



Journal Homepage: - www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/19358

DOI URL: <http://dx.doi.org/10.21474/IJAR01/19358>



RESEARCH ARTICLE

LOCAL GOVERNMENT POLICY ON EMPOWERMENT OF PERSONS WITH DISABILITIES IN LAMPUNG PROVINCE, INDONESIA

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Manuscript Info

Manuscript History

Received: 25 June 2024

Final Accepted: 27 July 2024

Published: August 2024

Key words:-

Government Policy, Disability
Empowerment, Economic Growth

Abstract

Persons with disabilities have the same rights as other citizens to enjoy a life of fairness and justice. The constitution guarantees full participation of persons with disabilities in the development process. Policies in education and employment are the main pillars of empowering persons with disabilities. However, the implementation of these policies is not always effective. This research aims to provide an overview of local government policies on the empowerment of persons with disabilities in Lampung Province. The method used is descriptive qualitative, with data obtained through interviews and documentation, and the analysis is conducted inductively. The research results show that while the local government in Lampung has established policies for the empowerment of persons with disabilities, various challenges remain, including limited infrastructure, lack of resources, and social stigma. Policy implementation in education, employment, and social welfare shows varying degrees of progress, but there are still shortcomings in terms of facilities, budget, and active participation of persons with disabilities. To achieve more optimal inclusion, it is important to enhance collaboration with disability organizations, improve facilities and training, and involve the community in program planning and evaluation. The implementation of the Convention on the Rights of Persons with Disabilities (CRPD) also requires regulatory harmonization and improved data systems to ensure overall policy effectiveness.

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Introduction:-

The process of nation-building is essentially an effort to realize equitable social welfare. Every citizen has the right to work and to a livelihood that is dignified[1]. The Sustainable Development Goals serve as a framework for development implementation in Indonesia. This instrument accommodates the needs of all societal groups. Through the Sustainable Development Goals framework, the fulfillment of the rights of persons with disabilities is realized within inclusive development. Additionally, the "Convention on the Rights of Persons with Disabilities (CRPD)" is an international document that also serves as a fundamental pillar for ensuring the rights of persons with disabilities and their involvement in multi-sectoral development in Indonesia[2].

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Efforts to improve the quality of human resources for persons with disabilities are undertaken by the government, provincial governments, as well as city and district administrations[3]. Policies related to empowerment can be reviewed in terms of education, employment, and social welfare sectors. In the field of education, the government guarantees the provision of quality education for persons with disabilities. Law No. 8 of 2016, Article 10, states that persons with disabilities have the right to receive quality education at educational institutions of all types, pathways, and levels in an inclusive and special manner[4].

In the field of employment, the government also regulates the rights of persons with disabilities in the workplace. This includes the implementation of policies on job quotas, requiring each company to employ 2% of its total workforce as persons with disabilities for state-owned enterprises and 1% for private companies. Additionally, every company is required to provide accessibility in the work environment to ensure productivity for employees with disabilities[5]. The Lampung Provincial Regulation No. 10 of 2013 on Services and Fulfillment of the Rights of Persons with Disabilities, Article 29 states that every disabled worker has the right and equal opportunity to receive job training to equip and enhance their skills according to their individual conditions and needs.

The government, in implementing rehabilitation and social empowerment programs for persons with disabilities, undertakes the following actions: 1) Provide strengthening through vocational and entrepreneurial training: This aims to enable persons with disabilities to live independently and/or productively. Vocational and entrepreneurial training involves developing and channeling interests, talents, and potential, creating productive activities, and fostering relationships for individuals with disabilities. 2) Social empowerment is carried out by the relevant ministers, governors, and regents/mayors in the form of: diagnosis and motivation, training, mentoring, provision of incentives, enhancing access to market for business outcomes, strengthening institutional capacity and partnerships, and further guidance[6].

The terminology of "persons with disabilities" has a meaning that is constantly evolving in line with changes in the paradigm of their existence. The Great Dictionary of the Indonesian Language defines disability as the condition of being unable to perform tasks in the usual way[7]. Furthermore, in 2018, the population of persons with disabilities in Indonesia remained significant. According to data from the 2018 Basic Health Research, the figure reached 22%. Assuming Indonesia's total population is 269 million, the number of persons with disabilities ranges between 32-59 million. This number requires serious attention from both the central and local governments to develop appropriate policies[8].

Lampung Province has a population of approximately 38,000 persons with disabilities. The total recorded data of 9,616 represents 25% of the 38,000, based on the national estimate for Lampung Province. This indicates that not all persons with disabilities are yet registered in the disability information system managed by the Social Services Department of Lampung Province. Efforts to empower persons with disabilities have been carried out by the government through institution-based rehabilitation. The skills training for persons with disabilities provided through rehabilitation programs and training centers traditionally focuses on mastering skills based on the type of disability. Despite the existence of policies aimed at empowering persons with disabilities through rehabilitation programs, the majority still live below the poverty line. In terms of education, persons with disabilities remain significantly disadvantaged, especially those in rural areas, as general schools are unable to provide adequate opportunities and services. Meanwhile, special education schools are mostly located in urban centers or district capitals.

Based on the 2018 Education Statistics, 5.48% of people with disabilities are enrolled in school, 25.83% are predominantly in elementary school or its equivalent, 30.54% did not complete their education, 21.22% never attended school at all, and 2.8% were able to graduate from university[9]. The data shows that disability education is still significantly underdeveloped and requires attention from the local government. Persons with disabilities have the same opportunities as non-disabled individuals to work in the private sector as employees. The role of the Department of Manpower of Lampung Province is to oversee the implementation of laws related to the disability employment quota in State-Owned Enterprises or other private companies in Lampung Province. However, these programs are still general in nature and have not been specifically tailored for persons with disabilities.

The term "social welfare" refers to the condition in which the material, spiritual, and social needs of citizens are fulfilled, enabling them to live a decent life and develop themselves, so they can perform their social functions[10]. Efforts to achieve the well-being of persons with disabilities are carried out through empowerment

programs. The empowerment of persons with disabilities aims to enable them to live independently. This independence can be achieved through the development of human resources by improving education, job opportunities, and social empowerment. However, the empowerment efforts implemented so far have not shown significant results, as the majority of persons with disabilities have not yet had the opportunity to access educational services, job opportunities, or secure decent employment[11].

The role of the local government includes creating regulations, facilitating the empowerment of persons with disabilities, negotiating and communicating local government policies on the fulfillment of the rights of persons with disabilities to all stakeholders, and removing various barriers to policy implementation, both constitutionally and institutionally. Thus, the local government's policy support for persons with disabilities will promote economic growth and improve the welfare of persons with disabilities in Lampung Province.

The success of disability empowerment policies is determined by several factors, including individual factors of persons with disabilities, environmental factors, and social factors[12]. First, the individual factor refers to the person experiencing limitations and how to build their independence. Second, the environmental factor includes government regulations regarding accessibility. Third, the societal behavior change factor refers to those who view people with disabilities as subordinates, not having the same rights as the general public[13]. Regarding these determining factors, the Convention on the Rights of Persons with Disabilities (CRPD) has provided guidelines in the form of norms that must be followed by local governments and stakeholders to ensure the effective implementation of policies. Reflecting on the issues highlighted in the background above, the author is motivated to conduct research titled "Local Government Policies for the Empowerment of Persons with Disabilities in Lampung Province."

Research Method:-

This research uses a qualitative approach, which originates from unique and intriguing phenomena in society that need to be studied and described in order to provide useful information and knowledge. The data collection methods include observation, interviews, and documentation[14]. The research was conducted in three locations: Bandar Lampung City, Metro City, and Pringsewu Regency. The selection of these three locations was based on the following considerations: First, Bandar Lampung City is the largest city in Lampung Province, with a more comprehensive range of public services for all segments of the population. Second, Metro City was designated as an inclusive city by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2013. Third, Pringsewu Regency is predominantly rural, where people with disabilities face challenges in accessing government services. The analysis techniques used include data collection, data display, and drawing conclusions[15].

Results and Discussion:-

Research findings

Taufikurrahman asserts that government policies must be oriented toward the interests of the people[16]. The failure of a policy occurs when it is not properly formulated or aligned with the needs of the community[17]. The Education, Employment, and Social Welfare sectors are the main pillars in empowering Persons with Disabilities to lead a decent life within society.

To understand the role of key actors such as local governments, disability organizations, and the community in actualizing the provincial government policies of Lampung regarding the empowerment of persons with disabilities, how the values of the Convention on the Rights of Persons with Disabilities (CRPD) are integrated into these policies, and the impact of these policies on improving the human resources of persons with disabilities, this section will present a discussion of the data findings obtained from interviews and documentation, focusing on the fields of education, employment, and social welfare.

The Role of Local Government, Disability Organizations, and the Community in the Actualization of Disability Empowerment Policies

The fulfillment of the right to education for Persons with Disabilities is governed nationally by the National Education System and operationalized through the Minister of National Education Regulation No. 70 of 2009. At the provincial level in Lampung, the local government issued Regional Regulation No. 10 of 2013 and No. 7 of 2021 concerning services and the fulfillment of the rights of Persons with Disabilities, as well as the provision of

welfare for Persons with Disabilities. The Bandar Lampung City Government integrated the rights of Persons with Disabilities into Regional Regulation No. 1 of 2012 on the Provision of Education. The Metro City Government issued Regional Regulation No. 13 of 2016 on the Fulfillment and Protection of the Rights of Persons with Disabilities. Meanwhile, the Pringsewu Regency Government has not issued a specific regulation on education for Persons with Disabilities, but education issues for Persons with Disabilities are based on national laws and regulations.

Arifin Tahir emphasized the importance of policy implementation. According to him, a well-formulated policy will have little significance if it is not implemented. Therefore, the success of a policy is measured by the implementation process. Another crucial factor for the effectiveness of policy implementation is resources. No matter how clear and consistent the provisions or regulations of a policy are, if the personnel responsible for implementing it lack the necessary resources to perform their tasks effectively, the policy implementation will not be successful.[18].

The availability of inclusive schools, based on the minimum standard of having at least one inclusive school per district for the levels of Elementary School, Junior High School, Senior High School, and Vocational High School, has been met in the three research locations, as mandated by the National Education Minister Regulation No. 70 of 2009. However, the availability of special schools (SLB) is more concentrated in urban areas like Bandar Lampung and Metro City, while in rural areas, they remain limited. This poses a challenge for students with disabilities in rural regions who face difficulties accessing education through special schools. Therefore, local governments need to expand and improve the availability of inclusive education schools.

The number of inclusive schools has been expanding each year. However, this has not yet resulted in an increase in school participation rates for persons with disabilities. Based on the percentage of the population aged 15 and above with disabilities who hold a high school diploma or equivalent, Lampung Province ranks the lowest[19]. The initiatives undertaken by the Metro City Government to establish an inclusion task force and by Pringsewu Regency to foster cross-departmental collaboration and partnerships with non-governmental organizations, as well as to enhance student skill competencies, are commendable. However, these initiatives have yet to involve persons with disabilities, either as individuals or through their organizations. In fact, building networks between schools and relevant organizations is an effective approach to advancing inclusive education practices[20].

The availability of facilities and infrastructure, as well as the improvement of educators' competencies, are key actions to ensure quality education services for persons with disabilities, as outlined in Article 10 of Regional Regulation No. 10 of 2013. However, the provision of physical facilities and special aids for persons with disabilities remains a challenge. The role of the community, especially parents, is also a crucial factor in achieving student success. Yet, this potential has not been integrated as part of the support system in the education of children with disabilities. This issue is one of the key concerns, as highlighted by Amka, who emphasized that among the issues requiring attention are communication techniques with parents and the community[20].

Each region faces different obstacles in implementing education policies for Persons with Disabilities. In general, based on the findings, the challenges faced by local governments include: 1) Physical accessibility, social stigma, and bullying. 2) Limited funding for assistive devices and partnerships with businesses. 3) Insufficient budget for infrastructure, teacher training, and adaptation for special needs students. These obstacles and challenges indicate that achieving ideal inclusive education in Indonesia is still hindered by the limited facilities and resources at the school level[21], paradigm of negative societal perception towards students with disabilities[22], and the lack of information and attention from the provincial and district education offices[23].

Thus, the empowerment of persons with disabilities through the provision of education must be seriously implemented by the government, particularly the Provincial Education Office and the city/regency Education Offices, to establish inclusive schools in their areas. This involves understanding the full meaning of inclusive education, allocating a proportional budget according to the needs of education for persons with disabilities, equipping inclusive schools with non-discriminatory facilities, regularly evaluating the suitability of inclusive schools, providing necessary facilities for children with special needs, training teachers, raising awareness among all parents, and ensuring education without discrimination[23].

Furthermore, the guarantee of employment rights for persons with disabilities in Lampung Province is based on Regional Regulation No. 10 of 2013. The Governor of Lampung issued Decree No. 254 of 2022 concerning the establishment of a Disability Services Unit within the Department of Manpower. Employment regulations for persons with disabilities, including job training, protection, and job quotas, are safeguarded by this regulation. This indicates that the local government is committed to ensuring the right of persons with disabilities to work with dignity and to protect them from neglect and exploitation. However, not all of the existing local regulations reflect a Social-Based and Human Rights-Based approach. This fact is a contributing factor to the failure of training and empowerment programs for persons with disabilities. As a result, persons with disabilities are often positioned merely as beneficiaries of a program, despite their right to be involved in the planning and implementation of such programs[24].

Training and skill development for persons with disabilities are organized to enhance their skills and competencies according to individual needs. The impact of this arrangement is expected to create job opportunities for persons with disabilities to enter the workforce. However, in practice, not all local governments have provided the mandated job training.

Data indicates that local government efforts through the Department of Manpower have conducted job and entrepreneurship training for 10 disabled individuals, provided job training for job-seeking disabled persons, gathered job vacancy information for persons with disabilities, and collected data on companies employing disabled individuals. This reveals a weak commitment from local governments to promote job opportunities for persons with disabilities through training and skill enhancement, and confirms that the lack of skills among disabled individuals remains a significant barrier to employment. To address this issue, the government needs to provide subsidies for skill development and competency enhancement for persons with disabilities through training programs involving government agencies, community-based training institutions, and local disability organizations.

The level of participation of persons with disabilities in the workforce is still concerning based on the findings. In Bandar Lampung, there are 9,246 companies, but data on disabled workers is unavailable, and the Labor Market Information System is inadequate in providing job opportunities for persons with disabilities. In Metro, out of 427 companies, only 12 employees are persons with disabilities. In Pringsewu, out of one state-owned enterprise and seven private companies, only two disabled individuals work in the private sector.

The International Labour Organization (ILO) advocates for an inclusive labor system, which provides equal opportunities for all individuals, including persons with disabilities, to obtain the right to work. The implementation of this inclusive labor system allows for the active participation of persons with disabilities in workforce development. However, the low participation of persons with disabilities in development and the insufficient empowerment in education, health, and economy not only results in unequal benefits from development but also highlights the failure of inclusive development in Indonesia[25].

Support and Incentives Program for Companies to Employ People with Disabilities. At the macro level, policies have mandated that every company hire employees with disabilities. However, data from the findings indicate that not all companies in the three study locations have implemented this policy. The findings reveal that the low education and skill levels of people with disabilities remain significant barriers to their acceptance as employees. Other factors contributing to the limited access for people with disabilities to formal employment include: 1) Stigma and discrimination from employers; 2) Many companies perceive people with disabilities as unable to work and are unfamiliar with disability terminology; 3) Hiring people with disabilities is seen as requiring additional investment, leading to a preference for non-disabled workers; 4) Job placements are often mismatched with the skills of people with disabilities, based on assumptions about the types of work that suit their limitations.

Key actions to address constraints and encourage companies to hire persons with disabilities include the establishment of support systems and the implementation of incentives for employers. Institutional support systems have been mandated by Government Regulation No. 60 of 2020, which requires the formation of Disability Services Units for employment at the provincial and municipal levels. These units are intended to bridge the gap between workers with disabilities and employers. To date, only the Lampung Provincial Government has established a Disability Services Unit for employment, while municipal and district governments in the three study locations have not yet implemented this requirement.

From the analysis of the employment sector in the studied regions, the findings indicate that: 1) Recruitment and Training Policies: There is a need to strengthen the implementation of policies and training programs. Policy socialization has begun but is not yet widespread or effective in all regions. 2) Participation and Engagement: The participation of persons with disabilities in the job market remains low, existing data is incomplete, and accessible work environments are limited. 3) Program Effectiveness: Monitoring, evaluation, and collaboration with disability organizations need improvement to support better inclusion in the workforce. Actions to follow up include: 1) Strengthening Policy Implementation: Increased socialization and implementation of policies in all areas, and effective formation of Disability Services Units. 2) Improving Data and Information: Developing a comprehensive data system and better job opportunity information for persons with disabilities. 3) Enhancing Accessibility: Promoting the creation of more accessible and inclusive work environments.

Enhancing collaboration with disability organizations to obtain valuable input and support in policy implementation.

According to IsbandiRukminto Adi in Asep Usman Ismail, efforts to improve welfare consist of five key pillars: Health, Education, Housing, Social Security, and Social Work.[17].Based on this opinion, the empowerment of persons with disabilities is considered one of the five fundamental pillars that local governments must fulfill in order to achieve community welfare. The local government policies regarding social services for persons with disabilities are outlined in Articles 31-38 of Regional Regulation No. 10 of 2013 of Lampung Province. In Bandar Lampung City, these are specified in Mayor Regulation No. 45 of 2021, in Metro City in Articles 51-59 of Regional Regulation No. 13 of 2016 and Mayor Regulation No. 12 of 2017, and in Pringsewu Regency, they are governed by Regional Regulation No. 4 of 2021, which specifically addresses the welfare of persons with disabilities. The scope of social welfare regulation for persons with disabilities includes Social Rehabilitation, Social Security, Social Empowerment, and Social Protection.

Social empowerment of persons with disabilities is one of the social services regulated by local regulations. According to the data findings, social rehabilitation is a key program for empowering persons with disabilities through both government and community-run facilities. This type of rehabilitation positively contributes to enhancing the vocational and social skills of persons with disabilities. However, the limited number of rehabilitation centers and their capacity do not meet the needs of the many individuals requiring services. Therefore, the government needs to encourage Social Welfare Institutions (LKS) to participate in community-based rehabilitation programs, which will help raise public awareness and foster social inclusion.

In addition to social rehabilitation, local governments in the three study locations also implement empowerment through skill training programs, productive business capital assistance, and provision of assistive devices. Unfortunately, these programs are still proportionally limited in terms of budget allocation by local governments, especially skill training programs. Mastery of skills would enable persons with disabilities to be more productive and support themselves independently.

Furthermore, accessibility to social services aims to eliminate barriers for persons with disabilities in participating within the community. Public facilities such as government office buildings, health centers, hospitals, markets, schools, and places of worship need to ensure they are accessible to persons with disabilities. However, not all public facilities have adopted universal design, particularly places of worship like mosques or churches, sports facilities, and meeting halls, which still lead to social exclusion for persons with disabilities.

Similarly, accessibility to public information remains inadequate for persons with disabilities. It is crucial for policymakers to enhance the capacity of public service providers to interact ethically with persons with disabilities. Physical disabilities depend on mobility aids, deaf individuals communicate using sign language, and visually impaired individuals rely on hearing, among other specific needs for various types of disabilities.

Moreover, the provision of social welfare for persons with disabilities is not solely the responsibility of the government; the role of society through Social Welfare Institutions is crucial for providing more services to persons with disabilities. The roles of Lembaga Kesejahteraan Sosial Amanah Bunda and Yayasan Seribu Peduli in Pringsewu are examples of effective community involvement in empowering persons with disabilities. Similarly, in Kota Metro, community support for the establishment of Special Schools (SLB) and facilities for persons with disabilities, along with the recruitment of disabled workers by several private companies, demonstrates a commitment to providing job opportunities.

There needs to be more extensive efforts to encourage community involvement in empowering persons with disabilities, particularly by enhancing the capacity of disability organizations and parents. The contribution of disability organizations is significant in implementing government policies. Therefore, involving persons with disabilities in the planning, implementation, and evaluation of social welfare programs, in line with the principles outlined in the Convention on the Rights of Persons with Disabilities (CRPD), is essential to achieving social inclusion in development.

Implementation of the Substance of the Convention on the Rights of Persons with Disabilities (CRPD) in Local Government Policies for Empowering Persons with Disabilities

Monitoring the implementation of the Convention on the Rights of Persons with Disabilities (CRPD) is necessary to ensure that local government policies align with the substance and principles of respect, protection, and fulfillment of the rights of persons with disabilities. Monitoring is carried out using indicator instruments that include structural indicators, process indicators, and outcome indicators. These indicators aim to provide an overview of respect, fulfillment, and promotion of disability rights.

Structural indicators evaluate the alignment of regulations with CRPD norms, specifically in education (Article 24), employment (Article 27), and social welfare and an adequate standard of living (Article 28), through quantitative and qualitative analysis of regional and central regulatory data. Process indicators assess the implementation steps taken by stakeholders in fulfilling disability rights in education, employment, and social welfare. Outcome indicators measure the enjoyment of rights by persons with disabilities both individually and collectively.

In Lampung Province, local government policies are quantitatively relevant to the convention based on structural indicators. The Bandar Lampung City Government has integrated disability education guarantees into Regional Regulation No. 1 of 2012 and employment rights into Regional Regulation No. 01 of 2018. The Metro City Government guarantees the fulfillment of disability rights in Regional Regulation No. 13 of 2016 on the protection and fulfillment of the rights of persons with disabilities. The Pringsewu Regency Government specifically guarantees the welfare of persons with disabilities through Regional Regulation No. 4 of 2021. However, the micro-level policies of the Bandar Lampung City Government and Pringsewu Regency in education and employment are not yet fully relevant. Regional regulations will be effective and implementable if supported by technical regulations.

In terms of process indicators, it shows that the local government policies of Bandar Lampung City, Metro City, and Pringsewu Regency are not fully aligned with the substance of the convention, particularly Article 24 on education, Article 27 on employment, and Article 28 on social welfare and an adequate standard of living. This was identified from the data findings in the three focus areas of the research:

Education:

The availability of teachers/technical staff with inclusive education competencies, the proportion of budget for inclusive education development, and the availability of accessible learning materials are essential requirements for achieving inclusive education goals based on individual development and social construction. However, in Bandar Lampung City and Pringsewu Regency, related policies have not been implemented effectively in the process dimension.

Employment:

The system of involving disability organizations in policy monitoring, work quotas, complaint mechanisms, return-to-work programs, and adequate accessibility and accommodations are key actions needed to ensure equal opportunities for persons with disabilities to secure decent employment. However, these norms have not been actualized in local government policies at the three research locations. Notably, Metro City and Pringsewu Regency have made efforts such as work training and recruitment of persons with disabilities, including for civil service and private sector jobs.

Social Welfare:

The systems for ensuring an adequate standard of living, integrated social protection budget allocation, involvement of persons with disabilities in planning, implementation, and evaluation of social protection, and the percentage of social protection budget for disabilities are indicators that have not been relevant as identified from the field data

findings. This indicates that these rational action choices are not being effectively implemented in Bandar Lampung City, Metro City, and Pringsewu Regency.

Outcome indicators show that while policies have been aligned with norms and have had some impact, gaps remain. In education, there is a lack of data on disability student graduation rates and handling of discrimination cases, indicating that institutional support for inclusive education is not functioning properly. In employment, key actions such as involvement of disability organizations in policy monitoring, complaint systems, and accessibility accommodations are not adequately addressed. In social welfare, relevant data on changes in the quality of life for disability social protection recipients is missing in the research locations.

From this discussion, the structural indicators are quantitatively relevant to the Convention on the Rights of Persons with Disabilities (CRPD), as evidenced by the regulations at the provincial and city/district levels. However, in terms of quality, existing regulations need to be harmonized to align with the CRPD, which emphasizes a rights-based approach and full participation of persons with disabilities (PD). At the micro-policy level, regulations must guarantee the technical fulfillment of rights related to education, employment, and social welfare.

Regarding process indicators, the education sector needs to focus on providing professional educators, accessible media, and institutional support systems. Meanwhile, the employment sector shows near-total irrelevance due to the minimal efforts of local governments, especially in Bandar Lampung and Pringsewu, in implementing training programs and job placement for persons with disabilities, as well as inadequate institutional support systems.

Outcome indicators reveal weaknesses in the data collection system, particularly in the employment sector. However, attention should also be given to data on the educational achievements of students with disabilities, the number of working-age persons with disabilities, and data on the socioeconomic status of persons with disabilities, including those classified as poor or prosperous.

The Impact of Local Government Policies on the Empowerment of People with Disabilities in Human Resource Development Aspects

Government policies arise from the fundamental needs of society that must be addressed through the development process. This process aims to achieve an ideal life in accordance with constitutional goals. According to Peet and Hartwick, development is an effort to create a better life for everyone. Any changes in development are significantly influenced by the motivation and high achievement of each individual as a citizen. This concept was introduced by McClelland, who referred to it as the need for achievement (n-Ach)[26].

The impact of government policies is expected to address the actual needs faced by the community. Success in development has many dimensions. From a development perspective, education, employment, and social welfare are strategic sectors in driving societal progress towards a better life. The role and interaction of each key actor influence the success of policy implementation in these three areas. The data findings can be summarized as follows:

Education:

Persons with disabilities have opportunities to complete primary and secondary education through special education and inclusive schools. They also have the chance to pursue higher education and to showcase their talents through achievement events. Furthermore, they gain educational qualifications to enter the workforce.

Employment:

The impact of government policies on the empowerment of persons with disabilities includes the presence of disabled employees in companies across three research locations: Bandar Lampung (8 people), Metro (10 people), and Pringsewu (2 people). However, the number of disabled workers remains limited compared to the number of working-age persons with disabilities. In Lampung, there are 1,632 individuals aged 19-20 years and 1,383 individuals aged 31-41 years, but only 141 are employed. This indicates an ineffective application of policies requiring government institutions, state-owned enterprises, and private companies to employ persons with disabilities.

Social Welfare:

Local government policies have impacted opportunities for work and/or entrepreneurship. Programs such as productive economic aid and vocational training—like sewing for physical disabilities, batik for hearing disabilities, massage therapy and music for visual disabilities, and farming for mental disabilities—have improved the social conditions of persons with disabilities. This greatly contributes to their empowerment and ability to live a dignified life in society. However, the number of beneficiaries of these services is still limited in terms of both disability types and individuals[27].

Another fact reflecting the impact of local government policies is the opportunity for persons with disabilities to work as civil servants through special positions for civil servant candidates. This represents their participation as agents of change in the development concept. The local government needs to address two fundamental issues related to social policy: social rehabilitation programs and an integrated data system. First, social rehabilitation programs should be expanded beyond institutional-based approaches to include community-based rehabilitation. This model creates a positive effect on inclusive social life within families and communities and allows for greater community involvement, including families and disability organizations.

Second, the integrated data system should provide broad access to valid data on the number of persons with disabilities. This system, which involves multiple institutions such as hospitals, community health centers (puskesmas), and integrated service posts (Posyandu), would enable more effective interventions by relevant agencies in education, employment, and social welfare.

Discussion:-

Next, the researcher will present a discussion based on the theories used as references in this study. The relationship between policy practices and their theoretical perspectives can be outlined as follows:

In the local governments at the provincial, city, and regency levels in Lampung Province, particularly Bandar Lampung, Metro City, and Pringsewu Regency, the policy for fulfilling the educational rights of persons with disabilities is realized through issuing regional regulations on disability rights, establishing special and inclusive schools, including them in the mandatory 12-year education program, creating child-friendly schools, providing special allocation funds (DAK), training inclusive education teachers, and facilitating cooperation for higher education and assistive devices. However, commitment and implementation of educational regulations in Bandar Lampung City and Pringsewu Regency are still lacking. In contrast, Metro City has a more effective policy through the 2016 regional regulation oriented towards the needs of persons with disabilities.

Data on the fulfillment of educational rights for persons with disabilities in Lampung Province, when compared to findings from other locations, indicates that inclusive education in other cities has accommodated the educational rights of persons with disabilities in accordance with prevailing regulations. However, some challenges persist, particularly related to the lack of qualified teaching staff to support optimal inclusive education. Additionally, the supporting facilities are still limited in some schools. Therefore, it is necessary to enhance the competence of educators and improve facilities to strengthen the implementation of inclusive education in the region [28].

Previous research indicates that government policies to fulfill citizens' rights have been implemented, but their execution still faces various challenges in the field. The research reveals that, although regulations have been designed to protect citizens' rights, policy execution has not been fully uniform and consistent. Some regions continue to encounter issues related to infrastructure, human resources, and budget constraints. Therefore, tighter oversight and enhanced local capacity are necessary to ensure that these policies operate more effectively[29].

National policies regarding the employment rights of persons with disabilities cover aspects such as: job opportunities in government and private institutions, equal wages, reasonable accommodations, protection from job termination due to disability, return-to-work programs, fair job placement, and opportunities for business development. Bandar Lampung has a regional regulation number 2 of 2018, and Metro City has a regional regulation number 13 of 2016. However, Pringsewu Regency does not yet have specific regulations. The role of education by the Department of Manpower and Trans Metro City includes disseminating regulations, providing job training, and collecting data on companies employing persons with disabilities. Sukmawati's research highlights that the government's role in ensuring employment rights for persons with disabilities still faces various challenges. Despite the existence of regulations to protect these rights, their implementation remains uneven. Challenges such as

workplace discrimination, lack of access to skills training, and limited job opportunities for persons with disabilities persist. The researcher recommends that the government be more proactive in creating policies that encourage active participation of persons with disabilities in the labor market, as well as improving oversight of policy implementation[30].

Disability organizations play a crucial role in ensuring effective policy implementation and representing the rights and interests of people with disabilities. Several national organizations involved as informants in this study in Lampung Province include the Indonesian Women with Disabilities Association (HWDI), the Indonesian Deaf Welfare Movement (GERKATIN), the Indonesian Disability Association (PPDI), and the Indonesian Blind Union (PERTUNI). Their main contributions include: 1) Education: Advancing educational access, providing information and support to parents, offering specialized training, supporting integration in mainstream schools, and life skills training. 2) Employment: Providing job skills training, connecting individuals with job opportunities, and supporting recruitment processes. 3) Social Welfare: Offering psychosocial and financial support. However, these efforts face challenges such as physical accessibility limitations, inadequate financial and governmental support, and low public awareness.

Based on previous research conducted by Julaha, it is concluded that the fulfillment of the rights of persons with disabilities still faces various obstacles. Disability organizations, which should be at the forefront of advocating for disability welfare, are instead marked by nepotism and unequal services. The researcher also highlights the low level of cooperation between these organizations and local governments, where various approaches often receive inadequate responses. This situation is exacerbated by the lack of budget allocation from the government. Julaha hopes that this research can provide solutions related to the role of community organizations in improving the welfare of persons with disabilities[31].

The community plays a crucial role in empowering people with disabilities in Lampung Province. Their contributions include: 1) Creating an Inclusive Environment: The community can reduce physical and social barriers by ensuring accessibility to public facilities and creating a supportive social environment. 2) Providing Social Support: Offering emotional and practical support to enhance the social well-being of people with disabilities. 3) Awareness and Education: Increasing awareness and reducing discrimination against people with disabilities through education. 4) Participation in Empowerment Programs: Engaging in training, employment, and social activities that support the independence of people with disabilities. 5) Reducing Stigma and Discrimination: Changing attitudes and perceptions to lessen stigma and discrimination.

Next, Scott [32] argues that institutional theory pays profound and serious attention to social structures. This theory examines how structures, such as schemes, rules, norms, and routines, become authoritative forms that influence social behavior[33].

Institutional aspects in education, employment, and social policies provide a strong foundation for people with disabilities to access quality education, equal job opportunities, and achieve well-being. The norms outlined in legislation ensure that people with disabilities have access to appropriate educational services, equal employment opportunities, and increased social participation. However, in practice, these norms are not accompanied by strong commitment from policymakers, especially in the employment sector, where there is still a weak institutional support system for disability employment services.

Rational aspects represent concrete actions to meet the ideal expectations of societal needs. The local government's commitment to empowering people with disabilities through education, employment, and social programs is reflected in the existing programs. However, a major obstacle is the lack of funding from the government, which means these programs have not fully addressed actual needs, particularly in enhancing resources in education and employment.

Therefore, institutional involvement from the community is necessary to empower people with disabilities, including the participation of philanthropic organizations at the local, national, and international levels, as well as the management of Zakat agencies (BAZNAS). Based on research findings, there are institutional networks, as seen in the cooperation between the Education and Culture Office and the Social Services Office in Pringsewu District to meet accessibility needs. Similarly, community institutional networks, such as the Yayasan SeribuPeduli in Pringsewu, support people with disabilities in higher education. In Metro City, an inclusive education working

group shows institutional networking. However, significant interaction with the private sector, particularly in employment, has not yet occurred.

Collaboration among policymakers in the three research locations and disability organizations with key interests in fulfilling disability rights has not yet taken place. Institutional linkages need to build synergy between institutions to achieve effective policy outcomes in the domains of education, employment, and social welfare for people with disabilities.

Conclusion:-

Various policies have been issued by the local government in Lampung to support the fulfillment of the rights of persons with disabilities, but their implementation still faces several challenges. The main obstacles include limitations in infrastructure, lack of resources, and social stigma. Empowerment initiatives, such as job training and the provision of inclusive schools, have not yet fully engaged persons with disabilities actively. Therefore, better collaboration with disability organizations, improved facilities, teacher training, and policy socialization are crucial for achieving optimal inclusion in the education and employment sectors.

Policies to enhance the welfare of persons with disabilities have been established in various regional regulations, but their implementation still needs strengthening. Social rehabilitation, skills training, and accessibility of public facilities are key focus areas, yet there are still gaps in the provision of adequate facilities and funding. Enhancing cooperation with disability organizations and involving them in program planning and evaluation is essential to ensure more effective and inclusive policies. The role of the community and Social Welfare Institutions is also crucial in supporting the empowerment of persons with disabilities, aiming for more equitable social welfare.

The implementation of the Convention on the Rights of Persons with Disabilities (CRPD) in the local government policies of Lampung shows structural alignment with CRPD norms at the regulatory level; however, significant deficiencies remain in policy execution. Structural indicators suggest regulatory alignment, but the lack of effective implementation at the micro-policy level makes the realization of educational, employment, and social welfare rights not fully relevant to CRPD principles. Process indicators highlight the need for improvements in the provision of professional educators, inclusive media, and employment support systems. Meanwhile, outcome indicators reveal a lack of data to support the evaluation of policy impacts on persons with disabilities, particularly in education and employment. To better align policies with CRPD, regulatory harmonization, improved technical implementation, and better data systems are needed.

The impact of local government policies on the empowerment of persons with disabilities shows varied results in human resource development aspects. In education, policies have provided opportunities for persons with disabilities to complete their education and enter the workforce, though this is still limited to a few individuals. In employment, despite an increase in the number of persons with disabilities working, the figures remain low compared to the potential available. In social welfare, business aid programs and vocational training have improved the quality of life for persons with disabilities, but the reach of these programs remains limited. To enhance policy effectiveness, there is a need for expanded community-based social rehabilitation programs and the development of a more comprehensive data system to ensure better social inclusion and effective monitoring.

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