

IMPLEMENTATION OF THE INTEN SUWENO INTEGRATED CENTER (STIS) FUNCTION IN INCREASING THE COMPETITIVENESS OF PROSPECTIVE WORKERS WITH DISABILITIES

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Abstract

This study aims to analyze the implementation of the Integrated Center for Inten Suweno (STIS) in improving the competitiveness of prospective workers with disabilities. Using a qualitative descriptive approach, data were collected through interviews, documentation, and observation. The results of the study show six main findings, namely the limited dissemination of vocational training to remote areas, the incompatibility of the training curriculum with job market trends, obstacles related to the character and background of the beneficiaries, the inconsistent absorption of alumni by partner companies, the existence of stigma from the world of work, and the training period being too short. These findings were analyzed using management theory and human resource management theory and compared with ten previous studies. The study concluded that although STIS plays an important role in empowering persons with disabilities, improvements are needed in curriculum alignment, partnership consistency, and policy support to achieve sustainable competitiveness.

Keywords: Empowerment of Persons with Disabilities, Vocational Training, Human Resource Management

INTRODUCTION

Human rights are universal and inseparable from one another, so that every citizen has the same rights and opportunities without discrimination (United Nations, 1948). In the global context, respect for the rights of persons with disabilities has become an important concern for various countries, especially since the adoption of the Convention on the Rights of Persons with Disabilities (CRPD) by the United Nations in 2006. The convention emphasizes the importance of empowering persons with disabilities so that they can participate fully and equally in society. In Indonesia, this commitment is manifested through Law Number 8 of 2016 concerning Persons with Disabilities, which affirms that every person with a disability has the right to education, employment, and a decent life.

According to the Badan Pusat Statistik (2024), the number of persons with disabilities in Indonesia reaches around 22.5 million people or 5% of the total population. However,

Kementrian Sosial (2024) notes that only around 0.31% of persons with disabilities have received direct benefits from the Social Rehabilitation Assistance (ATENSI) program. This program includes physical therapy services, vocational training, as well as the provision of assistive devices and social support. This low percentage shows that there are still many persons with disabilities who have not had the opportunity to optimally develop their abilities and economic independence.

Limited access to education and job training is one of the main factors hindering the independence of persons with disabilities. According to Amanda (2023) and Erissa (2021), persons with disabilities still face barriers in obtaining inclusive vocational training, especially in remote areas and 3T (Frontier, Outermost, Disadvantaged) regions. Wian (2022) also found that vocational training plays an important role in improving participants' job skills and confidence, but its success is highly dependent on the suitability of the curriculum to the needs of modern industry. Intanirian (2023) added that many training institutions have not adapted to developments in the digital and creative industries, which are now the main drivers of the national economy.

On the other hand, Sukmana (2022) and Habiba (2023) highlight that the absorption of workers with disabilities by the business world is still inconsistent, partly due to the lack of cooperation between training institutions and industry partners, as well as the strong social stigma against workers with disabilities. This is in line with the findings of Nursalam (2020), who emphasizes that the empowerment of persons with disabilities must be carried out holistically, not only through technical training, but also through character building, social assistance, and increasing public awareness to create an inclusive work environment.

One institution that plays a strategic role in this field is the Sentra Terpadu Inten Suweno (STIS) in Bogor, a Technical Implementation Unit (UPT) under the Ministry of Social Affairs of the Republic of Indonesia, which organizes social rehabilitation and vocational training programs for people with disabilities. Through a skills-based training approach, STIS seeks to prepare prospective workers with disabilities to have economic competence and independence. However, the effectiveness of the program's implementation still faces various obstacles, such as limited facilities, a lack of curriculum updates, and weak partnerships with the business and industrial world (DUDI).

Based on a review of previous studies, there are several research gaps that need to be bridged. First, there has not been much research that discusses in depth the effectiveness of socializing training programs to remote areas. Second, there are still limited studies on the suitability of training curricula with modern job market trends, particularly in the context of digitalization and the creative industry. Third, there has been little qualitative research exploring the relationship between the individual characteristics of persons with disabilities, their motivation to learn, and their success in vocational training. Fourth, partnerships between training institutions and industry are still sporadic, resulting in suboptimal absorption of graduates.

Considering these gaps, this study aims to analyze the implementation of the Sentra Terpadu Inten Suweno (STIS) in (STIS) Bogor in improving the competitiveness of prospective workers with disabilities. This study uses a qualitative descriptive approach to gain an in-depth understanding of how STIS implements vocational training, builds partnerships, and develops the capacity of beneficiaries to prepare them for the challenges of a competitive workforce. The

results of this study are expected to contribute to the development of social inclusion policies in Indonesia and serve as a reference in strengthening strategies for empowering people with disabilities that are oriented towards independence and sustainability.

IMPLEMENTATION METHOD

This study uses a qualitative descriptive approach and was conducted at the Inten Suweno Integrated Center (STIS) in Bogor from July 2024 to May 2025. The study focuses on efforts to improve the skills and competitiveness of prospective workers with disabilities through vocational training programs. Data were obtained through structured interviews, non-participatory observation, documentation, and literature review. There were nine informants consisting of STIS employees, beneficiaries, and alumni with disabilities. The interview guidelines were compiled based on five main aspects: the role of officers, social rehabilitation/vocational training services, characteristics of persons with disabilities, independence, and the role of the STIS institution. Data analysis was conducted using qualitative descriptive analysis techniques through the stages of data reduction, data presentation, and inductive conclusion drawing to obtain an in-depth picture of the role of STIS in empowering persons with disabilities.

RESULTS AND DISCUSSION

Research results indicate that the Inten Suweno Integrated Center (STIS) in Bogor has implemented an integrated empowerment function for people with disabilities through vocational and entrepreneurship training programs. This program includes 12 types of training, including graphic design, automotive, sewing, contact center, and barista training, designed to equip participants with practical skills relevant to job market needs. Field findings indicate that this training program has positively contributed to improving participants' technical abilities, self-confidence, and social independence.

In-depth interviews with nine informants—comprising employees, instructors, beneficiaries, and alumni—indicated that STIS serves not only as a technical training institution but also as a platform for character development and a work ethic. The training provided encompasses aspects of discipline, responsibility, and social adaptability. This aligns with Nursalam's (2020) opinion, which states that the success of social empowerment programs is measured not only by technical skills but also by the ability to build character and psychological readiness for people with disabilities to enter the competitive workforce.

Table 1. Summary of Key Findings from STIS Vocational Function Implementation Interviews

No.	Key Informant (Position)	Confirmed Program Objective	Identified Operational Constraints and Key Issues
1	Social Empowerment Analyst	To provide support and services, enhancing the quality of life and social welfare of persons with disabilities.	Resource limitations (facilities and instructors), diversity of participant characteristics, and limited institutional collaboration.
2	Vocational Training Material Compiler	To prepare persons with disabilities to be job-ready for companies, self-employment, and government agencies.	Instructor and facility limitations, and the need for individualized approaches due to varied participant characteristics
3	Skilled Instructor	To produce skilled graduates with National Competency certification, aligning with Training Need Analysis (TNA) and industry requirements.	Workplace stigma questioning the optimal work capacity of disabled workers, and the need to assure participants of their potential.
4	Junior Public Relations Specialist	To provide vocational training based on talent assessment and market demand (e.g., contact centre and graphic design).	Inconsistent alumni absorption; partner companies with existing MoUs do not guarantee annual recruitment.
5	Alumni/Beneficiaries (Based on overall feedback)	To acquire entrepreneurial skills (Barber Shop, Tailoring) and competency certification.	Insufficient training duration (currently 6 months, down from 10 months) which limits the quality improvement of specialized skills.

The training program at STIS has helped many people with disabilities acquire relevant skills, but its effective implementation still faces several challenges. First, the dissemination of training programs is uneven and has not yet reached remote areas. Consistent with research by Amanda (2023) and Erisa (2021), barriers to access to information are one of the causes of low participation of people with disabilities in the 3T (third-most remote) regions in empowerment programs.

Second, the training curriculum has not fully adapted to the needs of the modern job market, particularly in the context of digitalization and the creative economy. Intanirian (2023) emphasized that the success of vocational training depends on updating the industry-based curriculum to align with technological developments and market trends. In the context of STIS, most curricula still focus on conventional skills such as sewing and automotive engineering, necessitating innovative training based on digital literacy and entrepreneurial skills.

Third, the diversity of characters and backgrounds of training participants presents a challenge in the learning process. Some participants experience barriers to communication, motivation, or concentration due to varying levels of disability. According to Rahmatina (2022),

the success of social rehabilitation is largely determined by an individualized and inclusive approach that takes into account the psychological well-being of participants. STIS needs to strengthen the role of social workers and mentors in providing consistent personal support throughout the training process

Fourth, research results indicate that the absorption of STIS alumni by the business and industry (DUDI) sector is not optimal. Some partner companies remain hesitant to accept workers with disabilities due to productivity issues and limited work facilities. This aligns with the findings of Sukmana (2022) and Habiba (2023), who stated that the sustainability of partnerships between training institutions and industry is strongly influenced by awareness of inclusion and internal company policies. Therefore, efforts are needed to build strategic partnerships through memorandums of understanding (MoUs) that guarantee the sustainability of internship and recruitment programs for STIS alumni.

Fifth, social stigma in the workplace remains a major barrier. Several participants reported experiences of discrimination when applying for jobs or when working alongside non-disabled employees. Research by Amanda (2023) indicates that this stigma is rooted in the perception that people with disabilities are less productive and require special treatment. Therefore, public awareness campaigns and stronger affirmative action policies from the government and private sector are needed to create an inclusive work environment

From a human resource management (HRM) perspective, STIS has implemented the principles of planning, organizing, implementing, and monitoring (POAC) in its program implementation (Hasibuan, 2019). However, the evaluation and feedback loop have not been implemented systematically. Therefore, managerial improvements need to focus on enhancing the outcome-based monitoring and evaluation system to ensure the effectiveness of the training in increasing participants' economic independence.

Overall, the results of this study confirm that vocational training at STIS Bogor plays a significant role in improving the skills and independence of people with disabilities. This finding is consistent with the theory of social empowerment proposed by Perkins and Zimmerman (1995), which states that empowerment is a process that enables individuals to gain control over their lives and develop the capacity to actively participate in society. Therefore, vocational training at STIS needs to be continuously developed as a long-term strategy to build an inclusive, productive, and equitable work environment for people with disabilities in Indonesia.

CONCLUSION

This study shows that the Inten Suweno Integrated Center (STIS) in Bogor plays an important role in improving the competitiveness of prospective workers with disabilities through vocational and entrepreneurship training programs. This program not only focuses on improving technical skills, but also on strengthening the character, independence, and confidence of participants so that they are able to compete equally in the world of work. The implementation of STIS's vision and mission has been quite effective, but it still faces several obstacles such as limited facilities, uneven socialization, a curriculum that has not fully adapted to industry trends, and a relatively short training duration.

From a managerial perspective, the success of this program emphasizes the importance

of adaptive training planning, strategic partnerships with the business and industrial world (DUDI), and continuous evaluation to ensure the sustainability of training outcomes. Cross-sector collaborative efforts are needed so that STIS graduates are not only technically competent but also have inclusive employment and business opportunities.

As a recommendation, STIS needs to expand its network of cooperation with the public and private sectors, add training variations in line with modern market needs such as digital marketing and the creative industry, and extend the duration of training so that participants gain more mature practical experience. The government and industry are expected to strengthen policy support and open up employment opportunities for people with disabilities.

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