

Vocational Skills Learning to Build Independencies of with Physically Disabled Children

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Abstract—The purpose of this study was to describe vocational skills to build independence for disabled children. The research method used is descriptive evaluative. Children with physically disabled are they who have abnormalities in the muscular, bone and joint systems that may be caused by an illness or accident and due to congenital and/or brain damage that can lead to impaired movement, intelligence, communication, perception and adaptation. In living their life, requires various skills. One special skill that is emphasized is vocational skills, namely skills that include the skills to do work that can support themselves properly and can be profitable. The implementation of vocational skills learning for disabled people is cooking, computer (IT) fashion, automotive, and craft making.

Keywords—vocational skills; independencies; children with physically disabled

I. INTRODUCTION

According to Constitution Number 20 of 2003, special education or commonly known as extraordinary education is education that is held for citizens who have physical, emotional, mental, intellectual, and/or social disorders. Special education for students with disabilities aims to develop the potential of participants Educate optimally according to his ability [1].

Special education serves all students who have special problems and needs in learning. Student with special needs are sorted according to their specific conditions, namely: (1) learner who varies in their interactions; (2) learners who vary in accessing the environment; (3) learner who varies in their learning styles and rates. Each of these specificities is sorted again according to the obstacles that they carry, including: children with behavioral barriers, children with visual impairments and children with mental disabilities [2]. In education, the existence of individuals with special needs leads to discussions of how they can still access education like people in general. Based on the concept of education, understanding individuals with special needs are someone who needs special education services with all its support so they can still reach ability according to its potential [3]. One of the students who get this education service is children with physically disabled.

Children with physically disabled are children who have abnormalities or disabilities in the muscular, bone and joint

systems that may be caused by an illness or accident and due to congenital and/or brain damage that can lead to impaired movement, intelligence, communication, perception and adaptation. Physically disabled are defined as a disability [4]. Because of the existence of a body defect, physically disabled students need special services to optimize their abilities. Obstacles possessed by them have an impact on their needs in living their daily lives.

The academic ability of children with physically disabled, classified into two groups of children. That are group of children accompanied by intellectual disruption and who are not accompanied by intellectual impairments or in education are called group D and they can follow the curriculum like other normal children. Those who accompanied by intellectual disorder or group D1 are the same as mentally retarded children.

Providing an interesting and meaningful experience for children, especially children with disabilities, what needs to be done is to give direct experience to children. For example, is it true that fish can only live in water? This can be done through experiments. Children can observe what will happen to fish if they are not given water, small volume of water and quite large volume of water. What the child experiences will be easier to remember than verbalistic learning. However, not all learning materials can be presented through direct practice. There are certain materials/competencies that cannot be presented directly that require learning aids [5].

Education for children with special needs (Children with SEN) at regular schools and special schools, essentially to help children developing their potential. The purpose of learning skills is to equip Children with SEN to have useful work skills after school. To facilitate vocational learning, most of the special schools are equipped with shelter workshops, and marketing cooperatives. Through the production and marketing units, it is expected that the work of students in the process of skills learning can be introduced and get selling value in the community. Management of vocational learning for Children with SEN is not easy. It is related to the potential of Children with SEN that varied and individual. On the other hand, the condition of Children with SEN who are still at the level of learning vocational skills, certainly cannot produce quality products that meet market requirements [6].

Combining the problems, successes and conceptual studies of skills learning for ABK, it is necessary to discuss the skills learning model for ABK-oriented skills to develop self-help (independence) and vocational skills (economic skills) so that ABK can achieve adaptability.

II. METHOD

This study aims to describe the learning of vocational skills to develop independence of children with physically disabled. To achieve this goal descriptive research methods are used. The location of the study is the Special High School (SMALB) in West Java Province. Schools that are the research sample: (1) Cicendo State Special School (SLB) Bandung City; Sukapura Special School (SLB) Bandung City; and the Pembina Sumedang State Special School (SLB). Data collection techniques used are observation, interviews and documentation studies.

III. RESULT AND DISCUSSION

A. Skill Learning to Build Independencies of Children with Physically Disabled

Independence is the basic capital that greatly determines student success. Therefore, it needs encouragement to realize the success of his dreams. Independence can be interpreted as a mental attitude characteristic to have hopes of success in life and do things as best as possible through productive activities with the courage to take rational and calculated risks [7]. Independence is an individual attitude that is obtained cumulatively during development, where individuals will continue to learn to be independent in dealing with various situations in the environment, so that eventually they will be able to think and act alone [8]. Independence is an important aspect in human life.

Developing independence, is one of the efforts facing the future. The development of the independence of disabled children can be done by giving vocational skills. The provision of skills for children with physically disabled is an example effort to achieve one of the national education goals, is to make Indonesian citizens independent. The provision of skills education aims to prepare independent students. Thus, the independence of these students becomes their provision later in life in society. Giving skills to children is related to the child's interests and conditions is achieved.

Independence during the learning process will be achieved if the teacher is able to understand student motivation, it can foster an interest to participate in skills learning effectively. Strong interest that grows in students is also related to the suitability between types of skills and conditions. Knowing students' interests and suitability means knowing the driving energy to achieve goals [9]. Independence for physically disabled children aims to prepare a freedom people (not depend on others), responsible, creative and active and can stand alone in accordance with the conditions and abilities possessed.

Children with physically disabled have their formal education until high school level (SMALB-D), but not all of them could continue their education into the college. It caused

by different intelligence level. To overcome this problem, school had to prepare special skills, then they can be accepted in their community and adapt to be independent person.

One of the special skills emphasized at the SMALB level is vocational skills, namely skills that can support themselves properly and can be profitable. The development of life skills should meet children's talents and interests in accordance with the infrastructure and the condition of the school or community. From this explanation, it can be understood that one of the obligations of educational institutions in self-sufficient children with special needs is to provide vocational skills to students who will graduate from the SMALB level.

The implementation of skills learning for children with special needs is more related to the Asocyanistic Theory [10]. Asocyanistic theory studies the learning process in terms of association law. This paradigm came from Aristotle and was defended and elaborated by Locke, Berkeley, and Hume. One important principle of the association is the law of frequency, which is the focus of Ebbinghaus's research. Frequency law states that the more often an experience occurs, the easier the experience is remembered or done again. In other words, memory gets strength through repetition.

Refer to asocyanistic theory, learning action requires practice or training because it aligns with the right movements and appropriate instructions. External stimulation will create a real response and produce real performance. This theory accordance to the process of skills learning that require movements to produce an action and work products. The results of this study according to Bloom's Theory are dominant in the psychomotor domain. Although they are also covered by two other learning domains, cognitive and affective. The theory is considered appropriate in skills learning for children with special needs. The illustration of the implementation is related to various barriers to the function of the senses and the development of children with special needs. Thus, requiring external assistance in accordance with its conditions to learn. External assistance includes clarity of work procedures (symbols of pictures and writing to explain steps), giving examples of repeated ways of working, setting up the work environment and work equipment according to the conditions of the disabled children (for example: special space and equipment for disabled children) and individual assistance. Thus, external stimulants in skills learning for disabled children are very important to build learning responses and achieve learning outcomes.

In line with the asocyanistic theory, the suitable approach to achieve the learning outcomes of skills is by re-train until they make a habit in life. This type of skill is adjusted to the talent and interests of the disabled children. The minimum scope of teaching materials includes the ability to self-help or activities of daily living, social skills and skills to work. The proper skill to work is one type of work or sub-work, which can be achieved by the completeness quality of learning outcomes by disabled children. By vocational skills, disabled children can develop themselves or work for others by obtaining recognition of decent income. Of course, this skill learning model requires a management system that involves various parties functionally (disabled children's parents, schools, industry or business units,

related governments and communities). Thus, the independence of disabled children can be achieved through skills learning, if there is recognition from others to their performance result.

B. Vocational Skills for Children with Physically Disabled

The research result on three Special Senior High School in West Java shows the implemented skills for children with physically disabled as follows:

1) *Cooking*: Cooking skills are a household lesson, given at the special junior and senior high school levels. The purpose is to develop student's potential. All student strived to have life skill and independencies, especially, cooking entrepreneurship.

The material of the learning process:

- Making brownies and cookies, pastries and serving coffee with attractive flavor.
- Serving standardized food and beverage.
- Creating cake, innovative coffee.

2) *Fashion*: The materials for fashion skills taught in Special Junior and Senior High School are sewing skills. The following are the stages of how to sew clothes that are taught:

- Measuring.
- Drawing pattern.
- Cutting clothes pattern.

3) *Automotive*: Automotive skills are vocational skills provided at Special Senior High School. The purpose is to build independencies of children with special needs. Learning material:

- Introduction to basic theory.
- Introduction to motorcycle/car parts.
- Washing car/motorcycle.
- Repairing process of car/motorcycle.

This kind of vocational skill have been running very well, especially in washing and introduction of motorcycle/car part. Illustration of vocational learning for children with physically disabled is shown in figure 1.



Fig. 1. Illustration of vocational learning: cooking, fashion and automotive.

4) *Computer*: Computer skill is a mandatory extracurricular since 2009/2010 for special junior and senior high school level. This aims to build independencies of the students. Learning material:

- Introduction of computer theory.

- Introduction of computer's parts.
- Program display (hardware and software).
- Printing Process.

5) *Making Crafts*: Making Crafts from clay is one of the vocational skills taught in Sukapura Special School. By diligent training and guidance from the teacher, the students managed to make beautiful crafts. Illustration of computer learning and crafting for disabled students is shown in Figure 2.



Fig. 2. Illustration of vocational learning on computer and making crafts.

IV. CONCLUSION

Special education aims to help students with physical or mental disabled to be able develop their attitudes, knowledge, and skills as individuals or community members in making reciprocal relationships with the surrounding, cultural and natural environment, also develop skills for work or continue to advanced education. Classification of special education services consists of: special school A for the blind/visual impairment, special school B for the deaf, special school C for the mentally disabled, special school D for the physically disabled, and special school E for unsociable children. Children with physical disabled are children who have abnormalities or disabilities in the muscular, bone and joint systems that may be caused by an illness or accident and also due to congenital and/or brain damage that can lead to impaired movement, intelligence, communication, perception and adaptation.

The concept of life skills education for Children with SEN must be adjusted to the age of students. For Children with SEN in elementary and middle class (age 9-13 years) requires a focus on learning maturity skills to help themselves and functional academics skills such as reading newspapers, reading goods labels, calculating shopping money, filling out forms. For adults and adolescents, learning in special school emphasizes the development of vocational skills training and social responsibility aspects. The development of life skills is adapted to the talents, interests and needs of children with SEN in accordance with the infrastructure and the condition of the school or community. The implementation of vocational skills learning for disabled people is cooking, computer (IT) fashion, automotive (especially motorcycle washing), and making craft.

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