

Vocational Civics for Persons with Intellectual Disabilities

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Abstract-Vocational civics training is important for preparing a good life for persons with intellectual disabilities. This is based on the reality that the main problem of persons with intellectual disabilities is they are unable to think abstractly and difficult thing, so that they face obstacles and difficulties to participate fully and effectively in their citizenship. But for some people with intellectual disabilities, they are able to be educated for semi-skilled work with supervision. Their potential for work can be a basis to strengthen their life skills, so that they have social recognition and able to be economically independent. This study employs a qualitative approach to institutions that use employment services for people with intellectual disabilities. The result show that vocational civics training can empower the social and economic capabilities of persons with intellectual disabilities. The training model developed is a partnership between the business world and educational institutions with policy facilitation provided through legislation.

Keywords: *intellectual disabilities, semi-skilled, vocational civics training*

I. INTRODUCTION

The nature of person with intellectual disabilities has a lack of ability due to impaired intelligence development. It is undeniable that everyone wants to have good life, but unfortunately not everyone gets it. The process and life experience of individuals give shape to the conditions of perfection that they expect. Persons with disabilities have limitations that may inhibit their participation in community life. According to Agnis in [1] Based on the conceptual framework of the value of rights, under such conditions, persons with disabilities have the positive right to obtain protection against the problem of fulfilling imperfect rights they have. Positive rights require other parties, countries or communities to provide fair treatment for the fulfillment of rights that are not obtained because of their limited ability

Person with intellectual disabilities have below the average intellectual capacity and it influence their thinking skills based towards normal individual development tasks. Based on the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), it is shown that person with intellectual disabilities have barriers to adjustment functions in three aspects, namely obstacles in conceptual aspects, social aspects and independence management [2]. In line with an

innate potential of person with intellectual disabilities, vocational citizenship training is important be given for them as an effort to prepare their personal life as a good citizen, who is able to build a life in both the community, nation and country.

Vocational civics training is a training aimed at developing one's readiness to have certain work skills so that they are ready to work in their citizenship. Working ability is required to show self-empowerment in life independence and as an effort to reduce the burden on the surrounding environment. The training of work skills for person with mild intellectual disabilities is essentially a form of resource development that is very likely to be developed as a supporting element in overcoming their problems on intellectual, social and emotional barriers. In reality, vocational training for person with mild intellectual disabilities still face many obstacles to empowering their social and economic independence. However, an implementation model of vocational training has been found and it can be a hypothetical model to overcome the problems in building a good citizenship life for person with mild intellectual disabilities.

This qualitative study describes the implementation of vocational civics training model for person with mild intellectual disabilities and its impact on social and economic empowerment. The study was carried out by special needs education schools in Bandung City, Bandung Regency, and Garut Regency. The training also facilitated by the Social Service Office of West Java in cooperation with the business field, industry, and tourism field.

II. THEORETICAL REVIEW

Intellectual disability

In various literature, term intellectual disabilities refers to several terminologies, such as mental retardation, mental deficiency and the likes. Those terminologies explain similar condition that refers to a person with below average intelligence capacity that has obstacles in their behaviour. According to [3] their independence in society there are various obstacles.

[4] Describes that mental retardation on the basis of sub-average intellectual functioning which originates in the

developmental period and associated with impairment in one or more of the following: (1) maturation, (2) learning, and (3) social adjustment". From those definition it can be concluded that intellectual disabilities have a disruption in their developmental maturity, learning ability and social adjustment.

According to [2]:

Disorder characteristics intellectual disabilities involves impairments of general mental abilities that impact adaptive functioning in three domains, or areas, 1) The conceptual domain includes skills in language, reading, writing, math, reasoning, knowledge, and memory; 2) the social domain refers to empathy, social judgment, interpersonal communication skills, the ability to make and retain friendships, and similar capacities; The practical domain centers on self-management in areas such as personal care, job responsibilities, money management, recreation, and organizing school and work tasks.

Based on the classification of intellectual potential, [2] there are four classifications of person with intellectual disabilities, namely: 1) Mild. In this term, they can be fully independent and take care of themselves and achieve practical skills and household skills, although the development is rather slow; 2) Moderate. Person in this classification can speak or learn to communicate; but they have bad social awareness; 3) Severe. Person in this classification needs help in carrying out daily activities such as eating, wearing clothes, and bathing; and 4) Propound. Person in this classification is very dependent on others on various aspects of managing themselves, their health and safety.

Furthermore, according to Wesler and Binet, there are 4 classifications for person with intellectual disabilities. Mild classification with IQ 68-52 according to Binet Scale or IQ 69-55 according to the Weschler Scale; 2) moderate classification with IQ 51-36 according to Binet Scale or IQ 54-40 according to the Weschler Scale; and 3) Severe classification with IQ 32-20 according to Binet Scale or IQ 39 - 25 according to the Weschler Scale; 4) very severe with an IQ below 25 or 20. Person with intellectual disabilities live severe life. For all of their life they needs help and care of others, because they does not have the ability to treat himself. Person with intellectual disabilities within moderate classification is very difficult to study academically such as reading, writing and arithmetic, even person with intellectual disabilities within severe categories requires total care from others. Whereas, person with intellectual disabilities within mild category, have better abilities in term of intellectual and social emotions. Their ability is shown by the ability to read, write and count. Furthermore, they and can be educated into a workforce, even though they are unable to make social adjustments independently as long as they do not experience physical disturbances [5]. The person with intellectual

disabilities has mental retardation. It is developmental disability characterized by intelligence disruption in adaptive daily life skills. This disorder occurs before the age of 18 years, and is associated with various biological, environmental, and socio-cultural causes. 5) The background of the disorder affects the adaptive ability, language mastery and communication skills in their social environment.

Vocational Civics Training

Conceptually, vocational civics within the framework of citizenship education, are a form of education aimed at building an understanding of work in relation to welfare in general and preparing students to become citizens who are ready to work and find work.

[6] Formulating vocational civics as "The study of occupational problems in relation to common welfare, a study of civics based on consideration and selection of pupils' lifework. [5] [7] She explains that "*vocational civics is term implies, present a very real opportunity for imparting vocational information and encouraging the highs ideals of citizenship*".

Based on two definition above, the essence of vocational civics is job skills education given to students in secondary education, so that they become capable citizens, mature, and able to live in society independently. Vocational civics develop vocational skills to build an effective citizenship life in people social life, like according to [8] make a house, work on land or rice fields, maintenance and harvesters. Vocational skills are a form of skills or certain work skills that a person must have to become an adult and be able to participate constructively in their life. In the context of education, vocational skills are representatively developed in vocational education institutions. For children with special needs it is given at Special Needs High Schools with a composition of 70% skill and 30% academic.

The model of work skills is mostly carried out in a practical or repetitive practice approach. Job skills training can be carried out in the education process before or after entering the workfield. It can be done formally in educational institution and non-formally they carried out by institutions in the community or workfield. The vocational education training model, which is a formal, taking place in education and training systems and is engaged in before entering working life; and which comprises all training activities after entry into formal working life and can be, non-formal or informal [9].

Vocational civics training in this study is intended as a form of training given to mild intellectual disabilities people after they finish school. Vocational civics training is a form of special training held on the path of non-formal education, to train the work skills of person with mild intellectual disabilities to obtain a meaningful value of life as a citizen.

Work skills are needed to prepare productive work skills for person with mild intellectual disabilities to be able to perform work skills properly. The values contained in the training activities are: obtaining work skills, increasing knowledge insights, developing social attitudes, discipline, self-confidence, and complying with social rules at work.

Shearman and Sheehan in their writing about vocational training skills for person with intellectual disabilities [10], explain that vocational training aims to develop students' potential in accordance with their talents and interests so that it can become a provision of life in society. For person with mild intellectual disabilities, having a job is important, because when one's work: it is considered important and enhances social status. Based on the fact, vocational civics training is a form of life skills preparation that greatly gives meaning to the existence of people mild intellectual disabilities as citizens. Life skills in the context of education are interpreted as abilities needed by person to take life well and dignified in the community. According to [11] vocational skills are skills associated with various specific occupational fields in the community

III. RESEARCH METHODS

To find appropriate model that is representative towards the implementation of the development of vocational civics training for person with mild intellectual disabilities, a qualitative research approach with descriptive method was conducted. This approach is needed to find the meaning of empirical phenomena that are explored contextually. The study was conducted by analyzing the whole phenomenon of emerging data and finding meaningful values according to the observed variables. To collect the data, observation, interviews, and documentation studies were carried out in several Special Needs Education Schools in Bandung City, Bandung Regency, and Garut City, and Social Service Office of West Java. The subjects are person with mild intellectual disabilities from at least 5 years of alumni from Special Needs Education.

IV. RESULTS AND DISCUSSION

Physically, person with mild intellectual disabilities are similar to normal people. They different only at something related to their intelligence that affects emotional constraints and social activities. The results of the study [12] in Bandung City show that from 27 person with mild intellectual disabilities, in term of work readiness, physically are good (85%). Whereas on the intellectual, social, and emotional aspects, the average value are sufficient (62%). This finding become consideration of how to optimize the effort to empower person with mild intellectual disabilities with their real ability conditions. In fact, it is found that person with mild intellectual disabilities able to work in both large industries and home industries or as freelancers. The range of

work field of person with mild intellectual disabilities are tailor in a textile factory, home industry (sewing / food), workshops (sewing and making door mat), parking guards, catering casual workers, working in hotels. For person with mild intellectual disabilities, the opportunity to obtain a job is not easy. There are internal and external factors that influence the possibility of obtaining such formal employment. Usually, mild intellectual disabilities post-schoolers, after obtaining education in Special Needs Education School work informally in their family environment.

The observations show that there are internal factors that affect the work readiness of person with mild intellectual disabilities in working in formal institutions, among others:

- 1) intellectual potential that experience obstacles to think complex and complicated;
- 2) Psychological constraints related to emotional balance. It can affect their attitude in responding to the environment by being silent or aggressive when there are problems that disturb their feelings;
- 3) limited verbal communication skills, related to their ability to understand complex communication patterns;
- 4) having a low self concept dealing with social situations, this is related to the reaction of the environment in seeing itself as a lacking person;
- 5) the work they can do is a simple one and requires guidance.

However, in reality there are person with mild intellectual disabilities who are able to work in formal institutions as well as those who work in the garment industry and work in hotels. Based on researchers' observations, it was found that there was a strong treatment of external factors to prepare the empowerment of person with mild intellectual disabilities in their work. Even, person with mild intellectual disabilities can work well, if external treatment gives strong support to their abilities. Those external factors support given by families, educational institutions, the community, and the work environment. The family is the closest environment and most understands the historical development of their child. Therefore, the real family is the biggest factor that must understand the psychological condition and encourage constructively to advance the interests of their children.

The interviews with the Special Needs Education School reveal that when graduates who have been trained are ready to work, there are psychological obstacles from their families to release their children to work in other institutions. This then hampers the work readiness of person with mild intellectual disabilities to work in formal institutions. Mostly, after graduating from the school they work at home or return to the school to take part in skill activities at school.

Another external factor is the seriousness and high concern of the skills training instructor in carrying out the training guidance process. The professionalism of the instructor skills is needed in optimizing the potential work capacity of person with mild intellectual disabilities, including:

- 1) understand psychological condition and the intellectual potential of person with mild intellectual disabilities thoroughly;
- 2) understanding the limitations of the developmental tasks of person with mild intellectual disabilities compared to the same age group;
- 3) having responsibility, patience and commitment to provide high service to person with mild intellectual disabilities;
- 4) having pedagogical competence to serve individuals who have a mild intellectual disabilities problem;
- 5) understand the qualifications of work ability that he can do according to his interests and talents.
- 6) Able to develop training approaches and strategies with constructive social humanistic approaches. The training is conducted in a friendly, wise, full of patience, respecting the potential and building a sense, soul and value of the interests of mild intellectual disabilities people.
- 7) able to carry out supervision and assess the progress of the achievement of mild person with intellectual disabilities periodically

Institutionally, after graduate from the school person with mild intellectual disabilities is not the responsibility of the school administrators. However, due to the emotional attachment of person with mild intellectual disabilities with previous educational experiences, they often return to their original schools. On the other hand, the school and skills training instructor has the closeness of responsibility to deliver the happiness of the students, so that they openly accept the presence of alumni to get further training.

The optimizing of post-school education services organized by Special Needs Education is intended to provide skill empowerment so that students' previously owned skills will not lost. Skill empowerment is carried out through productive skills training that can provide life skills for person with mild intellectual disabilities. It carried out collaboratively with the work industry and West Java Social Service

The research found that a collaborative model of skills training to prepare life readiness for person with mild intellectual disabilities has not been done optimally. Constraints faced in the implementation of the training include:

- 1) There are no formal organizing institution that fully responsible for gathering person with mild intellectual disabilities after school that is easily accessible by the public.

- 2) there are not many businesses or industries that can work together to maximize mild intellectual disabilities workers. Its due to considerations of efficiency and effectiveness to meet high profits; 3) the facilitation of job skills training in institutions providing education for special needs person has not been balanced to meet job availability in the work field;
- 3) the public perception of persons with mild intellectual disabilities is not yet open. Public assume that the ability of persons with intellectual disabilities is the same, namely having a mental defect so that they cannot work;
- 4) in providing guidance and skills training services, some skill instructors are lack in understanding of the psychological conditions and academic potential possessed by person with intellectual disabilities, so that the training model is equated with other types of obstacles;
- 5) Psychosocial limitations of person with intellectual disabilities making its difficult to communicate and cooperate collectively in joint ventures

The limitation of person with mild intellectual disabilities is a basis for developing their potential to become independent individuals in their social life. The independence person with mild intellectual disabilities must be assessed in accordance with the optimization of their potential and certainly not compared to the category of independence of normal people. The basic concept of social independence according to [13] is the ability to interact with others and not depend on the others' actions.

An independent person will do everything at his initiative on his own will, and they will not wait for help from others. Whereas, person with mild intellectual disabilities have obstacles in communicating and interacting, so that they can not responding their social interactions effectively. According to [14] person with mild intellectual disabilities tend to withdraw thrm selves from interaction. They are indifferent and easily confused, but with certain attention and guidance, they are able to adjust to their social environment, can get along and can stand alone [15].

Based on its potential problems, efforts to develop the independence of person with intellectual disabilities are carried out through strengthening skills based on interests, talents and environmental conditions. In accordance with the opinion [15], with vocational civics training it is expected that the target community is able to develop themselves and the environment independently through the use of local resources. states that a person to be considered mentally handicapped when he / she meet two creteria: low intellectually functioning; low adaptive skills [16]. The two conditions are low intellectual functioning and adaptation skills that are less a reference in vocational material preparation for intellectual disabilities.

Furthermore, the program prepared is adjusted to the age and career preparation of person with intellectual disabilities. This is in accordance with the profile of effective career preparation proposed by [16], that career of students with special needs and education for students ages 17-21. [16] its meaning in the post-school age of intellectual disabilities is able to participate in work and increase discipline. [17] All young people with disabilities should have the opportunity to be included in their communities, in society.

Increased participation in work accompanied by work discipline shows that person with mild intellectual disabilities have work skills that may foster social skills by interacting with fellow employees or staff and customers who use services with high confidence.

This has been demonstrated by several person with intellectual disabilities who work as an Office Boy (OB) in schools, work in public health service, become sewing staff, work as catering staff, laundry staff, housekeeping at hotels, and many who have entrepreneurship in their families and others. Even those who work at PT Kahatek, besides working as sewing staff, they are helping the factory as interpreters for those who have speech barriers.

The intellectual disabilities who works as an office boy takes side jobs by picking up his younger grade students. Parents with special needs children trusted office boy who has intellectual disabilities to picking up their children compared to usual ojeg drivers. This condition proven that his social skills are well developed. In accordance with the results of study [18] [19] [20].

Beside the increasing of their social skills, person with mild intellectual disabilities who have work also show that economically they are more independent. It is change parents' mindset who originally thought that having children with intellectual disabilities is a burden. Nowadays, parents who have mild intellectual disabilities children are proud of their children. They have salary and save some money. They can afford to buy a motorbike to go to work and work as private ojeg to pick up teachers and other people, even they are to help parents to fulfill their daily lives.

Based on the research finding, a hypothetical model of skills training was developed to strengthen the vocational civics skills of person with mild intellectual disabilities. The training was arrange by researchers together with special needs education school's teachers by taking into account the input of instructors and users of mild person with intellectual disabilities workers

The model of vocational civics training for mild intellectual disabilities were arranged as follows.

Planning

Planning training activities. It is intended as an initial stage to identify form of activities, program services and capability targets that are expected to help person with mild intellectual disabilities to develop their work capacity. Some important things that must be identified and analyzed are:

1. The ability of raw-input, including aspects: the level of intellectual power, readiness to work, interests and talents, emotional power.
2. Instrumental input which becomes input to the process of organizing training, covering aspects: a) curriculum, compiled by considering the personal, social and vocational aspects relevant for person with mild intellectual disabilities; b) instructor skills training, understanding psychological conditions, relevant intellectual conditions and life skills competencies; having commitment and patience in serving social guidance and work guidance, being able to develop training methods and techniques based on demonstrations and practices, as well as apprenticeships, c) able to facilitate training media and identifying its relevance contextually to the work needs of persons with disabilities
2. Environmental input, namely the condition of the family environment which includes aspects of work and social motivation given by families to person with intellectual disabilities.
3. Out-put and out comes, planning indicators of the results of work capabilities and are expected to be realized from the training process, and take into account the impact of the work ability of person with mild intellectual disabilities in their jobs.
4. Identification of partner institutions that can help facilitate the development of independence of person with intellectual disabilities in their lives, covering family, world of industry, and Social Service Office as a government institution that has a role in handling social problems of persons with disabilities.

The implementation of vocational civics training activities, applies the principles that have been formulated in planning by taking into account the following aspects:

1. Competency approach. Training activities are carried out by taking into account the objectives of having a basic skill for persons with intellectual disabilities whose skills are available in employment.
2. A social - constructive approach. The training process carried out using a human pedagogical approach by providing high motivation and recurrent habituation to build awareness and sincerity to work.
3. Integrated approach. The training process is carried out jointly between special needs educational school for post-school with the Social Service, as a government institution that facilitates the protection of social problems for persons with disabilities, as well as companies for the internship process.

4. Individual approach. Training assistance is carried out by taking into account the personal factors of individual characters that have uniqueness both in their behavior and intelligence. The training guidance process should use the task analysis instrument, as a basis for assessing the achievements of the skills obtained.

The implementation of the vocational civics training must be measured and assessed, so that the optimization of the achievement targets can be improved. The indicators assessed covers:

1. Acquiring skills competencies. Measure and assess the target skills obtained in accordance with the type and form of work skills that they trained. The training results can be an indicator to inform mild intellectual disabilities skills in formal institutions.
2. Readiness to work. Measure and assess the ability and competence of social emotions as an important indicator to condition the work readiness of person with mild intellectual disabilities.
3. The process of training implementation. Measure and assess factors that support or impede the success of implementing vocational civics training for person with mild intellectual disabilities.

The benefits value of vocational civics training for person with mild intellectual disabilities is a follow-up of training programs. Facilitation of follow-up programs covering aspects;

1. Communication & collaboration with family. Families have a very high influence on person with mild intellectual disabilities. The ability that has been trained can be meaningless when the family does not give permission to work. After follow the training, a kind of agreement letter with the family must be made. It inform the explanation about the added value, risk and protection provided for mild intellectual disabilities people in the work place.
2. Elaborate to others the results of vocational civics training. Introducing products from the skills possessed by person with mild intellectual disabilities to relevant institutions to obtain facilitation for fostering or preparing employment opportunities.
3. Efforts to put work in formal institutions (business & industry) By the Law No. 8 of 2016 concerning Persons with Disabilities, which is based on disability empowerment, become a force for education and training providers to facilitate employment opportunities for persons with disabilities.

Article 28 H (1) of the law stipulates that "Every person has the right to receive facilities and special treatment to obtain equal opportunities and benefits in order to achieve equality and justice". Supported by social security which is protected by article 28 H (3), that "Every person has the right to social security which enables his full development as a dignified human being".

Furthermore, in section IV of Law No. 8 of 2016 which regulates Employment, Entrepreneurship and Cooperatives, it is affirms that "... Governments, Regional Governments, State-Owned Enterprises and Regional-Owned Enterprises must employ at least 2% (two percent) Persons with disabilities from the number of employees or workers, and private companies must employ at least 1% (one percent) of persons with disabilities from the number of employees or workers.

4. Monitoring the evaluation of work capacity and social development of person with mild intellectual disabilities in the work field, especially the initial period of work.

V. CONCLUSION

Person with mild intellectual disabilities naturally has intellectual limitations so that it inhibits participation in social life. However, in the context of citizenship, Law No. 8 of 2016 concerning Persons with Disabilities, affirming the right to social security that enables their full development as dignified human beings, and has the right to have the ease and special treatment to obtain equal opportunities and benefits.

To develop the empowerment of person with mild intellectual disabilities, vocational civics training is a representative tool to build self-confidence, gaining social recognition and gaining welfare in life. After graduates from special needs education schoold, person with mild intellectual disabilities still requires attention and guidance to be ready to work, therefore skills training is still needed to be able to work in formal fields.

The results showed that some person with mild intellectual disabilities are able to work formally, as office boy (OB) in schools, work in public health centers, working in garment factory (PT Kahatex) as sewing staff, catering staff, laundry, and housekeeping at the hotel. The result show that they are good in their work and increase social and economy support for themselves and their families.

Based on these findings and problems related to the handling of person with mild intellectual disabilities after school, a hypothetical model of citizenship for mild intellectual disabilities vocational training was obtained. It is emphasize the implementation of training based on: competency approaches, social-constructive approaches, integrated approaches and individual approaches.

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