

Synergy Through School Collaboration in Life Management Skills Education for Students with Disabilities

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Abstract—The present study was carried out to draw attention on the management of school collaboration in implementing life skills education for students with disabilities. This is because the resources possessed by educational institutions are very limited, thus the synergy of school with the community becomes an undeniable matter. In sum, research and development in the current project uses what has been developed by Borg and Gall. Data collection is done through document analysis, observation and in-depth interviews with special needs schools, companies and parents of students with disabilities. The model validation was carried out through a Focus Group Discussion involving several special needs schools in Subang; SLBN Subang, Waliwis Putih and SLB Trituna, PT Subang Autocomp Indonesia, Manpower and Transmigration Office, Education Office, and home industry owners. As well, limited testing of model feasibility was applied to two special schools in Subang namely SLB Waliwis Putih and SLB Trituna. The findings disclosed that the management of school collaboration in implementing life skills education for students with disabilities was compiled through planning, actuating and evaluation in various educational activities involving schools, business or industry and society. Based on results obtained in this line of research, it can be concluded that the implementation of life skills education for students with special needs has met the criteria of success in promoting synergistic cooperation among the school, business or industry and society.

Keywords—school cooperation; life skills education; students with disabilities

I. INTRODUCTION

According to many definitions, disabled persons as the societal disadvantages arising from such impairments are those who experience physical, intellectual, mental, and/or sensory limitations for a long period of time. In this regard, the term disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others [1].

At this point, students with disabilities are students who experience physical, intellectual, mental and/or sensory obedience for a long period of time, and in turns, they experience obstacles and difficulties in having social

participation with other communities, and in turns, students with physical disabilities and neurological conditions may also have perceptual difficulties that can take various forms.

Most people with disabilities in various countries, as well as in Indonesia, experience life in conditions of vulnerability, backwardness, and/or poverty due to the existence of restrictions, obstacles, difficulties, and the reduction or rights elimination of persons with disabilities so as to establish equal basis with others and opportunities for persons with disabilities towards a prosperous life, independent and without discrimination requires legislation that can guarantee such implementation.

With regard to this obvious issue, to make it happen leads to one notable goal of education for students with disabilities is independence. The right to live in the community with equal choice to others presumes a set of options for living arrangements of which members of a community avail themselves. The right to live independently and to be included in the community stems from some of the most fundamental human rights standards: (1) personal mobility by providing assistive devices and ease of access; (2) get the opportunity to live independently in the community; (3) get training and assistance to live independently; (4) determine themselves or receive assistance from the Government and the Regional Government to determine the place of residence and/or care of families or substitute families; (5) get access to various services, both those provided in the house, in residential areas, and in the community; and (6) get reasonable accommodation to participate in community life [1].

Independence for students with special needs is formed through education, training and mentoring carried out by schools to have life skills that are in accordance with their needs. Life skills are Life Skills is the ability for adaptive and positive behavior, which allows individuals to do so effectively dealing with the demands and challenges of everyday life [2–5]. And in turns, it is a school task to provide life skills education for students with disabilities thus when they graduate from school, they have a better life and have independence in their lives.

As the twentieth century draws to a close, the global community and the people in Indonesia have generally

assumed that persons with disabilities are a burden on families and society, with the concept of independence can be broken. Crucial steps that shall be taken for the independence of students with special needs is collaboration among schools, parents, the community, DUDI and the government.

In Indonesia, the government has issued Law No. 4 of 1997 concerning Disabled Persons in Article 14, it has stipulated that state and private companies provide equal opportunity and treatment to persons with disabilities by employing persons with disabilities in their companies according to their type and degree of disability, education, and abilities, the amount of which is adjusted to the number of employees and/or company qualifications [6] thus the prevailing law becomes the legal basis for encouraging independent living for graduates with disabilities.

Based on opportunities above, it is therefore argued that it is adequately necessary to figure out by the school and to create innovate learning by building life skills education combined with subjects in School with Special Needs (SLB). Accordingly, every SLB has highlighted such powerful opportunities as diverse, depending on the vision and mission of the school. This has mandated the importance of the power of leaders in executing and following up on opportunities provided by the government. The ability of leadership in carrying out management functions and the accuracy of the target of collaboration is optimal excellence and success for the school, which in the end it might receive emerging evidence as competitiveness for the school graduates.

II. RESEARCH METHODOLOGY

The present research is a kind of research and development because it draws attention to develop a management model of collaboration between schools and communities and cooperation with the industrial and business world (DUDI) for students with disabilities in synergy, starting with the management analysis of the cooperation carried out by SLB related to life skills education. In this regard, there are only four considerably simplest management functions in the present study, (1) how the planning carried out by the school relates to the management of cooperation for the implementation of life skills education; (2) coordination; this refers to the school coordinating steps in implementing life skills education; (3) implementation, this is the execution of the plans set by the school for life skills education programs and (4) evaluation; where the school sees the achievement of the goals of life skills education itself. By using the steps developed by Borg and Gall, the research design is employed to develop and certify educational products through the following steps in figure 1 [7].

The chosen respondents were from SLBN Subang, SLB Waliwis Putih and SLB Trituna, PT Subang Autocomp Indonesia, Department of Manpower and Transmigration, Office of Education, and home industry owners. Limited testing of model feasibility was applied to two special needs schools in Subang, SLB Waliwis Putih and SLB Trituna.

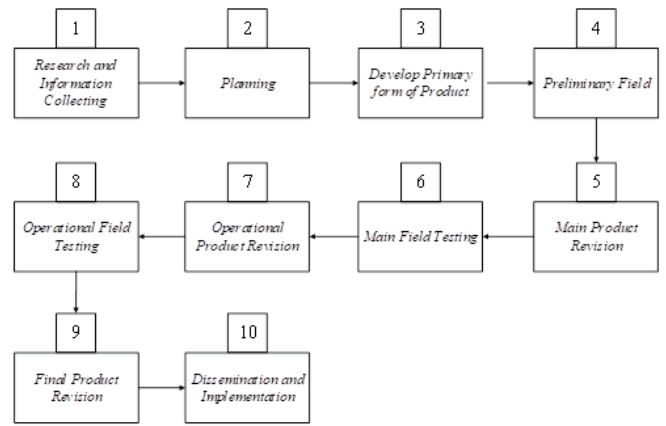


Fig. 1. Cycle of educational research and development [7].

III. RESULTS AND DISCUSSION

The analysis of the management of school collaboration with the community and DUDI has a focus on topics related to (1) the integration of the curriculum with life skills education; (2) management of life skills education; (3) the synergy of school collaboration management with DUDI; (4) the role of school principals in enhancing school collaboration with DUDI, the community and the government. Therefore, this project provides for an opportunity to gain insight as follows:

A. Integration of the Curriculum with Life Skills Education

In this obvious case, life skills education has been integrated with the 2013 curriculum, all SLBs have implemented it. Yet as we know that the success of its implementation depends on the creativity and innovation of the teaching staff, consequently this is where success could be achieved. All SLBs only teach basic skills such as cooking, fashion, makeup, arts and sports.

If it is associated with life skills to become basic marriages, this might be adequate, but there are more interesting challenges that become opportunities for graduates to reach and fulfill 1% quota to be employees in the company, or encounter more to enter DUDI, and thus, the skills above insufficient, so that more effort is needed. If this is the case, then what is the challenge question and whose task is to prepare graduates to enter DUDI, what is school? Society? Government? or even DUDI ?

This is where the curriculum developer materials to integrate life skills education needed by DUDI and its success certainly depends on its school, hereinafter called the vision, mission and goals and leadership style of the principal and the most important is the innovative ability of educators in packaging teaching material by combining various needs and demands as well as expectations from various parties with existing subjects.

B. Life Skills Management

As stated above, that each school is generally consistent in using management functions related to life skills, such as planning, organizing, implementing and evaluating. In this

respect, four management functions are carried out in accordance with the guidelines of the 2013 curriculum, hence almost all schools have the same concept and the same results. Yet there is one SLB that uses a new breakthrough by starting to perform such function.

The SLB is planning life skills education to be delivered to students to involve high school and vocational school, home industry, company. This breakthrough has a very good success that drives the achievement of life skills education with independence, as well as delivering graduates to become company employees and other DUDI.

Herewith success is due to a breakthrough agreement with DUDI which rests on a law that states 1% quota of disability employees. It is just a matter that the law has already existed and is clear from 1997, yet in fact it is not executed by DUDI in the field. They are still reluctant to accept employees with disabilities, thereby the role of the regional government to confirm is more assertive and followed by sanctions and fines such as in the Act shall be responded again.

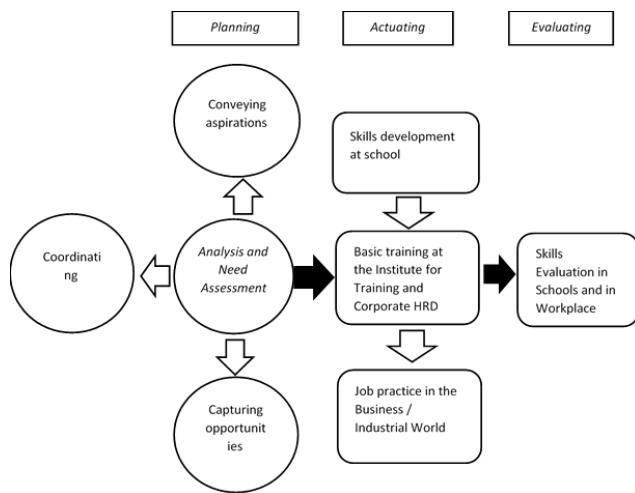


Fig. 2. Life management skills education model for disabled students.

At the same time, many disabled employees face reluctance from employers to make any adjustments to their workplace, however necessary. Disabled employees are often still discriminated against in the workplace, thus, the role of the regional government to provide more assertive confirmation and followed by sanctions and fines such as in the Act must be responded again. And at a glance, it can be assessed that for students with skills disabilities received during the internship away from life skills that enable to deliver them in the economics ministry, thus it is notably necessary to be reviewed.

The model proposed for solving such formulated problem is a model of life management skills education that subsequently could produce students with disability who can work and be accepted in the community.

With regard to this issue, Prihatin found that life skills education for students with disabilities was managed through three stages [8], planning stage through analysis and need assessment, implementation through the development of life

skills in schools, course institutions / training / HRD companies and internships in the workplace (either Business world / industry), the last is through the evaluation of work skills in schools and the workplace, as does the model portrayed in the following Figure 2.

C. Management Synergy Among the School and Community, Cooperation and DUDI.

Based on all the schools as respondents, there was only one school had good collaboration management, where the school involved other schools, home industries and the government in building life skills education. In this regard, the role of the school principal in building synergy becomes a separate point to achieve its goals. Innovative and firmness of the school principal in opening and picking up the ball every challenge and opportunity and demanding the involvement of all parties to build their students' life skills to produce brilliant findings.

On account of such obvious matters, all involved parties play an important role in building such life skills. The chosen school is collaborating with the government represented by the Manpower and Transmigration Office and the Education Office, while DUDI is represented by PT Subang Autocomp Indonesia and the home industry, as well as the school committees as the community representatives.

The government adheres to the applicable law, where the Department of Manpower and Transmigration opens up as much opportunities as possible with DUDI and SOEs to implement 1% of employees with disabilities. Whereas the Education Office focuses on the quality of education personnel, training programs and mentoring for students with disabilities. And in turns, the school committee takes part in providing field staff in the community to participate in the development of life skills for children according to their abilities.

The synergy of such systematic collaboration becomes a harmonious and soothing sight and opens wide expectations for students with disabilities to have life skills that enable to provide benefits and economic abilities thus they can change the paradigm that people with disabilities are not a burden yet a power for change, and thus are able to participation in society on an equal basis with others.

D. The Role of School Principal

The role of school principal as primary leader in building school, collaboration with DUDI, the community and the government. The role of the school principal continues to grow along with the expectations of the school, students, education staff, parents, government, DUDI and society in general [9–13] thus entrepreneurial ability as a combination of many types of abilities, is more prominent than other abilities. The principal shall be able to read opportunities and answer existing challenges by relying on the capabilities and existing resources.

Generally, if the goal is not achieved, a leader always makes the resource as an excuse for its reason. Great leaders are leaders who achieve their goals by utilizing existing resources. One of the school principals who were respondents showed the characteristics of the principal who used the resources he owned, although this was still considered rather

outrageous, but in fact the headmaster was very great where he was able to encourage the government to open opportunities as expressly expected, including the committee as community representatives to take part in life skills education, attracting DUDI to take part in the responsibility of developing life skills education, encouraging teachers to optimize their ability to innovate through training of professionals related to life skills among the students.

The role of such principals has capable entrepreneurial qualifications for achieving educational goals related to life skills education which will then deliver and open opportunities for graduates to participate as part of DUDI, at the same time, it receives good economic value to other communities. The synergy among the schools and the government, DUDI and the community are positioned in a neat management to create positive impact collaboration.

E. Management of School Collaboration

Management of school collaboration that synergizes with the government, community and DUDI should begin with an internal analysis of the school, starting with the analysis of students with their development limits. This is because disability students are very unique compared to other students who are able to do classical education, disability students are managed exclusively where the analysis carried out to each student begins with grouping of abilities up to the analysis of abilities and needs as well as training tailored to the conditions of these students.

Mention grouped with students who are oriented to become employees and students who choose to run independently. Being employee-oriented for deaf and mentally disabled students, while the rest are encouraged to start possessing independent business, however, the election becomes an agreement with the parents / guardians of students.

Life skills education is adjusted to the company or agency to be addressed, the role of the principal is to open opportunities for agreement with the DUDI. If the targeted company is an automotive company, thereafter the school duty to arrange what field of work can be entered, hence the training program revolves around such potential ability, and hopefully the graduates can immediately work for the company.

If students are interested to have an independent business, the principal is allowed to provide freedom of parents / guardians to choose what business they want to do, because in this program it is collaborative skill between children and parents to start a business. If it has been determined, the school looks for trainers and mentoring from professional staff from the community and DUDI to train both parents and the children thus they have adequate skills that will help economic development of children and families.

The government's duty is to open opportunities, conduct training and assistance and provide grants to start the independent business. If the above concept is carried out, then persons with disabilities might become equal in the economy with society in general. In simple terms the management concept is described as follows in figure 3.

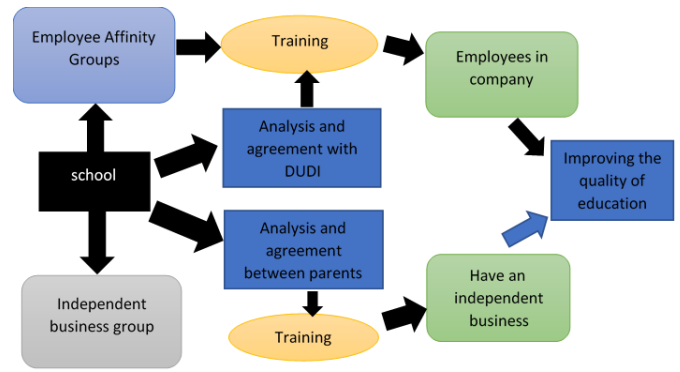


Fig. 3. Management of school collaboration.

IV. CONCLUSION

The synergy of collaborative management among schools, the government, DUDI and the community would provide an optimal impact if the role of the school principal has good entrepreneurial competence thus all available resources is feasible to utilize based on the right cost benefit analysis in designing the equal basis on life skills education for students with special needs. Specifically, it can be illustrated as follows:

- The implementation of life skills education curriculum requires innovative personnel in accumulating and merging between subjects with life skills education based on the right level of difficulty for students. As research has confirmed, students are most likely to engage with learning when tasks are of moderate difficulty, neither too easy nor too hard and therefore neither boring nor frustrating.
- Life management skills shall be addressed on four basic systematic functions management process, hereinafter called planning and decision making where it determines courses of action, organizing where it coordinates activities and resources, leading where it includes managing, motivating and directing people, and controlling where this means monitoring and evaluating activities.
- Based on the existing evidence for the synergy of school collaborative models, it shall be carried out based on assessment and analysis of needs and synchronized with government, DUDI, community and parents or guardians of students
- By way of conclusion, the researchers would simply like to draw the attention once more to the fact that role of the school principal shall draw attention to entrepreneurial ability to optimize the benefits of existing resources, and therefore, the optimization of resources is directed towards achieving the goals of life skills education.

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