

Management program vocational For Fostering The Independence Of Deaf Students At The High School Level

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Abstract.

This research is entitled "Management of Vocational Programs in Fostering Independence of Deaf Students at SMALB Level". The background of this research is that almost most of the deaf students are very low in independence so that after graduating from high school they are not ready to enter the world of work or entrepreneurship. This is because they do not have adequate provision of vocational skills (life skills). This study aims to obtain an overview of the planning, organization, implementation, assessments, constraints and solutions, related to the management of vocational programs in fostering the independence of high school students, as well as the results and impacts of implementing vocational programs on deaf high school students. Data was collected by means of observation, interviews and documentation studies. The data analysis used are; data reduction, data presentation, and verification/drawing conclusions. The results of the study illustrate that the vocational program for deaf students at the SMALB level at the State SLB in Subang Regency and the SLB PGRI Kalijati in Subang Regency consists of the planning, organizing, implementation, and Assessment/Evaluation stages. 1) At the planning stage includes program preparation, formulation of objectives, determination of approach methods, supporting media, 2) There is an organizing stage includes the establishment of organizational structure, implementation process, 3) Implementation stage: Implementation technique, implementation steps, 4) Assessment/Evaluation in the form of assessment techniques, vocational program assessment steps 5) Inhibiting factors, including the obstacles felt by the teacher, and obstacles from students, problems that arise from the teacher, 6) Solutions for vocational program constraints are in the form of strategies and steps taken in overcoming problems, problem solutions for students, and solutions for teacher problems in fostering the independence of deaf students at the SMALB level. The impact on students is that they can be independent, have entrepreneurial skills and abilities, as a provision for living capital in the community after graduating from school.

Keywords: Management, Vocational Program and Independence.

I. INTRODUCTION

Education is the most strategic sector for national development, this is due to an increase in the quality of human resources who are the subject of development for this can be achieved through education. Besides being able to provide knowledge, abilities and attitudes, education can be developed with various abilities needed by each individual. Education is one of the important factors for development in every country. [1] According to Law Number 20 of 2003 concerning the National Education System for Article 1 explains that: "Education is a conscious and planned effort to create an atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, the community, develop all the potential possessed by students through the learning process. In essence, education is the right of all citizens, they have the same opportunity to obtain education. Education is intended for every citizen without exception, regardless of whether he is rich or poor, or students in general or students with special needs. The government has specifically arranged for Special Education. For Extraordinary Education, the services and handling are adjusted to the disorders that the students have. For [2] Government Regulation No. 72 of 1991, chapter 2 article 2 states that the purpose of special education is: "to help students who have physical or mental barriers to be able to develop attitudes, knowledge and skills as individuals and members of society to establish reciprocal relationships with the social environment,

Through this educational process, all the potential of students can be explored and developed optimally, including students with special needs. It is in accordance with what has been written on [3] Law No. 20 of 2003 Chapter IV Article 5 paragraph (2) states that: "Citizens who have physical, emotional, mental, intellectual, and or social disorders are entitled to special education". According to Article 15 of Law no. 20 of 2003 concerning the National Education System, that the type of education for Students with Special Needs is Special Education. Students with special needs are defined as students who experience

limitations or extraordinaryness, whether physical, mental-intellectual, social, or emotional, which has a significant effect on the growth or development process compared to other students of the same age. The government itself has mandated the right to education for students with special needs as regulated for education [4] Article 54 of Law Number 39 of 1999 concerning Human Rights, namely: "Every student who is physically and or mentally disabled has the right to receive special care, education, training, and assistance at the expense of the state, to ensure that his life is in accordance with human dignity, to improve self, and the ability to participate in the life of society and the state". Furthermore, Article 32 of the National Education System Law explains: "Special Education is education for students who have difficulty in participating in the learning process due to physical, emotional, mental, social disorders and/or have the potential for special intelligence and talent".

Deaf students are one of the students with special needs who have barriers to hearing. One of the impacts of deafness is the cognitive or intelligence aspect, basically the intelligence abilities of deaf students are the same as students in general and can even exceed above average intelligence. However, due to limited hearing, deaf students will have difficulty in verbal learning because deaf students are not able to hear and speak optimally. Therefore, deaf students optimize their visual and motor skills. One way to optimize the visual and motor skills of deaf students is through visual-based skills learning. In public schools and special schools, a lot of skills are developed to support the independent life of students. The learning that is directed at skills for independence is vocational life skills or skills learning. This is in accordance with what was stated for the Special Education Curriculum that learning for deaf students in addition to the academic field is also directed at skills or life skills. Vocational education can provide practical, used skills related to the needs of the job market, business opportunities and economic or industrial potential in the community. Minister of Education and Culture Regulation Number 157 of 2014 Article 8 paragraph 4 regarding the special education curriculum explains that "the curriculum for students with special needs contains general programs, special needs programs, and independence programs". The independence program for students with special needs has the aim of providing independent living, not depending on the level of others, and for preparation for work (in the Regulation of the Minister of Education and Culture Number 157 of 2014 Article 11 paragraph 1).

One of the efforts to optimize the potential that is developed in deaf students, schools need to provide the education needed for their lives in the future. Education that is suitable for the lives of deaf students in the future is vocational education. Riyani (2016: 27) states that: "The vocational education referred to in this case is a functional skill, namely the ability possessed to do or make something so that it can be useful and useful to get a decent income for life. With these functional skills, it is a business provision for him to live a social life to earn income. The vocational education curriculum must have characteristics whose goals are oriented to individual performance for the world of work, special justification for the needs in the industrial world, the focus of curriculum development for which there are cognitive, psychomotor and affective aspects. The benchmark of success is not limited to academics but skills development, sensitivity to the development of the world of work, especially those based on technology, requires adequate and supporting facilities and the support of human resources. Vocational education has a goal, namely the development of knowledge, abilities, skills and the formation of competencies for each individual. In further developments, the content of the vocational education curriculum must fulfill skills for learning and innovation skills which include mastery of diverse knowledge and skills, critical thinking for problem solving, communication and collaboration of creativity and innovation. Alignment of learning for practice arrangements that are adapted to the existing curriculum preparation mechanism is the main focus for the implementation of vocational education. Curriculum policies must collaborate the ability of students in the pedagogic, critical thinking, and creative dimensions. So that it can prioritize soft skills, life skills and skills that are not roughly related to certain fields of work and academics.

For the SMALB curriculum structure, for example, Group B subjects are curricular programs that aim to develop students' attitude competence, knowledge competence, and environmental-related skills competence for the social, cultural, and artistic fields whose contents and references are developed by the center and can be supplemented with content. local. Local content can be a stand-alone subject. At the level

of elective skills subjects, 24 hours of lessons per week are allocated for class X and 26 hours per week for class XI and XII (Perdirjen Dikdasmen 10/D/KR/2017). At the SMALB level, students who do not have severe specific conditions are given an independence program so as to help students develop their potential with various knowledge and skills to become independent. Independence program at the SMALB level, students can develop the potential of students to become independent. In the independence program at the SMALB level, PDBK can develop its potential by choosing according to its interests and talents, a maximum of 2 specializations. The vocational programs at SMALB are as follows: (1) Catering, (2) Clothing, (3) Beauty, (4) Massage, (5) Housekeeping, (6) Informatics and Computer Engineering, (7) Radio Broadcasting Techniques, (8) Motorcycle Workshops, (9) Music Arts, (10) Dance Arts, (11) Paintings, (12) Screen Printing, (13) Souvenirs, (14) Batik Arts. Based on the results of the pre-survey, which was conducted in two schools, namely SMALB Negeri Subang Regency and SMALB PGRI Kalijati, Subang Regency, data obtained that deaf students graduated from SMALB in Subang Regency, graduates who can work are estimated to be less than 50% and have different levels of ability. different. This diversity requires a variety of handling as well. In terms of vocational learning, students are trained in various skill areas, including culinary arts, fashion (sewing), makeup (salon), workshops, wood crafts, ornamental plants and delivery. Dressmaking (sewing) is a potential skill that exists in these two schools.

In the Extraordinary School environment there are garment companies that are growing quite rapidly. The problems that arise based on the teacher's narrative at the level when the researchers visited the two schools were an interesting phenomenon. First, there are alumni who one day returned to school due to the reason that there was no work and finally helped in the school's practice. The second phenomenon relates to school tips to utilize resource persons/experts to support the learning of skills provided to students as Life Skills. The third is a collaboration strategy with parties to support the implementation of developing self-reliance for deaf students as part of debriefing independence. Based on the background of the above problems in general, this study aims to develop vocational program management to foster the independence of deaf students at the SMALB level. In particular, the research aims to: (1) develop a vocational program management model to foster the independence of deaf students at the SMALB level and (2) determine the empirical validity of vocational program management to foster the independence of deaf students at the SMALB level. So the authors feel interested in conducting more demanding research on vocational program management to be poured for a thesis as the research topic: "Vocational program management to foster the independence of Deaf Students at the SMALB level (Descriptive Analysis in SMALB Negeri Subang and SMALB PGRI Kalijati Subang Regency).

II. METHODS

The research approach used in this study is qualitative research, while the research method used in this study is a case study method, with this method more complete, more in-depth, credible and meaningful data will be obtained so that the research objectives can be achieved. The case study method is the right method to be used in this research, because researchers will be able to see thoroughly, deeply and completely regarding the implementation of vocational program management to foster the independence of deaf students at the SMALB Negeri and PGRI Kalijati levels, Subang Regency.

III. RESULTS AND DISCUSSION

The purpose of National Education as stated in Law No. 20 of 2003 concerning the National Education System article 3 states that education aims to develop the potential of students to become human beings who believe and fear the level of God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Referring to the purpose of education, the education provided should be able to create a generation that has the ability to develop themselves, both academic and non-academic abilities, as well as a provision to live in society, including deaf students. Referring to the purpose of extraordinary education as stated in Government Regulation Number 72 of 1999 Chapter II Article 2, namely: "To assist students with physical and/or mental disorders to be able to develop attitudes, knowledge and skills as individuals and members of the community to establish

reciprocal relationships. return to the social, cultural and natural environment and can develop abilities for the world of work or follow further education". Education is an orderly system and carries out sufficient mission. The implementation of vocational programs is an important part of the education system which certainly has a strategic position to create a quality workforce with the active involvement of various parties. To prepare human resources who are able to compete for the business world, the world of work, schools are expected to be able to improve the quality of education that focuses on skills and skills to foster the entrepreneurial spirit of students with special needs so that they require specific strategies, starting from structuring, managing appropriate programs. good and of course oriented to the acquisition of life skills education (Life Skills).

Priyatin, et al (2016) [6] conducted a study at SLB Negeri Purworejo, Central Java concluded that the implementation of entrepreneurship learning includes: (1) an integrated entrepreneurship learning process for vocational skills education that emphasizes the level of practice, (2) the methods used include communication, direct instruction, and prompt, (3) the outputs of the entrepreneurship education are products that are ready to be marketed in the form of written batik, stamped batik, key chains, brooches, prayer beads, clothes, and snacks. Implementation in schools requires management oriented to life skills (Life Skills). The development of fostering independence for students is a big concern for Special Schools/Special Schools in the country, each school has diverse and urgent management for further research so that valid data can be found and at the same time a number of good practices can be obtained that can be used as references and inspiration for the parties. Management plays an important role for the processing of an organization, so it is necessary to involve the management function for each component of education. Terry for the book Principles of Management states that: "management is the accomplishing of a predetermined objective through the efforts of other people. Management is the achievement of the goals that have been set through or together with the efforts of others" [7] (for Sukarna, 2011:3). The role of management for each individual or group (organization) activity is very important to achieve the desired goals. Management is process-oriented, which means that management requires human resources, knowledge, and skills so that activities can be more effective or can produce actions to achieve success.

Terry explained [8] Terry (2009:3), that vocational education seen from the management approach is "management is the accomplishing of a predetermined objectives through the efforts of other people or management is the achievement of goals that have been set through or together other people's efforts. Meanwhile, the basic functions of management include the functions of planning (planning), organizing (organizing), actuating (implementing) and controlling (supervision). The results of the research in the field on Vocational Program Management to Foster the Independence of Deaf Students at the SMALB Level. The management of vocational programs to foster the independence of deaf students at the SMALB Negeri and PGRI Kalijati levels in Subang Regency based on the management approach is as follows: Vocational Program Planning: The incomplete planning of vocational program tools in schools has resulted in the learning process running less programmed, directed and maximal. However, if the planning is well programmed, carefully prepared and directed and adapted to the needs of students, as well as the interests and talents of students, especially referring to the potential of the local area, it will be easier to develop properly. Making a complete syllabus and lesson plans in accordance with applicable curriculum rules is very important for every teacher or supervisor. Because the lesson plans contain the objectives of learning in which each subject will have a different purpose. In addition, the lesson plans also contain material planning, teaching aid planning, teaching methods and learning procedures. At least with the teacher making lesson plans, the teacher will know what material will be taught to his students. Vocational programs can be developed optimally if in addition to theory, it is continued with practice in the field. Thus there will be direct experience in students.

The implementation of the Vocational Program is the impact of poor vocational program planning, the implementation will run less than optimal, teachers or supervisors in the vocational learning process do not have guidelines when teaching that have been set, teachers lack competence in the field of fashion and lack of teacher expertise in the program Vocational skills result in the low ability of students to digest and have skills to the fullest. However, when planning is made carefully, directed, organized and well organized,

the expected vocational program will be carried out properly and the results will be maximized in accordance with the objectives to be achieved. Vocational skills program can be developed optimally if in addition to theory, it is continued with practice in the field. Thus there will be direct experience in students. Vocational skills services in schools are not optimal, it will have an impact on students because vocational skills programs are life skills that must be possessed by every child with special needs. In addition to the above, the lack of educators, education staff and instructors in the areas of skills that have been programmed also affects the results to be achieved. Vocational programs will belong to students if they are given correctly and by teachers/instructors in accordance with their fields. Vocational Program Assessment: If you don't make a scoring indicator, the assessment can be subjective or objective. To foster the independence of students in vocational programs for children with special needs/deaf high school students, among others, must pay attention to: interests, talents and potential, provide reinforcement, provide adequate infrastructure, carry out practical learning, partnerships and internships, provide moral support, foster a sense of confident, providing opportunities to work, promoting student work such as bazaars, opening galleries/workshops, giving commensurate rewards and rewards and opening up business opportunities.

IV. CONCLUSION

The conclusion is based on the crystallization of the problems that have been analyzed regarding the Management of Vocational Programs for Fostering the Independence of Deaf Students at the SMALB Level. Vocational Program Management for Fostering Independence of Deaf Students at the SMALB level includes planning, implementation, assessment and follow-up. Vocational program learning management for deaf children has been implemented, but in its implementation it has not gone well, due to various limitations that come from schools, teachers or students themselves.

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