

## ***Vocational Skill Training Model to Embody Social Independence of Mild Intellectual Disability People***

Zubaedah Wiji Lestari, Universitas Islam Nusantara, Indonesia  
N. Dede Khoeriah, Universitas Islam Nusantara, Indonesia  
Nani Nur'aeni, Universitas Islam Nusantara, Indonesia

The Asian Conference on Education 2020  
Official Conference Proceedings

### **Abstract**

Vocational skills for people moving towards adulthood, including for mild intellectual disability people, are requisite competencies. By having vocational skills, mild intellectual disability people may empower themselves and raise their confidence to live in society as it will become the power to increase their social independence. Mild intellectual disability people have the right to work appropriately follow their abilities. However, mild intellectual disability people face the problem in terms of their skills that do not meet the required skills and standards needed in the business and industrial world. Based on that problem, this study aims to develop a vocational skills training model that appropriate for post-school mild intellectual disability people. The participants of this study are post-school mild intellectual disability people, instructors, and social workers in the rehabilitation service for disabilities in West Java Province, Indonesia. The research followed stages proposed by Borg & Gall by collecting the data through observation, interviews, and focus group discussion. The research conducted successfully developed a vocational training model for mild intellectual disability people based on their competence and environmental conditions. Furthermore, the study also found that vocational skills training model for mild intellectual disability people has some components, namely: identification, assessment, focus on the abilities of persons with environmental conditions, implementation of training, and implementation of cooperation.

Keywords: Vocational Skills Training Model, Mild Intellectual Disability, Social Independence

**iafor**

The International Academic Forum  
[www.iafor.org](http://www.iafor.org)

## Introduction

Mild intellectual disability people are one of the classifications of intellectual disability people who have the highest intelligence among other intellectual disability people groups, they experience difficulties in academic fields and contain abstract things, while in non-academic subjects, they do not experience difficulties. According to Somantri (2006) that, "children with mild intellectual disability people are: Children with mild intellectual disability people have an IQ of 68-52 according to the Binet scale and according to the Weschler scale (WISC) have an IQ of 69-55. They still get training in reading, writing and simple arithmetic ". Furthermore, people with mild intellectual disability people stated by DSM-5 that: "A person with intellectual disabilities has a score of about two standard deviations or more below the demographic average, including the margin for measurement error (generally + 5 points). On a test with a standard deviation of 15 and a mean of 100, this involves a score of 65-75 ( $70 \pm 5$ ). "

From the statements above, it can be concluded that people with mild intellectual disability people are classified as people who have a low level of intelligence, namely IQ 55 to 69. However, if mild intellectual disability people are given appropriate services through guidance and training with their immediate needs, their development will be achieved optimally. Based on the condition of their intellectual potential, effective training for mild intellectual disability people must be carried out through a vocational skills training approach.

Vocational skills are work-related skills and competencies that every individual, including intellectual disability people, must have to be independent. According to Siregar, Iswari and Efendi (2019), vocational skills for children with special needs aim to improve the ability to do certain jobs according to their talents, interests and needs, so that later they can achieve and create various types of work, including instilling an attitude of entrepreneurial spirit, learning work ethic and productive attitude". It is necessary to practice vocational skills for intellectual disability people to prepare themselves for getting a job. Vocational skills will be accepted more quickly by children by giving repetitive training, so that children will get used to it even though they do not understand in theory but master it in practice (Rakhmania, 2019).

Vocational skills training as an exercise to gain proficiency in the work carried out as a series of activities in a systematic, directed and gradual manner. The planned and targeted training activities provided by the trainer to individuals actually have a purpose in producing graduates who have the skills and ability to be independent (Anwar, 2015). Training can be done individually and in groups, and it is hoped that intellectual disability people will have work dexterity and can take advantage of it. According to Kamil (2010), important work dexterity is the skills that can be achieved in order to acquire the skills to do productive activities.

Productive activities are intended so that people with intellectual disability people as training participants can maintain their skills to lead their lives to be independence with the hope that other things will follow. Hopefully in the future, mild intellectual disability people can be accepted in society. In reality, many intellectual disability adults are still dependent on their parents or other adults, because they do not have work skills that are in accordance with standards and or the skills they have are not in accordance with the existing work field and job standards. Job standards is one criteria

that used as benchmarks or comparison to determine the success or failure of an employee or worker in doing their job (Billet, 2011).

Nowadays, there is still a lack of institutions that provide vocational skills training for people with intellectual disability people after finish school or drop out, due to a lack of understanding of the existence and conditions of intellectual disability people. Even, people who live in residential areas and in village areas give a negative response to intellectual disability people children (Sudjana, 2005). This situation needs to find a solution, namely by research to find a model of vocational skills training for people with mild intellectual disability people.

This study aims to find an effective vocational skills training model with its characteristics to obtain the effectiveness of the vocational skills training model and in the end can obtain the final model, meaning that the model can be used in vocational skills training for intellectual disability people persons.

## **Methodology**

In line with the proposed research focus, the research design used is the Research and Development Model design (Borg, Gall, and Gall, 2003), with some modifications. This research is basically the final step of development research that carried out to develop the appropriate training program model for mild intellectual disability people. The number strategies in research aims to test the same research problem so that it will increase attention to the validity of conclusions enriched with data. In the data collection process, the qualitative approach emphasizes the role of the researcher as the main instrument, through in-depth observation and interviews. The data sources are people with mild intellectual disability people, instructors and social workforce. The research location was carried out at the Social Service of Social Institution for the Rehabilitation of Persons with Disabilities.

## **Findings and Discussion**

The Vocational Skills Training Model is a training which can apply in developing skills and insights for intellectual disability people persons. It is the process of self-reliance and about the values of rules that must be obeyed. In designing the model it requires a plan or design of training activities that are integrated with work tasks according to standards based on the type of work.

## **Training at the Social Service Office of Social Institution for the Rehabilitation of Persons with Disabilities in West Java Province**

Based on the results of observations and in-depth interviews, an actual picture is obtained systematically that the researcher sees by using a training management function approach which includes the stages, namely planning, implementing, assessing and developing by clearly sorting out the components, processes, and objectives of the Vocational Skills Training program paradigm. The training to embody the independence of mild intellectual disability people was carried out at the Social Service of Social Institution for the Rehabilitation of Persons with Disabilities West Java Province, the training outline are as follows:

## 1. Training Planning

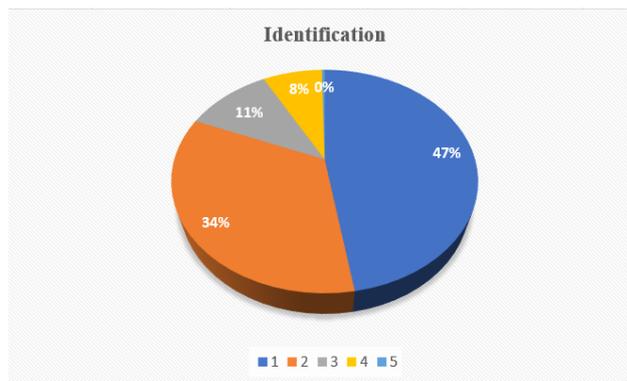
In planning the training, the researcher and team did several activities to make the training program run well, those are:

### 1) Identification of training participants

Identification is one skill that must be mastered by staff, teachers or instructors assigned by training providers for people with special needs. Appropriate identification will have a positive impact on training participants, because they will get services that are in accordance with their training needs, (Rizky, 2014). Training participants are raw input in activities at the West Java Social Institution for the Rehabilitation of Persons with Disabilities. In the context of this study, identification try to find and recognize abilities, interests and talents related to the types of skills of people with mild intellectual disability people.

The researchers saw that what was done by the training organizers had been administratively fulfilled, where they first collected data on prospective trainees, then the training managers and organizers invited the training participants to convey their willingness to join the program. However, this system is not yet optimal, because not all service managers, and training instructors know more about the characteristics of training participants, both internally and externally. This absolutely violates what is really needed as stated by Anwar (2015) that in recruiting training participants it is necessary to pay attention to the internal and external characteristics of the training participants as prospective trainees.

Furthermore, the researchers also conducted a survey on the teachers and instructors to find out whether identification of recruitment was carried out to determine the condition of the prospective participants. The results are as follows.



**Figure 1.** Prospective Participants' Identification

From all respondents, no one (0%) responded that they always did identification to the prospective participants, while 8% said that many times they identify the prospective participants, 11% responded said that they sometimes identify the prospective participants, 34% responded that they rarely identify the prospective participants and 47% said they never identify the prospective participants.

## 2) Identify the type of company

The results of interviews and documentation show that the training providers review various potential industries and institutions around their area, which include: types of business world and industry; production process activities which include goods and services produced by the said company or institution; workforce qualifications which include existing workforce positions, tasks performed, as well as any skills / skills that may be obtained in the company; availability of practical or production facilities; industrial power or the probable number of participants that could be accepted for training; and qualification of the institution, whether it is classified as a large, medium, or small company.

Furthermore, the service manager conducts an assessment of all the appropriate skills that can be obtained in each industry. In this case, in what parts or divisions and subsections in the industry can the appropriate skills be obtained for each skill program. The Social Service of the West Java Province PSRPD, through the service management section of the student distribution division, has initiated cooperation with industries or companies that match the standards of expertise or skills of each skill program. In this case, the West Java Province Social Service collaborated with world industry regarding the implementation of an internship by signing Memorandum of Understanding (MoU).

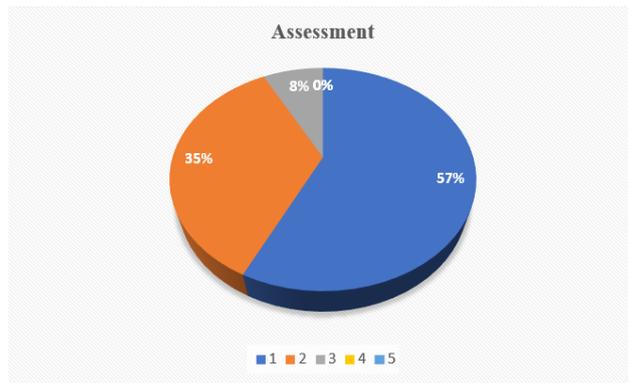
## 3) Assessment

Assessment is a variety of procedures used to obtain information about a person. The results of the assessment are used to provide the required training services based on the modalities and potentials that the individual has needed in developing a training program (Smith, 2002). The results of the assessment are for training planning and monitoring progress of participants. With this assessment, the instructor or teacher can make decisions regarding the problems of the training participants.

The components that must be covered in the assessment namely: task selection, response observation, and make a conclusion. The skills assessment area for training participants with special needs focuses on the area of vocational skills which is determined from the results of identification and assessment. It is possible that the assessment area will intersect with other areas such as academic assessment that supports vocational skills.

The results of observations and interviews show that service managers, instructors and social workers have carried out an assessment but have not followed the assessment steps and have not been maximized. This can be seen in the documentation that there is no documented data from the assessment results. The available programs are still standard, not based on assessment results, individualized transition program (ITP) documents have not been written, and instructors still do not understand the conditions of people with intellectual disability people. The social worker explained that each participant had identified their family environment, also the data collection and distribution section had prepared partner institutions including parents.

Furthermore, the researchers also conducted a survey on the teachers and intructors to find out the assessment given to participant. The results are as follows.



**Figure 2.** Participants' Assessment

Giving question about the assessment, from all respondents no one (0%) responded that they did to the participants, 8% said that sometimes they assess the participant, 35 % responded that they assess the participant, while 57 % responded that they never assess the participants.

## 2. Training Implementation

Based on observation, interview and questionnaire, in implementing vocational skills training techniques the social workforce and trainer instructors were trying to implement the individualized transition program (ITP) even though it has not been administered. Training activities are carried out by instructors, social workers, training participants, and service managers in continuous collaboration. According to Abdulhak and Suprayogi (2012), the training process is basically an educational interaction between training participants and other training components. The descriptions and information collected by researchers are as follows:

In fact, instructors, social workers and service managers who carry out their duties tend to treat trainees like students in school both in choosing methods, techniques, using media, utilizing time for practice and theory. The principles of special education with individual and andragogical approaches, as well as participatory methods have not been implemented optimally. Sometimes in the opening activity, the instructor has not built closeness, and in the core activity the instructor does not use task analysis but tries to use a competency approach.

However, when the training is running, the instructor provides motivation and reinforcement as a realization of the social-constructive approach even though it is not optimal and sometimes does not conduct evaluation reviews and conclusions of the training material. This training condition is not in accordance with the principles of Special Service Education training, including individual and participatory approaches oriented to the individual character of the training participants.

The training participants take part in a training program for eight months, stay in guest houses under the supervision of the social workforce, even though they live in the Office of Social Affairs complex, but there are still trainees who arrive late, cry, and there are trainees who go home before the activity is over. In addition, there were also training participants who were less focused, did not participate in activities, even passively such as in question and answer, active in class in carrying out tasks both individually and in groups. this condition shows that the motivation of the trainees is

still low. To increase this motivation, the role of the instructor is very important. According to Surya (2000), the main function of an instructor is to facilitate or provide convenience so that each training participant is an effective source.

### **3. Assessment activities**

This activity is carried out in a non-test form during the training process and ends before the apprenticeship to determine the competency, skills and readiness to work. The results of this assessment have not been well documented, they are still fragmented. This condition indicates that the scoring system is not optimal. Evaluation activities are very important because it is used to determine the quality of the training implementation process carried out, the results of the training and post training.

On the other hand, this assessment activity is needed as a reference for improvement in the preparation of follow-up programs. Evaluation is an activity to collect, obtain, and provide information for decision making, (Arikunto, 2014). The assessment of non-formal education includes aspects of environmental inputs, instrumental inputs, raw inputs, processes, outputs, other inputs and outcomes. The results of this assessment become the basis for training participants to take part in an internship (Hadari, 2006).

### **4. Internship Activities**

Internship is a mutually beneficial partnership arrangement voluntarily carried out by two or more business fields. One aspect of internship is the target or goal to be achieved. Seeing this, it is clear that with the internship, it is hoped that the activity will be beneficially for all parties. Okoye et al (2013) state that the benefits of internship seen from these targets are both financial and non-financial.

The forms of cooperation arrangements used in Social Institution for the Rehabilitation of Persons with Disabilities are: Joint services, namely arrangements for cooperation in providing public services, including internships. The issue of Apprenticeship and Dual System Education has been regulated in Law No. 13 of 2003 concerning Manpower, especially articles 21 - 30. And more specifically regulated in the Minister of Manpower and Transmigration Regulation no. Per.22 / Men / IX / 2009 concerning the Implementation of Domestic Ganda System Education (Undang-undang Ketenagakerjaan and Sistem Pendidikan Nasional).

Based on the results of the interview, the West Java Social Institution for the Rehabilitation of Persons with Disabilities has made an MoU to carry out an internship at the end of the three-week training. The internship were done in several agencies such as the garment industry, electronics, screen printing, salons, home industry, beauty salons, cullinaire industri, and center of learning activity. The internship program at the end of the training is consistent with the statement of OECD (2010), that school-company collaboration with world industry is an effective method, especially in preparing graduates to enter the workforce. The internship program is essential since it is a form of education and job training which can shape the competence of students so that they can bridge schools with world industry as graduate users (Muslih, 2014). However, the internship program carried out by the Social Service has not been implemented optimally due to time constraints.

Internship activities as the final training activity are always carried out in places that have been identified and make MOUs according to the types of skills that have been trained on the training participants. Internships are only carried out for three weeks, the time set for mentally retarded people is inadequate, considering their abilities require repeated experience and training. Based on this, in the training implementation process models 1 and 2, it is necessary to increase again to make improvements: 1) initial activities. plate process friendly, Try to get used to it, build optimal familiarity, make perceptions, and convey training objectives; 2) core activities, delivery and provision of ability-based materials, using task analysis as an individual approach in the training process, training participants are given a stimulus to ask questions or dialogue (question and answer), evaluate the process, provide motivation and ongoing guidance as a social approach approach - constructive, build and socialize an integrative approach with the appropriate types of skills; 3) final activities, provide reviews and conclusions, and conduct final evaluations / absorption

The activities of the training participants, in the initial conditions of the training, there were still several shortcomings, including:

- a. training participants are late in attending the training activities
- b. some broke down at certain hours
- c. Do not take the opportunity to ask questions / do not have the courage to ask questions
- d. the mastery of skills of the training participants is not optimal
- e. the motivation of the trainees is only to get certificates and training opportunities

Based on this, in the implementation of training models 1 and 2, the participation and activeness of training participants should be further enhanced to absorb the training. These efforts include:

- a. obliging training participants to be disciplined in writing a letter of willingness to take part in the training and obeying the rules for activities that were compiled together as motivation
- b. create rules for training participants
- c. held a dialogue or question and answer to dare to communicate
- d. optimize the mastery of dexterity by providing motivation to training participants
- e. motivating trainees not only to get certificates and training opportunities but also to increase APK (-Attitude-Practice-Knowledge)
- f. Optimizing training activities by applying an individual approach, andragogy and participatory methods.

## **5. Implementation of Vocational Skills Training Model**

Based on the implementation of training, the results of limited trials (stage 1) and more extensive trials (stage 2), researchers made adjustments to the training model developed so as to produce the final formulation of the development of a vocational skills training model. as the following description:

- a). Planning, in the initial conditions of vocational skills training, there are still weaknesses in terms of planning, namely:
  - understanding of vocational skills trainers, service managers, and world industry for intellectual disability person as one aspect of instrumental input.
  - the preparation of vocational programs oriented to programs carried out by the government, in this case the Social Service, so that sometimes it tends to be less relevant to the needs of society and the ability of mentally retarded persons (instrumental input).

- planning for indicators of work ability results not in accordance with the needs of the job field.

b). Socialization with partner institutions and parents.

Given these weaknesses, the researcher tried to implement the steps as an effort to develop the following phase 1 training model (limited trial).

- prepare a biodata format and identification form to obtain information about the characteristics of training participants, in this case people with mental retardation
- prepare assessment instruments for vocational skills and independence to determine the strengths and needs needed
- the vocational skills program is jointly prepared by managers, organizers, instructors, world industry, and training participants as an Individualized Transition Plan.

c). Preparation of programs and planning for achievement indicators based on the results of assessment and identification of needs, which are formulated with service managers, instructors, business and industrial world, and training participants. Training material consists of vocational skills practice material that is in accordance with the ability of mentally retarded persons and is needed in the home industry, the independence that is taught meets the activities of daily life.

This activity is also applied to the development of the stage 2 model (more extensive trials). With the development of the model at the planning stage, however, there is a slight change in the provision of training materials consisting of vocational material taught with more specific skills based on task analysis to be able to work productively. This has provided knowledge and understanding for vocational managers, especially instructors and training participants to carry out training activities.

d). Implementation. In the initial conditions of vocational skills training, in terms of implementation activities, researchers feel that they are still not optimal in implementing the training, namely:

- readiness in preparing training facilities, such as delays in reproducing and distributing instructional media, room facilities that do not match the number of training participants.
- the implementation of the curriculum and the achievement of the expected targets, based on the assessment is not yet appropriate. Based on this, in the implementation of training models 1 and 2, the implementation of training will further optimize in terms of:
  - readiness in preparing training facilities before the training begins.
  - Cooperate to compile and implement Individualized Transition Program (ITP).

There are still some shortcomings in the training process, among others: 1) initial activities include friendly learning, building familiarity, sometimes not doing perceptions, and not conveying the training objectives; 2) core activities. Not using task analysis as a realization of the individual approach, training participants are sometimes not given a stimulus to ask questions, process evaluation is still not visible, motivation or reinforcement as a social-constructive approach is not optimal, competency-based training is not optimal, and the integrated approach is still limited with several

institutions; 3) the final activity, sometimes the instructor does not make a review and conclusion.

## **6. Evaluation**

Process and final evaluation have not been documented in an orderly manner, instruments for obtaining competency skills are not standardized, instruments are

In this study, the concept of the vocational skills training model aims to realize the independence of mentally retarded persons in PSRPD which is carried out in its implementation to achieve the target so that to test the effectiveness of the model developed by this researcher assumes that by analyzing the results of the training given to wider trials and limited trials.

Based on testing the average difference in the results of the training model field test, it was found that there was a significant difference in the independence of mentally retarded persons, training participants in the PSRPD, between before and after training in the experimental group. The overall test results illustrate that the vocational skills training model is proven to be effective in realizing independence, which includes the following aspects: a) the ability to adapt to community norms; b) ability to interact with other people; c) the ability to respect others; d) ability to obey norms / rules of work in work; e) ability to communicate effectively to carry out work; f) the ability to work together to carry out certain jobs / tasks.

Based on the results of interviews and questionnaires, a) before participating in training, mentally retarded persons lack the ability to adapt, but after participating in the training and even after working they appear to have a good ability to adapt to their work environment, and try to adapt well-accepted habits at work as well as in the wider community; b) Likewise in interacting with other people, before participating in training. Some of them are very rigid to interact with new people they know, but after training, let alone getting a job, they show harmonious, friendly and pleasant interactions with their own will; c) the ability to respect others; mentally retarded persons are able to respect other people according to those exemplified by parents, teacher instructors and managers to people they know, with the increase in experience and the wider environment, an increased respect for everyone and loves the younger ones; d) ability to obey norms / rules of work in work; in fact, the discipline ability of mentally retarded persons is very limited according to their environment, but after attending training, let alone getting a job, they follow the rules that have been set, even much more obedient than normal people.

Criteria for those who work very well in following the predetermined time rules, and meet the targets that have been set; e) ability to communicate effectively to carry out work. At the beginning of the training, most of them showed limited communication, due to limited vocabulary / sentences, but after attending the training, their abilities increased, namely being able to convey ideas or wishes and hope smoothly, and of his own accord; f) increased ability to work together to carry out good work with peers individually or in groups.

## **Conclusion**

The vocational skills training model, applicable skills to achieve independence, and the insights of mentally retarded persons about the process of skilled work by following the values of the applicable rules to support their work ability as prospective workers is a model designed by identifying and assessing and implementing it. in an integrated manner with the MOU process between training institutions, parents and world industry. This integration is manifestly realized starting from the design process of model development and training activities including internships, placement to work in a complete series of carrying out training tasks as a whole by optimizing the active role of instructors and coordinating with world industry, and parents.

The vocational training model model for mentally retarded persons is effective to use based on data: the results of the implementation of the model (very good), also the results of realizing the social independence of mild intellectual disability people.

## References

- Abdulhak, Ishak. and Suprayogi, Ugi. 2012. *Penelitian tindakan dalam pendidikan non formal*. Jakarta: PT. Raja Grafindo Pustaka,
- Anwar. (2015). *Pendidikan Kecakapan Hidup, Konsep dan Aplikasi*, Bandung: Alfabeta.
- Arikunto, Suharsimi. & Safrudin Cepy A.J. (2004). *Evaluasi program Pendidikan panduan Teoritis Praktis bagi Praktisi Pendidikan*. Jakarta: Bumi Aksara.
- Billet, Stehen. (2011). *Vocational Education (Purposes Traditons and Prospect)*. Griffith University. QLD, Australia: Springer.
- Borg, W.R., Gall, D.M., Gall, J. (2003). *Educational Research: An Introduction*. British Journal of Educational Studies, DOI: 10.2307/3121583.
- Creswell, J.W. (2012). *Research Design: Qualitatif, Quantitative and Mixed Methods*. Thousand Oaks: Sage Publications, Inc.
- Hadari, Nawawi. (2006). *Evaluasi dan Manajemen Kinerja di Lingkungan Perusahaan dan Industri*,” *Gajah Mada Univ. Press*,
- Kamil, Mustofa. (2010). *Model Pendidikan dan Latihan (Konsep dan Aplikasi)*. Bandung. Alfabeta.
- Muslih. (2014). Analisis Efektivitas Program Magang untuk Sinkronisasi Link and Match Perguruan Tinggi dengan Dunia Industri.” *Jurnal Manajemen dan Bisnis*. Volume 14. Nomor 01, April.
- OECD, (2010). *Learning for Jobs, Synthesis Report of the Organisation for Economic CoOperation and Development (OECD) Reviews of Vocational Education and Training*.
- Okoye, K.R.E., Chijioke, Okwelle, P. (2013). *Private Public Partnership and Technical Vocation Education and Training (TVET) in a Development Economy*. *Arabian Journal of Business and Manajement*. Volume 2. hh. 5161.
- Smith, M. Beirne., and Ittenbach, F. Richard. (2002). *Intellectual disability people*. Columbus: Universitas of Texas.
- Rakhmania, Anisa,. (2019). *Orangtua Anak Tunagrahita Dalam Memaknai Stigma Masyarakat Kepada Anak*. IR-Perpustakaan Universitas. Airlanga.
- Rizky, Ulfah Fatmala. (2014). Identifikasi Kebutuhan Siswa Penyandang Disabilitas Pasca Sekolah Menengah Atas, *Indonesian Journal of Disability Studies*. Vol. 1 Issue 1 pp. 52-59 | June 2014 ISSN: 2355-2158. Available online at <https://ijds.ub.ac.id/index.php/ijds/article/view/10>
- Somantri, S,(2006). *Psikologi Anak Luar Biasa*. Bandung: PT Refika Aditama.

Siregar, Gelora., Iswari, Mega., Efendi, Jon, (2019). Pemberdayaan Tunagrahita Ringan Sebagai Tenaga Kerja Penjaga Kantin. *Jurnal Pendidikan Kebutuhan Khusus Volume III Nomor I Tahun 2019* ISSN: Print 2598-5183 – Online 2598-2508. Open Acces Jurnal: <http://jpkk.ppj.unp.ac.id>.

Sudjana, Djuju. (2005). *Manajemen Program Pendidikan untuk pendidikan non formal dan Pengembangan Sumber Daya Manusia*. Falah Production: Bandung.

Surya, Muhammad. (2000). *Psikologi Pembelajaran dan Pengajaran*. Bandung: PT Remaja Rosda Karya.

Undang-Undang No. 13 tahun 2003 tentang Ketenagakerjaan

Undang-Undang Nomor 20 Tahun (2003) tentang Sistem Pendidikan Nasional

**Contact email:** [zubaedah.wijilestari@gmail.com](mailto:zubaedah.wijilestari@gmail.com)