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Analysis of vocational skills learning program for children with intelligence disabilities

Elsa Dikeu Septiani[a], Endang Rochyadi[a], Tjutju Soendari[a]
[a]*Universitas Pendidikan Indonesia, Bandung, Indonesia*
E-mail: elsadikeuseptiani@upi.edu

Abstract: The application or implementation of learning vocational skills for children with intellectual disabilities requires special planning so that performance can be following the needs of students, namely through the assessment of interests and talents. This study aims to determine the assessment results of vocational learning development programs based on interests and skills. The approach used in this research is this research uses descriptive quantitative methods with a case study approach. The data from this study were collected with the sampling technique used in this study is the purposive sampling method, because the chances of becoming a member are selected as samples based on the considerations and decisions of researchers. The results showed an effect of implementing the vocational skills learning program for a student with an intellectual disability. This study concludes that implementing the vocational learning program in the culinary field impacts the vocational skills learning program for children with intellectual disabilities.

Keywords: Learning programs, vocational skills, interest and talent assessment

INTRODUCTION

Special education houses students who experience obstacles, both physical and psychic barriers, that require special education and services. One of the scopes of students who need special education and special services is intellectual disabilities students. An intellectual disability is a person who experiences obstacles or delays in mental development accompanied by a lack of ability to think and adjust to the environment. A person can be categorized as homeless in several aspects; namely, an intellectual function that is significantly below average has barriers in self-adjustment to the environment and occurs in development times.

One of the problems that arise due to his disability is the lack of socialization in society and the limitations of cognitive abilities that affect adulthood to be able to work. From the research interviews with parents of students at the school, some parents are worried whether their child, after graduation, can live independently and can work.

Schools as education providers have a great responsibility in printing students who have life skills after graduation. Life skills alone can be classified into three parts: proficiency in academic skills, proficiency in the community's social skills, and proficiency in vocational skills. According to Putu Sudira (2002), Vocational is an adjective vocationally related to or related to an occupation. Intellectual disabilities learners who have obstacles in the thought process make them difficult with academic skills lessons. Therefore the school needs to point to vocational skills and social skills without leaving the academic abilities themselves. The purpose of the emphasis of vocational skills is to provide intellectual disabilities in developing the potential that he still has and become a provision to enter the world of work. According to Zulaichah (2108), vocational education objectives for children with special needs include developing skills and adapting them to a job.

The school can teach various skills in developing the potential of intellectually disabled learners. The school must adjust the vocational skills given according to the level of difficulty and work needs in the community, starting from the beginning of the introduction of skills to work directly. Training students with intellectual disabilities in vocational skills learning is not as easy as training students in general. Students with intellectual disabilities have obstacles in the thought process. It takes a long time to master work skills, which makes us have to use repetition (Drill). This becomes a challenge for teachers in the learning process. Tunagrahita is not a disease, but the intellectual disability is a condition experienced by a child who has barriers in the academic aspect, has problems with adaptive behavior, and occurs in development times. Usually, children with disabilities will have difficulty in "Adaptive Behavior" or behavioral adjustment. , According to Wijaya (2013:21), an intellectual disability is an individual who significantly has below-average intelligence and accompanied by low adaptability and behavior during its development. The three concepts are attached to children with intellectual disabilities as defined by the American Association of Intellectual Developmental Disability (AAIDD) in (Daniel P. Hallahan et al. 1.,2009: 147) that "mental retardation is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skills. This disability originates before age 18".

The condition in children with disabilities leaves many problems, both in the learning and developmental parts. However, intellectual disabilities children are individuals who still have the right to obtain an education. Pendidikan for children with disabilities should refer to the purpose of national education. According to Law No. 20 of 2003 on the National Education System, Article 3, the purpose of national education is to develop the potential of learners to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. If it refers to that goal and refers to the homeless condition, then the proper education is ultimately directed to live independently.

Permit No.22, the year 2006, states that the proportion of the content of the curriculum content of the SMPLB education unit consists of 60% - 70% academic aspects and 40% - 30% contains elements of vocational skills. While the content of the curriculum of the education unit level and above consists of 40% - 50% academic aspects and 60% - 50% aspects of vocational skills. The following description explains that the curriculum of the education unit for intellectual disabilities from SDLB to SMALB is designed very simply according to the limits of students' ability and is more individual. This means that children with intellectual disabilities are given a higher skill portion at the middle and upper levels according to the child's condition. One form of implementation is manifested in vocational programs.

The implementation of vocational programs for children with intellectual disabilities at the middle and upper levels refers to Permen No.22 of 2006 that the determination of Competency Standards and Basic Competencies is submitted to their respective educational units. This means that schools are given full authority to design vocational programs for children with disabilities. This condition opens the opportunity for implementing vocational programs in each school to be varied, both from the type of skills given to the child and various obstacles in its execution. Therefore, it is essential to know the general picture of implementing vocational programs in schools for intellectual disabilities children.

METHOD

The method used in this study is a quantitative descriptive method that aims to describe the percentage of types of vocational skills implemented, the basis of selecting the kinds of skills, and vocational barriers. In the implementation of vocational program problems, the sampling technique used in this study is the purposive sampling method because the chances of becoming a member are selected as samples based on the considerations and decisions of researchers. The number of models used in this study was 23 (respondents).

The variables to be measured in this study consist of 3 parts, namely: 1. Types of vocational skills, 2. An essential selection of the kinds of vocational skills, 3. Obstacles found in the implementation of vocational programs. Data Analysis used in this study is quantitative descriptive analysis.

RESULT AND DISCUSSION

Finding

Types of Vocational skills, The following graph shows the types of vocational skills implemented by SLB in Ciamis

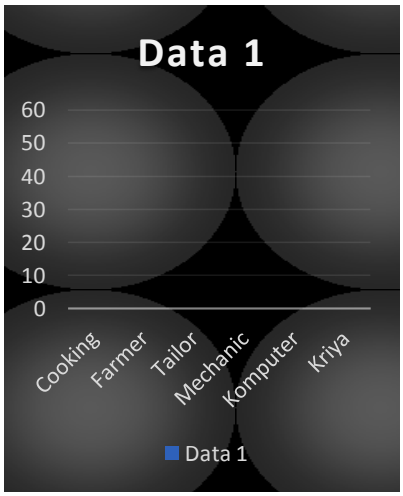

Figure 1 Types of Vocational Skills SLB Ciamis City Vocational

Figure 2 Essential Selection of Skill Types SLB Kota Ciamis

The number of vocational skills identified was implemented as many as 78 skills. Graph 1 shows that the most effective vocational skills implemented by SLB in Ciamis are craft skills 49%, cooking 1%, tailor 12%, farmer 7%, computers 1%,. If you look at the presentation, the skills that are often done in the most order are craft skills, cooking, and dress code. An essential selection of vocational skills type. The following graph shows the basis of the selection of vocational skills by SLB in Ciamis.

Graph 2 shows the basis of the selection of vocational skills types implemented in schools is 78% agreement taken by the school, 13% is facilities to the condition of children with intellectual disabilities, 5% is a skill that can support the independence of children with disabilities because of adjustment to the work environment or activities in the place where the child attends school. The highest or strongest primary type of skill selection is based on the condition of the intellectual disabilities child.

Barriers found in the implementation of vocational programs. The following graph shows the obstacles encountered in the performance of vocational programs at SLB in Ciamis

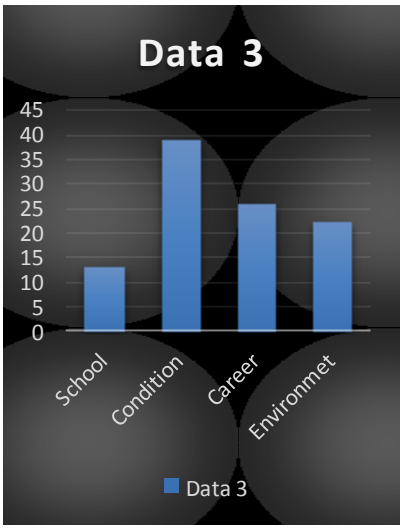

Figure 3 Barriers to Vocational Skills Implementation

Discussion(s)

Various skills programs that have been implemented at pk-park centers throughout Indonesia are centered on Private School and Public School at the district/city level, which includes: crafting,

painting, sculpting, haircut, cooking, screen printing, computers, internet, fashion, modeling, carpentry, acupressure, kite making, and delivery. There are also training activities for ABK such as simple entrepreneurship, the practice of caring for plants, and flower arranging, making fertilizer from organic waste, fishery skills, foreign language skills, pantomime or theater, vocals, and music (Mudjito, 2011). The many types of vocational skills due to the determination of SK-KD are handed over to the education organizing unit adjusted to the condition of the child and the environment in which the child lives or attends school. The results showed that the type of vocational skills for children with intellectual disabilities that are most often done is craft skills. Many types of skills fall into the craft category. The findings show that craft skills include: making bracelets from beads, doormats, paper hats, paper flowers, flip flops, weaving, brooch decorations, flower arranging, knitting, batik, etc.

The selection of types of skills implemented by the school should be studied in-depth, taking into account the components of the child as the subject of learning. The assessment process can be initiated through the assessment process. The results showed that 90% of specialized secondary schools had conducted official assessments to explore data on job skills and interests, career counseling, job readiness, and service needs related to this. (Heffron, 2004). So it is expected that vocational programs conducted in schools will be functional and valuable after the intellectual disabilities child graduates from school.

The results showed that the basis of vocational type selection is 39% adapted to the condition of children with disabilities, 26% is a skill that can support the independence of children with disabilities, and 22% because of the adjustment to the work environment or activities in the place where the child attends school. The highest or strongest basis for selecting skill types is based on the condition of the intellectual disabilities child, meaning that assessment analysis results become the basis in determining the kind of vocational skills given to children with intellectual disabilities.

The implementation of vocational skills programs shows the highest obstacles are in the learning aspect (78%). The difficulty in this aspect of learning is how teachers are challenged to design the right learning skills for children with disabilities. The learning process for children with disabilities is a long step because the condition of the intellectual disabilities child that makes the receipt of information repeatedly, aspects of essential development that are hampered cause basic skills in conducting vocational imprisonment requires full assistance from the teacher. Some of the obstacles that arise in the learning aspect are reinforced by one of the results of research conducted related to the implementation of vocational skills of salted egg making, teachers have difficulty guiding children with intellectual disabilities in the learning process of vocational skills, lack of equipment available in schools, as well as expensive raw materials used (Riyani et al., 2016).

The research results also support the results of this study that the second aspect of obstacles faced is in facilities and infrastructure (13%). Therefore, as a recommendation of the results of this study, a proper vocational skill learning design is required by considering the objective conditions of children with disabilities, environmental conditions related to the type of vocational skills that can be developed, as well as considering aspects of facilities and infrastructure that are easy and affordable.

CONCLUSION

Based on the study results, the most in demand skills by children with intellectual disabilities are craft skills, services, and sports. The selection of these skills is based on the results of learning carried out in schools that prepare children with disabilities to be able to work, following the opinion of Ruhimat (2012), explaining that learning planning needs to be done so that the learning implementation process can run following the objectives and scenarios of the course of learning. Children with intellectual disabilities must adjust to the child's ability because the obstacles that the intellectual disabilities child has makes them have to choose the appropriate skills so that the vocational skills will make the intellectual disabilities child live independently.

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