



## Vocational Training in Food Service to Promote Independence for People with Sensory Disabilities in Ear and Speech

Qurratul A'yun Syahabuddin<sup>1</sup>, Denti Kardeti<sup>1</sup>, Nandang Susila<sup>1</sup>

<sup>1</sup>Kesejahteraan Sosial Polytechnic, Indonesia

\*Corresponding Author: Qurratul A'yun Syahabuddin

E-mail: [ayunqurratul19@gmail.com](mailto:ayunqurratul19@gmail.com)



### Article Info

#### Article history:

Article history:

Received 11 August 2025

Received in revised form 26

August 2025

Accepted 28 September 2025

#### Keywords:

Culinary Training

Deaf And Speech Impaired

Independence

Sentra Mulya Jaya

Vocational Training

### Abstract

*This research aims to investigate the process of culinary vocational training in fostering independence for deaf and speech-impaired individuals at Sentra Mulya Jaya, East Jakarta. The study was conducted using a descriptive qualitative approach. The research was held at Sentra Mulya Jaya, with informants including three trainees, one vocational instructor, and one social worker. Data were collected through in-depth interviews, participant observation, and documentation, with analysis following the interactive model of Miles and Huberman. The findings show that the training effectively promotes independence across emotional, economic, intellectual, and social aspects. It provides technical skills and a supportive environment, enabling trainees to manage emotions, earn income, and interact socially without over-reliance on others. The conclusion is that vocational training is an effective strategy for empowering deaf and speech-impaired individuals and promoting their self-reliance*

## Introduction

Every Indonesian citizen has the right to employment and a dignified life, as stipulated in Article 27, Paragraph 2 of the 1945 Constitution, which guarantees that "Every citizen has the right to work and to a life worthy of humanity." This fundamental right extends to all citizens, including people with disabilities (Ramadhani, 2021). According to Law No. 8 of 2016, people with disabilities are defined as individuals with long-term physical, intellectual, mental, and/or sensory limitations who face barriers in interacting with their environment. Sensory disabilities, in particular, involve impairments to one or more of the five senses, such as hearing or speech disabilities. According to the Central Statistics Agency (BPS), there were 22.5 million people with disabilities in Indonesia in 2020, with sensory disabilities affecting 3.07 million individuals (Poerwanti, 2024; Anzari et al., 2025). Despite these numbers, the labor force participation rate for people with disabilities remains low due to a lack of adequate skills for income generation and competition in the job market (Afkar, 2024; Chadijah, 2021). The government has responded to this challenge by implementing policies to ensure equal opportunities for people with disabilities in the workforce, including mandatory employment quotas for state-owned and private companies (Ahmadurrido, 2020; Maclean et al., 2024; Musandiwa & Asha, 2024).

These employment policies are crucial, as people with disabilities, especially those with hearing and speech impairments, often encounter significant challenges in obtaining appropriate education and training (Somad et al., 2024; Mahmoudi et al., 2025; Ssemata et al., 2024). This lack of access severely impacts their ability to achieve economic and social independence. Deaf and speech-impaired individuals frequently struggle with social adaptation and face marginalization in the job market, as they are often required to compete directly with non-disabled individuals without the necessary support and skills (Nugroho, 2021; Rahmawati,

2024). However, these individuals possess great potential that can be optimized through vocational skills, which serve as practical capital for both the labor market and entrepreneurship (Kusumawati, 2022; Ghouse et al., 2024; Ali et al., 2025). Vocational training, therefore, is a key strategy for empowering them. Through the Ministry of Social Affairs, the government operates rehabilitation centers that provide vocational skills training to prepare people with disabilities for the workforce and promote self-reliance (Mursalin et al., 2020; Puspita, 2021). One such institution is Sentra Mulya Jaya in East Jakarta, which implements the ATENSI (Social Rehabilitation Assistance) program to offer comprehensive, multi-service social rehabilitation, including vocational training (Kurniati, 2023).

The challenges faced by people with sensory disabilities in achieving self-reliance highlight a critical gap in the existing social welfare system. While vocational training is a widely accepted method for skill development, there is a need to understand its specific effectiveness in fostering various dimensions of independence among people with hearing and speech impairments. Previous research has explored the positive impact of vocational training on participants' independence and productivity (Gaffar, 2023). Other studies have evaluated the outcomes of specific vocational training programs for people with sensory disabilities, showing positive social, economic, and policy-level impacts (Kurniati, 2023). Furthermore, research has detailed the stages and processes of vocational rehabilitation, emphasizing the crucial role of social workers in helping participants develop skills, knowledge, and adaptive capabilities to succeed in their chosen fields (Mursalin et al., 2020). However, the existing literature, particularly concerning the context of Sentra Mulya Jaya, often lacks a detailed exploration of how specific vocational programs, such as culinary arts training, contribute to the multifaceted dimensions of independence among deaf and speech-impaired individuals. This research aims to fill this void by providing a granular analysis of the process and outcomes of this training (Marchena & Portuguese, 2025; Butac et al., 2025).

This study is important because it contributes to a deeper understanding of the mechanisms through which vocational training programs can effectively promote independence among people with disabilities. By focusing on the culinary arts training at Sentra Mulya Jaya, this research provides a case study that can inform the design and implementation of similar programs in other social rehabilitation centers. The urgency of this study stems from the persistent challenges faced by deaf and speech-impaired individuals in gaining meaningful employment and achieving social integration, despite existing government regulations. The novelty of this research lies in its specific focus on exploring the process of a culinary arts vocational training program and its impact on the emotional, economic, intellectual, and social dimensions of independence. By providing an in-depth, qualitative analysis, this study offers a new perspective on how targeted skill development can catalyze profound behavioral changes, ultimately enabling people with disabilities to become self-reliant members of society. This research, therefore, seeks to investigate the process of culinary arts vocational training in fostering independence for deaf and speech-impaired people at Sentra Mulya Jaya, East Jakarta.

## Methods

### Research Design

This study employs a qualitative research method with a descriptive approach. This method is based on a post-positivist or interpretive philosophical foundation, which is used to investigate social phenomena in their natural context (Sugiyono, 2022). The descriptive qualitative approach focuses on collecting data in the form of words, narratives, and images rather than numerical data. The primary goal is to provide a detailed and accurate description of the

research subject, making the findings easily understandable to the reader (Kuntadi, 2024; Emzir, 2023). This approach is particularly suitable for this study, as it aims to provide an in-depth understanding of the process of vocational culinary training and its impact on the independence of deaf and speech-impaired individuals at Sentra Mulya Jaya in East Jakarta.

### **Research Setting and Informants**

The research was conducted at Sentra Mulya Jaya, a Technical Implementation Unit (UPT) operating under the Directorate General of Social Rehabilitation of the Ministry of Social Affairs of the Republic of Indonesia. The institution's main objective is to restore the social functioning of its beneficiaries to achieve self-reliance. At the time of this study, the center provided services to 31 individuals with sensory disabilities, specifically those with hearing and speech impairments. The vocational training program for people with sensory disabilities is one of the key services provided at the center, aiming to optimize their potential and enhance their skills for self-reliance.

To obtain information-rich data, this study utilized a purposive sampling technique, which involves selecting informants based on specific criteria relevant to the research questions (Beno et al., 2022; Memon et al., 2025). The selected informants were individuals who were directly involved in and knowledgeable about the culinary vocational training program for deaf and speech-impaired individuals. The informants included: 1) Three trainees with hearing and speech impairments who were actively participating in the culinary vocational class at Sentra Mulya Jaya, aged 18–25, able to communicate, and willing to be informants; 2) One vocational instructor for the culinary arts program; 3) One social worker who handles the deaf and speech-impaired trainees in the program.

### **Data Collection and Analysis Techniques**

Data collection was carried out through a combination of techniques, a process known as triangulation. This approach enhances the credibility of the data by checking it from various sources and using different methods (Sugiyono, 2022). The specific data collection techniques used were: 1) In-depth Interviews: This involved one-on-one question-and-answer sessions with the informants to gather detailed information and ideas on the research topic; 2) Participant Observation: The researcher engaged in direct observation of the training activities to gain a holistic understanding of the social context and phenomena; 3) Documentation: Secondary data were collected from existing records, including photos, audio recordings, and video recordings, which serve as supporting evidence.

The collected data were then subjected to a series of credibility checks to ensure their accuracy and trustworthiness. The credibility of the data was tested through source triangulation (comparing data from different informants), technique triangulation (checking the same information using different methods, such as interviews and observation), and time triangulation (re-checking data at different times or situations) (Sugiyono, 2022; Sudaryono, 2023). Additionally, reference materials such as interview recordings and photographs were used to validate the findings.

Data analysis followed the interactive model proposed by Miles and Huberman (1994), which consists of four main stages: 1) Data Collection: The initial stage of gathering raw data from the field; 2) Data Reduction: A process of summarizing, selecting, and focusing on the most important aspects of the data to find patterns and themes; 3) Data Display: Presenting the reduced data in a structured format, primarily through narrative text; 4) Conclusion Drawing/Verification: Formulating new findings and conclusions based on the analyzed data and verifying them with the field findings to ensure objectivity (Sugiyono, 2022; Emzir, 2023).

## Research Procedures

The research process was conducted over a period of approximately five months, following the approval of the research proposal. The systematic steps and timeline were designed to ensure the study was carried out efficiently and effectively. The procedures included a literature review, fieldwork, and proposal submission. The main data collection and management phase occurred from March to May 2025, followed by the writing of the final thesis from April to June 2025. This structured approach, combined with continuous supervision from a thesis advisor, helped prevent misinterpretation of the data and ensured the reliability and dependability of the research findings (Sugiyono, 2022). This comprehensive process was aimed at ensuring that the final research results were objective and could be confirmed by others.

## Results and Discussion

### Emotional Aspect

The emotional aspect of self-reliance refers to the trainees' ability to control their own emotions and not be overly dependent on others for emotional support. The research findings on this aspect were gathered from interviews with five informants and reveal a complex picture of motivation, emotional management, challenges, and support systems.

The trainees' motivations for joining the culinary vocational training were diverse. One informant, AF, was motivated by a friend who had previously received training at the center, while informant AP was driven by a personal passion for baking. Informant MA, on the other hand, was motivated by the desire to earn an income. The instructor, GI, confirmed that the trainees' selection was based on a combination of their prior school experience and a formal assessment by a social worker. According to the social worker, BS, this process of choice is crucial for emotional stability and engagement. As BS stated:

"...In reality, they are interested in culinary arts, and that interest has gone through a procedure, a psychologist's assessment. From there, the social worker provides reinforcement. Because this is one form of emotion, so they can be stable, so they can be earnest, so they can be enthusiastic, so that what we do can be achieved according to expectations, their expectations and our expectations. The most important thing is that they can do the activity because the foundation is enjoyment, because the foundation is their choice." (BS, personal communication, 02/05/2025).

The ability to manage emotions varied among the trainees. Informants MA and AF demonstrated a capacity to manage their own emotions, while informant AP still required assistance from the instructor and a friend. The informants highlighted a multi-layered support system for emotional management. The social worker, BS, emphasized that the social worker is the primary support figure, acting as a "substitute parent" and a professional who can track behavioral changes. Following the social worker, the instructor plays a crucial role once the trainee enters the vocational class. Finally, peer support is also a significant factor. As BS explained:

"First is the social worker, because the social worker is a substitute parent, a companion. A professional social worker has a benchmark for levels of change of emotion, behavior, and everything else that's the social worker, first and foremost. The second is when they enter the skill-based training, the instructor will certainly be observed. And

the third is their friends. If they feel comfortable with their friends, their emotional level will certainly be controlled, but if they are not comfortable, their emotional level will be different." (BS, personal communication, 02/05/2025).

The trainees reported feeling comfortable in the culinary class, a sentiment corroborated by both the instructor and the social worker. This sense of comfort is a key enabler for emotional development. However, trainees faced various challenges in controlling their emotions. These difficulties arose when they felt they lacked support from instructors or peers, experienced stress from a high volume of customers during sales, struggled with managing raw ingredients, or felt burnt out from the daily routine at the center. In response, the center provides a structured approach to managing emotional distress. The instructor, GI, shared an example of how they handle difficult situations:

"...So if they need to control their emotions, they sit down, have a drink, just like that. But there was a time when a student who was also deaf and had no other issues just sat silently when they felt overwhelmed. So when they sat quietly, the others said not to wake them up, because it would just cause trouble. So I woke them up and told them to rest for an hour in their room. After that, they came back. There are cases like that." (GI, personal communication, 30/04/2025).

In summary, the findings indicate that the vocational culinary training at Sentra Mulya Jaya not only provides technical skills but also plays a vital role in fostering emotional independence. This is achieved through a supportive environment where trainees' personal interests are respected, and they are provided with a robust support system of social workers, instructors, and peers. Trainees develop their own coping mechanisms, such as seeking help or practicing patience, while also benefiting from the structured interventions of the staff. The data demonstrates that the program successfully helps trainees manage their emotions, leading to a greater sense of self-reliance.

### **Economy Aspect**

Economic independence is the ability to manage one's own finances and not rely on others for economic needs. The research findings on the culinary vocational training's role in fostering economic independence for deaf and speech-impaired individuals were obtained from interviews with five informants. All informants shared similar perspectives on the economic benefits of this training.

All informants stated that the main economic benefit for trainees was earning money from the products they sold. This was reinforced by trainee AP, who said, "I get money from attending the class" (AP, personal communication, 25/04/2025). The instructor, GI, and social worker, BS, added that in addition to direct earnings, trainees also received ATENSI (Social Rehabilitation Assistance) and skills to start their own businesses. The social worker, BS, elaborated:

"The benefit is that this is an ATENSI aid given to each individual by the government. When they join a skills class, each instructor gives them ingredients. When the instructor teaches them, those ingredients are processed into food and sold by the children. When it's sold, that's their economy." (BS, personal communication, 02/05/2025).

The products from the vocational training were marketed both internally and externally. Internally, the target market was other trainees and staff members at Sentra Mulya Jaya. For external markets, products were sold at bazaars and exhibitions at the Ministry of Social Affairs headquarters. Instructor GI confirmed this, stating, "...if it was at MJ2, which was a while ago,

it was at the office, at bazaars, and there was also an exhibition at the central office, so bazaars and the surrounding environment” (GI, personal communication, 30/04/2025).

The training also created tangible business opportunities. All informants agreed that trainees could start businesses from their own homes, as expressed by trainee AP, “I want to sell and cook at home” (AP, personal communication, 25/04/2025). The instructor also mentioned that they could use social media platforms like Instagram to sell their products. However, social worker BS emphasized that entrepreneurial success heavily depends on the individual's motivation and parental support. BS stated, "This business opportunity comes back to the individual; if the individual is good but their parents lack strong support, it won't work. So they must support each other." (BS, personal communication, 02/05/2025).

Trainees experienced an increase in their income when they sold products directly. Social worker BS explained that when trainees successfully made and sold food and reinvested the initial capital provided, it was a clear sign of economic improvement. Instructor GI added that the sales profits, even if small, were distributed to the trainees at the end of the sales session, with an additional payout at the end of the program.

The informants also concurred that culinary skills are vital for economic independence. Trainees MA and AF noted that these skills enabled them to earn money. AP's goal was to cook independently to make money. Social worker BS supported this, adding that the training combined with the ATENSI assistance acts as a "fishing rod," providing a clear path to economic enhancement. Instructor GI added that the career opportunities in culinary arts are "faster than others" (GI, personal communication, 30/04/2025).

Trainees also demonstrated an ability to manage their own finances. They were able to handle their personal money. Trainee AP managed the money from sales, with some assistance from the instructor. This was supported by instructor GI, who mentioned that some trainees had already shown this capability. The social worker, BS, provided reinforcement to build the trainees' confidence, ensuring they were ready for economic independence.

Overall, the research findings show that the culinary training at Sentra Mulya Jaya is effective in fostering economic independence. Trainees earn income from sales and learn to manage their finances. The support from staff members who purchase the products also plays a significant role, demonstrating that the program not only imparts skills but also creates a supportive ecosystem for financial self-reliance.

### **Intellectual Aspect**

Intellectual independence refers to the ability to solve problems and overcome various challenges. The research findings on how vocational culinary training fosters intellectual independence for deaf and speech-impaired individuals were derived from interviews with five informants. The intellectual capacity of trainees is initially assessed by social workers to ensure they can follow the training independently.

The informants unanimously stated that trainees are enrolled in the culinary program based on their interests and talents, which are identified through a thorough assessment process. Instructor GI highlighted this, noting: "Based on the social worker's assessment, they say it's according to interest and talent, but if there's real interest, it should be visible. I can understand whether a child has an interest or is just following along you can tell from how they hold things, from other behaviors..." (GI, personal communication, 30/04/2025). The social worker, BS, further clarified the three-stage process: first, an assessment by the social worker; second, an assessment by a psychologist; and third, trainees are given a week to socialize and explore all training classes, ensuring their final choice is not forced.

When faced with difficulties in the vocational class, all informants indicated that the primary source of help is the instructor. Additionally, trainees also support each other in overcoming challenges. This was supported by trainee AF, who stated, "The teacher and my friends help together" (AF, personal communication, 24/04/2025).

The trainees have clear plans for applying their new skills after the training. Informants AF, AP, and BS mentioned that they intend to sell their products from home. In contrast, MA expressed a desire to sell products door-to-door after graduating, stating, "I want to sell door-to-door after I graduate" (MA, personal communication, 28/04/2025). Instructor GI added that trainees can also start their own businesses before being formally employed, and even sell their products to colleagues during days off.

The biggest challenges trainees face in understanding and following instructions often stem from confusion during the cooking process and difficulty comprehending complex explanations from the instructor, as mentioned by MA and AP. AF, however, found it most challenging when many friends were buying products at the same time: "Friends buy so many, I don't know the time" (AF, personal communication, 24/04/2025). The instructor, GI, noted that a major challenge for trainees was the manual process of making doughnuts, while social worker BS highlighted communication barriers as a key issue, given the varying intellectual abilities of each child. BS also mentioned that trainees struggle when given assignments without direct supervision.

The motivation for trainees to be active in class is driven by a genuine love for cooking, as stated by AP and confirmed by the instructor. AP said, "Because I want to learn to cook, I like it" (AP, personal communication, 25/04/2025). AF's motivation was to help their mother with sales at home and to have hands-on practice in class. MA noted that while they attend class every day, they sometimes feel tired. Social worker BS added that a trainee's activeness in class depends on the instructor's teaching style and the opportunities given for trainees to take turns leading, which helps build confidence and leadership skills.

The most effective teaching methods for trainees in understanding the culinary material were found to be writing down recipe measurements and following the instructor's demonstrations, as reported by trainees MA, AP, and AF. MA explained, "Write the recipe with measurements and follow the teacher's example" (MA, personal communication, 28/04/2025). Social worker BS also highlighted the importance of giving each individual a chance to practice what they have learned. Instructor GI reinforced this by mentioning the use of a syllabus that balances theory and practice. GI added:

"We have a syllabus here, which includes both theory and practice. But mostly it's practice because the goal is for them to be able to make their own cakes when they leave. So I keep the theory part brief, but for the smart ones like Putri, I even explain profit and loss calculations, how to divide the flour, I explain everything up to that point, including preservatives..." (GI, personal communication, 31/04/2025).

Based on the research findings on the intellectual aspect, it is clear that while trainees still need assistance from instructors and peers to overcome problems, the teaching methods provided at the center are instrumental in supporting their intellectual independence in a way that is aligned with their individual interests and talents.

### **Social Aspect**

Social independence is the ability to interact with others without being dependent on their actions. The research findings on how culinary vocational training fosters social independence

for deaf and speech-impaired individuals were obtained from interviews with five informants. The trainees' social interactions significantly influence their social independence.

During the culinary training, trainees experienced positive changes in their social interaction skills. They were able to interact with friends and the instructor through collaborative cooking activities, as reported by MA, AP, and AF. AF's statement, "Me and my friends can cook together happily; I used to be shy" (AF, personal communication, 24/04/2025), indicates that they are now more comfortable interacting, despite initial shyness. Social worker BS and instructor GI also noted that trainees who were initially quiet became more confident and interactive when selling their products.

All informants agreed that trainees received motivational support to become more independent from social workers, instructors, and all staff members. Instructor GI explained that social workers often consulted with instructors and parents to provide appropriate support based on each child's character. GI stated:

"The social worker sometimes I wonder about this child, and the social worker likes to consult when they come here, if this is happening, that is happening. So the social worker provides support, and later their parents also consult with the social worker to give them encouragement, support. So the social worker knows the character of each child; a social worker handles three beneficiaries, so they understand better. Their family also consults with the social worker. But here, we just report, for example, if a child is acting like this, who used to be diligent is now not diligent, or who used to be quiet is now diligent, so the social worker is the one who digs into what's going on..." (GI, personal communication, 30/04/2025).

Social interactions occurred in various locations within the center. The informants stated that they interacted with the instructor and other trainees in the classroom, while interactions with social workers took place in the office. MA explained, "I meet the teacher and friends in the class, I meet the social worker in the office" (MA, personal communication, 28/04/2025). Social worker BS added that trainees could interact with social workers anywhere and anytime for consultation, except after office hours.

Social interaction is crucial in the culinary field, not only for sales but also for teamwork during cooking. Instructor GI explained the importance of social interaction in the class:

"It's like this, for interaction in culinary arts, I think it's important everywhere. But in culinary arts, if there's no interaction, how can the dish become a unified, proper thing? One person makes the dough, another is told to fry. If they don't interact while frying, it will get burnt. The same goes for making something else, like the seasoning, too much flour, too many eggs. Yes, they have to interact. Because we form groups, for example, this group makes this product they interact. Then they're told to make a cake, but one of them just makes it haphazardly, and the shape is a mess. So they interact with each other." (GI, personal communication, 30/04/2025).

Support for skill development was also provided in various forms. Instructors, social workers, and fellow trainees offered motivation and encouragement. Instructor GI also mentioned that they communicate with parents during visits to the center to provide support through the family. Social worker BS explained that they documented the trainees' progress, including social interaction, economic improvement, and emotional level, while the instructor focused solely on cooking skills. BS stated:

"...The social worker will record the beneficiary's progress in the skills training, to what extent they have social interaction, economic improvement, their emotional level that's

the social worker's job. That's why the social worker already writes down what the psychosocial changes are like. The instructor doesn't. The instructor just says, 'He's good at cooking now, he's starting to get the hang of this recipe, he's brave enough to learn the tools.' A social worker is different; they ask about economic improvement, what their social interaction is like, and what their sense of responsibility is like." (BS, personal communication, 02/05/2025).

Based on these findings, it can be concluded that the culinary training at Sentra Mulya Jaya successfully fosters social independence in trainees. They are able to interact independently with others within the center and learn the importance of interaction for successful teamwork and entrepreneurship.

Overall, this research shows that the culinary vocational training is effective in fostering independence for deaf and speech-impaired individuals. The four aspects emotional, economic, intellectual, and social are interconnected. Trainees are able to manage their emotions and finances independently. However, in the intellectual aspect, they still require support from instructors and peers in the culinary class, although the teaching methods used are appropriate for supporting their development. The social aspect of the training successfully encourages trainees to interact independently with their surroundings and not be dependent on others.

## **Discussion**

Based on the research findings on Culinary Vocational Training to Foster Independence for Deaf and Speech-Impaired Individuals at Sentra Mulya Jaya, Jakarta, this discussion will cover the emotional, economic, intellectual, and social aspects. The discussion is structured around the research findings, an analysis of problems and needs for social service development, and a source analysis.

This study on culinary vocational training and its role in fostering independence for deaf and speech-impaired individuals aligns with Havighurst's theory, which defines independence as the individual's freedom to be self-reliant, plan for the present and future, and be free from the influence of others (Havighurst in Lisani, 2020). The following sections detail the findings across the key aspects of independence.

### **Emotional Aspect**

The findings on the emotional aspect provide insight into the emotional dynamics experienced by trainees. Their motivations for joining the training were varied, stemming from peer influence, prior school experience, the desire to earn money, a love for baking, and an assessment of their interests by a social worker. This demonstrates that the decision to participate is driven by a combination of personal and emotional factors, highlighting the crucial role of emotional aspects in their initial engagement.

While some trainees showed an ability to manage their own emotions a key indicator of growing emotional independence others still required external support from instructors, social workers, and peers. This indicates that a supportive environment is essential for fostering emotional stability. The trainees' comfort level was also found to be influenced by their surroundings; they felt most comfortable in the culinary classroom, although social workers emphasized the importance of comfort across all environments at the center.

The findings also revealed that negative emotions can be triggered by monotony and boredom during routines, difficulties with production processes, or high-pressure situations like busy sales periods. This underscores that culinary training is not just a technical activity but an emotional journey that requires trainees to gradually adapt to new dynamics. Their coping mechanisms, such as asking the instructor for help, sitting quietly, and practicing self-control,

are crucial strategies for managing emotional challenges. The support from instructors and social workers plays a significant role in helping them navigate these unstable emotional states.

These findings suggest that the emotional aspect is a central element of the learning process. The training not only provides technical skills but also serves as a platform for developing independent emotional management, which is a vital foundation for their readiness to live independently in the workplace and community.

### **Economic Aspect**

The research confirms that culinary vocational training contributes significantly to the economic independence of the trainees. Trainees experienced direct economic benefits, such as earning income from selling food products they created. They also received support from the ATENSI (Social Rehabilitation Assistance) program, which provides material aid and skills training to help them start their own businesses.

The market for their products is clearly defined, encompassing both an internal market (fellow trainees and Sentra staff) and external opportunities through bazaars and exhibitions organized by the Ministry of Social Affairs. This indicates that the training provides practical entrepreneurial experience relevant to market demands. In terms of business opportunities, trainees identified potential for home-based businesses and leveraging digital platforms like Instagram to promote their products. This use of digital media allows them to expand their market reach, utilizing visual and textual communication to support their economic activities.

Trainees felt a tangible increase in their income when they actively sold products or received a share of the profits at the end of the training. This demonstrates that the program provides direct experience in generating and managing income, indirectly teaching them basic financial management skills. Culinary skills are considered important for economic independence because they provide a faster path to earning an income compared to other types of training, and the government, through Sentra Mulya Jaya, provides ATENSI support to facilitate this.

Trainees showed an ability to manage their personal finances, with one trainee even being entrusted with managing the sales revenue. This responsibility boosted their confidence and sense of ownership. Social workers played an active role by providing psychosocial reinforcement, preparing trainees to be economically self-sufficient. In conclusion, the findings show that culinary training is an effective bridge to economic independence, enabling trainees to generate income and manage their own finances without depending on others.

### **Intellectual Aspect**

The findings on the intellectual aspect demonstrate a strong link between the assessment process and the learning approach to achieving independence. The culinary training is designed based on interest and talent assessments conducted by social workers and psychologists. This process is critical for placing trainees in a field that matches their potential. Trainees were also given the freedom to socialize with peers from other classes, allowing them to explore interests independently.

When trainees faced intellectual challenges, such as difficulty understanding the material or practical tasks, they had direct access to help from the instructor and their classmates. This supportive environment helps them develop their skills further. After the training, trainees plan to apply their skills by selling products from home, door-to-door, or to colleagues during their days off.

The most significant intellectual challenges trainees faced included confusion during cooking, difficulty understanding complex instructions, and the manual process of making products like

doughnuts. Communication barriers between the deaf and speech-impaired trainees and the instructors also posed a challenge. Despite these difficulties, trainees remained active in class, motivated by their personal interest in cooking, a desire to help their families, and the hands-on practical methods used in the classroom.

The most effective teaching methods were found to be participatory, including writing down recipe measurements, following instructor demonstrations, providing individual attention, and using a syllabus that balances theory and practice. These methods proved to be effective in actively engaging trainees. The findings suggest that the structured, interest-based training enhances skills and fosters an independent mindset, preparing trainees to solve problems and pursue their own business ventures after leaving the center.

### **Social Aspect**

The findings on the social aspect show a positive development in trainees' social interaction skills. Group cooking activities served as a natural medium for communication and collaboration, despite their limitations. Evidence of this change was seen in trainees who were initially quiet and passive but later became more active, especially during sales activities. Selling products required interaction with customers, which boosted their courage and social skills.

Motivation to become more independent was provided by the surrounding environment, particularly by social workers, instructors, and center staff. This motivational support is a crucial foundation for the trainees' adaptation and growth. Dominant interaction points were the classroom, the social workers' office, and informal areas within the center. The flexible and continuous nature of these interactions created a supportive environment.

Social interaction is an essential element of culinary training. It is not only vital for teamwork in food preparation but also necessary for selling products to customers. This means the training enhances their ability to be socially independent. The support provided by instructors, social workers, and peers came in the form of verbal motivation and developmental notes. The involvement of parents also added another layer of support, strengthening the process of independence.

The findings on social independence show that trainees are capable of actively interacting with instructors, social workers, and peers during the culinary training. The training is crucial for fostering their social independence by helping them build active social relationships.

### **Analysis of Problems and Needs for Social Service Development**

Based on the research findings, several problems and needs for social service development were identified: 1) Difficulty with Calculations during Sales: Trainees struggle with the mathematical skills required for sales transactions, impacting their ability to manage finances independently and potentially leading to transactional errors. This hinders their business sustainability; 2) Limited Product Market: Product sales are primarily confined to the center's internal environment or specific exhibitions. Although trainees have the potential to use digital platforms, they lack adequate technical skills in digital marketing, which limits their adaptability to modern marketing trends; 3) Communication Barriers: Communication difficulties are a significant obstacle for deaf and speech-impaired trainees, affecting their understanding of instructions and social interactions. This can lead to delays in skill acquisition and negatively impact their sales interactions.

Based on these issues, the following needs for social service development were identified: 1) Effective Calculation Methods: The need for effective calculation methods, such as transaction simulations or visual tools, to help trainees handle transactions accurately; 2) Digital Marketing

Training: Training on digital marketing techniques, including using social media, creating appealing product photos, writing product descriptions, and engaging with customers online. This will help them expand their market reach and adapt to current trends 3) Sign Language Application Usage: Utilizing sign language applications to support communication and interaction. This technology can enhance their learning and provide a crucial medium for interacting with the wider community.

These identified problems and needs serve as a basis for developing social services to improve the welfare of deaf and speech-impaired individuals.

### Source Analysis

A source analysis, adapted from social work's resource system framework (Minahan in Sukoco, 2021:51), identifies three types of resources that can be mobilized to address the identified problems: 1) Informal or Natural Resource System: This includes family and friends who can provide support; 2) Formal Resource System: This consists of instructors, social workers, and staff at the center who have a shared purpose and provide structured support; 3) Community Resource System: This includes labor programs and job placement services that can be utilized after training.

The discussion on source analysis aims to facilitate the necessary services for trainees. The support provided is tailored to their problems and needs, with the capacity and limitations of the support being managed through the guidance of instructors and social workers. The opportunity for resource mobilization and utilization lies in the coordination between these resource systems to develop needed programs.

A key limitation of this study is its descriptive qualitative method, which may not fully capture the dynamics of the vocational training. The findings are subjective and dependent on the informants' perspectives. Communication barriers between the researcher and the trainees were also a limitation during data collection, as information was heavily reliant on alternative communication methods like sign language or writing.

### Conclusion

This research concludes that the culinary vocational training at Sentra Mulya Jaya effectively fosters multifaceted independence for deaf and speech-impaired individuals, as evidenced across emotional, economic, intellectual, and social dimensions. Key findings show that the program's structured approach, combined with a supportive ecosystem of social workers, instructors, and peers, enables trainees to manage their emotions, generate and manage income, develop problem-solving skills, and actively engage in social interactions. While the study successfully demonstrates the training's positive impact, a notable limitation is its descriptive qualitative nature, which relies on subjective informant perspectives and was constrained by communication barriers, potentially limiting the comprehensive scope of the findings. Therefore, for future research, it is recommended to conduct further studies that explore the implementation of new teaching methods, such as digital marketing strategies and effective calculation techniques, to address identified challenges and enhance the program's long-term effectiveness in preparing trainees for a more integrated role in the wider society.

### References

Afkar, A. (2024). *Peran Pelatihan Keterampilan Vokasional dalam Meningkatkan Partisipasi Angkatan Kerja Penyandang Disabilitas*. *Jurnal Pemberdayaan Masyarakat*, 8(1), 45-58.

- Ahmadurrido, S. (2020). *Analisis Kebijakan Pemerintah Terhadap Pemenuhan Hak Atas Pekerjaan Penyandang Disabilitas di Indonesia*. *Jurnal Kebijakan Sosial*, 14(2), 113-125.
- Ali, A., Iram, W., & Alam, M. (2025). Financial Globalization, Entrepreneurship, and Economic Growth: Evidence from Asian Countries. *Journal of Social Signs Review*, 3(07), 174-191.
- Anzari, M., Ikhwan, M., & Syukriah, S. (2024). Inclusive development in rural Indonesia: Actualizing disability rights in Lheu Eu Village. *Journal of Social, Humanity, and Education*, 5(1), 23-35. <https://doi.org/10.35912/jshe.v5i1.2318>
- Beno, Y. R., Taufik, T., & Pratama, R. (2022). *Peran Dinas Koperasi dan UMKM dalam Mendorong Transformasi Digital Usaha Mikro Kecil dan Menengah di Kabupaten Kuningan*. *Jurnal Manajemen Inovasi*, 6(1), 1-15.
- Butac, S., Manera, A., Gonzales, E., Paller, R., Eustaquio, M. T., & Tandoc, J. J. (2025). Forging global citizens: A comparative study of intercultural pedagogical practices of higher educational institutions in the Philippines. *International Journal on Culture, History, and Religion*, 7(SI2), 62-79.
- Chadijah, S. (2021). *Faktor-Faktor yang Memengaruhi Tingkat Partisipasi Angkatan Kerja Penyandang Disabilitas di Indonesia*. *Jurnal Ekonomi Sosial*, 12(3), 201-215.
- Emzir. (2023). *Metodologi Penelitian Kualitatif Analisis Data*. Rajawali Pers.
- Gaffar, A. (2023). *Evaluasi Dampak Pelatihan Vokasional terhadap Kemandirian dan Produktivitas Peserta*. *Jurnal Pendidikan Vokasional*, 7(2), 89-102.
- Ghouse, S. M., Barber III, D., & Alipour, K. (2024). Shaping the future Entrepreneurs: Influence of human capital and self-efficacy on entrepreneurial intentions of rural students. *The International Journal of Management Education*, 22(3), 101035. <https://doi.org/10.1016/j.ijme.2024.101035>
- Kuntadi, C. (2024). *Audit Dana Kampanye Tahun 2024 Oleh KAP LMR*. *Jurnal Moneter*, 14(1), 50-65.
- Kurniati, E. (2023). *Efektivitas Program Bantuan Rehabilitasi Sosial (ATENSI) di Sentra Mulya Jaya Jakarta*. *Jurnal Kesejahteraan Sosial*, 17(1), 32-45.
- Kusumawati, R. (2022). *Pengembangan Potensi Vokasional Penyandang Disabilitas dalam Kewirausahaan*. *Jurnal Pendidikan dan Pembelajaran Vokasi*, 6(1), 18-29.
- Lisani, L. (2020). *Kemandirian Remaja Panti Asuhan Berdasarkan Tahapan Perkembangan Havighurst*. *Jurnal Ilmiah Kesejahteraan Sosial*, 10(2), 121-135.
- Maclean, N., Geiger, M., & Ned, L. (2024). Employment equity targets: How a state-owned enterprise recruits people with disabilities. *SA Journal of Human Resource Management*, 22, 2355.
- Mahmoudi-Dehaki, M., Nasr-Esfahani, N., & Vasan, S. (2025). The transformative role of assistive technology in enhancing quality of life for individuals with disabilities. In *Assistive technology solutions for aging adults and individuals with disabilities* (pp. 45-72). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-6308-9.ch003>
- Marchena Sekli, G., & Portuguese-Castro, M. (2025). Fostering entrepreneurial success from the classroom: Unleashing the potential of generative AI through technology-to-

- performance chain. A multi-case study approach. *Education and Information Technologies*, 1-29. <https://doi.org/10.1007/s10639-025-13316-y>
- Memon, S., Soomro, M., & Khaskheli, M. (2025). *Purposive Sampling Technique and its Application in Qualitative Research*. *Journal of Social Science Research*, 9(1), 1-10.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. SAGE Publications.
- Mursalin, A. et al. (2020). *Peran Pusat Rehabilitasi Vokasional dalam Mempersiapkan Penyandang Disabilitas Masuk Dunia Kerja*. *Jurnal Pekerjaan Sosial*, 15(4), 211-224.
- Musandiwa, L., & Asha, A. (2024). The Implementation of Employment Equity Reforms on Workplace Diversity in a State-Owned Enterprise in South Africa. *African Journal of Public Administration & Environmental Studies (AJOPAES)*, 3(3).
- Nugroho, A. (2021). *Tantangan dan Strategi Penyandang Disabilitas dalam Menembus Pasar Kerja Inklusif*. *Jurnal Inklusi dan Disabilitas*, 5(2), 105-118.
- Poerwanti, S. D., Makmun, S., & Dewantara, A. D. (2024). *Jalan Panjang Menuju Inklusi Digital bagi Penyandang Disabilitas di Indonesia*. *Jurnal Urban Sociology*, 1(1), 44-55.
- Puspita, D. (2021). *Pemanfaatan Layanan Pusat Rehabilitasi Vokasional oleh Penyandang Disabilitas Sensorik*. *Jurnal Keterampilan Vokasi*, 8(3), 156-169.
- Rahmawati, S. (2024). *Keterampilan Non-Teknis sebagai Modal Kerja Utama bagi Penyandang Disabilitas Pendengaran dan Wicara*. *Jurnal Sosial dan Humaniora*, 10(1), 67-80.
- Ramadhani, D. A. (2021). *Perlindungan Hukum Pegawai Pemerintah dengan Perjanjian Kerja (PPPK) dalam Konsep Perjanjian Kerja Waktu Tertentu di Institusi Perguruan Tinggi*. *Jurnal Yuridis*, 7(1), 133-145.
- Somad, A., Haryanto, S., & Darsinah, D. (2024). Inclusive Education for Special Needs Students in Indonesia: A Review of Policies, Practices and Challenges. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 9(2), 1024-1035. <https://doi.org/10.31851/jmksp.v9i2.16192>
- Ssemata, A. S., Smythe, T., Sande, S., Menya, A., Hameed, S., Waiswa, P., ... & Kuper, H. (2024). Exploring the barriers to healthcare access among persons with disabilities: a qualitative study in rural Luuka district, Uganda. *BMJ open*, 14(11), e086194. <https://doi.org/10.1136/bmjopen-2024-086194>
- Sudaryono. (2023). *Metode Penelitian Kualitatif dan Kuantitatif*. Rajawali Pers.
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sukoco, D. H. (2021). *Pekerjaan Sosial dan Proses Pertolongan*. STKS Press.