

CAREER GUIDANCE IN PREPARING STUDENTS WITH DISABILITIES FOR GET IN TO THE WORK

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Abstract: This research aims to describe career guidance for students with disabilities in special schools (SLB). This research used a qualitative approach with descriptive methods. The research subjects were the Principals and Teachers at SLB Negeri 1 Subang, SLB SLB Maliwis, SLB Negeri Cicendo, SLB Sukapura, SLB Negeri Handayani, and SLB PGRI and the object of research was the implementation of career guidance for deaf and mentally retarded students. By using the purposive sampling technique, the sample taken is the principal and teachers of skills subjects and/or teachers accompanying apprentices. The data collection techniques in this research were carried out by observation, interviews, and documentation study. And the data analysis technique used in this research was an interactive data analysis model. Based on the research, it was found that career guidance for deaf students was carried out with an individualized instructional approach and career guidance for students with mild mental retardation was carried out using the drill method. Based on the research results, career guidance services provided to students with disabilities are carried out using different methods and subject matter.

Keywords: Career Guidance, Disabilities, Students & Work

Abstrak : Penelitian ini bertujuan untuk mendeskripsikan bimbingan karir pada siswa berkebutuhan khusus di sekolah luar biasa (SLB). Penelitian ini menggunakan pendekatan kualitatif dengan metode dekriptif. Subjek penelitian adalah Kepala Sekolah dan Guru di SLB Negeri 1 Subang, SLB Maliwis, SLB Negeri Cicendo, SLB Sukapura, SLB Negeri Handayani dan objek penelitian adalah implementasi bimbingan karir untuk siswa tunarungu dan keterbelakangan mental. Dengan menggunakan teknik purposive sampling, sampel yang diambil adalah kepala sekolah dan guru mata pelajaran keterampilan dan/atau guru pendamping peserta magang. Teknik pengambilan data dalam penelitian ini dilakukan dengan observasi, wawancara dan studi dokumentasi. Dan teknik analisis data yang digunakan dalam penelitian ini adalah model analisis data interaktif. Berdasarkan penelitian ditemukan bahwa bimbingan karir pada siswa tunarungu dilakukan dengan pendekatan pembelajaran individual dan bimbingan karir bagi siswa dengan keterbelakangan mental ringan dilakukan dengan metode pembelajaran latihan (drill). Berdasarkan hasil penelitian, bimbingan karir yang diberikan kepada siswa penyandang disabilitas dilaksanakan dengan menggunakan metode dan materi pelajaran yang berbeda.

Kata Kunci: Bimbingan Karir, Disabilitas, Pelajar dan Pekerja.

Sumber: *ICEHoS - International Conference on Education, Humanities, and Social Science*

Career guidance are guidance activities that are specifically aimed to helping students to make the right career choices and decisions (Nursalim, tt). This is not different from what was explained by Rahma (2010) that career guidance is a service to help students to get adjusted, understanding of the world of work and ultimately be able to make work choices by compiling career planning. Based on this definition, career guidance are activities in providing assistance to students related to an understanding the world of work that will be faced in the future through appropriate means or methods.

Career guidance is a service to fulfill the development needs of students as an integral part of educational programs. The process of providing career guidance is not only intended for normal children, but also for students with special needs, in this case students are deaf and mentally retarded. Based on a preliminary research that with guidance from teachers and well-planned life skills provision, special school graduates who are deaf and mentally retarded have proven to be eligible for apprenticeship

(Permana & Syarifah, 2018), even being accepted to work in multinational companies such as PT Subang Autocomp Indonesia (Prihatin et al. , 2018).

Deafness is a general term that indicates hearing difficulties from mild to severe, classified into deafness and hearing impairment (Winarsih, 2007). As effect of deafness, deaf children have distinctive characteristics in terms of intelligence, language and speech, emotion, and social (Somad & Hernawati, 1995). Meanwhile, mild mentally retarded children are children who have an IQ between 68-52, although they can still learn to read, write and simple counting, mild mentally retarded children need intense guidance. This research focuses on deaf and mild mental retardation because based on previous research from Permana & Syarifah (2018) and Prihatin et al (2018) found that Special School graduates with deaf and mental retardation have succeeded in following an internship, even to being accepted for work at PT Subang Autocomp Indonesia.

Beside that, the success of providing life skills so as to include students with disabilities into the world

of work is related of the synergy of schools with the government, society and the world of business / industry (Prihatin et al, 2019). Although there were no similar of opinion among the academicians in each school regarding the management of life skills education through the principles of planning, organizing, implementing and evaluating (Permana et al, 2020), in general it can be concluded temporarily is to include students with disabilities into the world of work, required of various efforts, including in this case providing of career guidance.

The career guidance referred here is a service that takes the development of the life skills of students with disabilities in it, so that they are ready to work or continue their education, at least through the following stages: Stage 1 Gaining self-understanding, Stage 2: Acquiring knowledge of the world of work, Stage 3: Integrating information about self and the world of work (Aulia, 2017). In fact, Astuti's (2015) research has developed a life skill-based career guidance service model which is considered effective to improve the ability to plan careers for students with disabilities.

Based on the introduction and results of previous research, we can understand how important career guidance in preparing

students with disabilities for get in to the work. So this research aims to explore career guidance in preparing deaf and mild mentally retarded students.

LITERATURE REVIEW

Overview of Career Guidance

Career guidance is a guidance service provided for students to be able to plan their future development related to education and work (Rahman, 2003). Furthermore, Ahmadi (1991) explain that career guidance is an activity of assisting students in gaining an understanding of the world of work and finally being able to make work choices and compile career planning. Based on these definitions, career guidance is an effort to help students recognize their potential and introduce the world of work and get to know various types of jobs that according to their potential and abilities.

The main goal of career guidance according to Surya (2017) is to help individuals to obtain the required competencies to find their life journey and develop their chosen career optimally. In addition, career guidance services are provided to students that aim to support students in understanding the values in themselves and in society, knowing various types of work related to their potential, understanding the relationship between their

present and future business, knowing the types of education and training needed in certain sector, planning and finding a suitable careers (Walgito, 2005).

With that purposes, according to Hallen, the main function of career guidance was divided into two, namely 1) The distribution function includes the function of introducing students to education and work, introducing students to their abilities, interests and limitations and helping that students to choose and decide on their careers. 2) The function of adjustment includes functions in providing support for students to obtain personal adjustments and providing support for students to get abilities in their development optimally. The function of this career guidance was carried out in order to help students identify, understand, face, and solve their problems.

Career guidance can be arranged in a package. Each package were a complete module consisting of several kinds of guidance topics. The packages are (Walgito, 2005): 1) Self-understanding (Package I) 2) Values (Package II) 3) Environmental understanding (Package III) 4) Obstacles and how to solve it (Package IV) 5) Planning of future (Package V). The provision of career guidance can provide through several methods, including 1) Group guidance 2) Home room program 3) Trip 4) Group

discussions 5) Group activities 6) Student organizations 7) Sociodrama 8) Remedial 9) Psychodrama 10) Guidance individuals and 11) Classical Guidance (Tohirin, 2013).

Overview of the Deaf

Deafness is a general term that indicates hearing difficulties from mild to severe, classified into deafness and hearing impairment (Winarsih, 2007). As a result of deafness, deaf children have distinctive characteristics in terms of intelligence, language and speech, emotion, and social (Somad & Hernawati, 1995).

The first, characteristics in intelligence aspect. In general, deaf children have normal intelligence. However, the achievement of deaf children oftentimes lower than normal children because it were influenced by the ability of children with hearing impairment to understand verbalized lessons. In other words, the intelligence aspect that given through verbal oftentimes is low, whereas the intelligence aspect that given through sight and motor ability were develop quickly.

Second, the characteristics in language and speech aspect. The ability of deaf children to speak is different from normal children because these two abilities are closely related, where deaf children

cannot hear language, deaf children experience obstacles in communication too. Deaf children need special handling and an language environment intensively that can improve their language skills.

Third, the characteristic in emotional and social aspect. Deafness can causes of isolation from the environment. This isolation will cause several negative effects such as: egocentrism that exceeds normal children, has a feeling of fear of the wider environment, dependence on others, their attention difficult to divert, has an innocent nature and seems a lot of trouble, irritable and squeamish.

Based on the characteristics of deaf children from some aspects, as a result of their deafness, the matter hat should be of concern was the low communication skills. So in learning at schools, deaf children must get treatment using methods that are in accordance with their characteristics.

Overview of Mild Mental Retardation

Mild mental retardation is a condition of children whose intelligence is far below average and is characterized by limited intelligence accompanied by an inability to adjust behavior or an inability in social communication (Jati Rinarki Atmaja,). According to Somantri (2018), someone was mentally retarded if a child

has limited intelligence (IQ) twice the standard deviation, for example: Normal children have an IQ of 100, then a mentally retarded child has an IQ of 70 is he experiences a delay of $2 \times 15 = 30$, then the IQ is 70.

The generally classification of mentally retarded children were based on their intelligence which is mostly measured by the Stanford Binet test and the Weschler scale (WISC), consisting of mild, moderate, and severe retardation (Somantri, 2018). Here's the explanation:

- a. Mild mental retardation. Mild mental retardation also known as maron or debil, according to the Binet scale has an IQ between 68-52, while according to the Weschler scale IQ between 69-55. This mild mentally retarded child can still learn to read, write and simple counting.
- b. Moderate mental retardation. Moderate mental retardation also known as imbesil has an IQ of 51-36 on the Binet scale and 54-40 according to the Weschler scale. Moderate mentally retardation children can reach mental development up to approximately 7 years and can be educated to take care of themselves, protect themselves from harm, do house chores and so on. However, children with moderate mental retardation were

very difficult and cannot even learn academically such as learning to write, read and count.

- c. Severe mental retardation. Severe mental retardation called an idiot can be differentiated between severe and very severe mentally retarded children. Severe mental retardation (severe) has an IQ between 32-20 according to the Binet Scale and between 39-25 according to the Weschler Scale (WISC), while very severe mental retardation has an IQ below 19 on the Binet scale and an IQ below 24 according to the Weschler scale (WISC). Mental age that can be achieved is less than 3 years and these severely mentally retarded children require total care assistance, whether in terms of dressing, bathing, eating, even they need protection from dangers throughout their life.

Based on the explanation above, children with mild mental retardation can still learn to read, write and simple count, so that with good guidance and education, children with mild mental retardation will be able to earn income for themselves in the future.

METHODOLOGY

This research used a qualitative approach with descriptive methods, it's

aim to explain and describe of career guidance for students with disabilities in special schools. The population or in qualitative research was called a social situation (Sugiyono, 2013) consists of (1) The research sites are four schools in three districts / cities in West Java Province, namely SLB Negeri 1 Subang, SLB SLB Maliwis, SLB Negeri Cicendo, SLB Sukapura. , SLB Negeri Handayani and SLB PGRI Cisaat (2) The actors are the principals and teachers in each School and (3) Activities, in this case, are related to the implementation of career guidance given to deaf and mentally retarded students in school. While the sampling technique in this research used purposive sampling in which respondents are people who are considered to know more about information related to the research data needed, namely the principal and teachers of skills subjects and / or teachers accompanying apprentices. Data collection techniques in this research were carried out by observation, interviews and documentation study. Observation used in this research is participant observation in which the researcher observes the activities of implementing

career guidance for students with disabilities. The interview was used a semistructure interview in which the interviewee was asked for their opinions and ideas regarding the career guidance method given to students with disabilities. Finally, the documentation study was used to find data about books, journals, newspapers and specific information about the school in the form of the school's vision and mission, organizational structure, the total number of students. The data analysis technique was used interactive analysis model from Miles & Hubberman (1984) which consists of reduction, display data, and conclusion drawing / verification data. This data analysis model was carried out in an interactive way and takes place continuously until it is completely, so that the data was saturated.

DISCUSSION

Career guidance can be used as a means of meeting the development needs of students which must be seen as an integral part of an educational program that integrated into every subject learning experience (Kustawan, 2013). This is in support of government policies in Law Number 8 of 2016

concerning Persons with Disabilities that the Government, Local Governments, State-Owned Enterprises and Regional-Owned Enterprises are required to employ at least 2% of persons with disabilities from the number of employees or workers, while private companies are required to employ at least 1% of persons with disabilities of the number of employees or workers.

Basically, career guidance for students with disabilities begins with an assessment process. Assessment was carried out to find out and understand the potential, abilities, interests, talents and aspirations of students. Based on the interview, how to see the interests and talents of mentally retarded children is by looking at the child's abilities, talents and interests which he excelled (Interview with SLBN 1 Subang Teacher). From the results of assessments and daily activities while following learning process at school, it will be known and directed to where the career guidance for students with disabilities is.

Implementation of Career Guidance for Deaf Students

Based on the results of previous

research, deaf students were able to do internships, even they are accepted to work in multinational companies such as PT Subang Autocomp Indonesia (Prihatin et al, 2018; Permana & Syarifah, 2018). This success does not exclude the various efforts, especially from teachers in schools in providing career guidance to students. According to Gunawan (2012), the function of career guidance for deaf students was to organize all guidance services which emphasize providing information and assistance to deaf students in preparing advanced education plans and plans for job options.

With the awareness of deaf students on their potential in careers (Gunawan, 2012), it can be indicated that they have high motivation to enter the world of work and live independently in the future. Beside that, in general, deaf children have normal intelligence, so that theoretically, deaf children have the potential to be developed in various skills, especially in terms of vocational skills. It's just that hearing loss by deaf students have an impact on vocabulary poverty, language difficulties, and communication. So for their provision in the world of work, it is better if guidance was directed at

communication skills.

The independence of deaf students in carrying out their work cannot be doubted. Deaf students are very independent in carrying out their respective jobs including work in internships and / or in the world of work. This is as according to HRD PT Subang Autocomp Indonesia (2018) which states that there is no difference between disabled employees and normal ones, in the context of disabled workers being placed in jobs that match their abilities and facilitated with adequate equipment.

The independence of deaf students in carrying out their work cannot be doubted. Deaf students are very independent in carrying out their respective jobs, including work in apprenticeships and / or in the world of work. This is according to the HRD of PT Subang Autocomp Indonesia (2018) which stated that there was no difference between employees with disabilities and normal, in the context of workers with disabilities were placed in the right jobs and facilitated with adequate equipment.

The method used by the teacher in career guidance for deaf students at school was carried out with an instructional approach through the group guidance method. The

instructional approach as a group means career guidance was combined with teaching and learning activities, especially in skills subjects (Interview with Maliwis Teacher, 2018) in a group setting, where the teacher can provide career guidance when delivering lessons related to certain careers so that students collectively get various lessons from the guidance.

On the other hand, according to the opinion of the Principal of SLB Negeri Handayani, the resilience of deaf students in the world of work is a challenge, so for the effective placement of deaf students in the world of work, they should be spread to various different work places (Interview with the Principal of Handayani State SLB School, 2020).

Implementation of Career Guidance for Mild mentally retarded Students

This is also based on the results of previous research that mild mentally retarded students were able to internships, even they are accepted to work in multinational companies such as PT Subang Autocomp Indonesia (Prihatin et al, 2018; Permana & Syarifah, 2018). According to the HRD of PT Subang Autocomp Indonesia,

mentally retarded students are placed in light / easy jobs such as office boys and so on (Interview with HRD of PT Subang Autocomp Indonesia).

As for the method used in career guidance for mentally retarded children, namely by practice, first the demonstration, then was taught by the child one by one and carried out repeatedly (drill methode). The drill method is a teaching method that trains students on materials that have been taught / given in order to have dexterity or skills from what they have learned (Sudjana, 1995). In this case, students make movements according to what the teacher instructs and do them repeatedly (Sugiyanto, 1993).

Moving from the discussion above, providing career guidance for students with disabilities, both deaf and mentally retarded, especially in apprenticeship activities in the work, in requires synergy from all parties including the school with the government, society and the world of business / industry (Prihatin et al, 2019), because preparing and entering students with disabilities into the work has its own challenges. Guidance from teachers, parental support, opportunities provided by the world of work

accompanied by a constitution were a great significance for the continuity of persons with disabilities in the world of work.

CONCLUSION

Based on the research results can be concluded that career guidance for each disabilities was different, therefore students with disabilities can develop and prepare to enter the world of work according to their potential and abilities.

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