

The Implementation of Vocational Skill Learning Management Model to Prepare Mild Mental Reatardation Student to Enter Workforce

Septi Riana Dewi, Putri Benu, Rejokirono

*Corresponding author: septi.riana@staff.uty.id, putribenu67@gmail.com
rejokirono@ustjogja.ac.id

Univeristy of Technology Yogyakarta, SLB Mardi Mulyo, University of Sarjanawiyata
Tamansiswa

Abstract

Mild mental retardation is children who have intellectual disability. Their intellectual disability demands the education provided for them to emphasize the development of their vocational skill potential to build their self-esteem. According to Governor Regulation of DIY Number 47 Year 2010, one of the eight main duties and function of education states that organizing vocational training for special need children in preparing them to enter the workforce. Special school graduates are children who have skill and readiness to enter the workforce. Infact, they are still unemployed since they are not involved in the community. It happens since skill learning management model has not been applied optimally. Special school has not invited parents and businessman in planning, implementing, and evaluating skill learning and lacks work practice for students. To deal with those problems, SLB Negeri 1 Yogyakarta impelements management model through some following specifications; (1) classifying of study group based on skill; (2) providing vocational skill materials based on central curriculum analysis and it is tailor made to meet the input/need of DUDI practisioners; (3) providing functional thematic learning approach with skill themes; (4) organizing field practice and internship; (5) having cooperation with DUDI practitioners. There is a significant impact of the implementation of vocational learning management model. It can be seen from the children readiness and several children who can work increasing recently. In conclusion, vocational learning management model can be implemented in SLB Negeri 1 Yogyakarta and improve children readiness to enter the workforce. It is expected that this model is also applicable for other SLBs in Special Region of Yogyakarta.

Keywords: mild mental retardation children, vocational skill, self-esteem

Background

Mild mentally retarded hildren are children who experience intellectual disabilities. These intellectual barriers demand that education for them should be emphasized on developing the potential of vocational skills to make them independent. considering from intellectual ability, mentally retarded children have Intelligence Quotient (IQ) ≤ 70 . The level of ability of these mentally retarded children is grouped into three categories; mild

mentally retarded children (able to educate) have an IQ of 51-70, moderate or mentally retarded children (able to train) with IQ 26-50, and severe mentally retarded children (able to train) with IQ ≤ 25 . This study focuses on groups of mild mentally retarded children because they are able to educate and there is a great possibility to train the skills for their independency.

Based on the DIY Governor's Regulation Number 47 of 2010 Special Schools (SLB) has 8 main duties, including the implementation of job training for students with special needs in preparation for entering the workforce. The mandate of the Governor's Regulation implies that schools must conduct strategic steps to implement programs that provide opportunities for mentally retarded children to practice skills and provide a place for having field practice or internships. Field practice or internships are intended to provide direct experience of working in the real world of workforce. Fasli Jalal (2011: 10) stated that the number of secondary and tertiary education graduates who are not absorbed in the workforce is still relatively high each year. To produce predefined graduates, the Ministry of National Education has collaborated with the business association. Go in line with, Joko Santoso (2011: 15) stated that the steps that must be taken are the conformity between the world of education and the world of work. In addition, there should be improvement on vocational education, skills and work experience. On the other hand, it is expected that the business world will also provide employment opportunities for children who have got field practice or work internships.

Table 1. Comparison of Total Learning Hours for Vocational Skills Subjects in 1994 Curriculum, 2006 Curriculum, and 2013 Curriculum

Curriculum	Subject	Learning hours			Percentage (%)		
		X	XI	XII	X	XI	XII
1994	Vocational Skill/Computer Information Technology	26	26	26	61.90	61.90	61.90
2006	Vocational Skill/Computer Information Technology	24	24	24	66.67	66.67	66.67
2013	Optional Skill	24	26	26	57.14	59.09	59.09

Note:

- Total Learning Hours for Vocational Skills Subjects lay between 24 – 26 hours.
- The percentage of learning hours is from 57.14% to 66.67%.

Paying attention to the structure of the curriculum, mild mentally retarded children SLB graduates are children who have skills and have readiness to enter the workforce. In contrast, the fact that SMALB graduates are still unemployed and they have not been empowered in the community. The results of the investigation for SLB alumni showed that 90% of the total number of graduates registered in Yogyakarta Youth and Sport Office were unemployed. The problem of children not ready to enter the workforce and

unemployed is caused by the skills learning management model which has not been implemented optimally. Schools have not involved parents and employers in planning, implementing and evaluating learning skills, as well as the lack of work activities for students.

To overcome problems mentioned above, Yogyakarta Special School 1 (SLB) implements a management model with the following specifications: (1) classifying of study groups based on the skill majors; (2) provision of vocational skills material based on center curriculum analysis and adjusting to the input / needs of DUDI actors; (3) having approach to functional thematic learning processes with skill themes; (4) the implementation of field practice and internships; (5) having collaboration with DUDI actors.

Literature Review

According to American Psychiatric Association (2013: 36), Intellectual disability (intellectual developmental disorder) is a disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains.

Furthermore, American Psychiatric Association (2013: 37) stated that the various levels of severity are defined on the basis of adaptive functioning, and not IQ scores, because it is adaptive functioning that determines the level of support required. Moreover, IQ measures are less valid in the lower end of the IQ range. Mild mentally retarded children have various terms depending on the point of view of the experts who provide a definition of mild mental retardation. Terms that are commonly used in special education include children who are educable, educable, mild, debilitated and mildly disabled, intellectual disability.

In addition, Smith, Ittenbach & Patton (2002: 43) stated that people who are mentally retarded over time have been referred to as dumb, stupid, immature, defective, deficient, subnormal, incompetent, and dull. Terms such as idiot, imbecile, moron, and feeble-minded were commonly used historically to label this population. Although the word fool referred to those who were mentally ill, and the word idiot was directed toward individuals who were severely retarded, these terms were frequently used interchangeably.

The statement above implies that in the past people called mental retardation in terms of dumb, stupid, immature, deformed, imperfect, under normal, incapable, and dull. Other terms are able to care, be able to train, be able to educate, and slow learner used to label the group of people with disabilities.

The condition of the mentally retarded children who experience weakness to think will affect in all aspects of their life. Disorders that arise in mentally retarded children include disturbances in cognitive abilities, communication and self-care abilities. It causes them to be part of the community that need special education. It is in line with

Grossman in Smith, et al. (2002: 50), stated that *mental retardation* refers to significantly sub average general intellectually functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period. The definition suggests two criteria from individuals who are considered mental retardation; below average intelligence and deficiencies in behavioral adaptations that occur during the developmental period.

Mild mental retardation is one of the children who experience developmental disorders in their mental level of intelligence between 50-75. They have good socialization and motor skills, and in academic abilities they can still master certain fields. Munawir Yusuf, et al (2003: 19) suggested that children with low intelligence are known through intelligence tests. A person who has an IQ below 70 (for a Weschler scale) is called mental retardation.

Based on the statements above, it can be concluded that mild mentally retarded children are those who have an IQ between 51-70, still have the potential to develop academic ability in school, can be trained in daily life skills and require special programs and special guidance in order to develop optimally to be independent in the community. Skill learning management is the activity of managing learning vocational skills ranging from planning, organizing, implementing and evaluating, which is carried out by the teacher by involving parents and other education stakeholders, with the aim of helping students to achieve their learning goals. In addition, Rejokirono (2017) stated that service programs must be able to develop their potentials, so they can work or be accepted to work in business places and can live well with the community in their environment. On the other hand, Syarifurahman & Tri Ujati (2013: 71) stated that between goals, learning strategies, and assessment processes used by the teacher during the learning process will always have an influence or interrelationship with each other, where the objectives will influence the learning strategies that will be applied, and how to apply appropriate evaluation techniques so that goals can be achieved.

Moreover, Muhammad Yaumi (2012: 28) stated that the essence of learning theory is to determine and use the principles carried out by educators and developers to achieve learning objectives. Haerana (2016: 69) stated that learning is a two-way communication process, teaching is done by the teacher as an educator and learning is carried out by students. Teachers can teach well, and students can learn well if there is a commitment between them to create interactive, inspiring, fun learning, motivate interactive learning, motivate students to actively participate, and provide sufficient space for initiative, creativity, and independence in accordance with the talents and interests and physical and psychological development of students. Learning components that include at least goals, materials, tools and media, methods, evaluations, teachers, students, and the environment have interrelated relationships in achieving learning objectives.

To achieve the education goals, it also needs a leader role. Headmaster also holds significant role in assisting teacher and students. Yulk, G. (1994: 376) stated that ... transformational leaders make followers more aware of the importance and value of task

outcomes, activate their higher order needs, and induce followers to transcend self interest for the sake of the organization. Transformational leaders must be able to influence their followers to prioritize the interests of the organization instead of personal interests and invite the team to achieve higher performance or achievement. Leaders play an important role in realizing the implementation of this learning model to run well and in accordance with the aim of improving the readiness of mild mentally retarded children to enter the workforce.

Methodology

This study belongs to implementation of a learning management model of vocational skills to prepare mentally retarded children to enter the workforce. The model is applied for one semester in the Even Semester of 2017-2018 Academic Year in Yogyakarta State SLB 1. As a research subject, students at SMPLB and SMALB levels majoring motorcycle washing, fashion and *Batik* skills.

Data collection techniques are carried out by observing learning activities and conducting interviews with teachers, students, and parents to support information gathered through observation. Data is also obtained through a document review in the form of a weekly learning activity journal containing the individual progress achieved by students in a week. Data processing techniques are carried out by accumulating information obtained through observation, interviews and document review, and drawing conclusions on the development of students' readiness to enter the workforce after implementing this learning model.

Findings and Discussion

1. Model Specification

The specification of this model is the implementation of management functions in learning vocational skills which include planning, organizing, implementing, and controlling related to the grouping of study groups based on skill majors; provision of vocational skill material based on center curriculum analysis and adjusting to the input / needs of DUDI actors; approach of functional thematic learning processes with skill themes; implementation of field practice and internships; and the implementation of cooperation with DUDI actors. Then each component is explained as follows;

(a) Grouping Study Group

Classification of classes using the study group model per skill majors. This grouping is based on the need that mentally retarded children can master certain skills in repeating learning, require a long time, and must focus on one of the competencies. Skills education for mild mental retardation is conducted in order to master certain skills as a

basis for entering the workforce. SMALB students are grouped into study groups according to their chosen skills. The competencies that are trained are not based on class level (10, 11, or 12), but based on the level of competence that must be mastered and those are individual.

(b) Skill Material

Skill material taught is material that meets the needs of the workforce. The results of skills education are expected to be a basis for children entering the workforce. Recently, many SMALB graduates have been equipped with skills competencies, but the competencies they possess are not in accordance with the needs of the workforce yet and it makes them difficult to get job opportunities. Providing competencies that meets the competencies needed by the workforce can help facilitate mentally retarded children to get job opportunities. Education with adapted material to the needs of the world of work also helps the process of adaptation for mentally retarded children because children experience a lot of similarities between what is learned at school and those in the world of work. Selection of learning material also pays attention to the potential of students and family potential. It also needs to pay attention to the potential of students so that the material being trained is in accordance with the ability of students while paying attention to the potential of the family will help the education process and later the skills possessed can be empowered within the family. For this reason, in the preparation of the school curriculum it is best to involve the workforce actors and parents or students' family.

(c) Thematic Learning Approach

Learning in this model uses a thematic approach with skill themes. The subject materials; Pancasila and Civics, Indonesian Language, Mathematics, Natural Sciences and Social Sciences are selected through functional skills. The learning process of Pancasila and Civics, Indonesian Language, Mathematics, Natural Sciences and Social Sciences are delivered using a thematic approach by taking themes related to the skills that were chosen by students and integrated in skills learning. Functional thematic approach based on selected skill aims to make academic material supporting the mastery of skill competencies chosen by students.

(d) Field Practice and Internship

Learning vocational skills is carried out in schools and in the world of work. Mild mentally retarded students have difficulty adapting in a new environment. After graduating from SMALB, mentally retarded children are expected to be able to apply the competencies they already have to the world of work. In contrast, children have difficulty applying their skills in the world of work or in DUDI. One of the factor causing of these difficulties is the different experience experienced by children at school from the workforce environment. Learning skills at schools that are made similar to those in

DUDI and given the experience of field practice and internships are expected to facilitate the process of adaptation of children to the workforce.

(e) Empowerment of the Role of Parent/Family and DUDI

The learning model of vocational skills can be applied well by the cooperation between schools and students' parents/families and DUDI. Cooperation with students' parents or family is proven by a service contract agreement while with DUDI it is proven by signing Memorandum of Understanding (MOU).

2. Implementation Setting

The implementation of the model is carried out in the Even Semester of 2017-2018 Academic Year in SLB Negeri 1 Yogyakarta at Jln. Bintaran Tengah Number 3 Yogyakarta. The model is applied to the level of SMALB in class X, XI, and XII in the Department of Motorbike Washing, Fashion, and Batik. The Implementation settings are as follows;

- a. Conducting socialization of vocational skills learning management model for preparing mild mentally retarded children in entering the workforce.
The headmaster explained the model specifications to all teachers, administrative staff, parents of students, and appointed businessmen who have collaborated with Yogyakarta State SLB 1. After the socialization is conducted, the teacher will develop the skills according to the model.
- b. Planing learning based on the vocational skills learning management model for preparing mild mentally retarded children in entering the workforce.
Learning is planned as follows: (1) grouping study groups per skill majors. Each department becomes a study group, which includes classes X, XI and XII; (2) preparing the material by considering the central curriculum, but still considering conformity with the needs of the workforce, and appropriate with the potential of each student; (3) determining the theme based on the skills being taught, this skill theme is intended to support the skills being trained; (4) creating a schedule of learning activities that involves parents and entrepreneurs actively from planning, implementing, or evaluating period; (5) implementing cooperation with employers as a field practice or internship and involving parents to actively assist the implementation of learning.
- c. Carry out learning according to the vocational skills learning management model for preparing mild mentally retarded children in entering the workforce.
The teacher carries out the learning based on the compiled learning implementation plan and makes weekly progress as outlined in the weekly learning journal. Broadly speaking, the material has been planned which is outlined in the syllabus, but the implementation will be carried out based on the results of weekly progress. At the end of each week, the teacher gives notes to

where each student is achieving, and what programs must be trained for each student.

d. Evaluating the implementation of vocational skills learning management model for preparing mild mentally retarded children in entering the workforce.

Evaluation is conducted to find out whether the model is well applicable or not and is there any change of student readiness to enter workforce.

3. Problems during the implementation

The problem in applying the model is that it is difficult to establish cooperation with entrepreneurs in a short time. For this reason, collaboration must be carried out in stages starting from the introducing children, introducing the program, and inviting them to provide skills education to children.

4. Result of Implementation Evidence

The model can be applied well by presenting the following evidences: (a) compiling study groups per skill majors; Learning Group (Rombel) Motor washing, Fashion learning group, Batik learning; (b) Compiling learning materials that receive input from parents as well as from the Business World and the Industrial World; (c) planning and implementation of learning has been prepared using the theme of skills; (d) schedule and implementation of field work practices or internships have been prepared; and (e) there is cooperation between schools with Sae Cuci Motor Bantul, DJ. Collection, and Bixa Batik Natural which is written in a cooperation agreement (MoU)

5. Impact of Student Readiness in Entering Workforce

The results of implementation also have an impact on the readiness of mentally retarded children to enter the workforce. Children's readiness can be indicated by the following aspects: (1) children feel familiar with entrepreneurs; (2) children have the competence of vocational skills that are suitable with the competencies needed by the workforce or skill at work; (3) the children have better confidence at work; (4) children participate in work practice activities and follow the rules in the workplace; and (5) children show happiness and enthusiasm in participating internship in the workplace.

Conclusion

The implementation of the model within one semester in the subject of Motorbike Washing, Fashion, and Batik skills can illustrate that the model can be implemented properly. It can be stated clearly that the teacher and students can follow the learning process well and there are no complaints or objections. Furthermore, there is a significant impact on students from the implementation of this vocational skills learning model; increasing children's readiness to enter the workforce. It can be concluded that the model

is well implemented in Yogyakarta State SLB 1 and can improve children's readiness to enter the workforce.

The model can be applied well and provide solutions to deliver mild mentally retarded children to the workforce, so it is expected to implement immediately in other SLBs in Yogyakarta Special Region. Implementation can be carried out proportionally based on the readiness of each school.

References

- American Psychiatric Association (2013), *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*. Arlington: British Library.
- Djoko Santoso. (2011). Sekolah harap peka terhadap kebutuhan dunia kerja. *Majalah Diknas*, No. 03/I/ Agustus - September 2010.
- Fasli Jalal. (2011). Sekolah harap peka terhadap kebutuhan dunia kerja. *Majalah Diknas*, No. 03/I/ Agustus - September 2010.
- Fasich. (2011). Sekolah harap peka terhadap kebutuhan dunia kerja. *Majalah Diknas*, No. 03/I/ Agustus - September 2010.
- Haerana. (2016). *Manajemen Pembelajaran Berbasis Standar Proses Pendidikan. Teori dan Aplikasi*. Yogyakarta: Media Akademi.
- Muhammad Yaumi. (2012). *Pembelajaran berbasis Multiple Intelligences*. Jakarta: Dian Rakyat.
- Muhammad Yusuf, Sunardi & Abdurrahman, M. (2003). *Pendidikan bagi Anak dengan Problema Belajar*. Solo: Tiga Serangkai.
- Peraturan Gubernur DIY. (2010). *Tugas pokok dan fungsi Sekolah Luar Biasa Negeri*. Yogyakarta: Pemda DIY.
- Rejokirono. (2015). Menyiapkan Anak Tunagrahita Memasuki Dunia Kerja melalui Praktek Kerja Lapangan (PKL) dan Magang Kerja. *Proceeding International Seminar Special Education (ISSE)*. Surabaya: Unesa.
- Smith, M. B., Ittenbach, R. F., & Patton, J. R. (2002). *Mental Retardation*. 6th ed. New Jersey: Merrill Prentice Hall.
- Syaifurahman & Tri Ujati. (2013). *Manajemen dalam Pembelajaran*. Jakarta: Indeks.
- Yulk, G. (1994). *Leadership in Organization: Third edition*. New Jersey: Prentice-Hall.