

Needs Analysis for the Development of Career Choice Assessment Instruments for Intellectual Disability Students in Extraordinary High Schools

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Abstract— This development illustrates the prototype analysis model for the development of career choice instruments for intellectual disability students in high school. This is based on the idea that the nature of everyone will enter the career world or have a career no exception mentally disabled students. before they enter the world, they will make choices about various careers based on their potential so they can achieve independence in the community. Career choices are important in the career development process. Career choices and career adjustments are a form of development of one's personality. Career choices require a complete understanding of the potential that needs to be optimally developed in career development. An individual interested in a career occurs because of personality and various other variables that lie behind it. This study aims to provide a solution to schools in helping intellectual disability students to find career choices that are appropriate to their personality. Findings from the study reveal that intellectual disability students experience difficulties in career selection. Even they don't know where their career development is going to go after graduating from school. Schools should have responsibilities in helping students develop their potential, including in career selection. However, schools have difficulty in helping students because there is no reference that can be used, so there is a hesitation in the teacher when directing student career development. This development design through preliminary study, initial model design and expert validation test through written discussion and suggestion techniques were analyzed descriptively. This development resulted in an extraordinary "career choice assessment instrument for intellectual disability students in high school"

Keywords— *career choice, personality type, intellectual disability*

I. INTRODUCTION

Career development is a process experienced by an individual in his life. In the end, someone must choose a career to determine the career that will be undertaken in the future. An individual interested in a particular career occurs because of personality and various variables underlying it, such as the heredity factor with all the influence of culture, friends, parents, and environment that are considered to have an important role in determining career choices Ferguson in [1], In the process of selecting a career, a person must be able to imagine the achievement of the outcomes (outcomes) associated with the career choices they determine. Before

they are involved in activities that will lead them to decisions, namely Experience for success and failure. This is what will help the person in determining the direction of career choice or away from certain goals [2]. In this case, one must be able to recognize himself. Self-recognition is very important. Self-recognition includes the introduction of all potential as strengths, energy, or hidden abilities that are owned and not optimally utilized [3]. Therefore, what is important in determining career choices is understanding and adjustment to both yourself and the world of work.

One of the main tasks of Special Schools (SLB) is to help students achieve optimal development in accordance with the level and type of children with special needs. A student is said to have achieved optimal development if he can use the rest of his abilities optimally in accordance with the degree of disability Minister of Education Regulation No. 39 Th 2008. But the reality shows that there are still many gaps in delivering children to achieve development, especially for the child's personal development and also the acceptance of the social environment towards children which results in children experiencing career development problems. These disparities include, among others, many intellectual disability people who have not been able to carry out their daily activities, even though at school they were able to. Those who have finished their school only stay at home and not many works.

Thompson in [4], states that the view or assessment of the environment for intellectual disability and family children is the biggest challenge other than the disability suffered by the intellectual disability child itself and the impact can be felt directly by the intellectual disability child and the family concerned. This is the main concern of intellectual disability children and families when children enter the post-school transition to society. Even the negative viewpoint of society becomes a prolonged bad stigma and causes intellectual disability children to be increasingly unacceptable by the environment [5]. In addition, the role of the environment that does not support this also makes intellectual disability children feel that they are not accepted and involved by the social environment. So, they returned to school because they did not have activities after graduation.

Based on data from the 2016 Field School graduates of Padang's SMALB, it was revealed that not a few SMALB graduates were able to develop careers after the transition

period. In fact, for intellectual disability students there is absolutely no one who has a permanent job. Basically, career development activities must begin in the elementary school years, not only for normal students but also for students with special needs including intellectual disability children. In this activity explained how to determine career choices, job readiness, and career resilience with the environment and social [6],[7],[8]. But the real root of the problem is contrary to the statement above. Intellectual disability students have never been given direction in career development at school, including assistance in career choices for students. So that intellectual disability students experience obstacles in the development of their post-school career. In addition, this also affects the inability of mentally disabled students to enter the career environment because of the lack of provision and understanding of children about how to develop a career after the transition from school to the environment. Children do not have life skills capital to understand themselves and are difficult to accept in the social environment. Those who have finished their school only stay at home and not many works. The role of the environment that does not support also makes intellectual disability feel it self not accepted and involved by the social environment. So, they returned to school because they did not have activities after graduation.

For intellectual disability students, Career is not an easy thing to determine. But career choices must be determined with conditions that are in accordance with ability, so that later intellectual disability students are able to be independent and can meet their own needs. In order to shape this, it is necessary to have a career choice assessment instrument that is based on the decision of an understanding of one's abilities, interests and career recognition in the community. According to Holland (in Ketut Sukardi in [9]), career choice is an expression or an expansion of personality in the world of work followed by subsequent identification with specific job stereotypes. Comparison between self and perception of a job and acceptance or rejection are the main determinants in career choices.

Holland adheres to the belief that an interest in occupation and occupation is the result of a combination of one's life history and overall personality, so that certain interests eventually become a personality trait in the form of self-expression in the field of work, academic studies, core hobbies, various recreational activities and many other favorites [10], [11], [12], [13]. Conveying the hypothesis that career choice is an effort to develop personality and implement a unique style of personal behavior in the context of career choice. A person will express themselves, through their interests, and the values of their career choices [11], [12]. Interest in a career choice does not escape the behavior style and personality of the individual [11], [12]. Some personality types in determining career choices include: (a) Realistic personality type, (b) Investigative personality type, (c) Artistic personality type, (d) Social personality type, (e) Enterprising personality type, (f) Conventional personality type.

Based on the assumption of Holland's theory, the career choice in intellectual disability children can be determined based on the personality types that are dominant in children. Children with Realistic personality types, they tend to prefer

work in engineering. For example, such as automotive technicians, electronic technicians, household equipment technicians, and others. Children with investigative personality types are more dominant in jobs that need thinking skills. However, for intellectual disability children investigative personality types may tend to be none at all due to mentally retarded children who have intelligence capabilities below average, making it difficult for them to develop abstract thinking skills. Then children with artistic personality types, they tend to have an interest in things that have artistic value. These types of children tend to have good motor skills, besides that they also quickly understand work with feelings that use skills. For example, work related to skills and crafts such as: batik, sewing, making crafts, PKK and others. Furthermore for children with social personality types are those who like social activities, they are more interested in things that smell humanity like help. Examples are social environment workers. Then enterprising personality type, is a child who is happy with the activity of interacting and communicating with others. Children love to tell stories, convey information, and invite others to be interested in what is told or delivered. In this case, the child's career choice tends to persuasive activities such as agents, trading, sales, and others. And the last is a child with a conventional personality type, who is a reliable child but tends to work through a supervisor's instructions. Children with this personality type can be directed to be officers or employees who work under instructions.

Career choice assessment aims to provide early intervention based on Holland's personality type of theory by revealing children's ability to do activity of daily living, interaction and communication skills, motoric sensory abilities, academic abilities, talents and skills, then children's interest and interest in a career that will be developed when he entered the post-school transition to the community. The main advantage of early intervention in career selection activities for intellectual disability students is that early intervention provides sufficient time for vocational exploration and acquisition of skills needed for vocational success in preferred occupations [12],[8]. With the assessment carried out from the beginning of the career choice, career guidance that will be given to children can be more optimized based on career choices and talents. Through these career choice assessments the school can also prepare vocational education in accordance with children's interests and needs. That way the child will focus more on preparing his career so that he can be independent in the post-school transition period to the community later. Furthermore, this career selection activity can also help students, parents, and educators in identifying and clarifying child career development factors which are key components of work engagement [8].

Motivated from above explanation, this paper presents the development of career choice assessment instruments for intellectual disability students in extraordinary high schools.

The rest of this paper is organized as follow: Section II describes the proposed method. Section III presents the obtained results and following by Discussion. Finally, Section IV presents the conclusion and highlights suggestion.

II. PROPOSED METHOD

The development method used is Borg & Gall's in [14] Research & Development model consisting of 10 development steps. However, it was reconstructed based on the steps of development and preparation of instruments which were divided into eight development steps that provide an overview of the preparation of instruments using a psychological scale [15]. However, in this research there were only a few steps in the preparation of instruments. These steps are;

- Identify the purpose of measuring by establishing a construct that is conducting field studies and setting goals. Then recognize and understand carefully the underlying theory based on that goal. In this case a literature study was conducted relating to career choice assessment theories, and career choices for mentally retarded children as research variables.
- Limitation of domain measurement based on theory constructs. This limitation is done by describing the theory construct measured into several formulas that will be used as indicators of the scale of rigidity. The measuring domain is made based on conceptual definition that has not been measured so that it needs to be more concretely operationalized into indicators that will later be used as a basis for the development of instrument items.
- Operational aspects. Develop indicators based on measuring domains, namely the development of the initial draft instrument for post-school assessment career mentally retarded students in SMALB. The activity of drafting the initial draft of the career choice assessment instrument is based on the analysis of the needs and characteristics of retarded students, formulating the items used in the instrument.
- Item review. Conduct a qualitative evaluation, namely the examination of every item written whether it is in accordance with the measuring domain. Then do a panel with several competent people and have a mastery of the measuring domain that is used as the basis for making the instrument.

III. RESULTS AND DISCUSSION

The results of the development of a career choice assessment instrument are formulated referring to criteria based on assessment and criteria based on interests and positions that are known based on the student's personality type. Then a prototype of needs analysis was developed, developing a career choice assessment instrument for mentally retarded students in high school is extraordinary. Visually the prototype is as follows in Figure I:

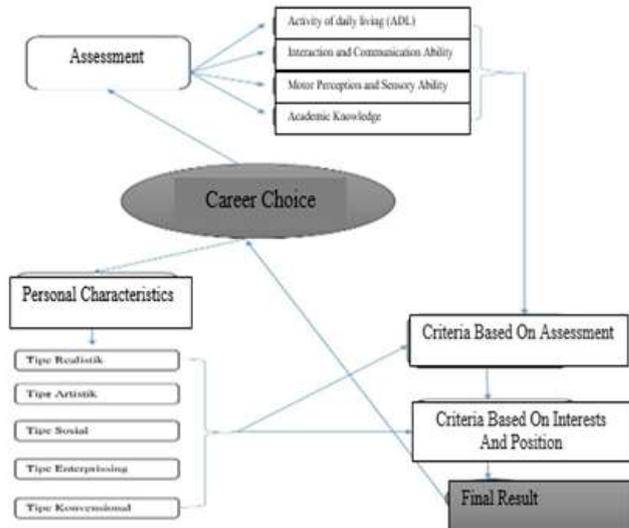


Fig 1. Prototype of needs analysis

Figure I above explains how the steps to get results from the development of needs analysis for the development of career choice assessment instruments for mentally disabled students at SMALB.

The development of career choice instruments is focused on helping teachers find what career can be developed by mentally retarded students, so that the career guidance that will be given to students is in accordance with the capital they already have. The development of career choice instruments aims to assist students in finding, and making choices about interests and positions in accordance with Holland's theory [11] ; Sharf in [12], concerning personality types namely (a) Realistic personality type, (b) Type Investigative personality, (c) Type of Artistic personality, (d) Social personality type, (e) Enterprising personality type, (f) Conventional personality type. The development of career choice instruments is focused on helping teachers find what career can be developed by mentally retarded students, so that the career guidance that will be given to students is in accordance with the capital they already have.

Simply put in the picture above is explained how the journey in determining a career for students. A mentally disabled student must have the standard of ability needed in career development. This ability can be divided into two parts, namely general characteristics and personal characteristics. Determining career choices for mentally retarded students must be assessed based on general characteristics and personal characteristics [8]. Which includes assessments on general characteristics, namely things that are common constraints experienced by mentally retarded students. As explained in the introduction there are several general aspects which are divided into various indicators of behavior. Whichever aspect has a standard that must be mastered by mentally retarded children if they want to develop a career. These aspects are:

a. Activity of daily living (ADL)

In the aspect of the ability to do daily activities (ADL), mentally disabled students must master a variety of behavioral indicators that have become standard in the

career development process. Indicators of daily abilities that students must possess include: (1) the ability to take care of themselves, (2) the ability to take care of themselves, (3) the ability to help themselves, (4) the ability of life skills and (5) the ability to can use free time. Assessment results obtained from various indicators will be of value to aspects of ADL students' abilities. Which will later be linked to other aspects to be used to provide career choice suggestions that are appropriate to the abilities and characteristics of the student's personality.

b. Interaction and Communication Ability

in the aspect of interaction and communication skills, mentally retarded students must master various behavioral indicators that have become the standard in the career development process. Interaction and communication skills are needed in social life so that mentally retarded children are also able to live and mingle with the surrounding environment and conditions. besides that, the ability of interaction and communication is so vital in the career world. Indicators of interaction and communication skills that must be possessed include: (1) having oral language ability, (2) having written language ability, (3) having the ability to communicate language skills, (4) having social interaction skills.

c. Motor Perception and Sensory Ability

Perceptual and sensory capabilities of motorcycles are needed in the career world. Whatever will be done must be done with motor sensory activity. For that mentally retarded students must master the indicators of rigidity in motor sensory abilities. The indicators that must be possessed are: (1) having good gross motor skills, (2) having good fine motor skills, (3) having good eye and foot coordination, and (4) having good eye and hand coordination.

d. Academic Knowledge

Academic knowledge is the initial capital for someone in a career. if a group does not have the slightest knowledge about academics then it will not be able to adapt to the career environment. so also, with mentally retarded students. for that in determining the career choices of mentally disabled students should have academic knowledge that can be used as capital in working later. The indicators that must be possessed are: (1) having the ability to count, (2) having language skills, (3) having knowledge of natural and social environmental abilities.

Whereas for assessments based on personal characteristics refers to Holland's personality theory which divides human personality based on interests and positions into six personality types. But the mentally retarded students for the investigative personality type cannot be used as a reference for them. Because the type of investigative personality requires the ability to think high-level which is not capable of being done by mentally disabled students. Therefore, only five personality types can be applied to students, namely: (a) Realistic personality type, namely the type of worker who likes to work with energy and use tools. (b) Type of Artistic personality, namely the type of worker who likes art. (c) Social personality type, namely the type of

worker who likes social interaction (d) Enterprising personality type, namely the type of worker who likes business and (e) Conventional personality type, that is the type of worker who can work under orders.

Based on the results of the development in the form of a career choice assessment instrument for mentally retarded students, illustrating that in determining career choices must be seen from the results of various aspects of the abilities possessed. other than that, each type of personality in a career has a difference to the prominent aspects. as in the type of realistic personality, they tend to have good perceptual and sensory motor skills. because otherwise they will not be able to do jobs with this type of personality. as well as other personality types. Hence, every aspect of the general characteristics reflects the personality type in the student's career.

IV. CONCLUSION AND SUGGESTIONS

With this effort and assistance, it is expected to be able to reveal how the options are resolved in overcoming various obstacles faced by mentally retarded students in their career development. Disclosure of solutions to problems faced by children can be explored by conducting a career choice assessment. Career choices and career adjustments are a form of development of one's personality. Someone will express themselves, through their interests, and the values of their career choices. A career choice assessment is assumed to help students find a career that matches their personality, so they will enjoy and last a long time in their work. Career choice assessment aims to provide early intervention based on Holland's personality type of theory by revealing children's ability to do activity of daily living, interaction and communication skills, motoric sensory abilities, academic abilities, talents and skills, then children's interest and interest in a career that will he developed when he entered the post-school transition to the community. The main advantage of early intervention in career selection activities for mentally retarded students is that early intervention provides sufficient time for vocational exploration and acquisition of skills needed for vocational success in the preferred job.

With the assessment carried out from the beginning of the career choice, career guidance that will be given to children can be more optimized based on career choices and talents. Through these career choice assessments, the school can also prepare vocational education in accordance with children's interests and needs. That way the child will focus more on preparing his career so that he can be independent in the post-school transition period to the community later. Furthermore, this career selection activity can also help students, parents, and educators in identifying and clarifying children's career development factors which are key components of work engagement.

Based on the conclusion of the research results above to complete the application of the model it is suggested: (1) it is necessary to conduct research on the development of career choice assessment instruments for mentally disabled students; (2) school readiness is needed in facilitating students in career development. (3) continuous training is

needed for students to optimize their abilities so that they can be equipped to develop their careers later.

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