



Designing an Integrated Model of Vocational Training and Social Assistance in Social Rehabilitation Centers

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Article Info

Article history:

Received September 9, 2025

Revised December 4, 2025

Accepted December 4, 2025

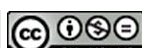
Available Online December 29, 2025

Keywords:

Integration of models;
Social worker;
Social rehabilitation centers;
Vocational training and social assistance;

ABSTRACT

This study addresses the challenges in improving social rehabilitation services for beneficiaries through vocational training and social assistance in social rehabilitation centers. The purpose of this study is to design and propose a model for integrating vocational training and social assistance and to identify factors that support the model's implementation. The research method is quantitative, employing a survey of 41 individuals, which represents 39% of the 105 total population of social workers for social welfare service recipients across several social rehabilitation centers. The research findings reveal that vocational training and social assistance in social rehabilitation centers are currently carried out as separate programs, lacking a unified implementation framework. Although social assistants play a significant role during the mapping and evaluation stages, their involvement in the integration and execution of both services remains limited. These insights underscore the need to design a more cohesive and collaborative model that bridges vocational empowerment with social support mechanisms. The novelty of this study lies in its holistic approach, which emphasizes not only the improvement of job skills but also the strengthening of psychosocial aspects. This model is designed to enhance the effectiveness of social reintegration and independence for beneficiaries, areas that have not been widely addressed in an integrated manner in conventional social rehabilitation programs.

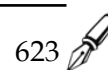


<https://doi.org/10.46627/silet>

INTRODUCTION

Social welfare services in Indonesia, particularly in the context of social rehabilitation, play a crucial role in improving the quality of life of individuals facing social problems, whether caused by economic, psychological, social, or physical factors. One of the primary beneficiaries of these services are individuals residing in social rehabilitation centers. These people require physical, psychological, and social recovery to function effectively in society and to maintain their social mobility. However, achieving long-term independence and well-being requires more than just medical or psychological rehabilitation. The practical gap arises from the weak integration of social assistance with access to education, health, and skills training that can strengthen social mobility (Wangkut, 2025). Furthermore, vocational training is not adequately connected to social assistance programs, resulting in recipients not fully experiencing the benefits of the training due to a lack of psychosocial support, motivation, and post-training assistance.

Social work and social assistance play a crucial role in ensuring that beneficiaries receive comprehensive and sustainable support. Social assistance is not only limited to providing social aid but also offering guidance in the process of recovery and reintegration into society. On the



other hand, vocational training or work skills are very important in preparing individuals to be economically independent after leaving social rehabilitation centers (Terziev, 2017).

The study on vocational training and social assistance for recipients of social welfare services is very relevant to the SDGs, especially SDGs number 1 (Ending Poverty), number 4 (Improving the Quality of Education), and number 8 (Increasing Economic Growth and Decent Work). Although both – vocational training and social assistance – have a very important role, often these two aspects do not run in an integrated manner. Social assistance often focuses on psychological and social aspects without utilizing vocational training that can improve individuals' practical skills, while vocational training is sometimes not equipped with the social support needed to help individuals adjust to life outside the institution.

Therefore, an integration model is needed that can combine both elements effectively so that it not only provides the technical skills needed to increase independence but also provides social support that allows individuals to succeed in life after rehabilitation. It is in this context that this study was conducted to develop an innovative model design that can integrate vocational training and social assistance for beneficiaries in social rehabilitation centers.

The purpose of this study is to design a model for integrating vocational training and social assistance that can be applied effectively in social rehabilitation centers. In more detail, the objectives of this study are:

1. Describe the framework of the model, design, and procedures for the integration of vocational training and social assistance.
2. Describe how effective the design model is for integrating vocational training and social assistance in improving the welfare of beneficiaries.

This study is expected to provide a significant contribution to the development of social rehabilitation models and services, particularly through more holistic and integrated vocational training and social assistance, which can improve the quality of life of beneficiaries in the long term.

RESEARCH METHOD

This study uses a quantitative approach with a survey research design to obtain data in designing an integration model for vocational training and social assistance in social rehabilitation centers. The quantitative approach was chosen because this study aims to measure and analyze the factors that influence the effectiveness of integration between vocational training and social assistance, as well as to obtain statistically measurable data from social workers involved in the rehabilitation process. This quantitative approach is used to obtain a clear picture of the views, attitudes, and perceptions of social workers towards the design of a model for integrating vocational training and social assistance. Through this approach, data can be analyzed objectively and provide strong information for designing an effective model.

This survey method is designed to collect data from a sample of respondents, namely social assistants at several social rehabilitation centers in Central Java province. The survey was conducted using a structured questionnaire developed to measure important elements in the integration of vocational training and social assistance, as well as to assess respondents' perceptions of the challenges and needs in implementing this model. The validity of the measuring instrument used in this study was assessed using face validity to measure the reliability of the question content. Sugiyono (2017) stated that the measuring instrument used to collect data must be valid. Face validity in this study was conducted by consulting with the supervising lecturer, who is also an expert in the field of training design.

The questionnaire was prepared using a nominal scale to measure respondents' multiple-choice answers, with two possible categories: yes or no. This scale is used to obtain clear and direct information about attitudes, opinions, or certain conditions from respondents. In the study on the Design of the Integration Model of Vocational Training and Social Assistance for Beneficiaries at the Social Rehabilitation Center, the nominal scale was used to measure

respondents' views on a number of issues related to the integration of the two elements (vocational training and social assistance) in the context of social rehabilitation, where respondents were asked to provide an assessment based on their level of agreement with the statements given.

The population in this study amounted to 105 people who were *social workers* or social welfare service beneficiaries at 3 social rehabilitation centers in Central Java. Arikunto (2012) stated that "if the population is less than 100 people, then the total number of samples is taken, but if the population is greater than 100 people, then 10-15% or 20-25% of the population can be taken." Based on the objectives of the study, the limitations of available resources, and the characteristics of the population distribution, the researcher took a sample of 41 people, or 39% of the population. This study was conducted in several social rehabilitation centers in Central Java, namely the Kartini Temanggung Integrated Center, the Antasena Magelang Center, and the Satria Baturaden Center, by considering the diversity of characteristics of beneficiaries and local conditions of each center.

This research was conducted for 4 months from February to May 2024, which included several important stages, namely: 1) Preparation and development of questionnaires for 1 month; 2) Data collection through surveys and interviews for 1 month; and 3) Data analysis and preparation of research reports for 1 month. The time of this research was arranged so that it could provide enough time to collect representative data and in-depth analysis to produce valid and reliable findings.

The data obtained from the survey and interviews were analyzed using descriptive statistical methods to answer the research questions. This method is used to describe the characteristics of respondents, such as age distribution, education level, work experience, and respondents' perceptions of the integration of vocational training and social assistance. This data will be presented in the form of frequency tables, percentage distributions, and graphs. By using these methods, it is hoped that the study can provide a clear and comprehensive picture of the factors that influence the design of the vocational training and social assistance integration model in social rehabilitation centers, as well as relevant recommendations to improve the effectiveness of social rehabilitation in Indonesia.

RESULTS AND DISCUSSION

Result

Table 1. Overview of the implementation of vocational training by social worker

No	Questionable aspects	Answer			
		Yes		No	
		f	%	f	%
1.	Attend Vocational Training	22	53,66	19	46,34
2.	Involvement in Mapping and Analyzing Vocational Training Needs	27	65,85	14	34,14
3.	Involvement in Designing Vocational Training	22	53,66	19	46,34
4.	Involvement in Implementing/Providing Vocational Training	20	48,78	21	51,22
5.	Involvement in Evaluating Vocational Training	27	65,85	14	34,14

Source: Researcher analysis results

Researchers collected data by distributing questionnaires to 41 respondents from 3 social rehabilitation centers in Central Java, namely the Kartini Temanggung Integrated Center, the Antasena Magelang Center, and the Satria Baturaden Center, so that the following description was obtained in Table 1.

Table 1 shows that beneficiaries' involvement in various aspects of vocational training was moderate, with variation across stages. A total of 53.66% of respondents participated in vocational training, indicating significant personal participation. The highest level of engagement was recorded in vocational training needs mapping and analysis (65.85%) and in vocational training evaluation (65.85%), reflecting an awareness of the importance of understanding needs and assessing outcomes. Engagement in training design was recorded at 53.66%, while engagement in training implementation or delivery was lower at only 48.78%.

These findings indicate that while there is commitment to analysis and evaluation, engagement in implementation practices still needs to be improved. Overall, strategies are needed to strengthen capacity and actively engage throughout the vocational training process to achieve more effective and sustainable outcomes for beneficiaries.

The study results indicate that the involvement of social workers in vocational training is quite varied, with a tendency for higher levels of involvement in the planning stages (mapping and evaluation), while involvement in implementation and receiving training needs to be improved. This indicates the need for increased capacity and equalization of training opportunities for social workers, as well as strengthening their role in the entire vocational training cycle so that services to beneficiaries are more optimal and sustainable.

Table 2. Overview of social assistance by social worker

No	Questionable aspects	Answer			
		Yes		No	
		f	%	f	%
1.	Involvement in Obtaining Social Assistance Provisions	35	85,36	6	14,64
2.	Involvement in Mapping and Analyzing Social Assistance Needs for Beneficiaries	27	65,85	14	34,14
3.	Involvement in Designing Social Assistance Activities for Beneficiaries	28	68,29	13	31,71
4.	Involvement in Implementing Social Assistance Activities for Beneficiaries	41	100,00	0	00,00
5.	Involvement in Evaluating Social Assistance Activities for Beneficiaries	35	85,36	6	14,64

Source: Researcher analysis results

Table 2 shows that all respondents, or 41 people (100%), stated that they were involved in social assistance activities for beneficiaries. This finding shows that social assistance activities for beneficiaries have been implemented comprehensively and have become an integral part of the duties of social workers in the field. This full involvement indicates that all assistants have a high understanding and commitment to their role in supporting the rehabilitation and social empowerment process. This condition also reflects that the social assistance program has been successfully implemented effectively, and all social workers who act as assistants have the opportunity and responsibility to contribute directly to improving the social welfare of beneficiaries. Comprehensive social assistance is very important in building relationships of mutual trust, providing psychosocial support, and facilitating the adaptation process and development of beneficiary skills.

The success of full social worker involvement is an important capital for the sustainability of social rehabilitation programs and improving the competence of beneficiaries. In addition, this also shows good coordination and management of social workers in implementing social activities in social rehabilitation centers. With an optimal level of involvement like this, it is hoped that the quality of social assistance services will continue to increase so that it can provide a significant positive impact on the recovery process and empowerment of beneficiaries.

Table 3. Overview of integration of vocational training and social assistance by social worker

No	Questionable aspects	Answer			
		Yes		No	
		f	%	f	%
1.	There are Integration Activities for Training and Social Assistance Provision	22	53,66	19	46,34
2.	Involvement in Mapping and Analysis of Needs for Integration of Training and Social Assistance Provision Activities	25	60,98	16	39,02
3.	Involvement in Designing Integration Activities for Training and Social Assistance for Beneficiaries	11	26,83	32	73,17
4.	Involvement in Implementing Integration Activities for Training and Social Assistance for Beneficiaries	18	43,90	23	56,09
5.	Bias in Evaluating Integration Activities of Training and Social Assistance for Beneficiaries	17	41,46	24	58,54

Source: Researcher analysis results

Table 3 shows that based on an analysis of the results of a survey conducted with 41 respondents at several social rehabilitation centers in Central Java Province, several important findings were revealed regarding vocational training, social assistance, and their integration. This study aims to assess the effectiveness of the integration of vocational training and social assistance in improving the independence and quality of life of beneficiaries. The results of the study indicate a relatively high level of non-involvement in various stages of the integration of vocational training and social assistance for beneficiaries. At the design stage, 73.17% of respondents were not involved, indicating minimal participation in the initial process of program development. This non-involvement was also evident at the implementation stage, with 56.09% of respondents not participating, reflecting weak integrative implementation in the field. Meanwhile, at the evaluation stage, 58.54% of respondents were not involved in monitoring and assessment activities. These findings illustrate a significant gap between the expected integrative policies and participatory practices in the field, and indicate the need for improved cross-sectoral coordination, strengthened human resource capacity, and a more inclusive engagement system across all program stages.

Discussion

The results of the research demonstrate that the involvement of social workers in vocational training integration and social assistance activities tends to decrease from the initial to the final stage of the program.

Based on the research results shown in table 3, the researcher obtained relevant data and information that can be used as a basis for formulating a framework for thinking, design plan, and procedure for the vocational training and social assistance integration model, which is visualized in the following figure 1. Figure 1 illustrates the design framework for the integration of the vocational training and social assistance model and is described as follows:

1. Input

In the design of the integration model for vocational training and social assistance, the input used includes three main components: personal input, instrumental input, and environmental input. Personal input includes the characteristics of individual participants, such as educational background, motivation, psychological conditions, and basic skills possessed.

Instrumental input includes: resources used in training, including competency-based curriculum, learning methods, trainers, and training tools and materials that are in accordance with industry needs. Meanwhile, environmental input refers to external environmental support, such as the involvement of families, communities, the business world, and government policies that support the sustainability of the program. These

three aspects are interrelated and form the basis for building an effective and adaptive training and assistance model to the needs of participants and their social context.

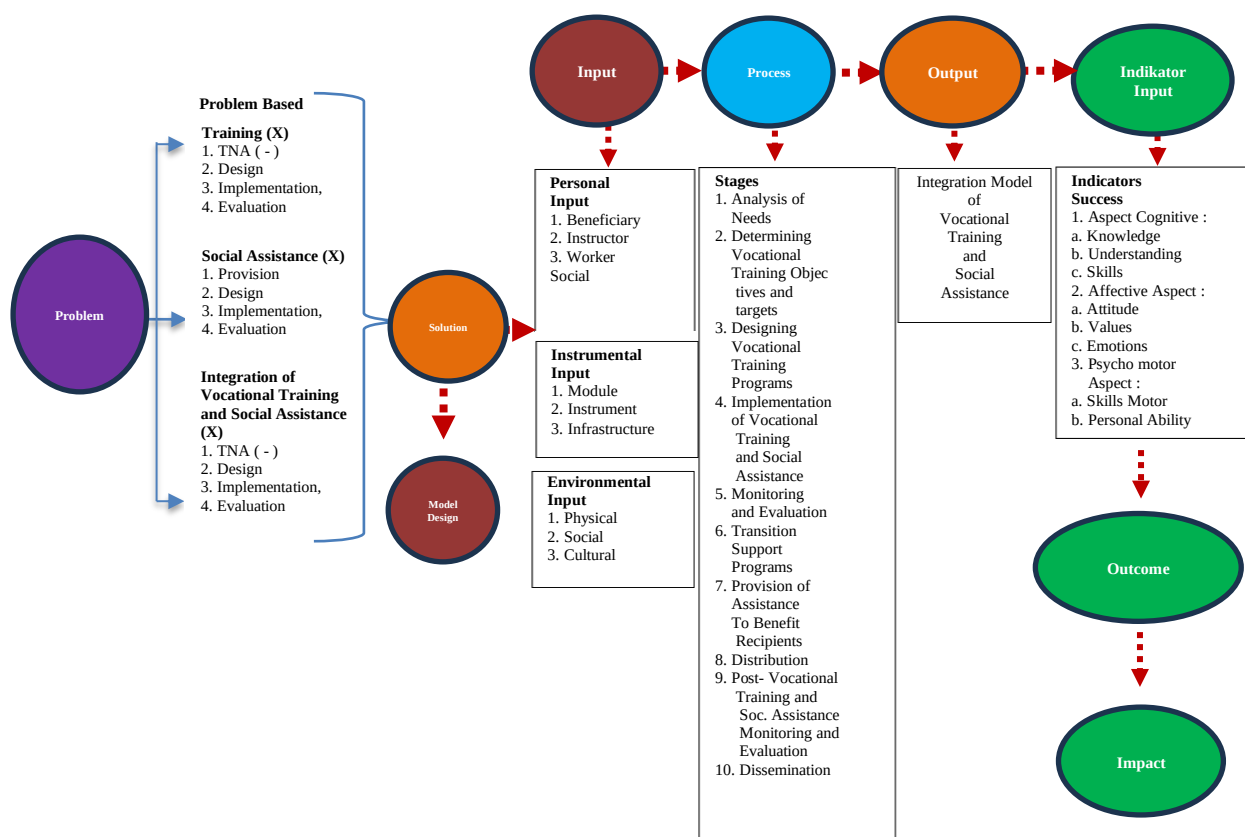


Figure 1. Design framework for integration model of vocational training and social assistance

2. Process

The process of designing the vocational training and social assistance integration model consists of several interconnected stages. The first stage is assessment, which is carried out to identify the needs, potential, and problems of participants individually and in groups, both in terms of technical skills and socio-psychological conditions.

In line with that, social assistance is provided simultaneously to strengthen the mental capacity, motivation, and life skills of participants so that they are able to adapt to the social environment and the world of work, including pre-vocational training assistance, assistance during vocational training, and post-vocational training assistance. After that, periodic monitoring and evaluation are carried out to assess the effectiveness of the program, the level of achievement of goals, and changes in participants. Finally, there are stages of continuous development and adaptation, which aim to improve and adjust the model based on evaluation results and social dynamics, including training transition programs and providing assistance to beneficiaries so that this model remains relevant and has a long-term impact.

3. Output

The output of this design is a systematic and applicable integration model, which combines vocational training with social assistance in an integrated manner to improve the independence and welfare of beneficiaries. This model is specifically designed for social welfare beneficiary groups and training curriculum components and participation-based social assistance mechanisms and implementation strategies involving cross-sector actors.

4. Benefits (Outcomes)

The outcomes of the research on the design of the Vocational Training and Social Assistance Integration Model showed positive results in three main aspects, namely improving vocational skills, social adaptability, and social reintegration capabilities.

5. Impact

The research on the design of the Vocational Training and Social Assistance Integration Model is expected to have a significant impact on recipients of social welfare services. This model contributes directly to the effectiveness of social rehabilitation programs and sustainable welfare development.

Based on the research results, the design model for integrating vocational training and social assistance can be presented in Figure 2 below:

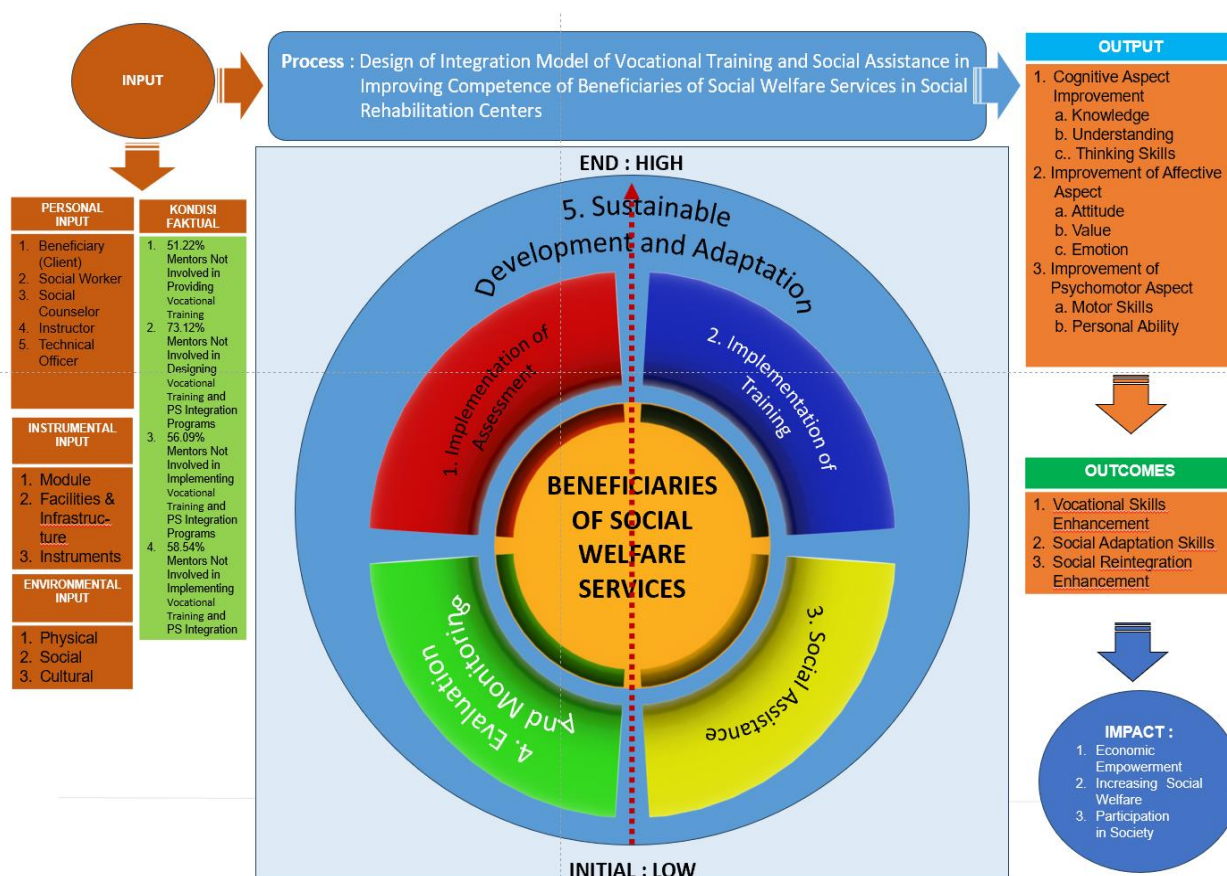


Figure 2. Design model for integration of vocational training and social assistance

The design model for the integration of vocational training and social assistance for recipients of social welfare services is then implemented based on an integrated procedural design as illustrated in Figure 3.

The above procedure design describes the stages in the implementation of the Vocational Training and Social Assistance Integration Model, which consists of 5 stages, namely, the Needs Assessment Stage, the Training Stage, the Social Assistance Stage, the Monitoring and Evaluation Stage, and the Continuous Development and Adaptation Stage. Analysis of the Vocational Training and Social Assistance The integration model procedure design based on Albert Bandura's social learning theory (in Aubrey, 2022) emphasizes the importance of learning through observation, imitation, and modeling in the process of behavioral change. This theory is very relevant to understanding how recipients of social welfare services can internalize new skills and form adaptive behavior through the five stages of the designed model as follows:

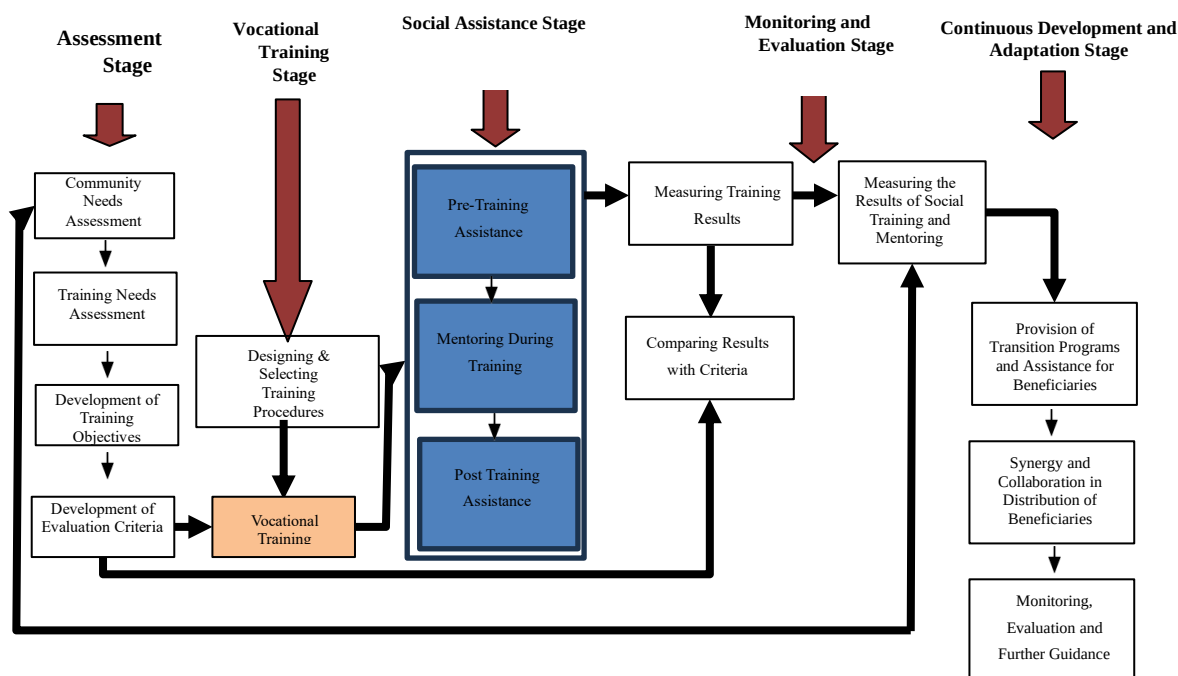


Figure 3. Procedural design of vocational training and social assistance integration model

1. At the Needs Assessment stage, individual motivation and readiness are greatly influenced by self-perception (self-efficacy) and previous experiences. At this stage, the assessment not only identifies vocational and social needs objectively but also understands the extent to which individuals believe in their ability to learn and change. Thus, the interventions designed must take into account the individual's self-perception so that the learning process is more effective.
2. In the training stage, reflect on the learning process through direct observation and practice. In Bandura's context, vocational training must include role models or trainers who are able to demonstrate skills in real terms so that beneficiaries can learn through imitation. Active involvement in training and positive feedback strengthen self-efficacy and encourage gradual skill formation.
3. In the Social Assistance Stage, the importance of social reinforcement in shaping behavior is emphasized. Social mentoring provides an interpersonal context that allows beneficiaries to observe, imitate, and receive feedback from mentors or peer groups. This process strengthens the affective and cognitive aspects of social learning, including emotional regulation, communication skills, and social decision-making.
4. In the monitoring and evaluation stage based on the social learning framework, evaluation functions as a reinforcement and reflection process. Continuous monitoring provides an opportunity for beneficiaries to revise strategies, gain recognition for progress, and maintain motivation. Evaluation also allows successful behavioral models to be re-displayed as examples (modeling) for other participants. Furthermore, monitoring and evaluation of the design procedure for the integration model of vocational training and social assistance based on the four-level training evaluation model developed by Donald L. Kirkpatrick (in Widodo, 2021) needs to have a broad framework used in evaluating training programs because it provides a step-by-step approach to measuring program effectiveness from various dimensions.
5. In the Continuous Development and Adaptation Stage, social learning theory emphasizes the dynamic and contextual nature of the integration of vocational training and social mentoring. This stage accommodates the principle that adaptive behavior must continue to be developed through new experiences, observations of the environment, and ongoing social interactions. Beneficiaries will continue to hone their skills and adaptive abilities by

adjusting to social changes and new challenges through lifelong learning.

The design of the integrated vocational training and social assistance model for recipients of social welfare services can be analyzed more deeply in accordance with the 2004 ILO international framework (Recommendation No. 195), which provides a comprehensive framework emphasizing a systemic and sustainable approach to human resource development. The ILO highlights the importance of the link between vocational training, labor market needs, and equitable access for vulnerable groups, including recipients of social welfare services. The ILO model requires synergy between stakeholders, continuous evaluation mechanisms, and assurance that the training provided is truly relevant to the world of work. Unlike Bandura, who focused on changing individual behavior through social and psychological processes, the ILO places greater emphasis on systemic structures and macro-level policies to ensure the success of vocational training.

Research shows that engagement in training implementation and social assistance remains low compared to its design. From Bandura's perspective, this can be attributed to the lack of social interventions that motivate and guide individuals throughout the training process. From the ILO's perspective, this situation reflects weak inter-agency coordination, minimal integration into local policies, and the lack of a comprehensive training monitoring and quality assurance system.

Thus, the design of an effective integration model ideally combines Bandura's psychosocial approach—which strengthens individual motivation and empowerment—with the ILO's systemic framework—which ensures the sustainability of training through policies, institutions, and structural support. This combination will encourage the creation of vocational training that not only improves technical skills but also empowers beneficiaries socially and economically in a sustainable manner.

CONCLUSION

Based on the results of this study, it can be concluded that despite some challenges in implementing the integration of vocational training and social assistance, the majority of social workers and social assistants consider this model very important for improving the quality of social rehabilitation for beneficiaries. The findings of this study indicate that the design of the vocational training and social assistance integration model has a significant impact on improving the work skills and social welfare of beneficiaries at the Social Rehabilitation Center. These results not only support the proposed hypothesis but also indicate that an integrative approach can be an effective model in social rehabilitation.

The design of the vocational training and social assistance integration model creates a holistic approach to empowering individuals, especially vulnerable and marginalized groups. This model combines competency-based learning aspects with a participatory and sustainable approach so that participants not only gain work skills but also the psychosocial support needed to adapt and develop independently in the social environment and the world of work.

This study still has limitations in presenting data on the results of the evaluation of the results of vocational training programs and the distribution of former beneficiaries, thus opening the way for further research that will explore long-term aspects and diversify models that are more appropriate to the characteristics of different beneficiaries. Therefore, steps to improve the quality of training, the capacity of social assistants, and coordination between teams need to be taken so that this integration model can run more effectively and provide maximum benefits for beneficiaries in social rehabilitation centers.

The design of the integrated model for vocational training and social assistance demonstrates that, while a potential integrative framework has been identified to improve the effectiveness of social welfare services, several limitations warrant consideration. Therefore, further research using a research and development approach is needed to strengthen the model's validity and optimize its application within a sustainable social welfare system.

ACKNOWLEDGEMENTS

The author expresses my deepest appreciation and gratitude to the promoter, co-promoter, and members of the dissertation at the doctoral program in community education, faculty of education, Indonesian University of Education, Bandung, Indonesia, for their guidance, direction, and valuable input that have enriched the quality of this research, as well as to all the academic community of the Bandung Social Welfare Polytechnic, where the author serves as a lecturer, for their moral support, time flexibility, and administrative assistance that have greatly assisted in the implementation of this research.

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