



# Case Study: Vocational Learning for Independence Economic of People with Hearing Impairment in Special School in Malang – Indonesia

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**Abstract.** People with hearing impairment in general have an abilities that are same with people in general. More specifically, they have a hearing impairment that affects their learning and communication processes. Based on these reasons, it is assumed that people with hearing impairment need an empowerment program to prepare job skills in order to ensure their economic independence. The aims of this study to determine the vocational learning program held in Special Schools. Vocational learning that has been held is correlated with conformity with the applicable vocational learning procedure. The research method uses a qualitative case study approach. Collecting data by interview and observation, with interview and observation instrument guidelines. Respondents involved in this study are teachers, parents, and people with hearing impairment. This research was conducted at the Pembina Special School Lawang, Malang-Indonesia. All information data collected have been analyzed using technical triangulation and source triangulation. The results of the observations showed that the Pembina Lawang special school Lawang has implemented vocational learning which consists of various vocations, namely make-up, fashion, automotive, ceramics skills, wood house, and agriculture. Based on these results of the analysis showed that the learning process needs a curriculum design for improving the learning focus. Furthermore, role of family is an important factor in supporting the ability of people with hearing impairment. Therefore, require continuous program development to ensure their job skills readiness.

**Keywords:** Hearing Impairment · Vocational

## 1 Introduction

People with hearing impairment are generally known to have problems with hearing function that make it difficult for them to receive information through the auditory system. People with hearing impairment can medically be explained, when in the hearing process one or more organs are found that are impaired, which results in these organs not being able to function properly to transmit and receive sound [1, 2]. As with people

with hearing impairment, moderate or severe levels of hearing impairment are generally expressed in deci-bells. Very mild to very severe hearing impairment is also included in this category. Generally, education provided to people with hearing impairment is not only in the academic field, but also education in non-academic fields such as skills.

Skill is a psychosocial competence that enables a person to develop adaptive and positive behavior in order to effectively cope with the challenges and demands of life [3]. Skill activities also have added value where everyone can channel their interests and talents into a source of income. There are a variety of skills that can be applied to people with hearing impairment to increase their potential to hone their interests and talents. Therefore, people with hearing impairment need to get appropriate direction, guidance and educational services according to their abilities in order to increase their potential. In general, this aims to prepare them to be economically independence so they do not depend on their parents or family. This concept can be interpreted to prepare work readiness for people with hearing impairment. Skills that are trained and given to people with hearing impairment are more emphasized on vocational learning, vocational is one of the learning programs implemented in schools while the aim is to train the abilities of people with hearing impairment according to their interests and talents. This can encourage and develop life skills, one of which is through vocational skills. Through the vocational program, it is hoped that it can be used as capital for them to find work more easily. According to Ishartiwi [4], the expertise possessed by a person does not appear by itself but by honing these skills for survival. These abilities can be developed through vocational learning. Vocational activities are given for the ability to continue in their lives, which aims to improve life skills in learning special education skills [5].

Vocational skills are related to the field of work where these activities require students' motor skills. Everyone's fine motor and gross motor skills can be trained and honed to become more skilled and flexible so that they will provide benefits for life. Exercise in the right way, technique, and stages will develop a person's motor skills. One of the goals of vocational learning is to train students' motor skills, both fine motoric and gross motor skills of students to the maximum. Fine motor skills can be related to services, while gross motor skills can be related to production [6]. According to Efendi suggested that children who have limitations in the sense of hearing may not have the skills and experience and even if they have these only a few [7, 8]. It is difficult for people with hearing impairment to deal with an event only by relying on the ability of the sense of sight. The limitations possessed by people with hearing impairment demand structured skills training efforts to increase their interests and talents. This is in line with [3] who stated that in these skills children develop the ability to run their lives appropriately and organize activities related to life systematically. For people with hearing impairment, the vocational skills program will be a place for them to develop their abilities.

## 2 Method

Based on this explanation, it can be concluded that this research using a qualitative approach aims to describe and fully understand the phenomena in vocational skills learning. Regarding the type of research, the case study was chosen by the researcher because this study aims to analyze the phenomenon in depth and detail. Based on these

reasons, this study also uses a qualitative approach. The data to be processed in this study consists of primary data and secondary data. Where primary data is the main data obtained through the results of interviews conducted with teachers, parents, and students. While secondary data as supporting data obtained through the results of observation. This is done to adjust the data obtained for the validity of the data and information obtained during the research. The indicators used in each research session are as follows (Table 1).

Analysis of the data used in this study using the Miles and Huberman model in Sugiyono [9]. The steps of the data analysis technique, namely data reduction, data presentation and conclusion drawing. Test the validity of the data using source triangulation and technique triangulation. Source triangulation is done by comparing the data obtained

**Table 1.** Table Grid Intervie Guidelines

ASPECTS	INDICATORS
Planning	<ul style="list-style-type: none"> <li>• Required preparation</li> <li>• Objectives and benefits of activities</li> <li>• Initial steps</li> <li>• Facilities and infrastructure</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• Treatment provided</li> <li>• participation</li> <li>• Compatibility with the planned method</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Form</li> <li>• Barriers experienced</li> <li>• Students ability</li> </ul>
Follow-up	<ul style="list-style-type: none"> <li>• Efforts provided</li> <li>• Follow-up cooperation with certain parties</li> </ul>

**Table 2.** Table Guidelines Observation Grid

Learning Activities	Description
Initial Activities	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Prayer</li> <li>• Apperception</li> <li>• Presentation of material</li> </ul>
Core Activities	<ul style="list-style-type: none"> <li>• Preparing tools and materials</li> <li>• Participation</li> <li>• Atmosphere of applying makeup</li> <li>• Methods applied</li> </ul>
Closing activities	<ul style="list-style-type: none"> <li>• Tidying up the work area</li> <li>• Repeating material</li> <li>• Praying</li> <li>• Motivation</li> </ul>

from one source to another using the same technique. Informants used as primary data in this study through interviews with informants who are teachers, students and parents of students. Of the five informants, it cannot be generalized like quantitative research. But described, grouped based on the same view. Triangulation of this technique is carried out to test the validity of the data by collecting different data such as the results of interviews and then checking with the results of observations or documentation results to produce the same data (Table 2).

### 3 Result

Vocational learning at Pembina Lawang Special School consists of various skill groups. The process of planning for vocational learning begins with recording students' vocational choices and continues by asking for parental.

Approval regarding the student's choices. Vocational programs certainly require supporting facilities such as infrastructure and learning media. Based on the observations of Pembina Lawang Special School researchers, these various equipment are sufficient to facilitate the vocational program with the availability of learning classrooms, tools and materials that will support its implementation.

Vocational learning procedures for people with hearing impairments that are carried out by teachers are primarily to create a conducive classroom atmosphere by inviting people with hearing impairments to be active in vocational learning. When learning is done, the response of people with hearing impairment is one of the evidences of the success or failure of a learning process. Generally, they show a variety of responses when vocational learning takes place. For example, when given instructions to carry out vocational activities they showed various reactions. Some of them show enthusiasm consistently. However, low interest was also found during the learning process. During the learning process, teachers and parents with people with hearing impairment also cooperate in the form of communication, it aims to convey the development of the vocational activities that have been carried out (Table 3).

The planning for vocational learning at Pembina Lawang Special School is quite structured and procedural. However, in the implementation of vocational training, it appears that there are still shortcomings which indicate that what has been planned has not been properly implemented in the field. Implementation still does not show conformity with existing basic competencies. The teacher only provides learning through verbal directions. In the evaluation aspect, there are several things that are described, namely the aspects that are evaluated and the evaluation techniques carried out. Attitude aspect in learning evaluation is an important aspect. Where this has something to do with the ability of people with hearing impairment when participating in vocational learning. A calm attitude and being able to follow instructions in following each learning step properly can have an impact on better learning outcomes and in accordance with the expected goals. Meanwhile, if the people with hearing impairment shows a careless attitude, wanting to finish immediately can lead to results that are not in accordance with what has been instructed by the teacher (Table 4).

**Table 3.** Table of Interview

NO	Question	Aspect		Description
		Yes	No	
1.	The teacher asks for agreement with the parents of the students of students	✓		The teacher asks for agreement with the parents of the students regarding the vocational activities that will be included.
2.	Curriculum preparation (RPP, PPI, etc.)		✓	results of observations in the teacher's field do not show the learning curriculum document.
3.	Preparations made in learning facial makeup	✓		Students prepare the necessary tools and materials after everything is complete, then the stages of learning makeup start from beginning to end
4.	Participation of people with hearing impairment in learning makeup	✓		The teacher said that the participation of students in learning depends on their <i>mood</i> .
5.	Conformity of learning with the curriculum that has been planned		✓	implement learning that is not in accordance with the planned curriculum. The teacher only conveys learning verbally and has not referred to the applicable rules properly.
6.	Suitability of learning with the method that has been	✓		When learning the teacher emphasizes the practice of applying makeup.
7.	Facilities and infrastructure provided by the school for learning facial	✓		The school has quite complete facilities, ranging from a special room for make-up, tools and materials as well as cosmetic products for learning make-up
8.	Teachers and parents establish communication and cooperation	✓		Teachers and parents establish communication and cooperation to monitor the progress of students.
9.	Evaluation Process	✓		The evaluation process is carried out during the exam, in the form of non-test or practice.
10.	Student evaluation form	✓		Teachers have guidelines for assessing student performance.

(continued)

**Table 3.** (continued)

NO	Question	Aspect		Description
		Yes	No	
11.	Inhibiting factors experienced by deaf	✓		<i>mood</i> of students becomes an obstacle to the learning process.
12	Supporting factors experienced by deaf	✓		The role of parents in supporting student learning activities at home.
13.	Improvement of students in learning cosmetology	✓		Students can show improvement in learning makeup. Shown by his involvement in participating in the LKSN competition, being able to follow the teacher's directions well, being able to do makeup independently.
14.	Efforts are given to students who experience obstacles in learning	✓		The teacher gives motivation to students, in the form of <i>rewards</i> by giving <i>snacks</i> . Or by giving encouragement verbally.
15.	The follow-up process for learning facial	✓		The follow-up is done by involving students through internships in salons, Work Training Centers (BLK) or other beauty institutions. It is hoped that when students graduate, they will have the provision to enter the world of work. However, schools still do not have cooperation with related parties in the business realm that can empower students in the world of work.

Every vocational learning process that has been carried out by people with hearing impairment of course must achieve outcomes that are in accordance with the planned goals. With the planning, implementation, and evaluation stages, of course there must be follow-up provided for students. So far, follow-up has been done at Pembina Lawang Special School by involving people with hearing impairment in the internship program or attending training at the job training center.

**Table 4.** Table of Observation

Learning Activities	Implementation		Description
	YES	NO	
<b>Initial Activities</b> 1. Regards 2. Pray 3. Apperception 4. Submission of Material	✓ ✓ ✓ ✓		The first thing the teacher does is to open the lesson by greeting and asking students to lead the prayer. Then proceed with apperception and deliver the material.
<b>Core Activities</b> 5. Prepare tools and materials 6. Student participation 7. The atmosphere of the implementation of facial makeup 8. Method used	✓ ✓ ✓ ✓		The teacher conditions the class to be conducive, and instructs students to prepare tools and materials in the work area. After all the tools and materials have been prepared completely, the learning can begin. The participation of students in participating in different activities. In learning there are students who are enthusiastic but there are also those whose <i>mood</i> is not good. The teacher gives theory only occasionally, seems to prioritize practice. Because a skill requires continuous practice.
<b>Closing Activities</b> 9. Tidy up the work area 10. Repeat material 11. Pray 12. Motivation	✓ ✓ ✓	✓	The teacher directs students to tidy up the work area that has been used. However, in the closing activity, the teacher only reviews the work of students and does not re-deliver the material that has been studied . The teacher provides verbal motivation to students.

## 4 Discussion

Vocational learning is a program given to people with hearing impairment in continuing to a higher school level and will become a provision in the community. Vocational skills are very important for student with disability, including people with hearing impairment [5, 10]. Pembina Lawang special school has various skill groups which are implemented through three stages, namely planning, implementation, and evaluation. *Planning* is very important in a learning is to design something in order to achieve the goal. Learning planning is a rational decision-making process about certain learning objectives by utilizing all learning resources and the potential of children [11]. Vocational learning planning at Pembina Lawang Special School is carried out by involving various parties such as school principals, vocational teachers, students, and parents. The virtue of the process

carried out is that the teacher considers both in terms of interests, talents and potential of students. Second, with various vocational choices at Pembina Lawang Special School, the teacher gives students the freedom to choose a vocational activity to be chosen, although students are given the freedom to choose teachers, they still take part in determining vocational program decisions that are in accordance with their interests and potential while communicating with other people. Parents of students to seek approval from parents.

Therefore, planning needs to be designed as well as possible to fit the planned goals. However, the teacher did not mention the existence of a curriculum planning document such as the Learning Implementation Plan (RPP) for facial makeup vocational skills. In this case, the learning planning document applicable in Indonesia is referred to as the RPP. In line with research conducted by Anggriani & Indihadi [12] RPP is a learning planning design that is consciously prepared by the teacher to be used as a guide in carrying out learning so that it is directed and achieves the planned goals. Teachers must realize the importance of lesson plans in a lesson is a must that is done before teaching in class so that learning becomes more structured.

*The implementation* of learning is an interaction activity between teachers and students within the scope of learning. In the implementation of learning the teacher must also create learning that is educative, innovative, and creative to be able to attract the attention of students. In line with research by Tiessen [13], learning is a process of interaction between educators, students, facilities and the environment to gain knowledge, skills and attitudes in order to achieve the expected goals [14]. Vocational learning at Pembina Lawang School is carried out with learning steps that include initial activities, core activities, and closing activities. Then the teacher and parents cooperate in the form of communication to be able to monitor the progress of students during learning. And finally, the teacher must pay attention to the suitability of learning with applicable rules. In the implementation also needed equipment that supports the learning process. Of course, the equipment is not just a learning medium to demonstrate the stages of work. But also in the form of actual equipment that is implementable and can help simulate the actual work process.

In the early learning activities, the teacher opened with greetings and continued with prayer. Then the teacher gives apperception to attract the attention of students before learning takes place. In line with the opinion [15] explains that apperception is done to give attention and motivate students to be curious. Next, deliver the material so that students understand the learning that will be given. In the core activity, students prepare tools and materials that will be used to carry out practice. The teacher gives examples and introduces the necessary equipment. Furthermore, the teacher provides opportunities for students to review and provide feedback. The stages carried out by students start from the easiest stage and then to the most difficult stage. The learning carried out by the teacher is by practice, in line with Syahrowiyah's [16] statement explaining that practical learning is by providing material using tools and being demonstrated directly with the aim of making it easier for students to practice the material in question. In the closing activity, the teacher *reviews* the results that have been carried out by students in order to find out the weaknesses and advantages of the work that has been produced.



In general, students show a variety of responses during learning, more specifically when given feedback. If learning can be mastered, they tend to be more enthusiastic and motivated to continue learning and practicing. But if it is considered difficult they tend to feel lazy and less concentrated. In line with the explanation Arini & Lovisia [17] said that a response is a response or reaction that shows acceptance or rejection as well as an indifferent attitude to the information provided. Therefore, cosmetology teachers play an important role in creating a learning environment for students, therefore teachers must provide learning that is *fun*, active, innovative, motivating and creative. So that students can provide the stimulus as expected.

*Evaluation* is the final stage to measure student learning success. Evaluation cannot be separated from teaching and learning activities which are a measuring tool to determine the level of achievement that has been achieved by students on the material that has been provided so that the objectives of learning can be achieved [18]. The evaluation carried out in vocational learning at Pembina Lawang Special School used an evaluation technique in the form of non-test where it was carried out with practice carried out during the exam. In line with research conducted by Shobariyah [19], non-test evaluations are observations of educators to measure learning outcomes related to *soft skills*, especially in student behavior [20]. The aspects assessed in the rubric of student performance assessment are; (1) preparing cosmetic ingredients for make-up, (2) preparing tools for make-up, (3) doing make-up, (4) the results of doing make-up as a whole, (5) cleaning the work area.

Follow-up is a step taken to solve a problem. The follow-up form of vocational learning at Pembina Lawang Special School is to include people with hearing impairment in the internship program. The program is generally organized by the Vocational Training Center which is under the auspices of the local government. Internship is an activity carried out to motivate career development for people with hearing impairment in their teens [21]. In addition, there are internships, and job training in other vocational training institutions that are provided to people with hearing impairment. They can implement their abilities while participating in vocational learning at school. They have the provision of life skills that can be used as a source of income.

## 5 Conclusion

People with hearing impairment have abilities that are on par with people in general. However, hearing impairment can be a barrier for them if they are not given learning that is in accordance with their needs and skills. Vocational learning is an important aspect given to prepare them for their needs in getting a job and having independence in earning income. Based on the results of the discussion of case studies in schools, it is proven that Pembina Lawang Special School has implemented a procedural vocational learning program. This means that the program that has been implemented can be an illustration of a project that also needs to be implemented by other schools. Through the maturity of work skills in persons with disabilities, they can guarantee their economic independence. Of course, this is expected to lead to a reduction in the unemployment rate for persons with disabilities in Indonesia.

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