

Life Skill Educational Management Based on Vocational for Students with Disabilities to be Ready for Work

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Abstract—Life skill development is very necessary to equip students to be able to live independently in the future, but there is no clear scheme regarding life skills education management, especially for students with disabilities. The purpose of this research was to develop a life skill education management model based on vocational for students with disabilities to be ready for work in the Business/ Industry. This type of research uses R & D cycle from Borg & Gall. Data collection was carried out through documentation studies, observations and in-depth interviews involving schools, PT Subang Autocomp Indonesia and parents of students and the validation of the research was conducted through Focus Group Discussion. The last, a limited trial was applied to two schools in Subang, namely SLB Waliwis Putih and SLBN Trituna. Research results shown that the management of life skills education for students with disabilities is arranged through (1) planning based on analysis and need assessment, (2) the implementation is carried out through school independence programs, basic training in training institutions and/or companies and internships in the Business/Industry world, (3) and evaluation is carried out through skills testing at school and the workplace by the Business/ Industry. The conclusion shown that the life skill education management model based on vocational that organized and synergistic can be equip students with disabilities for work. Therefore, this life skill education management model can be a solution in the development of life skills for students with disabilities.

Keywords—life skills; vocational; disability students; management models

I. INTRODUCTION

In recent years, there are 21 million persons with disabilities in Indonesia, and it is roughly 11 million people are at the age of workforce and 96.31 percent of them have been working in various occupational sectors [1]. Basically, people with disabilities who are working are influenced by the development of life skills. At this point, World Health Organization defined life skills as the ability to adaptively and positively behave in coping the demands and challenges of everyday life effectively, including at workforce [2]. Furthermore, Kingsnorth, et al. explained that in a constantly

changing environment, having life skills is an essential part of being able to meet the challenges of everyday life such as to get a job, to develop and maintain friendly relationships, to carry out activities of daily living and many other matters [3]. And in turn, through such life skills debriefing practices, people with disabilities will gradually be able to plunge into the community and they shall be able to live independently in the midst of the limitations they have.

However, because of limited learning opportunities, as well as medical or cognitive disorders that affect learning, communication or problem solving, people with disabilities often lag behind their partners in the development of life skills [4]. The implication is that they have to fight hard to develop such important skills, even with very limited opportunities. In regard to this, King explained that the limitations often coped by people with disabilities where they sound very odd or makes no sense from normal youth in general, they are often getting lack of opportunities and experiences in engaging the world lessons and themselves [5]. With these conditions, it is not surprising if people with special needs or people with disabilities are often lag behind their peers in acquiring the necessary skills to succeed for their future as adults.

Under one comparative study conducted by Ihara, et al. that compared the quality of Americans living with normal people in normal life through three instruments, including ansell-casey life skills assessment, Pediatric Quality of Life Inventory 4.0 and the career scale attitude inventory scale, it was found that the score of people with disabilities in all instruments were lower than normal people in general, the results of the study implicated that in a superpower country such as America, there were still disparities among people with special needs [6]. Earlier two years ago, the government of Indonesia, however, made a significant shift in the use of a human rights-based approach to the issue of disability by passing a new law, Law Number 8 of 2016 on persons with disabilities. There are 22 rights that must be acquired by persons with disabilities including education and employment. In line with this in Law Number 20 of 2003 concerning the National Education System, it is explained that special education the right type of education

for students with special needs (students with disabilities) whether organized through special education units or regular education units on formal and non-formal education lines. Furthermore, in the Minister of Education and Culture regulation number 157 of 2014 concerning special education curriculum is explained that in special education inclusion programs, the curriculum for students with special needs (students with disabilities) contains general programs, special needs programs, and independence programs.

The independence program is a program closely related to the development of life skills, especially vocational skills. A study conducted by Keenan et al. demonstrated that life skill programs have effectively supported the development of students with disabilities skills and helped them prepare for transition in their adult lives [7]. Therefore, in order to provide plenty of opportunities to get noticed at work, especially for students with disabilities who have not worked yet, the current study was carried out to develop the management model of vocational-based life skills education for students with disabilities as attempts to prepare them to get ready to work in business or industrial companies.

II. METHOD

The type of research is Research and Development (R & D), as according to Sukmadinata it is defined as a research aimed at working to obtain knowledge that it might use to create new products or perfecting existing products [8]. The researcher conducts Research and Development (R & D) on management model of vocational-based life skills education in Special Schools in order to prepare students with disabilities to get ready for work. The pilot project is SLBN Subang with PT Subang Autocomp Indonesia. Collecting data in this study was obtained from informant s, documents and events or specific information about the research objects. In order to obtain data or related information from these sources, documentation studies, observations and in-depth interviews involving education practitioners, business practitioners and parents are conducted.

In the data analysis step, the procedure for developing management model of vocational-based life skills education adapts the development steps proposed by Borg and Gall simplified into the following steps: conduct a preliminary study to clarify the potential issues, the preliminary model, the model development, the preliminary products in the form of vocational-based life skills for Special Schools (SLB), model validation to measure the level of model feasibility is conducted through Focus Group Discussion, model revisions based on suggestions and feedback from the Focus Group Discussion, trial models applied to two special schools in Subang, namely SLB Waliwis Putih and SLBN Trituna.

III. RESULTS AND DISCUSSION

The purpose of this study is to develop management model in regard to vocational-based life skills education for students with disabilities to get ready to work either in business sectors or industrial companies. After going through the research process, a model is obtained as illustrated in figure 1. Based on figure 1, education management in regard to vocational-based

life skills in Special Schools (SLB) consists of planning, implementation and evaluation. the further explanation is as follows:

A. Planning for Vocational-Based Life Skills Education

The planning of learning programs in schools is inseparable from the vision carried by the school. In this respect, Akdon stated that vision is a statement that is a mean of communicating the reason for the existence of an organization in terms of the main objectives and tasks, demonstrating the framework of the relationship between the organization and stakeholders (human resources of the organization, consumers or other related parties) and declaring goals of main organizational performance [9]. Thus in creating independent graduates, schools should carry out a clear and concrete vision on the aspect of independence. For example, based on a documentation study on the SLBN Subang Strategic Plan, the school carries a vision called as “educated, trained, independent based on faith and piety”. Moreover, the vision becomes the spirit in every school agenda described in a complete document of planning (school) into the goals, objectives, strategies, policies, programs and educational activities in the school for certain periods.

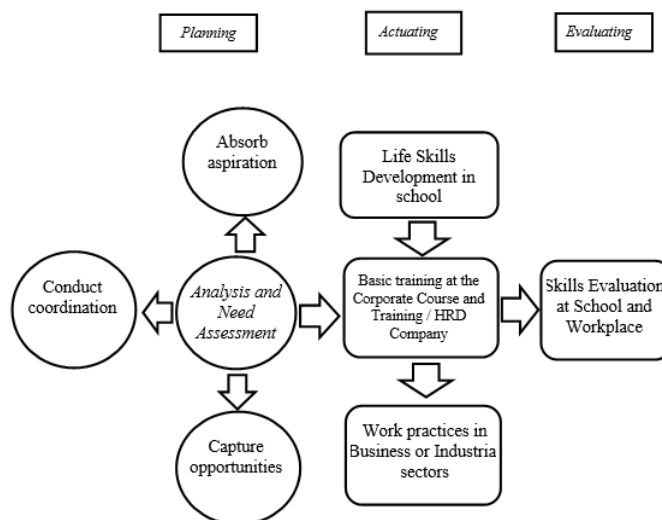


Fig. 1. Planning for vocational-based life skills education.

In line with this, at this planning stage, it is therefore argued that analysis and need assessment is very necessary. According to Santos & Costa, analysis and needs assessment in the context of disability are highly useful as a starting point either for planning the training or education adapted to the potential reality and barriers of persons with disabilities themselves. Such assessment activity according to the Principal School of SLBN Subang state includes at least three matters called as aspirations, coordination and looking for opportunities both internally and externally [10]. Firstly, aspiration absorption can mainly be seen in the assessment of students according to one of the teachers that such assessment is conducted to find out the potential and talents of students that might be developed. as according to andayani that analysis and needs assessment of students with disabilities should be focused on efforts to

explore abilities, skills, needs and explore the problems faced by students with disabilities [11].

In analysis and need assessment, students with disabilities may be assessed in one area or in various combinations of areas, depending on their specific needs. Once all of the student's assessment results are complete, the school may reach their parents and arrange meetings with teachers who participate in the assessment to explain results, discuss recommendations, and involve them in making related decisions. In such discussion, a written report (related to the previous assessment) can be shared with educators, parents and or other related people. The school committee chairperson of SLBN Subang State figured out that the involvement of parents in analysis and need assessment is very important because basically they are the ones who understand deeply in regard to the character and potential of their children, and thus, the information collected can accurately reflect the children. In addition, the involvement of parents in this analysis and need assessment is also one way to absorb their aspirations regarding suggestions and input for schools. The results of such analysis and need assessment as a whole are the basis for the school in arranging the programs and activities (skills) conducted by the school.

Secondly, coordinating is an effort to communicate school programs and activities in order to realize integration and harmony through inter institutions in the community. The principal who functions as a supervisor has a role to coordinate. A research team from the Center for Advanced Study of Educational Administration at the University of Oregon in collaboration with a US school district discovered that the principal responsibility was indeed as a budget regulator, coordinating and establishing relationships with the community [12]. Therefore, the role of principal as the teacher given additional assignments (Minister of National Education Regulation Number 28 of 2010 concerning the Assignment of Teachers as Principals) has a very important role in coordinating. Based on interviews with the principal of SLBN Subang State that coordination was carried out through friendship method with various parties including the school committees, the Subang government district, the West Java Provincial People's Legislative Assembly (DPRD) and business or industrial companies for dialogue on the aspirations acquired previously. With coordination, there were a lot of attention from external parties to schools, including the opportunity to hire students with disabilities in business or industrial companies and the drafting process of regional regulations on disability which has now come into the local draft regulation. On the other side of observation, the effect of good coordination of principals has also created an advanced and solid school culture among school residents.

Thirdly, looking for opportunities both internally and externally. Internal opportunities are related to the optimal empowerment of the resources of the school, while the external opportunity is to establish cooperation until conducting a memorandum of understanding, a legal document outlining the terms and details of an agreement among parties, business and industrial companies. The principal executives struggle of transformational efforts in making innovation by integrating and empowering internal and external opportunities at this

planning stage will support the success of the school in implementing both programs and activities [13].

For example, SLBN Subang State in carrying out the independence program included in the special education curriculum, besides it is conducted in schools through skill programs using school resources, it also involves business or industrial companies as its partnership to carry out apprenticeships and even distribute manual labors. By conducting these three matters, the school will be able to draft integrated plan design.

B. The Actuating of Vocational-Based Life skills Education

In general, the results of analysis and needs assessment form the basis for educational institutions in implementing education programs and activities in schools. In line with this, academic curriculum is necessary to make the educational activities carried out successfully. The curriculum used by SLBN Subang is the curriculum 2013 which contains general programs, special needs programs and independence programs. The independence program category is closely related to life skills education program which is the focus of research. Under the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 157 of 2014 concerning Special Education Curriculum, it is explained that the independence program in the education curriculum is specifically developed as reinforcement for students with disabilities to provide independent living, not dependent on others, and to prepare learners for work. The independent choices program that might be conducted by the school consists of a. information technology and computer; b. acupressure; c. electronics; d. automotive; e. tourism; f. cosmetics and beauty; g. culinary art; h. fashion; communication; j. journalism; k. performing Arts; and l. fine arts and crafts.

On the other hand, a research findings conducted by Verhoef et al. regarding intervention efforts to enhance work participation in persons with disabilities (physical), explained that vocational rehabilitation programs provided by rehabilitation centers (for persons with disabilities) on advice and input from job trainers, psychologists, job interview trainers, social workers and mentors for persons with disabilities in the workplace contain the following programs: Improving insight into personal disabilities, strategies to work handling, occupational balance, job hunting, job interviews. Labour Laws, social security, communication and interaction skills and sharing experiences [14].

Through its implementation, such independence program was carried out with the involvement of both internal and external schools. Based on documentation studies and field observations, SLBN Subang State mandated as the project pillar has a program of cooking, fashion, cosmetics and beauty, mini bank, agriculture and carpentry skills programs. The supervisor on every skill is prepared by the school. On the other hand, through interviews with its teachers, it is declared that in order to support the independence program, schools enclosed the teachers in beauty skills, delivery services and sewing skills training. In addition, the activities carried out in support of the independence program are bringing in experts and collaboration with Vocational High School 2 Subang. This

certainly can be a concrete step in implementing the independence program, in the midst of limited resources often faced by schools.

The second self-reliance program is basic training, the provision of skills to students with disabilities to take part in internships either in business or industrial companies. This training need is a necessity, considering that prospective interns have different educational experiences beforehand, thus requiring a training that directs them to work effectively and productively [10]. This was reinforced from the findings of interviews with PT Subang Autocomp Indonesia that before carrying out apprenticeship activities, apprentices were included in basic training which was the provision of materials for apprenticeship activities so that they were more prepared to take part in the internship activities.

Based on the internship guidebook, basic training can be carried out by the company under the integral part of Human Resources Development (HRD) department or through the Course and Training Institutions both in private and government. The third self-reliance program is an internship. Its activities apply to class XI students for a span of approximately three months. Recruitment of apprenticeship students is exactly adopted to the analysis of job requirements (number) and job analysis (types of knowledge / competencies / skills needed), such as what types of work can be done by students with disabilities. Based on an interviews conducted with PT Subang Autocomp Indonesia, the company conducted trial and error to find the type of work that is most suitable for people with disabilities. Santos and Costa stated that identification of basic skills and job requirements makes it possible to meet challenges and improve general actions that can regulate and underlie training, without damaging specific competencies [10]. However, in the case of such assessment in either business sectors or industrial companies should involve educational institutions to determine the types of most suitable form of skills for the privileges of students with disabilities who will be apprenticed.

As well, based on documentation studies, in prior PT Subang Autocomp Indonesia, which currently employs 1% of people with disabilities from the total number of employees (80% deaf and 20% mild mental retardation), undertook three exploratory stages in hiring students with disabilities, as follows: Firstly, the trial test of workers with disabilities by positioning them in jobs in a supporting type of work. The two stages of development where additional numbers of people with disabilities are employed and the expansion of work trials to production jobs. The three stages of improvement where the addition of persons with disabilities reaches up to 1% of the number of employees and the expansion of the recruitment area from the surrounding Subang Regency. The exploratory process was also highly experienced by the school as told by the teachers mandated as the students' mentor in the company that at first the company only accepted students with disabilities in a very limited number, then in subsequent years the company increased the number of quota until the teacher shall recruit students with disabilities from other regions. In the apprenticeship process in business sectors or industrial companies, it is better for schools to be involved by the company, called as accompanying teachers. This is very

fundamental because the guidance process for people with disabilities is complex and requires certain skills. The accompanying teacher from SLBN Negeri Subang said that during the apprenticeship students, the teacher was involved as a companion especially the first time working, giving training to employees about how to communicate with students with disabilities and providing basic skills for advocacy on their behaviors.

In addition, there is now considerable evidence that students with disabilities are also facilitated with a tutor. The tutor is tasked to provide clear work instructions, provide work corrections if there is mistake, provide examples before doing a job and provide an opportunity to perform the work simultaneously hence they can successfully understand. On the other hand, the involvement of companies in empowering students with disabilities is expected to encourage variations in the programs provision in accordance with the degree of privilege among students with disabilities. Among other programs that can be developed by the company are entrepreneurship programs for people with disabilities whose degree of privilege is still feasible [15]. Through corporate social response (CSR) funds directed at empowering people with disabilities in the entrepreneurship sector, the expectation of success will be greater because in its implementation it can involve CSR company's distributor as partners or mentors. In this case the role of the private sector in empowering persons with disabilities is expected to overcome various obstacles faced by the Government.

C. Monitoring and Evaluation of Vocational-Based Life skills Education

The necessary matters in the process of life skills education are monitoring and evaluation, because it shall make students with disabilities will be observed discipline, commitment to work and work behavior. In order to carry out monitoring and evaluation in schools, the teachers in SLBN Subang have an assessment instrument to measure the extent of students' development in the various skills aspects they follow. Based on documentation studies, the assessment instrument in question consists of assessment points on aspects of attitudes, knowledge and skills.

In this respect, the results of these assessments become material for school follow-up for the individual concerned, where students who do not meet the standards or it can be demonstrated as still having difficulties in certain skills will be included in remedial activities, however for students who have met the standards or mastered certain skills will be included in enrichment activities. The school committee stated that remedial activities for students with disabilities were more of a way to help students with disabilities improve skills that they have not mastered yet. Likewise, monitoring and evaluation of apprenticeship activities are carried out during the apprenticeship process to the end. Through monitoring, all students can be observed their discipline, commitment to work and their work behavior. Based on interviews with internship supervisors from SLBN Subang, if there are pleased behaviors from students with disabilities, the company will discuss with the supervisors for its problem solving, then the counselor will communicate the company's complaints to the internship

candidates with disabilities. HRD PT Subang Autocomp Indonesia added that from the beginning the company has anticipated these matters, where for disabilities who made mistakes in technical matters in prior we would normally find out what went wrong after a failure, afterwards we make analysis until we can acquire and design solutions for problems. Whereas if they make mistakes such as stealing and so forth, they will also get severe sanctions.

Together with this case, if there are students who have performed well or have good performance, then the company prepares an appropriate form of appreciation. In addition, supervision activities also need to be carried out by the Regional Office of Manpower Department, given that despite the existence of laws and regulations obliged to employ persons with disabilities, there are practically still companies that have not complied with the regulations set by the government. Evaluation becomes a benchmark for successful apprenticeship conducted either by the business/ industry through an internal system to assess technical skills in the work force.

Based on the internship supervisor teacher in SLBN Subang, the skills test (apprenticeship students) at the end of the internship period is the business/ industry authority in question where they will determine whether the contract is worth. This certainly cannot be separated from the results of monitoring during their internship at the relevant the business/ industry. Apart from all cited above, based on the guidance book of apprenticeship, for apprentices who have completed and met the program standards, are entitled to receive certificates based on competency standards issued by the National Professional Standards Agency (BSNP) and can be used to apply for jobs.

IV. CONCLUSION

By way of conclusion, this report presented the findings of research that management of vocational-based life skills education is organized and ultimately synergistic to equip students with disabilities to get ready for work. With regard to this issue, it is therefore argued that the management model of vocational-based life skills education can significantly be a way out for students with disabilities towards their life skills development.

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