

Implementation and Challenges of Vocational Education for Students Special Needs

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Abstract

The implementation of vocational classes is necessary so that student with special needs can prepare for the job competition. Through vocational classes, student can improve their skill which support a field of work. The success of vocational classes requires family social support, teachers, experts, schools, and external participants. The aim of this research is to describe the implementation of vocational classes that have been applied to student who has special needs. The research method is narrative literature review. The results explain vocational class program which packaged into a career guidance, which contains pre-vocational, vocational, and post-vocational. Types of vocational classes include culinary, salon, horticulture, sewing, nail art gradation, barbering, making ceramics, garden lighting, water mills, laundry, cleaning service, hydroponics, drawing, and colouring. Obstacles that arise are low student motivation, limited school funding, and inadequate tools. The solution can be proposed is career guidance in vocational education. Family social support and financial capabilities are needed for the success of vocational education.

Keywords: *Students with Special Needs, Vocational Education*

1. INTRODUCTION

The constitution states that every citizen has the right to education. Article 28C paragraph 1 reads "Every person has the right to develop themselves through the fulfillment of their basic needs, the right to education and to benefit from science and technology, art and culture, in order to improve the quality of their lives and for the welfare of mankind". Article 31 Paragraph 1 of the 1945 Constitution reads "Every citizen has the right to education". The applicable law regulates education for children with special needs as outlined in the National Education System Law No. 20 of 2003. Every citizen has the same right to a quality education, whether physically, emotionally or mentally disabled. Intellectual or social, are entitled to special education.

Some 93 million children with special needs do not have proper educational opportunities. Inclusive education is the right suggestion to answer the educational problems of children with special needs (Bose & Heymann, 2020). The results of the Nadya et al. survey (2022) stated that around 2021 seven countries showed that 13 percent of individuals with special needs were denied entry to schools.

Prima students with cerebral palsy of the left leg and left hand were refused entry to SDLB because they had not been promoted when they were in inclusive schools. Arika's research (2020) said that there was a rejection of special school students because they had severe category cerebral palsy. The school is worried that it will become a moral burden. This evidence indicates limited access to schools that are in fact for people with special needs.

In addition to discrimination in education, individuals with disabilities face challenges in the world of work where job opportunities for people with disabilities are very limited. Not all companies believe in the abilities of people with disabilities. As evidenced in the 2020 Susenas (National Socio-Economic Survey) survey data, only 20 percent of people with disabilities in Indonesia work, the majority of whom work in the informal sector, which is vulnerable to economic challenges (Rastika & Purnamasari, 2021). The vocational skills of people with disabilities have also gained UNESCO's attention. UNESCO defines TVET (Technical and Vocational Education and Training) as a vocational and technical education program to produce a competent workforce in a particular field. People with disabilities are a serious problem in low- to middle-income countries. The TVET program is here to support the workforce with disabilities. Ideally, after vocational education, people with disabilities are ready to work. Studies conducted in East Africa explain that barriers to technical and vocational training are caused by negative attitudes, exclusion from schools, rigid curricula, untrained teachers, and unclear policies. Furthermore, suggestions to policy makers and work institutions that should be done are improving the quality of inclusion, training of accompanying teachers, inclusive attitudes, and a more flexible curriculum (Ebuenyi et al., 2020). Minister of Manpower Ida Fauziyah said that the participation of people with disabilities in the world of work is still relatively low. The causes are limited employment opportunities, discrimination, and the stigma of people with disabilities in the world of work. Even so, there are still opportunities for people with disabilities to work. In 2021, a total of 1271 people with disabilities have worked in 72 state-owned companies and 588 in private companies. Although this number is very small compared to the total number of people with disabilities, which reaches 16.5 million consisting of 7.6 million men and 8.9 women (Utami, 2022). Law number 8 of 2016 article 53 paragraph (1) Paragraph 1 states that BUMN and BUMD companies are obliged to employ employees with disabilities at least 2 percent of the total number of employees. Meanwhile, paragraph 2 emphasizes that private companies must employ at least 1 percent of all workers with disabilities (Law No. 8/2016 on Persons with Disabilities, 2016). Employment is essential for people with disabilities so that they are economically secure and able to participate socially (Heera & Devi, 2016).

Vocational education is a learning program designed for students with special needs to emphasize work practices. Vocational education should be provided from an early age so that children

are able to be independent in society according to their abilities. Vocational education is a learning program that focuses more on developing the ability to work for students with disabilities by directly working on projects (Kartini, 2021). Vocational skills for children with special needs function to increase the ability to work, find interests in a field so as to create an entrepreneurial spirit and work enthusiasm. In society so that they can be useful according to their skills (Khotimah, 2019). Inclusive schools do not only focus on academic activities, with regulations in Indonesia that explain the employment opportunities of people with disabilities, schools should facilitate career classes. In career classes, students are guided through the stages of planning job options and career training.

The implementation of vocational education in Indonesia carried out by SMALB-B Karya Mulia Surabaya brings results including deaf students being able to independently make choices after graduation to work or continue their education. Some have been able to determine their career goals after graduation. However, some still need motivation and guidance. This condition is due to anxiety when students relate to people who do not understand their way of communication. The running of entrepreneurship such as the establishment of a cafe in the school environment. The internship at Carrefour proved that deaf students can complete tasks well. This is because they focus on working without talking much (Dharma & Wagino, 2015).

The policy in writing explains the opportunity for children with disabilities to obtain equal rights to work, so extra development is needed for children with disabilities so that they work with good performance. This research aims to explain the implementation of vocational education to support the skills of students with special needs.

METHOD

The research method used Narrative Literature Review. The purpose of this method is to identify and summarize what is being written, avoid duplication, and look for recent research (Baumeister & Leary, 1997). Researchers collect literacy sources that discuss the implementation of vocational skills for children with special needs. The steps of this research as 1) Developing research questions; 2) Selecting journal criteria. This research focuses on reviewing from open knowledge, campus library, research gate. The researcher used keywords to facilitate the review, namely 'vocational education', 'vocational class', 'vocational program', 'career guidance', 'lifeskill', 'vocational skill', 'children with special needs', 'students with special needs', 'vocational training', and 'students with disabilities'. The literacies found were further verified by reading the titles and abstracts to ensure relevance to the research topic. After that, 30 were collected for consideration; 3) The literacies were systemically reviewed with the feasibility of the research questions.

Table 1 Process Journal Review

Aspect data	Criteria	Exclusions
Type document	Research Journal	Book, Result review Journal, e-prints
Publications Years	2017,2018,2019,2020,2021,2022,2023	2016,2015, etc
Languages	Indonesia dan English	Korea, China,etc
Research Location	Indonesia	Malaysia, Inggris, Turkey, etc
Respondent /Participant	Junior high school, high school, disability foundation	Junior highschool, etc

RESULT AND DISCUSSION

This literature study is empirical research articles related to vocational education for students with special needs. The results of the analysis can be seen as follows

Table 2 Result Literature Study

Author	Method	Research	Location
(Nadya et al., 2022)	Literature Study	Career guidance program that includes five stages: career awareness, career exploration, pre-vocational, vocational, and post-vocational.	-
(Rosyada & Muslim, 2021)	Qualitative	The career guidance program is included with counseling guidance services. However, it has not run optimally due to learning barriers and needs.	SMPLB YPAC Palembang
(Ana Rafikayati & Muhammad Nurrohman Jauhari, 2021)	Qualitative	Barber skills are already taking place optimally. Both teachers and principals design programs according to the competencies that need to be improved.	Junior Highschool 28 Surabaya
(Ningrum et al., 2023)	Experiments	Improving vocational skills of ombre gradation nail art through video tutorial method.	SLB Negeri 2 pariaman
(Prayogo, 2019)	ADDIE (Analysis, Design, Development, Implementation, Evaluation)	Skills learning programs that match the potential of autistic students can increase participation and learning achievement.	Vocational School Inclusive Bandung city
(Lestari & Nurhayati, 2020)	Qualitative	Five people have participated in ceramic-making training for the speech impaired. The results of the training improve life skills. The work can be enjoyed by ceramic lovers.	Kubca Samakta Foundation (Disabled Business Group Jasa Mitra Utama)
(Een Ratnengsih, 2017)	Quantitative	The types of vocations implemented by students with disabilities are craft skills 49%, culinary 19%, fashion 12%, agriculture 7%, services 5%, sports 1%, computer 1%, art 1%, and photography 1%..	SLB C Tunagahita Bandung

(Khotimah, 2019)	Qualitative	The types of vocations for the mentally retarded are gardening with soil media and hydroponics, making simple waterwheels, and making simple garden lamp designs. The vocational program for the physically challenged is cooking. Types of vocations for autism are drawing	Junior Highschool 1 Sidorejo, Magetan
(Mufiddah et al., 2019)	Qualitative	Vocational design refers to the curriculum, the application in the field is not always the same as the design, the constraints of students with limited abilities, the proposed solution is to apply repeated practices and provide opportunities for students to practice work.	SMA LB Malang
(Supriati et al., 2022)	Qualitative	Vocational learning has adjusted to the needs of students. The suitability of learning is only seen when students' talents are known. The main factor in the success of a career is the student's potential (talent) rather than the student's interest.	KORPRI Pandeglang Special School
(Andini, 2020)	Qualitative	Student career guidance to train deaf students' skills is going well. Constraints that occur lack of cooperation with work institutions or companies.	SMALB

The implementation of vocational education for students with special needs begins with planning career guidance according to student potential. Students need knowledge related to career information so that they can prepare carefully (Saputi & Purwanta, 2021). Counselors are responsive to the uniqueness and diversity of students and are able to promote vocational education comprehensively. Independence is an aspect that must be prioritized, independence includes students understanding themselves, their abilities, looking for steps to take, estimating the failure or success of efforts, and overcoming problems (Dharma & Wagino, 2015). Problems in identifying the suitability of interests with vocational types are students lack of motivation, students have difficulty making decisions, students have the wrong perception about education, students are not skilled in choosing a field of education, students have low self-understanding, students lack information and do not know how to utilize information, stereotypes, students cannot be consistent due to differences of opinion with family (Ibrahim et al., 2021).

The stages of career guidance according to Nadya et al (2022): 1) Career awareness where counselors direct and guide students towards careers that suit their conditions. For example, students who want to become veterinarians are directed to volunteer to work in animal needs stores; 2) Career exploration helps students introduce available job openings. Students are guided to explore career interests by practicing directly with the counselor. 3) Pre-vocational classes that are carried out are interventions from the family. Involvement in the form of social support and low levels of financial hardship are needed to develop the potential of children with special needs. Pre-vocacy aims to

empower students by carrying out daily tasks; 4) Vocational education hones skills that will be quickly accepted by students if trained repeatedly even though they do not understand the theory, but master the practice (Jaya et al., 2018). Vocational learning is tailored to the needs of students. For example, painting requires paper and watercolors, crafts require wood, culinary requires knives, stoves. Cellphones and computers as learning needs (Supriati et al., 2022). Vocational education for students with disabilities has been provided by the Government of Indonesia under the auspices of the Ministry of Social Affairs. In its implementation, vocational education is gender-differentiated, dynamic, adaptive, and flexible to change; 5) Post-vocational is carried out as an evaluation of students' skills after attending vocational education. There is a possibility to repeat the same vocations so that students are skilled. The suitability of teachers in improving career success is not selective. Both students who have seen potential and those who have not are entitled to the same learning opportunities and competitions. The school program involves activities that provide opportunities for parents to get involved. Parents actively provide suggestions, solutions, and infrastructure to support children's interests that are tailored to vocational learning. (Supriati et al., 2022)

Types of vocational education that have been implemented in some schools include cooking and beauty classes for deaf students at SMPN 28 Surabaya. The beauty class focuses on barbering. The learning methods used are direct learning and demonstration. The materials taught vary, (1) creambath beauty class, (2) hair care and modeling (3) haircutting, (4) hair polishing, (5) bun styling, (6) hair curling, and (7) hair styling. The specific material taught is haircutting. In cutting hair, students first get to know barbering tools and their uses, use tools correctly, apply scissors and hair stylists, use razors according to the desired hair model (Rafikayati & Jauhari, 2021). Furthermore, teaching the creativity of ombre nail art gradation for deaf students using video tutorial techniques. Video tutorials are equipped with sign language, translation, before and after pictures. Students created nail polish with abstract ombre designs by combining three paint colors (Ningrum et al., 2023). The speech impaired group participated in training in ceramic-making skills so that they can practice on their own, so that the ceramics have a selling value. Those who are proficient will be appointed as permanent employees at the Kubca Foundation. Vocational programs implemented at SMALB Putra Jaya are culinary, salon, horticulture, and sewing. Vocational education at SMALB YP2 includes horticulture on Monday, screen printing on Wednesday if there is an order, cleaning service every day before going home and laundry when there is an order. Horticulture is carried out by students with disabilities and deaf people starting from planting, caring for, harvesting, cleaning, and packing. Meanwhile, the implementation of vocational education at SMALB Eka Mandiri is guided by the principal's work program which is adjusted to the market in Batu, Malang (Mufiddah et al., 2019). The vocational education of SMPN 1 Sidorejo's tunagrahita students is gardening with

soil and hydroponic media, creating waterwheels using used goods, and creating garden light designs. Students with disabilities focus on culinary arts. While autistic students are taught drawing and coloring skills (Khotimah, 2019).

The first is the transition period from the school environment to the world of work. Students must have determined their interests and developed skills. Students with special needs need to be facilitated with practical career guidance (Nadya et al., 2022). Second, the challenges of program planning include the limited number of career guidance implementers, resulting in an unbalanced number of students and counselors, and school rules (Rosyada & Muslim, 2021). Third, the difficulty of delivering the material because people with disabilities cannot absorb information in one delivery. Tutors convince participants that if they are enthusiastic about doing training, the material will be absorbed well so as to create income (Ningrum et al., 2023). Students are lazy to participate in vocational activities, the incompatibility of vocational fields with student characteristics makes student potential unable to develop optimally, teachers who are unable to adjust the diversity of student potential with vocational fields. Career guidance is needed to monitor the implementation of vocational education and pre-vocational classes to orient students to their potential. The solution to low student motivation is supported by teachers encouraging students to always carry out vocational education. Low school funding is anticipated by preparing a schedule of activities so that funds are managed as needed. Not always presenting experts in their fields, calling experts is done when there is an order. Furthermore, finding donors who supply funds and leaving BOS funds to pay experts (Mufiddah et al., 2019). In addition, students can use equipment from home (Khotimah, 2019).

CONCLUSION RECOMMENDATIONS

Vocational education as a support for the skills of students with special needs should be a mandatory program listed in the learning design. Where every student is required to take part in the vocational program. So that after graduating students are confident in their potential and provisions to enter the world of work. Of course, it is adjusted between student potential and the vocational field taken. Career guidance as an accommodation in evaluating the vocational education that students have done. In the implementation, there are obstacles such as low student motivation, limited school funds, and inadequate supporting tools. The solution that can be proposed is the implementation of career guidance. It includes a draft schedule of pre-vocational classes and vocational education, allocation of funds for experts and supporting tools. Of course, family social support and financial capability are needed in the success of students' vocational education. The limitations of the research are that the number of journals reviewed ranged from the past six years, namely 2017-2023, and the types of

disabilities in the journals reviewed were only deaf, speech impaired, and autism. Future researchers can complete the implementation of vocational education for other types of disabilities.

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