

## Evaluation of Deaf Employees' Work Ability on Cognitive, Affective and Psychomotor Aspects in a Cigarette Factory PT. Cakra Guna Cipta Malang Regency

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### ABSTRACT

Special Schools are formal institutions that are responsible for the quality of human resources for deaf people so that they can be accepted in the job market, especially labor-intensive industries. The learning process is expected to produce quality human resources in cognitive, affective and psychomotor aspects that influence work ability. This work ability will have an impact on the level of satisfaction of the company that employs them. This research aims to evaluate the work abilities of deaf people in cognitive, affective and psychomotor aspects. This research uses a qualitative exploratory case study methodology with an instrumental case study research design type. The research results prove that deaf employees who work at the Cakra Cigarette Factory must be able to communicate both orally and in writing. They generally have low literacy skills, poor receptive and expressive communication skills, resulting in a lack of understanding of the work contract text. In terms of discipline, they are much more disciplined than normal employees. Socially, they are able to establish good relationships with fellow colleagues. In terms of work skills, deaf employees have higher productivity than normal employees.

## **INTRODUCTION**

Work is a central part of adult life because it provides a sense of achievement and pride and influences overall life satisfaction (Rosyidi, 2021). Based on the 1945 Constitution of the Republic of Indonesia, Article 27 paragraph (2) states that, "Every citizen has the right to work and a living that is worthy of humanity." This includes the rights of people with disabilities. Special Schools are seen as a formal institution that is responsible for the quality of human resources for deaf people so they can be accepted in the job market. Law Number 8 of 2016 includes the rights of people with disabilities, one of them are deaf people, who must be protected and respected by the government and society. According to article 53, private companies are required to employ minimum 1% of their employees with disabilities, while regional governments and BUMN/BUMD account for 2% of their total employees (Trihardianto, 2018). This condition of course provides opportunities for deaf people and challenges for special schools in preparing a professional deaf worker.

The learning process is expected to produce superior quality human resources. The educational process in schools stimulates individual development in cognitive, affective and psychomotor aspects that affect work ability. The work ability will have an impact on the level of satisfaction of the company that employs them. With satisfactory work ability, the employee will have continuity in his work. In fact, it is not impossible to provide opportunities for other deaf people to be recruited in similar jobs.

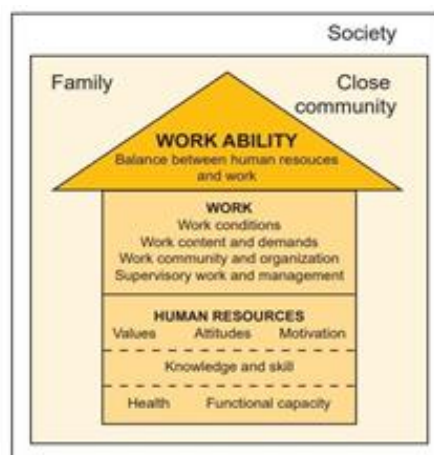
## **THEORETICAL REVIEW**

Myklebust in Bintoro (2010) describes that deaf people lack material sources of information needed for the development of the mind. As the overall experience decreases, there is an imbalance of psychological processes in general. The reduction of one of the senses alters the integration and function of the other senses. As a result, the form of experience becomes different, the realms of perception, conception, imagination, and thought change into a new configuration where this occurs naturally and unconsciously. Due to the loss of hearing ability, deaf children will find it difficult to pass the stages of cognitive development.

According to Cardano in Bintoro (2010) that the senses replace each other, so that when the sense of sight or hearing is lost, other senses will serve as the basis for cognitive activity and learning. Of course, the sense of sight cannot replace the superiority of hearing function. According to Uden in Bintoro (2010), the impact of deafness on the cognitive ability of deaf children is that the verbal intelligence of deaf people is lower than hearing people, but the performance of nonverbal intelligence of deaf people is the same as hearing people. Deaf people will have no experience distinguishing voice intonation, pitch and color of voice. Hearing barriers often cause differences in the perception of the individual with the environment, this occurs naturally even without realizing it, causing differences in perception with the environment and alienation. Their alienation will be exacerbated by environmental responses that ignore and reject them. (Efendi, 2005).

According to the results of Dia research (2016), deaf people who have completed their studies at the upper education level (SMALB) are constrained by access to employment information because the community in association is very limited. In addition, because of the superior aspects of development in terms of motor and mechanical, as well as concrete intelligence. Therefore the choice of various jobs for deaf people is limited to jobs that prioritize motor and mechanical skills, as well as concrete intelligence. For example, visual design, merchandise design, product packaging, cooking, beautification, sewing, cleaning service, and so on.

Goul, et all (2008) stated that the main basic foundation of employability of human resources is health and functional capacity. Functional capacity is the ability to perform tasks and activities that are considered necessary in their lives including physical, mental, and social functioning capacities. Deaf people certainly have obstacles that also affect their functional capacity, but the education process in SLB applies a compensatory curriculum that equips deaf people to anticipate weaknesses in their physical function. The second stage needs to build knowledge and skills that are updated through a lifelong learning process. The third stage describes their inner values, attitudes and motivating factors in working life. Attitudes and values are closely related to individual interactions in the workplace (at the fourth level). Learning and work experiences influence workers' values and attitudes whereas good experiences reinforce positive values and attitudes towards work.



**Picture 1. Dimensions of Work Ability**

Dessler (2003) argues that employability is obtained from the results of education and work experience. Education is the process of changing individual attitudes and behaviors in an effort towards maturity through teaching and training. In the educational process, educators consciously and planned carry out guidance, teaching, and training activities for students to reach maturity so that students are capable of carrying out their duties and responsibilities independently.

A school is a formal educational institution authorized to organize learning activities. As a school organization, of course, it has requirements that fulfill its responsibilities as a formal institution. Based on Law No. 2 of 1989,

schools are tiered and continuous education units to organize teaching and learning activities. Government Regulation number 19 of 2005 dated May 16, 2005 issued the *Standar Nasional Pendidikan* (SNP). SNP requires conditions schools to provide education according to national standards by gradually implementing the eight standards. Periodically, schools are also assessed in the implementation of the eight standards through school accreditation. SNP includes 8 standards, namely: (i) graduate competency standards; (ii) content standards; (iii) process standards; (iv) educational assessment standards; (v) educational personnel standards; (vi) standards of facilities and infrastructure; (vii) management standards; and (viii) financing standards. By implementing these regulations, schools are expected to become resource centers for developing the potential of individual students to prepare students to become superior resources in the future through the learning process.

According to Thursan Hakim in Djamaludin and Wardana (2019), learning is a process of change in the human person which is shown in the form of increasing the quality and quantity of behavior. In general, there are three learning objectives:

1. For increased thinking skills (cognitive abilities). This knowledge is gained by remembering and learning by involving sensory processes. Then analyze to explore a problem, find a solution and evaluate by reflecting on something that happens and interpreting it.
2. Instilling concepts through skills (psychomotor) individual abilities in activities that can be observed through training or repetition.
3. Shaping the mental attitude of students will be closely related to the cultivation of values so as to foster awareness in themselves (affection). The development of this affection factor includes feelings and emotional stability of the self, thus influencing how individuals are able to behave and act in their social environment.

## **METHODOLOGY**

This research uses qualitative methodology of exploratory type case studies with instrumental case study research design type. This is because the findings in the case can be used as an instrument to evaluate the quality of curriculum implementation in Special Schools to match the expectations of the job market. The purpose of this study is to evaluate the work ability of cognitive, affective, and psychomotor aspects. Data acquisition is obtained by observation, interviews, and documentation. For data triangulation methods by means of triangulation techniques and triangulation of data sources.

## **RESULTS AND DISCUSSION**

### ***Cognitive Aspects***

Cognitive aspects in this study include academic and communication skills. Academic aspects include the ability to read, write, count and simple scientific logic. In the context of work, this skill is needed to write job applications, face interview sessions, read the contents of employment contracts and sign employment contracts. The content of the employment contract includes job descriptions, employee rules that must be understood and agreed

upon by employees and the company. Numeracy skills are needed when doing work, understanding payroll systems, overtime, and pay deductions. With academic abilities that meet working employees can adapt to the work environment. A diploma held by deaf people has proven that they have completed a minimum period of study of primary education. By having the diploma, it is believed that the deaf person has the ability to read, write, count and simple scientific logic.

According to the personnel manager, prospective employees who are accepted must be physically and mentally healthy so that they are able to account for their actions legally. In this case, it means that acceptable people with disabilities have good cognitive functions so that they are expected to understand and carry out their rights and obligations. According to Bintoro (2010) the performance of nonverbal intelligence of deaf people is the same as hearing people, but on the contrary the intelligence performance of deaf people is verbally lower than hearing people.

In their interactions with hearing people in the workplace, expressive communication methods widely used by deaf employees are oral language, gestures and writing. For receptive communication read gestures (body language), mouth language / lip reading and reading writing. The use of gestures and mouth language / lip movements can indeed be done spontaneously. However, if the vocabulary is too long, it is very possible to make mistakes in capturing messages.

The weakness of abstract thinking has an impact on their inability to understand the relationship between language and the context that underlies practical language understanding. This can be seen when they communicate with superiors and colleagues cannot distinguish the right greeting words. Likewise in perceiving the word "good" in the sentence "Is Ms. Leni good to you?". Where the word "good" according to the speaker means "to be nice", but the deaf employee in his limited vocabulary understands the word "good" as a condition so he replies "Mrs. Leni is said to be good and healthy".

Although the company does not facilitate specifically, there is naturally a hearing employee who voluntarily and self-taughtly learns sign language with the intention of helping deaf employees. This happened 1 year ago, so every contract extension of the company's deaf employees uses their services to become sign language interpreters. This application is to reduce the risk of misunderstanding in signing an employment contract. In addition, the volunteer becomes a facilitator if there is an important event involving deaf employees.

**Table 1. Work Ability of Cognitive Aspects**

<b>Company Expected</b>	<b>Abilities of Deaf Employees</b>
High school graduates are expected to be equal	2 elementary school graduates, 4 junior high school graduates, 7 high school graduates

Able to read, write and count	They are able to write applications and sign employment/salary contracts, but to read and understand the meaning of the alleged writing Not all are able to understand. For one of the salaries they feel quite satisfied.
Accountable for his actions legally	Quite understanding and adaptive
Able to understand commands verbally / in writing	Some understand and some don't understand.
Able to express complaints/ignorance in an ethical way	Unable to express complaints/ignorance in an ethical way

### *Affective Aspect*

To be able to access job vacancy information at the Cakra cigarette factory, deaf employees must have a good relationship with the GERKATIN organization in Malang district. This is because job vacancy information from the company is informed directly to the chairman of GERKATIN. Therefore, one of the efforts to access job vacancies for deaf people should be involved in GERKATIN activities.

Deaf employees at the Cakra cigarette factory have the confidence to complete their work on target. So they are willing to learn even though they experience communication obstacles with the environment. This finding is clearly contrary to the stigma and common view that people with disabilities are considered less prospective and less profitable than non-disabled workers.

According to the assessment of personnel managers, supervisors and peers, deaf employees have very high discipline compared to normal employees. The opportunities and job placements given by the company to them provide gratitude so as to encourage them to work hard. This is in line with the results of research by Rahajeng, et al (2019) where employees with disabilities tend to have higher self-discipline and responsibility than non-disabled groups. This may be related to the lack of access to employment and accommodation for people with disabilities, so to obtain and maintain a job they absolutely must show enthusiasm and persistence.

Devitasari, et al (2021) said that for people with disabilities, the jobs they have are very important to them, so this provides encouragement for them. In addition, the acceptance of the work environment, the distribution of decent wages, and health facilities for employees, the right to leave and overtime and welfare from the company also increase work motivation for employees.

**Table 2. Affective Aspect Work Ability**

<b>Company Expected</b>	<b>Abilities of Deaf Employees</b>
Social relations with non-governmental organizations (Gerkatin)	They have good relationships within the gerkatin organization so they can access Jobs.
Social relationships with coworkers and good bosses	Deaf employees have a positive perception of their coworkers and superiors.
Enthusiasm for work and not easily offended when reprimanded.	They have a consistent morale even though it is difficult to understand information from milieu
Work discipline	Timely and consistent work attendance, commitment in achieving work targets.

***Psychomotor Aspect***

Deaf employees at the chakra cigarette factory accept job responsibilities that are considered the easiest, safest, monotonous that rely on motor skills, namely coordination between visual, mechanical and spatial. Based on the opinion of deaf employees, the job is in accordance with their conditions.

The impact of deafness that they experience causes them not to interact much while working, so they have the resilience to focus work better than normal employees. As for their work skills have higher productivity than normal employees, companies are willing to re-recruit deaf employees to more than 1% of the total employees. This proves that they work not only at the mercy of the company, but because their existence also contributes to the continuity of the company's business. The existence of continuous assessment from the personnel related to the placement of deaf employees in other parts will provide greater opportunities for deaf employment opportunities.

**Table 3. Psychomotor Aspect Work Ability**

<b>Company Expected</b>	<b>Abilities of Deaf Employees</b>
Employees are expected to be able to do their jobs	Deaf employees can do his job precisely, neatly, and correctly.

precisely, neatly, and correctly	
Employees can meet targets in their work	Deaf employees meet (or even exceed) targets in their work.
Able to adapt to new work skills according to the company's work chart.	Deaf employees are able to adapt to new job skills according to the company's work chart.

### Compensatory Curriculum Analysis for the Deaf

Compensatory skills for deaf students include BPBI, namely speech building and reading speech (lip reading) accompanied by listening exercises by utilizing residual hearing. In addition, nonverbal communication is particularly gestured with the Indonesian Sign System (SIBI).



Picture 2. Communication Type for Deaf People

Based on the data below, the method of lip-reading communication is still dominantly applied in the communication process between deaf employees and hearing people. However, according to the source, lip-reading still has the potential to cause misperceptions for deaf and hearing employees. In general, they are easier to communicate using sign language because both the receiver and the messenger have the same perception. But unfortunately, communication in sign language is exclusive to the deaf or sympathizer community.

If you observe from the communication culture of today's society, there are many use communication methods with the method of writing messages. The existence of a message in written form allows the recipient of the message to have the opportunity to understand the meaning of the writing that becomes the message of the communicator. By having good reading and writing

language skills, deaf people will have the ability to capture the meaning of messages from their environment and avoid the possibility of misperceptions in communication. So in this case it is good that communication skills with writing and reading methods are strengthened to help deaf people build social interaction between deaf employees and hearing people.

### *Analysis of Vocational Curriculum for Deaf People*

According to Arvidson and Tideman in Rosyidi (2021), the importance of a systematic vocational program to support the type of work that students will undergo after graduating from Special Schools. The school plays a full role as a party that must make decisions about what vocational programs should be taken by students by conducting a SWOT analysis (Strength, Weakness, Opportunity, threats). Student placement in vocational skills is oriented to interests and talents. Vocational programs must also place targets that are precise to the needs of the job market.

The implementation of vocational subjects should also provide insight into the literacy of deaf students on technical and non-technical matters in work. For example, matters related to making a job application letter, job interview, understanding the work agreement / work contract script / signed work rules. In addition, what if permission does not come to work, what if you want to quit work, ethics in communicating with colleagues and superiors, how to manage time and finances, and so on. There is nothing wrong if learners are given an internship opportunity in a suitable company in a few months. As for the internship process, students have real experience and guidance / reinforcement from teachers, thus they can adapt better.

### **CONCLUSIONS AND RECOMMENDATIONS**

In this study, it has been known the characteristics of the work ability of deaf employees influenced by cognitive, affective and psychomotor aspects:

1. The cognitive aspects of deaf people including the ability to understand instructions, reading, writing and arithmetic greatly support work ability. However, communication barriers often cause obstacles for deaf employees to work. Communication skills with lip-reading and writing methods are more needed in inclusive social interactions.
2. The affective aspects of deaf people including discipline, morale, obedience and loyalty tend to be superior to the work abilities of normal employees
3. The psychomotor aspects of deaf people affect greatly affect their productivity. In this case, deaf people are able to work more productively than normal employees.

### **FURTHER STUDY**

Suggestions for further research, namely analyzing more in-depth literature. Conduct a more in-depth literature review on deaf employee integration and performance across industries. Identify the latest trends and current research in terms of work environment support for individuals with special needs.

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