Indonesian National Work Competency Certificate (SKKNI): Ending Discrimination to Persons with Disabilities in Formal Sectors Employment

*Abdorrakhman Gintings[a], [a]Special Education Department, Faculty of Teacher Training and Education Science, Universitas Islam Nusantara Indonesia.
Corresponding Author Email: agintings@yahoo.com

This article aims to reveal how the provision of SKKNI addresses the discrimination against people with disabilities in obtaining employment opportunities in formal sectors. This study employs an in-depth literature review which includes academic literature, regulations, news, interviews, and focused group discussion. As a result, this study found that the provision of SKKNI was an appropriate means and had formal legal power to ensure that people with disabilities had the same opportunities as their colleagues who were not disabled to fill the same employment opportunities. Certified competencies will be protected by law and will stop defamation of people with disabilities who are both the same as per the creation of God. Technically, the application of this idea can be accomplished by establishing a national task force that will identify the KKNI (Indonesian Qualification Framework) referring to SKKNI to be incorporated as SKL (Graduate Competence Standard) in the curriculum for SLB or Special Education School. This step was strengthened by establishing an LSP or Professional Certification Unit in a number of SLBs which were designated as pilot schools. To avoid obstacles from some stakeholders, public education for persons with disabilities needs to be done intensively and extensively.

Introduction

All humans are created by the same God. There must be some noble purpose in God's creation all of his creatures, including people with a disability (The Qur'an, 3:191). This means that a person with a disability has to be prepared to have the ability and willingness to face their limitations. This is also recognized in the research by Hamdani (2018) through a statement from a blind person named Sumadi:

> As a person with a disability, we do not need to be given compassion and should not be underestimated. Instead, we only need the same opportunities. Limitations cannot limit my situation. I believe that blind people should not be pitied but rather be trusted to be independent. Frankly, if I see a friend with a disability who wants to be pitied, I honestly don't like it. Because of their attitude like that makes people hesitate. Actually, any work can be (done), as long as there is a will. (Hamdani, 2018, my translation)

Besides capabilities, all human have the same rights from creation, which are called human rights. Human rights include equality of all human beings to obtain welfare. In the context of the Indonesian citizen, equal rights to obtain social welfare is guaranteed by the 1945 Constitution of the Republic of Indonesia. In the preamble of this constitution, it is emphasized that one of the ideals to be embraced through the proclamation of Indonesian independence is social justice for all Indonesian people. This vision is also the fifth principle in Pancasila, the philosophy and foundation of the Republic of Indonesia—the Social Justice. This statement contains the value that there should be no obstacles for all citizens with a variety of diversities to access the opportunity to obtain social welfare. The term diversity also includes the presence of those who bear physical and mental limitations—person with disability. They have equal rights with their national families without disabilities. This right is reflected in the 1945 Constitution Chapter X of Article 27 Paragraph (2) which reads: " Each citizen shall be entitled to an occupation and an existence proper for a human being" (Mahkamah Konstitusi [MK], 2013). This article is supplemented by the provisions in article 28D paragraph (2): "Every person is entitled to an occupation as well as to get income and a fair and proper treatment in labor relations" (MK,2013).

However, these rights are unaccomplished since people with disability are still experiencing discrimination, especially in attempts to obtain employment in the formal sector. This is shown by many job advertisements that consciously display discrimination against person with disability. This deliberate discrimination is signified when the criteria for the job applicant is for example "Not physically and mentally defective." This criterion has systemically and formally blocked person with disability from the opportunity to compete for a job in formal sectors. They were already set aside before engaging in competition they might be able to win.

In the light of the issues discussed above, this study attempts to reveal how the provision of SKKNI addresses discrimination against people with disabilities in obtaining employment opportunities in the formal sectors. Specifically, this study addresses the following research questions:

1. What is the potential of persons with disabilities in carrying out work that supports them to live independently?
2. How is the potential of persons with disabilities to master the KKNI-based work competency a requirement to obtain SKKNI?
3. How does the provision of SKKNI, based on Presidential Regulation of the Republic of Indonesia, Number 8 of 2012, cease the discrimination towards a person with disability in employment opportunity in the formal sector?
4. What are the possible strategic steps to implement the idea of giving SKKNI to students at SLB?

Methodology

This study employs mixed methods involving in-depth literature review on academic literature, regulations, and news articles. Moreover, this study also conducts several interviews with government officials of Directorate of Special Education under The Ministry of Education and Culture of Indonesia. An interview also conducted with one person with disability (handicapped). In order to attain a practical picture of the potential of students with special needs mastering competency according to the KKNI as the basis for the provision of SKKNI, a Focus Group Discussion (hence FGD) was held at SLB Citereup, Cimahi, West Java Province. Participants of this FGD discussed two vocational competencies of two positions in the formal industry sector as contained in the SKKNI List that are issued by BNSP for 2018. The two competencies are in the fields of:

1. Radio Broadcasting which requires moderate level intelligence and moderate level mechanical skills; and
2. Mechanical Equipment Maintenance that requires moderate level intelligence and high-level physical skills.

The FGD participants were 10 teachers from SLB Citeureup who were divided into two groups of five teachers. The groups were asked to discuss prior to completing a set of forms to identify the potential of working on the Competency Unit of SKKNI for each type of disability. Data from FGD participants collated from these forms indicates sub-competencies that can be completed by people from each type of disability. Before the groups discuss the potential of students with disabilities and working on the sub-unit of competence, they were given a technical explanation by experts from the fields of Information and Communication Engineering and Mechanical Maintenance. The experts were invited from the Polytechnic of Bandung and the Center for Training and Empowerment of Educators and Education Personnel.

Results and Discussion
About People with Disability

There are four words used in Bahasa Indonesia to refer to a person with disability, namely '*cacat*' or deformed, disabled, handicapped, and diffable. Deformed means not intact, disability is used to refer to people who have no ability, handicaps are used to refer to people who have limitations, while diffable people are defined as having different abilities.

Among these four words, the word '*cacat*' isequivalent to the word 'deformed or flawed' in English according to Kamus Lengkap 10 Milyar (Halim, 1999, p. 473), is no longer used especially in formal talks. It should be underlined, that the term "deformed people" is also being used in the industry field to identify unused products because they do not meet standards or do not comes out as expected. In other words, calling a person with a disability '*cacat'* or deformed is rather demeaning and excludes them from the majority group who consider themselves 'perfect'. This attitude is in contrast to the principles of equality and mutual respect of human beings which is contained in the fundamental philosophy of Indonesian nation—the Pancasila and the 1945 Constitution.

In this article, the term person with disabilities is defined based on the latest legal provisions in Indonesia—the Republic of Indonesia Law Number 8 of 2016 concerning Persons with Disabilities. In Article 1 of the Law, the definition of a person with disability is explained as follows:

> Person with disability is those who experience physical, intellectual, mental, and/or sensory limitations for a long period of time and who interact with the environment can experience obstacles and difficulties to participate fully and effectively with other citizens based on equal rights. (Kementerian Sekretariat Negara republic Indonesia [Setneg], 2016)

This definition can be interpreted that such that people with disabilities do have obstacles to interacting with the environment and participating fully and effectively with other community members. However, the statement "can experience obstacles and difficulties" means that with help and under certain conditions they can still overcome these obstacles and difficulties. When those difficulties and obstacles are conquered, they are able to present themselves equally with other group members. As an example, there are many people with hearing disability who could communicate effectively with others when using hearing aids. Likewise, people who are blind are now able to communicate with their friends by utilizing mobile telephones which have been specifically designed for them. These examples of real-life communication practices are among the reasons for the inclusion of information "... based on equal rights." in the above definition, because there is no fundamental reason to discriminate against them.

Education for People with Disabilities in Indonesia

Naturally, there are two categories of person with disability which are: (1) having disabilities from birth; and (2) having disabilities after birth due to illness, accident, or other causes. The limitations of people with disabilities are distinguished by physical and mental disability. According the Head of Sub-directorate of the Directorate of Special Education of the Ministry of Education and Culture, in the schooling systems of Indonesia, students with disabilities or special needs are classified into six types which are as follows: (1) blind; (2) deaf; (3) handicapped; (4) mentally disabled; (5) emotional disorder; (6) autistic; and (7) multiple disabilities. Each of these categories involves different levels of intelligence and distinctive characteristics. Therefore, each of them needs different learning services and facilities so that the educational goals for them are achieved in a quality manner. Furthermore, the potential, type and level of skills that may be mastered by each category also varies (Rahmawati et.al, 2016, p. 60)

In Indonesia, education for a person with disability is provided by *Sekolah Luar Biasa* (SLB) or Schools for People with Disabilities. The school comprises an education which starts from Elementary School through Junior Secondary School, and Senior Secondary School. SLB

schools also vary in status similar to general schools and there are public SLBs which is organized by the government and private SLBs managed by educational foundations established by the community. Students who attend education at the SLB are called *Anak Berkebutuhan Khusus* (ABK) or Children with Special Needs. All types and levels of schools including SLB implement the national curriculum. The current curriculum is called 2013 Curriculum or K13.

In order to equalize the quality of education in the entire territory of the Unitary State of the Republic of Indonesia, the government established a *Badan Standar Nasional Pendidikan* (BSNP) or National Education Standards Board. This agency has independent status and is tasked with establishing the *Standar Nasional Pendidikan* (hence, SNP) or National Education Standards. Referring to Government Regulation of the Republic of Indonesia Number 19 of 2005, SNP is the minimum criterion of the education system in the entire legal territory of the Unitary State of the Republic of Indonesia. There are eight standards that are applicable, these are: (1) *Standar Kompetensi Lulusan* (hence, SKL) or Graduates Competence Standards; (2) Content Standard: (3) Process Standards; (4) Standards for Teacher and Education Personnel; (5) Facilities and Infrastructure Standards; (6) Management Standards; (7) Financing Standards; and (8) Educational Assessment Standards (Sekretariat Negara Republik Indonesia [Setneg], 2005)

The Independent Life of People with Disabilities

Regardless of physical and mental condition, every human being born into the world must struggle to sustain his/her life by fulfilling their needs. In the early days of life, all human need are fulfilled by the parents and family. However, when humans grow up, they will live their own lives. The same will also happen if a person is left by their parents. In this stage of independent life, people with disability will also face life's crucial problems and challenges. The physical and/or mental limitations they have will be difficulties to overcome in order to live their lives well. For example, most of the time, people with physical disability need help from parents and other family members to perform very basic personal activity such as dressing and bathing. It can only be imagined how difficult their lives are when they live alone, if they have never been trained to do daily activities and earn a living by themselves. Therefore, the main objective to be achieved in education is empowerment for children with special needs so that they can develop the spirit and ability to live independently.

In addition, it is important to teach a person with disability about financial survival. Purwantini (2012), a disability child education practitioner, warns:

> In time, they will have the provision of independence in the form of noble attitudes and skills to earn money so they can support themselves. Don't get me wrong about being able to make money. Teaching them to make money is not to teach them to be greedy for money. Nor does it prevent donors from supporting them. This point of emphasis is on the ability to live independently. (Purwantini, 2012, my translation)

However, it is not easy for a person with disability to obtain economic rights, especially with the result of stigma against them. The facts show that until the time when this article was written, the stigma attached to a person with disability was still evident in Indonesian culture. The argument is that a person born with disability is as a result of their parents getting a curse, committing a sinful act, and other cynical views. The negative impact of this unwise view in is that many people with disabilities experience insults, harassment and discrimination in their daily lives. In fact, they are not receiving theirs rights as promulgated in article 27 (2) of the 1945 Constitution which affirms that every citizen has the right to work and the livelihood that is appropriate for humanity (MK, 2013).

Looking at the level of intelligence and characteristics, each person with a type of disability has distinct competence potential. Among many disabilities, persons with physical disability (physically disabled, blind, and deaf) have the same intelligence potential as people without disabilities. One example of people with physical disability who can be an inspiration is Jati (a pseudonym). He is a student in the Special Educatiion study program at *Universitas Islam Nusantara* (UNINUS) in Bandung. Although he has an imperfection in one of his legs and one of his arms, Jati claimed to be able to finance his own needs and study at the university. Jati earned enough income from his profession to become a drummer in Sundanese traditional music groups. More than that, he came to campus riding his own motorcycle which he bought with his own money.

In the case of people with visual barriers or blindness, doing work that requires physical skills is certainly not a problem. The skill of massage and making home equipment such as brooms, doormats and brushes is not a difficult job for them. In fact, they can also perform jobs that require high levels of intelligence. As evidence, in 2008, Didi Tarsidi, one student from Universitas Pendidikan Indonesia (UPI) or Indonesian University of Education which is also in Bandung, was successfully awarded the title of Doctor of Education (Wurinanda, 2017).

People who are blind are also able to take advantage of digital technologies such as mobile telephones and the internet which can be pecifically designed for them. As reported by Hamdani (2018), Sumadi, who became blind when 10 years old, reported that after he joined

GO-MASSAGE he could have an average of three patients a day whereas previously he only got on average two calls a day. The increase of the number patients per day make it possible for him to provide for his life together with a wife and two children and even pay for house unit installments.

There are many success stories of deaf people in Indonesia but the most impressive and motivating is the history of Mita written by Dimas (2012) on his blog. Mita's proudest and most motivational achievement was her success in getting a Bachelor of Engineering from the University of Mercubuana over a duration of 4.5 years. Her journey continued by obtaining a scholarship to continue her education to pursue a master's degree program in the Interior Department at *Institut Teknologi Bandung* (ITB) or Bandung Institute of Technology, the best tertiary education institution in Indonesia which has a recognised international reputation. After completing her education at ITB, Mita returned to her alma mater, University of Mercubuana and entrusted to lecture in the Interior Design Workshop Section of the Faculty of Civil Engineering and Planning.

The key of success for Mita and her three siblings, who are also deaf, is the role of her parents. Harahap and his wife, as they said, accepted the four children who are deaf as sustenance from God, considering there were still many people who did not get children. Gratitude for the sustenance has motivated the two partners to pray for and educate their children sincerely, seriously, and with love. This attitude was the reason for Mita to admit "Without prayer, love, and attention from my beloved father and mother, I would not be anything." (Dimas, 2012).

Among people with disabilities, people with mental disabilities are a group that has limited intelligence and is often considered as not having the ability to work. In terms of intelligence, people with disabilities have intellectual levels below normal since birth so they cannot be improved. They consist of mild mentally disabled people with an IQ of between 50 to 70, moderate mentally disabled people with IQs between 35 to 50, and severely disabled people with IQs below 35 (Astati & Mulyati, 2011, p. 13).

Due to their below normal intelligence, children with mental disabilities quickly forget the lessons given, so that teaching them requires patience from the teachers to repeat the lessons several times (Astati & Mulyati, 2011, p. 67). According to Astati and Mulyati (2011, p. 72), the most effective learning strategy for children with mental disabilities is cooperative learning where their classroom is merged with children without disability—inclusive classes. The advantages of this strategy are the occurrence of cooperation and socialization between children with mental disability and children without disability, increasing self-esteem and

developing the potential of children with mental disability. This implies that even if there are intellectual barriers, if given an education with special services, people with intellectual disabilities can actualize their potential (Astati and Mulyati, 2011, p. 64).

One of the success stories of a mentally disabled person is that of Windi Setyoningsih, redorded by Lestari (2018) in an online newspaper article. Windi embraced work that generally cannot be done by those with low intelligence, namely designing for fashion models for women's clothing. Windi's designs included a number of hijab designs labeled with her name, Windi. The designs received praise from many people. That means, Windi's work shows quality that is financially promising (Ahmed, Majid & Zin, 2016; Ali & Haseeb, 2019; Haseeb, Abidin, Hye, & Hartani, 2018; Haseeb., 2019; Suryanto, Haseeb, & Hartani, 2018).

The lesson that can be taken is that with strong intrinsic motivation and sincere and supportive assistance from support people, it is possible for a person with disability to do the work that is done by people without physical and intellectual disability. The fact is that when a person with a disability is helped, whether with training or through specific equipment, they can do certain activities which are generally compleetd by people without disabilities. In this sense, they could be considered as 'not being able' to do these activities. Therefore, as stated by Poppy Dewi Puspitawaty, the Director of Special Education (2019,) in a special interview for preparing this journal manuscript, states that this fact is a strong argument for removing the degrading views held that people with disabilities are unable to complete the tasks assigned to them properly.

Consequently, they must be given the same opportunities and rights to do the work, including in the formal sector. Unfortunately, until now people without disability, especially those who have a position as policy makers in the government or in the company, still look at people with disabilities in a degrading view. As a result, people without disability continue to dominate the employment opportunities in the formal sectors, meanwhile people with disabilities are more directed to work in the non-formal sector and entrepreneurship.

Potential of persons with disabilities to master the KKNI

KKNI, SKKNI, and LSP
KKNI is an acronym of Kerangka Kualifikasi Nasional Indonesia or the Indonesian National Qualification Framework (IQF), which is a reference framework or measure in recognizing the competencies of a person in accordance with their level of education. Therefore, according to Perpres Number 08 of 2012 the KKNI juxtaposes or equalizes the competencies

of graduates of the education system with the competencies needed to carry out standardized work tasks for certain positions in the formal sector employment structure (Setneg, 2008).

In the formal education system in Indonesia, the KKNI must be integrated into the SKL or the Graduates' Competency Standards. Thus, as stated by Hendrawan Soetanto (2012), the competencies of graduates at each school level (knowledge, skill and attitude) that must be mastered will be clear and in accordance with the needs of workforce. In formal education, including for students with special needs or people with disabilities the educational level, KKNI level, the level of duties in the formal sector work are shown in Table 1 below.

Table 1*:* Level of KKNI for Elementary, Junior and Senior High School Graduates

Educational Level	Level of KKNI	Position Level
SLTA (Senior High School)	3	Operator 3
SMP (Junior High School)	2	Operator 2
SD (Elementary School)	1	Operator 1

Note: adopted and modified from Dikti.org

The information contained in Table 1 shows that the positions given to elementary, junior high, high school, and senior high school graduates are at the operator level, starting from Level 1 Operators, Level 2 Operators to Level 3 Operators. In the *Kamus Besar Bahasa Indonesia* (KBBI) or Main Dictionary of Indonesian Language, 'operator' is defined as "... person who is in charge of maintaining, serving, and running an equipment, machinery, telephone, radio, etc. ..." (KBBI, n.d). The operator's position level is distinguished by the level of competence and responsibility in carrying out their duties. Certainly, the higher the level of position, the higher required competencies as well as the responsibilities entrusted.

As official and legitimate evidence of possessing work competencies in certain positions and occupations as stipulated in the KKNI, a person must have a *Sertifikat Kompetensi Kerja Nasional Indonesia* (SKKNI) or Indonesian National Work Competency Certificate. This certificate is given to someone based on the results of a work competency test held by *Lembaga Sertifikasi Profesi* (LSP) or Professional Certification Institution. LSP is an independent institution supported by BNSP (Badan Nasional Standar Profesi) or National Board for Standard of Profession, Professional Association, and industries. Among the legal basis for the existence of BNSP and LSP are:

1. Law No. 13 of 2003 concerning Manpower, Article 18 paragraph (4) which reads: "To carry out work competency certification a national body of professional certification is established." (Setneg, 2003)
2. Law No. 20 of 2003 concerning the National Education System, article 61 paragraph (3) which reads: "Competency certificates are given by education providers and training institutions to students and community members in recognition of competencies to do certain jobs after passing competency tests conducted by accredited educational units or certification body." (Setneg, 2003; Mokgari & Pwaka 2018)

The main advantages for job seekers who have SKKNI are:

1. Having legal and formal evidence that the applicant has standardized competencies to fill the job vacancies offered, in accordance with the KKNI.
2. Having the same rights and opportunities to get jobs offered as other applicants.
3. The success of obtaining a job is based solely on the results of the selection test on the level of workability.

Results of Focused Group Discussion

This discussion is intended to map the potential level of capability of persons with each type of disability to work on each competency sub-unit of the KKNI required to carry out work in the formal sector as stated earlier. Potential capabilities alternatives are divided into three categories, which are:

1. Category 1: Able to perform the competency unit without the help of others and / or use special equipment, and/or given a special conducive situation.
2. Category 2: Able to perform the competency unit with the help of others and / or use special equipment, and/or given a special conducive situation.
3. Category 3: Unable to perform the competency even with the help of others and / or using special equipment, and/or given a special conducive situation.

The table containing the tabulation of the results of the focused group discussion from each group and the analysis is presented as follows.

Field of Radio Broadcasting Field

Of the 21 sub-units of competency in this field, the description of potential for mastering the competency sub-units for each type of disability is as can be seen in Table 2 below.

Table 2: Results of Potential Analysis for Mastering the Competency Sub-Units Field of Radio Broadcasting

Type of Disability	Potential for Mastering the Competency Sub-Units					
	Category 1		Category 2		Category 3	
	N	%	N	%	N	%
1. Blind	14	66.67	5	23.81	2	9.52
2. Deaf	13	61.90	5	23.81	3	14.29
3. Handicapped,	14	66.67	5	23.81	2	9.52
4. Mental disability	13	61.90	6	28.57	2	9.52
5. Emotional disorder	8	38.10	8	38.10	5	23.81
6. Autism	9	42.86	8	38.10	4	19.05
7. Multiple disabilities	7	33.33	8	38.10	6	28.57

Looking at the results of the analysis in Table 2, there are three meanings that can be drawn as described below.

1. There are persons with four types of disabilities, namely blindness, physical disability and mental disability who are entitled to be given the opportunity to carry out work in the field of Radio Broadcasting after receiving appropriate training and intention. The reason is that they are able to master more than 50% of the sub-unit of competence, exactly 13 or 61.90% to 14 or 66.67% sub-units of competence that they can work with in category 1 competencies. Even though they carry out part of the competency sub-unit with category 2 capabilities, it is only for less than 50% or exactly 5 or 23.81% to 6 or 28.57% of the competency sub-unit. Regarding this category 2 competency, it should be considered that other people's assistance needs can be overcome by designing teamwork-based work procedures. Then, the division of tasks is adjusted to the conditions of persons with disabilities. Meeting the needs of special personal equipment can be achieved by the persons with disabilities themselves. Nevertheless, financial assistance could also be provided by the company as an implementation of its social responsibilities.

2. For persons with hearing impairments, work in radio broadcasting is indeed difficult for them. This assumption is based on the general picture that this work is related to audio engineering, whereas they face problems with their hearing. However, not all jobs in that section require the hearing ability of the operator, such as equipment maintenance and antenna installation. In addition, the FGD results show that they control more than 50% of the sub-competencies in the radio broadcasting section. For these reasons, deaf people who use a hearing aid can be recruited to become workers

in this field of work. In practice, they cannot be given the assignment or tasks that required hearing sensitivity. Tasks that are not suitable for them include: editing the sound, assessing the quality of the output of the sound system, being a broadcaster and other tasks that require speaking and hearing competence. However, some deaf people can, if they use hearing aids, be eligible for training to be able to work in this field, which is their right as workers.

3. Three types of disabilities are less suitable to be accepted as workers in the field of radio broadcasting because the mastery of their competencies with category 1 is less than 50% of the competency sub-units needed, precisely between 7 or 33.33% to 9 or 42.86% of 21 sub-units of competence. The three types of disabilities that are not well received are: emotional disorder, autism, and multiple disabilities. Among these three types of disabilities, multiple disabilities are the least feasible to be suitable to this job, because in addition to being able to master only 9 or 42.86% competencies in category 1, there are also 4 or 19.05% competency sub-units that they cannot perform in category 3.

Field of Mechanical Maintenance

Based on the 12 sub-units of competence in this field, the description of the mastery of competency sub-units for each type of disability is as can be seen in Table 3 below.

Table 3*: Results of Potential Analysis for Mastering the Competency Sub-Units Field of Mechanical Maintenance

Type of Disability	Potential for Mastering the Competency Sub-Units					
	Category 1		Category 2		Category 3	
	N	%	N	%	N	%
1. Blind	0	00.00	3	25.00	9	75.00
2. Deaf	12	100	0	00.00	0	00.00
3. Handicapped,	3	25.00	7	58.33	2	16.67
4. Mental disability	2	16.67	8	66.67	2	16.67
5. Emotional disorder	0	00.00	5	41.67	7	58.33
6. Autism	0	00.00	4	33.33	8	66.67
7. Multiple disabilities	0	00.00	3	25.00	9	75.00

Referring to the figures tabulated in Table 3, the FGD participants argued that the potential of persons with disabilities in carrying out work in the non-formal sector in the field of mechanical maintenance was as follows:

1. Among the 7 types of disabilities, deaf people are estimated to be able to work on all 12 or 100% competency sub-units in mechanical maintenance with Category 1 capabilities. This means that deaf people who have been trained for this field of work can compete with people without disability for this job in the formal sector.

2. Persons with handicap and mental disability if given proper and intensive training in this field of work in accordance with the KKNI, they will be able to have the potential to carry out work in the formal sector of the mechanical maintenance field. The basic consideration of this statement is that they have the potential to master 2 or 16.67% to 4 or 33.33% of the competency sub-unit with the mastery level of Category 1. In addition, only 2 or 16.67% of their potential ability in Category 3. The rest, more than 50% to be exact 7 or 58.33% to 8 or 66.67% of 12 sub-units of competence can be completed with the ability of Category 2.

3. The remaining three types of disabilities, namely emotional disorder, autism, and multiple disabilities have less potential to do this work because none or 0% of the sub-units of competency they can do with category 1 abilities. As many as 7 or 58.33% to 9 or 75% of the 12 working competency sub-units in the mechanical care field cannot be mastered at all or Category 3. The remaining 3 or 25.00% to 5 or 41.67% competency sub-units can be carried out with the Category 2 ability. Especially for people with emotional disorder, the provision of mechanical work that uses tools is potentially dangerous, because they have the tendency to damage objects with the equipment. As for persons with multiple disabilities, if one type of their disability is emotional disorder, then they also have the same tendency.

Based on the results of the FGD which was attended by the teachers from SLB Citereup regarding the potential of various types of disabilities to be given the task of working on sub-jobs competencies in the formal sector of radio broadcasting and mechanical care in accordance with SKKNI, it can be summarized that:

1. Persons with all types of disabilities have different potential in demonstrating competency in accordance with the KKNI as a requirement to obtain SKKNI which is a ticket for those who want to enter the competition arena with their colleagues without disabilities in order to get a job in the formal sectors.

2. In order to master KKNI-based competencies of course they must receive appropriate and intensive training according to their needs (Mastiani, 2018, p. 8). It should be kept

in mind, that the provision of initial training to beginner workers is a liability of the company and the employer that employs as amended by Law Number 13 of 2003 concerning Manpower.

3. The type of work that can be done by persons with disabilities varies according to the type of disability. Among those with the same disability, there are also differences in the level of potential possessed. This difference will of course correlate with the level of competency they are mastering. Logically, the level of SKKNI given to them individually can be different, even between those with the same type of disability and the same level of formal education.

Provision of SKKNI as a Solution to Discrimination in the Job Opportunities

The main idea promoted in this article is to facilitate persons with disabilities to overcome discrimination and domination through empowering them. This effort can be done by adopting the ideas of Suharto in Mais (2014, p. 12), which are: (1) freeing them from the cultural and structural barriers that impede them; (2) develop all abilities and confidence that support their independence; (3) protect them from being oppressed by groups of people without disabilities (4) avoid unbalanced (especially unhealthy) competition between the strong and the weak; and (5) directed at eliminating all types of discrimination and domination; (6) providing guidance and support so that they are able to carry out roles and tasks in their lives so that they do not fall into increasingly weak and marginalized situations and positions; and (7) ensure harmony and balance that allows everyone to have the opportunity to obtain employment in the formal sector.

Furthermore, through synthesizing the results of previous discussions, it can be argued that the granting of SKKNI as a license to work for persons with disabilities will provide seven benefits, which are:

1. The implementation of vocational education in SLB will be more directed, effective, efficient and provide clear benefits for persons with disabilities in obtaining employment in the formal sector;
2. Persons with disabilities who have SKKNI are legally declared to have vocational competencies in formal sectors that have been formally standardized and recognized by BNSP which are equal to the licensees of people without disabilities;
3. There is no reason for stakeholders, especially in the field of business and industry as part of the formal sector that requires labor with the type and level of competency

endorsed by BNSP, to doubt the competencies possessed by the persons with disabilities who hold the SKKNI certificate;

4. Discrimination and dominance carried out in the business world and the world of industry as well as by other job seekers without disabilities in obtaining jobs in the formal sector, can be declared as violating the laws and human rights with the threat of sanctions applied;

5. Job applicants of both persons with disabilities and without disabilities will compete in the selection of employment in the formal sector openly, have an equal position, and are objectively assessed in a valid and reliable manner;

6. Statement of criteria that demean and exclude people with disabilities, such as "not physically and mentally disabled", will no longer be applied; and

7. If ultimately, persons with disabilities win the competition, there will be dignity in the job offer without implication of special treatment based on mercy. Thus, social jealousy and abuse by colleagues in the workplace will be prevented, especially when people with disabilities obtain a promotion.

Implementation Strategy

The following are the technical steps for developing the SKKNI provision system for persons with disabilities that can be applied by the Ministry of Education and Culture of the Republic of Indonesia, through the Directorate of Education for Persons with Disabilities (PLB).

Step 1: Identify the types and levels of KKNI contained in the SKKNI of various positions in the formal sector, that can be mastered by persons with disabilities for each type of disability.

Step 2: Establish KKNI that has been identified in Step 1 as an SKL in the vocational education syllabus of SLB.

Step 3: Compile content standards followed by writing handbooks and practical worksheets for use in PLB vocation education, referring to SKL.

Step 4: Adjust the components of the other national education standards which include; facilities, teaching staff, management, costs, and educational assessment, in accordance with SKL, content standards, and process standards that have been predetermined.

Step 5: Organize SKKNI-Based vocational learning for SLB Students in accordance with the results of the previous four steps, consistently.

Step 6: Development of LSP or Professional Certification Institution for Persons with Disabilities

Step 7: Competency Test for Provision of SKKNI for SLB students for the type of work and level of office according to their type of occupation, carried out by the registered LSP,

whether in their own SLB or utilizing the existing LSP at the nearest *Sekolah Menengah Kejuruan* (SMK) or Vocational Senior High Schools.

The Challenge

The crucial challenge that will be faced in the implementation of SKKNI provision to persons with disabilities is not internal to the disabled person themselves. The previous discussions reinforce the argument that in terms of determination and potential, persons with disabilities are capable to obtain a license in the form of SKKNI. Although there are several people who fail to obtain the license, this is also a regular occurence in groups of people without disabilities.

The potential challenge comes from external influences, namely groups that call themselves normal who tend to marginalize persons with disabilities. According to Mastiani (2018, p. 3), among the root problems, is the fact that the general public is still lacking in understanding about persons with disabilities, while those who understand, such as parents and teachers have not influenced education about disability. Even more crucial, those who have not understood are not only ordinary people but are also those who enact policies related to the implementation of the SKKNI program. Furthermore, the Director of Special Education pointed out that the current challenge is that a number of people at BNSP still consider that persons with disabilities are groups that are separate from the community and will not be able to achieve competencies that are equivalent to people without disability. Based on this paradigm, they proposed that SKKNI should be designed and published specifically for persons with disabilities.

However, the provision of two versions of SKKNI would lead insignifcant results in improved employability for disable people as a result of this program. For example, a person with a disability who receives Level 3 SKKNI for Mechanical Maintenance work would not be recognized as equivalent to Level 3 SKKNI of people without disabilities where the level, position and the field of work are exactly the same. As a result, it could easily be predicted that discrimination against persons with disabilities in the matters of recognition and appreciation of their competence, rights and obligations as a worker will remain.

A more realistic idea is that there should only be one version of SKKNI with adjustment of level based on real competency level shown during the test. As an example, a person with a disability who has graduated from high school will not receive a Level 3 SKKNI if the result of the test does not reflect the working competencies of Level 3 SKKNI. However, it should still be possible for a person to obtain a lower level of SKKNI, Level 2 or even Level 1,

based on objective test results. As a result of this arrangement, a person with a disability is expected to get a job through recognition and receive it with dignity, even if the job is considered to be at a lower level. Ultimately, the discrimination towards a person with disability in the formal sector employment will be diminished.

Conclusion

The idea of applying SKKNI as an effort to empower people with disabilities will provide two benefits. Firstly people with disabilities do not feel they have been awarded special treatment but rather the rights granted when God breathes spirits to every human being have been fundamental. Secondly, is its potential as an inspiration to encourage and guide stakeholders to collaborate to accelerate the facilitating of people with disabilities in Indonesia acquiring jobs in formal sectors on their own merit.

In order to ensure the initial development is managed productively and successfully, pilot programs are being implemented in a limited number of schools, preceded by an assessment of their eligibility. In addition, to overcome non-technical obstacles, public education about people with disabilities needs to be effected so that all stakeholders realize that granting SKKNI to persons with disabilities will enable them to work in the formal sectors. In addition, in order to overcome non-technical barriers, intensive and extensive public education regarding persons with disabilities needs to be effected so that all stakeholders realize that by providing SKKNI to persons with disabilities, discrimination against them will be ended.

REFERENCES

Ahmed, U., Majid, A. H. A., & Zin, M. L. M. (2016). HR Moderating HR: Critical link between Developmental HR Practices and work engagement in a Moderated Model. Management Review: An International Journal, 11(2), 4.

Ali, A., & Haseeb, M. (2019). Radio frequency identification (RFID) technology as a strategic tool towards higher performance of supply chain operations in textile and apparel industry of Malaysia. Uncertain Supply Chain Management, 7(2), 215-226.

Astati, & Mulyati, L. (2010). *Pendidikan Anak Tunagrahita.* Bandung: CV Catur Karya Mandiri.

Dimas, A. M. (2012, April 20). Mita. Seorang Tuna Rungu Yang Meraih Gelar Insinyur. Retrieved February 15, 2019, from http://dimas-am.blogspot.com/2012/04/mita-seorang-tuna-rungu-yang-meraih.html

Halim, A. (1999). *Kamus Lengkap 10 Milyar.* Surabaya: Sulita Jaya.

Hallahan, D. P., & Kauffman, J. M. (2006). *Exceptional Learners: An Introduction to Special Education.* Allyn & Bacon.

Hamdani, T. (2018, October 15). Ketika Kaum Difabel Berkarya Berkat Teknologi. Retrieved February 7, 2019, from https//finance.detik.com/berita-ekonomi-bisnis/d-4257038/ketika-kaum-difabel-berkarya-berkat-teknologi

Haseeb, M., Abidin, I. S. Z., Hye, Q. M. A., & Hartani, N. H. (2018). The Impact of Renewable Energy on Economic Well-Being of Malaysia: Fresh Evidence from Auto Regressive Distributed Lag Bound Testing Approach. International Journal of Energy Economics and Policy, 9(1), 269-275.

Haseeb., H. Z., G. Hartani., N.H., Pahi., M.H. Nadeem., H. . (2019). Environmental Analysis of the Effect of Population Growth Rate on Supply Chain Performance and Economic Growth of Indonesia. Ekoloji, 28(107).

Kementerian Sekretariat Negara [Setneg]. (2012). Peraturan Presiden Republik Indonesia Nomor 8 Tahun 2012 Tentang Kerangka Kualifikasi Nasional Indonesia [Presidential Decree on Indonesian Qualification Framework]. Jakarta: Kementerian Sekretariat Negara Republik Indonesia.

Kementerian Sekretariat Negara [Setneg]. (2016). Undang-undang Republik Indonesia Nomor 8 Tahun 2016 Tentang Penyandang Disabilitas [National Law of the Republic of Indonesia on People with Disabilities]. Jakarta: Kementerian Sekretariat Negara Republik Indonesia.

Lestari, H. N. (2018, March 2). Ingat Windi si Penyandang Tunagrahita yang Jago Desain? Kini Ivan Gunawan Sukses Wujudkan Impiannya. Retrieved February 15, 2019, from http://wow.tribunnews.com/2018/03/02/ingat-windi-si-penyandang-tunagrahita-yang-jago-desain-kini-ivan-gunawan-sukses-wujudkan-impiannya

Mahkamah Konstitusi [MK]. (2013). The 1945 Constituion of the State of the Republic of Indonesia. Jakarta: Mahkamah Konstitusi.

Mais, A. (2014). Upaya Pemberdayaan Difabel Melalui Program Pendidikan Vokasional Informal Oleh Organisasi Persatuan Penyandang Cacat (Perpenca) di Kabupaten

Jember. *International Seminar of Special Education* (pp. 9-20). Yogyakarta: CV Pendawa Mulya.

Mastiani, E. (2018). *Menggali Potensi Anak Tunagrahita Ringan (Perencanaan).* Bandung: CV Cipta Media Edukasi.

Mokgari, M. T., & Pwaka, O. (2018). An Evaluation of Effectiveness of Oversight Committees: A Case of City of Johannesburg, Section 79 Committees. International Journal of Public Policy and Administration Research, 5(2), 48-67.

Operator. (n.d.). Retrieved February 17, 2019, from https://kbbi.web.id/operator

Purwantini, A. (2017, October 15). Perlunya Kehadiran Sekolah Vokasi untuk Penyandang Autis dan ABK Lainnya. Retrieved Februari 16, 2019

Rahmawati, R., Mumpuniarti, Azizah, N., & Sukinah. (2016). Pendampingan Implementasi Kurikulum 2013 Dalam Upaya Peningkatan Kinerja Guru. *Jurnal Pendidikan Khusus, 12*(2), 59-71.

Sandra. (2018, April 29). Sekolah Vokasi untuk Anak ABK Segera Dibuka di Malang. Retrieved February 21, 2019, from https://radarmalang.id/sekolah-vokasi-untuk-anak-abk-segera-dibuka-di-malang/

Sari, C. W. (2018, December 6). Banyak Yang Berprestasi, Kaum Difabel Harus Diberdayakan. Retrieved February 7, 2019, from https://www.pikiran-rakyat.com/bandung-raya/2018/12/06/banyak-yang=berprestasi-kaum=difabel-harus-diberdayakan=434120

Sekretariat Negara [Setneg]. (2005). Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan [Governement Regulation on National Standard of Education]. Jakarta: Sekretariat Negara Republik Indonesia.

Sekretaris Negara [Setneg]. (2003). Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional [National Law of the Republic of Indonesia on National Education System]. Jakarta: Sekretariat Negara Republik Indonesia.

Suryanto, T., Haseeb, M., & Hartani, N. H. (2018). The Correlates of Developing Green Supply Chain Management Practices: Firms Level Analysis in Malaysia. International Journal of Supply Chain Management, 7(5), 316.

Wurinanda, I. (2017, May 12). Tekad Doktor Tunanetra Majukan Pendidikan Indonesia. Retrieved February 15, 2109, from

https://news.okezone.com/read/2017/05/11/65/1688811/tekad-doktor-tunanetra-majukan-pendidikan-indonesia