the ability to explore issues that can affect the company's strategic direction (Lozier & Chittipeddi, 1986); (Gumulya, 2021).

From the various tasks and responsibilities that have been delegated to each section as the person in charge of activities in carrying out the guidance and skills training program, according to information from the results of the author's interviews with the center managers that the leadership of the BRSPC Hall is carried out in an open and democratic manner, every time a problem arises it always held in an open community both within the leadership, staff and instructors together to find solutions so that problems can be resolved

can be resolved properly without any party being harmed, so that good cooperation is established and active participation in program implementation. Democratic leadership style is the ability to influence other people to be willing to work together to achieve the goals that have been set by means of various activities carried out together with leaders and subordinates (Sanjani, 2018); (Mattayang, 2019). Democratic is a leadership style that emphasizes good interpersonal relationships. He expects the members of the organization to develop according to their potential (Situmorang, 2017); (Puspitasari et al., 2022).

The preparation of the design of the guidance program is basically an activity carried out to make a plan that will be manifested into action in the implementation of guidance and skills training. In relation to the program design made by the BRSPC Center based on observations of the program design that was developed in general it has been carried out well, because the steps outlined have referred to and paid attention to the objectives achieved, in this case to increase the empowerment and independence of other indicators regarding the good design that is made is the result of identification using the organizational analysis approach, organizational analysis approach, performance analysis approach and competency analysis approach as the basis for preparing activity program designs.

In relation to the implementation of the organization carried out at the BRSPC Center in managing guidance and skills training activities, basically it has been carried out well and has referred to the signs on how to organize properly. This can be seen from the indicators of the smooth implementation of the guidance program activities properly. Starting with the head of the center who is responsible for the overall guidance and skills training activities and the smooth implementation

of guidance activities, supervision of training guidance activities, while the implementing staff is responsible for the smooth implementation of guidance activities starting from the preparation of student attendance lists, supervisor attendance lists, providers training equipment or materials, documentation of guidance program activities, administration of activity implementation and preparation of activity reports.

Implementation of Guidance and Skills Training for Persons with Disabilities

Guidance and skills training for persons with disabilities are carried out for 8 months as the person in charge is the rehabilitation section, by going through the stages according to the plan that has been prepared into a work center program which includes the following:

Orientation and consultation stage

In the early stages of the process of accepting prospective students, orientation and consultation are carried out, which in technical field terms is called pre-selection. This activity aims to obtain data on prospective students (with disabilities) through direct observation in the field and to obtain support from family, community and government. In implementation in the field the activities carried out are:

Table 1. Orientation and Consultation Stages

Socialization program	Program socialization, namely informing, growing public interest and awareness, especially with regard to persons with disabilities by coordinating with relevant agencies both intra and inter-sectoral. The location of the program socialization for the year with a target of 100 people will be carried out in cities / regencies in the Province of West Java.
Identification	Identification aims to obtain an objective description or condition of data on the problems of persons with disabilities, through potential or existing sources in the community as well as conducting interviews with persons with disabilities as prospective students who comply with the requirements as well as obtaining an overview of socio-economic conditions/conditions, their families and their environment .
Selection	This selection activity is carried out at the Center to determine prospective students who comply with predetermined requirements who will receive services at the Social Rehabilitation Center for Persons with Disabilities

During the orientation and consultation phase, the activities carried out by BRSPC Balai officers in collaboration with related agencies from the District/City Social Service and the local community held program outreach to persons with disabilities as potential students. The results of this activity informed the mental, social guidance and skills training programs carried out at the BRSPC Center so that people and people with disabilities know, understand and understand and even support program implementation and grow interest or desire to take part in the guidance program activities.

The initial activity of accepting prospective students, following up on the results of the initial selection in the regions, prospective students come to the Center to fill in various data/information on prospective students including filling out administration related to predetermined terms and conditions. Studying and disclosing individual problems to find out the appropriate learning needs include the background and development of students as well as the desires / interests of talents possessed by prospective students. In accepting prospective students, there were 100 people from various regions in West Java.

Students enter the Balai environment after undergoing an intake process, students before entering the dormitory are physically examined and the goods they bring, then introduced several regulations while following guidance at the BRSPC Balai. In this stage social workers act as staff or mentors for students to undergo a transitional period of students from life outside the Balai into a Balai environment, then students take aptitude tests and interest in core skills and choose extracurricular skills that aim to provide opportunities to students to choose the type of skills that exist in the Center to develop their talents and interests.

Study and disclosure of problems

After the selection activities are then continued with a study of the disclosure of the problem with the aim of obtaining data, information regarding the background of the problems of prospective students including, interests, potentials, abilities, weaknesses both physically, mentally, psychologically, socially and skills.

Determination of prospective students

After participating in the selection activities which were continued with and disclosure of problems, 100 prospective students who had been determined were all male in accordance with the capacity to accommodate them from various regions in the Province of West Java where students were from families/communities whose economies classified as incapacitated.

Before settling into the hostel that has been prepared by the organizers, students are first given directions so that they understand that boarding is an important element in supporting the smoothness and success of the guidance service program, because through boarding it is hoped that students (with disabilities) can study regularly and be disciplined and can grow and develop

properly physically, spiritually and socially. During the guidance, students are guided by social workers who also act as foster parents.

Skills guidance aims to develop the talents of students and as a provision of skills after returning to society (independence). The subject matter is as follows:

Table 2. Types of Skills Guidance

Core Skills	Sewing skills, electronics skills, motor mechanic skills, cosmetology skills (haircut).
Support Entrepreneurship	Precious stone processing, screen printing skills; Food processing skills, massage skills, horticulture skills, hydroponics, and ornamental plants.

Resocialization, this activity is carried out in the form of field work practices or apprenticeships. This activity aims to provide opportunities for students to be able to apply theory, knowledge and skills in practice in the world of work and the business world, in order to gain experience and be able to further improve the quality of work and business skills of students in the type of field work practice activities or apprenticeships.

Core skills guidance which includes sewing skills, cosmetology skills, motor mechanic skills, and electronics skills, each type of skill is given to students with an allocation of 380 hours of practice, as for additional skills such as screen printing by food, by precious stones, and massage, in carrying out the training 20% theory and 80% practice, practical equipment and materials have been prepared by the BRSPC Hall.

Furthermore, field work practices (PKL) or apprenticeships are carried out for one month in companies that are in accordance with the type of skills of students, the aim is for students to be able to apply the theory and practice that has been obtained at the Center by practicing in the field. After completing the apprenticeship, students take part in both theoretical and practical evaluation activities, the results of the evaluation can be seen by the graduation rate of the participants and in the end they become the best graduating students.

Based on the results of interviews with social workers involved in and implementing program activities, it can be seen that the material in the teaching and learning process has been carried out in accordance with the material and guidance time, and is supported by adequate facilities and infrastructure. In the implementation of the guidance and skills training program, it was explained that participation in the guidance and skills training carried out by the Social Rehabilitation Center for Persons with Disabilities is according to one's own will without any coercion from others. Regarding the guidance material that has been followed is in accordance with the talents and interests of each student, while the guidance and training material provided is the existence of social guidance with the intention of providing mental reinforcement for students so that self-confidence and high enthusiasm grow.

Physical and mental activities are intended to provide physical and mental guidance to students in groups and individually according to a predetermined schedule. The material for physical and mental activities includes maintaining the health of students with the aim of understanding and practicing ways to maintain health through morning sports, physical activity gymnastics, and personal and environmental hygiene.

The methods used in carrying out physical and mental guidance include lectures for the delivery of question and answer material in an effort to understand and deepen as well as simulation methods or role playing in an effort to implement them in everyday life. Physical guidance instructors are guided by Balai officers who are experts in their fields. While mental guidance is an officer or ustad who is deliberately invited, and psychological guidance from Maranata University.

Social guidance activities are intended to foster and enhance thinking maturity as well as social functions and roles as well as moral responsibilities of students restoring the will and ability for self-adjustment as well as developing personality and abilities in establishing harmonious relationships with family and community members and their environment.

Evaluation of Guidance and Skills Training for Disabilities

Evaluation before implementation

Evaluation of activities is important to be implemented to determine the success of the program. Evaluation is the systematic assessment of the worth or merit of an object (Stufflebeam, Daniel L. and Shinkfield, 2007). Owen explained that evaluation findings include evidence, conclusions, judgments, and recommendations, which can be interpreted as the meaning of evaluation, namely Findings encompass the following: Evidence. the data and other information which has been collected during the evaluation. Conclusions. the synthesis of data and information. These are the meanings those involved in the evaluation make though the synthesis of data (Owen, 2006); (Munthe, 2015).

Evaluation prior to the implementation of guidance and skills training is carried out by program administrators in the form of an assessment of the need for guidance, completeness of guidance and initial tests. This evaluation is carried out to identify the abilities of students and the completeness of guidance needed during guidance and skills training.

Evaluation during the implementation of the guidance program

During the implementation of guidance during the process an evaluation of the teaching and learning process is carried out, namely an assessment for supervisors and students carried out by the organizers. The Head of the Social Rehabilitation Center (BRSPC), then explained that when the learning process was in progress, the organizers assessed students from the facilitator/supervisor,

namely by looking at the activities of the participants and mentors in creating learning dynamics which were finally concluded with the conclusion that finally the conclusion was drawn that if the atmosphere of the learning process is dynamic, then the process is considered successful, while for education and training facilitators the response of students to learning material is proven by if the participants are critical and ask lots of questions.

Final evaluation of the implementation of educational programs

The results of the final assessment of the implementation of the guidance program can provide an overview of changes in the abilities of students and obtain an overview of the success of implementing the guidance program. Assessment of guidance is carried out before the guidance process runs and at the end of the activity with the aim of seeing the results achieved. Evaluation with educational management, the purpose of evaluation is to obtain a basis for consideration at the end of a work period, what has been achieved, what has not been achieved, and what should receive special attention. To guarantee an effective and efficient way of working that brings the organization to the use of educational resources and to obtain facts about difficulties, deviation barriers are seen from certain aspects such as the annual program, learning progress (Ningsih et al., 2012).

Evaluation activities carried out at the BRSPC Center for guidance and skills training activities to increase empowerment and independence are carried out before, during the process, and at the end of the guidance. When the guidance process is carried out, the objects of evaluation are students, instructors and social workers. The delivery method used and other components used in guidance activities. The discussion regarding the results of the evaluation to students after going through the adaptation process some time ago finally showed an increase in the evaluation chart.

Impact of Implementation of Guidance and Skills Training Program Activities

Instructors and persons in charge of activity programs, implementation of guidance and skills training for persons with disabilities carried out by the BRSPC Center can directly create empowerment and independence of students, having work skills will have an impact on their attitude, mental, social, especially students who have understand about their physical disabilities before they take part in the skills guidance and training program which on average they are frustrated, feel alienated and low self-esteem because of their physical disabilities, but after participating in the skills guidance and training program, they are no longer frustrated, feel alienated and low self-esteem Again, what arises is the spirit of life to compete with other normal people.

The positive impact of a form of skill guidance or training activity is an increase in the knowledge of students (with disabilities) in religion, social

knowledge, mental education, health, and with the provision of skills possessed, it is hoped that students will have a good attitude and have efforts to increase empowerment and good self-sufficiency so that they can live side by side and be equal to other people. There is a change in the standard of living of graduates which is marked by the acquisition of workers or entrepreneurship, acquisition and increase in income, health and personal appearance (Lutfiansyah, 2009). Teach others about the learning outcomes that have been owned and benefited by graduates (Ansori, 2012). There is an increase in participation in social activities and community development, including the participation of ideas, labor, property and funds (Deviyanti, 2013).

The expected impact, especially on guidance activities, is an effort to lead to better and positive changes. It is hoped that changes in attitudes and daily behavior will emerge for the living capital of students (people with disabilities) in society in empowering and independence in society (Irwan et al. , 2022). From the observations and analyzes carried out to see the impact that occurred on students after participating in the guidance program as a whole, it can be seen that before participating in guidance activities, the condition of students is in an uncertain mental condition, meaning that their condition is in a state of ignorance, lacking enthusiasm for life and not self-confident because they feel ostracized by family and society, gradually after participating in guidance activities there is a desire to break away from previous life circumstances and follow the rules set by the Balai in every guidance activity.

Constraints and Obstacles in Guidance and Skills

Implementation of guidance and skills training carried out by the BRSPC Center, related to planning, organizing, program implementation, evaluation, and its impact, based on the results of interviews conducted by the author with the head of the center, that there are constraints or obstacles usually occurs due to the reality on the ground changing at the start before, during implementation, and at the end of implementation of a technical nature. Obstacles related to the basic tasks and functions are very basic in coordinating the implementation of management and information, both internal and external, including the lack of complete facilities and infrastructure that can have an impact on the teaching and learning process. the importance of coordination within the organization, causing things that are not as expected (Waruwu, 2016). Obstacles at the time of acceptance of prospective students were caused by various factors, then the obstacles faced when students graduated following guidance, including in terms of the distribution of work for people with disabilities who were considered to still have doubts about the people with disabilities themselves.

Obstacles are not only in the implementation of guidance, but at the time of student recruitment, including the facilities and especially the existence of the BRSPC Balai building, they feel uncomfortable because they are still close to people's homes, even the entrances to the Balai area seem to have become public

roads, giving rise to a feeling of insecurity on the environment in carrying out teaching and learning activities. Obstacles in the implementation of guidance and skills training for persons with disabilities are regarding the limited facilities needed during the teaching and learning process. The obstacles faced since the initial acceptance of prospective students were seen from the number of participants recruited which did not match expectations, the initial plan was for participants to be taken from persons with disabilities who were scattered in various districts/cities, in reality they were taken from special schools.

Another obstacle is the lack of support from the district and city governments in matters of distribution after attending guidance. Persons with disabilities should have the same rights and opportunities as others to get decent jobs (Joesyiana et al., 2022). In fact, by working and receiving income, persons with disabilities can live independently and can contribute to family finances, as well as several other positive impacts for persons with disabilities (Engelbrecht & Lorenzo, 2010). Unfortunately, the negative stigma against persons with disabilities often makes work opportunities for persons with disabilities more closed (Erisa & Widinarsih, 2022).

Efforts to provide access to work for persons with disabilities in Indonesia have been carried out by companies and non-governmental organizations (NGOs). Franchise companies such as Alfamart (Apsari & Mulyana, 2018), which have employed persons with disabilities since 2016 where until 2020 as many as 289 persons with disabilities worked in various Alfamart branches throughout Indonesia. Another example of a company that also has employees with disabilities is PT. Changsin Reksa Jaya (Fridayanti et al., 2019).

Conclusion

Guidance and skills training for persons with disabilities are carried out with the stages of orientation, consultation, analysis of needs and problems, determination of prospective students. Programmed guidance and skills

consists of core skills and entrepreneurial skills. Core skills which include sewing skills, cosmetology skills, motor mechanic skills, and electronics skills, each type of skill is given to students with an allocation of 380 hours of practice, while additional skills such as screen printing by food, by precious stones, and massage, in implementation of 20% theory and 80% practice practical equipment and materials have been prepared by the BRSPC Office.

Evaluation activities carried out at the BRSPC Center for guidance and skills training activities to increase empowerment and independence are carried out before, during the process, and at the end of the guidance. When the guidance process is carried out, the objects of evaluation are students, instructors and social workers. The delivery method used and other components used in guidance activities.

The positive impact of a form of skill guidance or training activity is an increase in the knowledge of students (with disabilities) in religion, social

knowledge, mental education, health, and with the provision of skills possessed, it is hoped that students will have a good attitude and have efforts to increase empowerment and good self-sufficiency so that they can live side by side and be equal to other people.

References

- Alizah, B., Ilmiawati, D., Trisnawati, A., & Mawar, M. (2023). Policy Analysis on Workers with Disabilities According to Law no. 8 of 2016 in the BUMN Sector. *Journal on Education*, 5(3), 8627–8639.
- Allo, E. A. T. (2022). Persons with Disabilities in Indonesia. *NUSANTARA: Journal of Social Sciences*, 9(3), 807–812.
- Ansori, A. (2012). The Learning Process of Family-Based Literacy Education at the Kandaga Community Learning Activity Center, Mayang Village, Cisalak District, Subang Regency. *EMPOWERMENT: Scientific Journal of the Out-of-School Education Study Program*, 1(1).
- Apsari, N. C., & Mulyana, N. (2018). Persons with Disabilities in the World of Work. *Focus: Journal of Social Work*, 1(3), 234–244. <https://doi.org/10.24198/focus.v1i3.20499>
- Borg, J., Bergman, Anna-Karin, & Ostergren, P.-O. (2013). Is 'legal empowerment of the poor' Relevant to People with Disabilities in Developing Countries? An empirical and normative review. *Global Health Action Journal*, 6(1).
- Deviyanti, D. (2013). Study of Community Participation in Development in Karang Jati Village, Central Balikpapan District. *Journal of State Administration*, 1(2), 380–394.
- Engelbrecht, M., & Lorenzo, T. (2010). Exploring the tensions of sustaining economic empowerment of persons with disabilities through open labour market employment in the Cape Metropole. *South African Journal of Occupational Therapy*, 40(1), 8–12.
- Erissa, D., & Widinarsih, D. (2022). Access of Persons with Disabilities to Work: Literature Review. *Journal of Human Development*, 3(1), 22. <https://doi.org/10.7454/jpm.v3i1.1027>
- Fridayanti, F., Kardinah, N., & Fitri, T. J. N. (2019). The role of workplace well-being on mental health: A study of employees with disabilities. *Psymphatic: The Scientific Journal of Psychology*, 6(2), 191–200. <https://doi.org/10.15575/psy.v6i2.5754>
- Gumulya, D. (2021). The Importance of Management Planning in the Era of Society 5.0. *SENADA (National Seminar on Technology Business Management, Design and Application)*, 4, 380–389.
- Irwan, M., Anggreni, A., Sunita, J., & Suhdi, H. (2022). Life Skills Education Through Non-Formal Education For People With Physical Disabilities. *SPECTRUM: Journal of Out-of-School Education (PLS)*, 10(2), 235–242.
- Joesyiana, K., Basriani, A., Susanti, D., Alhempy, R. R., & Yuzalmi, N. (2022). Employment opportunities training for disabilities of riau province. *e-charity: community service journal*, 2(2), 1191–1198.
- John R. Schermerhorn Jr., D. G. (2015). *Introduction to Management*, 13th Edition International Student Version. John Wiley & Sons.

- Lozier, G. G., & Chittipeddi, K. (1986). Issues Management in Strategic Planning. *Research in Higher Education*, 24(1), 3–14. <http://www.jstor.org/stable/40195698>
- Lutfiansyah, D. Y. (2009). Life Skills Education in empowering female heads of household (PEKKA) to increase income and become independent entrepreneurs. *Journal of Outdoor Education*, 4(2).
- Mattayang, B. (2019). Leadership types and styles: a theoretical review. *JEMMA (Journal of Economic, Management and Accounting)*, 2(2), 45–52.
- McMil, J. H., & Schumacher, S. (2006). *Research in education: Evidence-based inquiry (Seventh Ed)*. Pearson Education Limited.
- Mulyati, T., Rohmatiah, A., & Amadi, D. N. (2019). Training and Assistance for Persons with Disabilities in Simbatan Village, Nguntoronadi District, Magetan Regency. *Abdimas Applied Journal*, 4(2), 187–191.
- Munthe, A. P. (2015). The importance of program evaluation in educational institutions: an introduction, definition, goals and benefits. *Scholaria: Journal of Education and Culture*, 5(2), 1–14.
- Ningsih, P. W., Lusiani, T., & Nurcahyawati, V. (2012). Web-based industrial work practice information system design (case study: Al-Azhar High School Changes Gresik). Dynamics University.
- Owen, J. M. (2006). *Program Evaluation: Forms and Approaches*. Allen & Unwin.
- Puspitasari, D., Rofiq, A., Asy'ari, H., & Nasucha, J. A. (2022). Principal's Leadership Style in Improving Teacher Performance. *Munaddhomah: Journal of Islamic Education Management*, 3(1), 70–83.
- Qamariyah, N., & Nurhadi, A. (2021). The Importance of Needs Analysis in IT-based Education and Training Programs for PAI Teachers in the Middle of the Covid'19 Pandemic. *Indonesian Journal of Islamic Educational Management*, 4 (1), 7–15. <https://doi.org/10.24014/ijiem.v4i1.11647>
- Sanjani, M.A. (2018). Principal Democratic Leadership. *Serunai Journal of Education Administration*, 7(1). <https://doi.org/10.37755/jsap.v7i1.131>
- Situmorang, D. S. (2017). The relationship between the school principal leadership style to the performance of private vocational school teacher in smpn toho district, mempawah district. *Journal of Equatorial Education and Learning (JPPK)*, 6(9).
- Stufflebeam, Daniel L. and Shinkfield, A. J. (2007). *Evaluation Theory, Models, and Application*. Jossey-Bass.
- Syafi'ie, M. (2014). Fulfillment of accessibility for persons with disabilities. *inclusion*, 1(2), 269–308.
- Wahono, J. (2014). The Importance of Organizations in Achieving a Goal. *Academy of Education Journal*, 5(1). <https://doi.org/10.47200/aoej.v5i1.113>
- Waruwu, K. (2016). Organizational Success Strategy Based on Organizational Development and Change Program. *Journal of Communication Studies*, 14 (1), 22– 29.
- Watanabe, W. C., Patitad, P., & Janmontree, J. (2022). Optimizing Information Flow in International Trade Transaction. *Journal of System and Management Sciences*, 12(6), 398–414. <http://www.aasmr.org/jsms/Vol12/JSMS%20DEC%202022/Vol.12.No.06.24.pdf>