Analysis of Career Information Knowledge for Mild Intellectual Disability in Transition Class (Grade 6 SDLB)

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ABSTRACT

Career is several kinds of role that a person plays during the life span. Knowledge of career information is needed as an effort to prepare for future career maturity, especially accuracy in determining various job options. The objective of the study is to determine the breadth of knowledge regarding career information in mild intellectual disability grade 6 SDLB (Special Elementary School) students in terms of career development theory. This research was conducted in 3 special schools, which were SLB (Special School) Tunas Bhakti Pleret, SLB N Pembina, and SLB PGRI Trimulyo located in Yogyakarta. The research subjects were 6 students of mild intellectual disability grade 6. This type of research is qualitative research. Data collection techniques using interviews, observation, and documentation. The validity of the data used triangulation techniques and sources. Data analysis using qualitative analysis begins with data reduction, data display, and drawing conclusions. The results of the study were: 1) The types of job information that the students knew were Realistic type (R) (for instance: tailor, carpenter, mechanic, etc.), Investigative type (I) (for instance: leech therapist and doctor), Artistic type (A) (for instance: soap operas, singers and batik cloth maker), Social type (S) (for instance: teacher, security guard, lawyer, etc.), Enterprising type (E) (for instance: seller), and Conventional type (C) (for instance: office workers and bank employees); 2) Job characteristics known to students, including job descriptions, places of work, tools used at work, number of people employed, and job requirements; 3) Students get job information from teachers, parents, siblings, neighbors, and television; and 4) Job information that students want to know, which are doctors, singers, bakers, etc.

Keywords: Career Information, Mild Intellectual Disability, Transition, Special Elementary School

1. INTRODUCTION

The American Association on Intellectual and Development Disabilities (AAIDD) defines intellectual disability as a barrier characterized by significant limitations in both intellectual functioning and adaptive behavior which includes conceptual, social, and practical adaptive behavior skills. The level of intellectual disability is divided into 3, including mild, moderate, and severe. Mild intellectual disability has an IQ range between 70 - 55 on the Wechsler scale and 68 - 52 on the Sanford Binet scale below the average IQ score so it is still possible to receive education (able to educate) [1].

Despite having obstacles, mild intellectual disability also plays a role in life in society and requires various means to achieve an independent life, one of which is through the availability of career information. Super [2]

defines career as a combination and sequence of one's roles. These roles include the role of the child, pupil or student, leisure activities, citizens, workers, spouses, housewives, parents, and retirees, positions with related expectations occupied at one time by most people, and other less common roles such as the criminal, reformer, and lover or spouse. Furthermore, career is also influenced by one's experiences. Araújo et al. [3] stated that career education involves individual experiences in obtaining information and developing attitudes about themselves and the world of work, in addition to skills [4].

A person needs information to broaden the horizons of knowledge that can be obtained through career information services. Career information services are proven to be able to improve students' career understanding from the low category to the very high

category [5]. Winkel and Hastuti [6] explained that career information includes all types of job data in society, position gradations in a position, stage requirements and types of education required, job classification system, and future prospects related to the real needs of society for certain types of work. Before determining the type of work, a person needs to get information as a consideration in making decisions between various job options.

Meanwhile, grade 6 SDLB is an important transition period from elementary level to intermediate level so it requires optimal preparation, especially career preparation to develop attitudes and skills in the world of work. The career development of kindergarten and elementary school children is at the career exploration stage, which is comparing the roles and tasks of various professions according to their skills and interests through job shadowing, work samples, service learning, and job exploration. Entering the junior and senior high school levels, children will be at the career preparation stage, which is choosing an early career through work-study programs, training, vocational programs, or internships (Best et al. (2010); Repetto and Andrews (2012); Wehman et al. 2012) in [7]).

However, people with special needs have complex career orientations. Emmett (1997) argued that while career development attention is mostly paid in secondary schools, elementary levels are largely ignored in professional literature, professional practice, and in many training programs (in [8]). Whereas, career development in elementary school is a very important stage as an initial foundation in preparing student careers. Annelise et. al., [9] revealed that career education in primary schools aims to increase students' self-awareness, support students to develop positive attitudes, habits, and competencies, teaches students to link classroom learning with real-life demands, help students foster a sense of affiliation and empathy with others, and empowers students to develop career decision-making skills.

Due to the lack of career preparation at the primary school level, it can have an impact on the output of graduates at the secondary level. Most of the graduates with intellectual disability have the characteristics of minimal knowledge, skills and experience needed to find a job. Many of the graduates still live at home with their families as a result of their failure to find work [10]. Many students are not yet steady in entrepreneurship. Based on research conducted by Purwanta [24] on students with special needs in 4 special schools in Yogyakarta, it was recorded that 10 students were stable in entrepreneurship and 27 students were not yet stable. It shows that career exploration and student intensity for entrepreneurship are included in the medium category. The unemployment rate for secondary school graduates is also quite large. The Central Bureau of Statistics in

Indonesia recorded that the unemployment rate for secondary school graduates (SMP/SMPLB/MTs/ SMA /SMALB/MA/SMK) in 2018 was around 7.58%, which is the largest figure compared to the unemployment rate for elementary school graduates (SD/SDLB/MI) by 2.79%, high school by 5.92%, and never going to school by 1.83%.

The career problems above are also influenced by several obstacles. The biggest obstacle felt by students with special needs lies in three things, which are (1) lack of information about employment, (2) not being able to make decisions, and (3) not recognizing their own abilities [24]. Therefore, efforts are needed to overcome these obstacles.

Mild intellectual disability of grade 6 student learning refers to the 2013 national curriculum which contains information on the introduction of various types of work. The material is based on the basic competencies of knowledge that students must achieve, one of which is to understand diversity (religion, ethnicity, nation, language, social, economy, etc.) in their immediate environment. Economic diversity includes the efforts of the population to meet their daily needs through the income they earn. Therefore, the information needed by students at this level can be in the form of knowledge of the types of businesses or jobs and their characteristics.

Based on the learning needs of the grade 6 mild intellectual disability students, it is necessary to know the level of work information knowledge for the grade 6 mild intellectual disability students. The knowledge of job information that researchers want to know includes the types of job information students know, job characteristics that students know, the form of students' efforts to find job information, and job information that students want to know. This research is needed to determine the condition of students in an effort to prepare students to live independently by doing career exploration before determining the right type of work after graduating from school.

2. RESEARCH METHOD

This type of research is descriptive qualitative. The subjects were determined purposively including 6 mild intellectual disability of grade 6 SDLB students. Data collection techniques used interviews, observation, and documentation. Researchers conducted interviews using an interview guide that was flexible because it can develop in the field to get more in-depth information about career information knowledge. Interviews were conducted on six subjects from several special schools (SLB) in Yogyakarta, including 1 subject from SLB Tunas Bhakti Pleret, 3 subjects from SLB Negeri Pembina, and 2 subjects from SLB PGRI Trimulyo. The data validity used technical and source triangulation. The researcher cross-checked the data to 3 grade 6 SDLB

mild intellectual disability teachers, including 1 teacher from SLB Tunas Bhakti Pleret, 1 teacher from SLB Negeri Pembina, and 1 teacher from SLB PGRI Trimulyo. Data analysis used data reduction, data display, and drawing conclusions.

3. RESULTS AND DISCUSSION

3.1. The types of Job Information Students Know

Based on the results of interviews with 6 subjects, it is known that job information known to the subjects is listed in table 1. These jobs are jobs that they find in their immediate environment, for instances of their home and school environment and their favorite environment, which is the wider community.

Table 1. Career Information Known to Students

Job Type	Characteristic	Job Examples
Realistic (R)	- Strong body - Lively - Does not have to be good at talking - Enjoys working with tools, machines, animals	Construction workers, factory workers, rice farmers, goat breeders, chicken breeders, bus drivers, tailors, bus counter keepers, photocopy employees, bakers, laundry employees, carpenters, workshops
Investigative (I)	- Enjoys thinking about problems -Wants to know - Enjoys science and medical work	Leech therapist, doctor
Artistic (A)	- Loves music, art, drama - Creative - Likes writing	Soap opera player, singer, batik cloth maker
Social (S)	- Enjoys helping others -To be responsible - Happy communicating - Friendly	Teachers, security guards, lawyers, firefighters, salon employees, soldiers
Enterprising (E)	- Enjoys leading others - Can influence other people - Friendly -Confident - Enjoys a job selling things	Goods sellers (handphone seller, credit seller, wedding dress seller, souvenir seller, glasses seller) and food seller (*angkringan* seller, meatball seller, fish seller, vegetable seller, seller in canteen)
Conventional (C)	- Likes structured assignments - Loves to work with calculations - Likes to talk (verbal activity) - Likes typing	office workers, bank employees

Table 1 shows that the type of work that the subject mostly knows about is the Realistic (R) type. The subject knows the job through direct observation. Meanwhile, jobs that are far from the subject's environment are considered difficult to be observed by the subject so that it affects the breadth of their career knowledge.

Types of work are divided into 6 types. Holland [11] asserted that a person's personality can be categorized as a combination of six types, which are Realistic type (R), Investigative type (I), Artistic type (A), Social type (S), type Enterprising (E), and Conventional type (C). Meanwhile, a person's personality affects his career exploration but does not affect academic achievement

[25]. It is one of the factors that causes differences in a person's career knowledge.

Elementary schoollevel should be an important period in preparing what career students will choose in the future. Although the elementary level may still be the initial period in career education for decision making, This level is a fundamental period for developing adaptive career skills and developing student engagement with their careers [12,13]. Armed with the career knowledge possessed by students, the career exploration process can be performed. Exploration is a fundamental adaptive behavior throughout the life span with an orientation towards individuals to enrich work knowledge covering educational choices and the world of

work [14]. Through career exploration, students become better prepared to prepare for their careers towards independent living in the future.

3.2. Job Characteristics Known to Students

The characteristics of job information known to the subject are presented in table 2 below.

Table 2. The Characteristics of Job Information Known to the Students

Job Type	Job Examples	Characteristics known					
		Task description	Work-place	Tools used	Job characteristic (in season or not)	Many people who are working	Terms
Realistic (R)	Construction Workers	✓	✓	✓	✓	✓	✓
	Factory workers	-	✓	-	-	✓	-
	Rice farmers	✓	✓	✓	-	✓	✓
	Breeders	✓	✓	✓	-	✓	✓
	Photocopy employees	✓	✓	✓	-	✓	✓
	Tailors	✓	✓	✓	-	-	✓
	Bread entrepreneurs	-	✓	✓	-	-	✓
	Bus counter keepers	-	✓	-	-	✓	-
	Bus drivers	-	-	-	-	✓	-
	Laundry employees	✓	✓	✓	-	✓	✓
	Carpenters	✓	✓	✓	-	✓	✓
	Mechanics	✓	✓	✓	-	✓	✓
Investigative (I)	Leech therapists	✓	✓	✓	-	-	-
	Doctors	✓	✓	-	-	-	-
Artistic (A)	Soap opera players	-	-	-	-	-	-
	Singers	-	-	-	-	-	-
	Batik cloth makers	✓	✓	✓	-	✓	✓
Social (S)	Securities	✓	✓	✓	-	-	-
	Lawyers	-	-	-	-	-	-
	Salon employees	✓	✓	✓	-	✓	✓
	Teachers	✓	✓	✓	-	-	-
	Firefighters	-	-	-	-	-	-
	Soldiers	-	-	-	-	-	-
Enterprising (E)	Good sellers	✓	✓	-	-	✓	-
	Food sellers	✓	✓	-	-	✓	-
Conventional (C)	Office workers	-	✓	-	-	-	-
	Bank employees	-	✓	-	-	✓	-

Information: ✓ : known by students, - : unknown by students

Based on the type of job information that the subject knows; researchers dig deeper into the characteristics of the job information. The researcher found that some aspects were known by the subjects and some were not. Therefore, providing career information is needed to deepen understanding of career (occupational knowledge) [15].

Career information that the researcher explores is limited to 1) job titles, (2) job descriptions (general and specific tasks), (3) workplaces (indoors or outdoors), (4) the work equipment used, (5) the nature of the job (seasonal or not), (6) the number of people employed in each job, and (7) the conditions for getting the job (educational, training, and physical requirements). Kaback [16] explained that career information for

elementary school children contains the following indicators: (1) how many different jobs are there? (2) how many people are employed in each job? (3) what is the nature of the work done? (4) are difference jobs declining or expanding? (5) is it indoors or outdoors work? (6) is this work seasonal? (7) what are the educational and training requirements? how long does it take to learn to do this kind of work? (8) how does one get a job of this kind? (9) how old must one be to get a job of this job? (10) what are the physical requirements for the job? (11) how many hours a week does one work on the job? (12) are there a opportunities for advancement? (13) what are the weekly or monthly earnings? (14) is union membership required? why? (15) how much vacation time? (16) is there health insurance and retirement or pension plan for the workers? The Occupational Information Network (O * Net) or Onet Center, which is a comprehensive database of job information developed from the US Department of Labor/Employment and Training Administration (USDOL/ETA), explains the indicators contained in specific job information, which are (1) the job title includes the main title and codes used to identify a job, (2) job descriptions include statements of necessary or important tasks performed by workers in the job, (3) alternative titles include positions and related positions collected from office holders, job experts, government agencies, groups professional, customer input, job titles, and other job classification systems, (4) specific tasks of the job, (5) technology skills include the important role of information technology and software skills in jobs, and (6) equipment includes machinery, equipment, and essential tools used in work.

The large number of job information indicators made researchers have to adapt the material to the abilities of mild intellectual disability grade 6 students. They have common characteristics, who are limited cognitive function abilities and adaptive behavior (conceptual, social, and practical adaptive behavior skills) [1]. This uniqueness greatly affects the extent of their understanding of work information material. Therefore, job information indicators are simplified according to student needs.

3.3. Forms of Student Efforts in Finding Job Information

Mild intellectual disability grade 6 students have curiosity about types of work. While at school, they get information on the types of work through the 2013 curriculum textbooks and teachers. However, the availability of job information in the 2013 Curriculum

Book for Grade 6 SDLB Tunagrahita Theme 4 about My Pet (Hewan Peliharaanku) is incomplete. Teachers must be creative in finding other sources, one of which is the internet. When at home, students also ask parents, siblings, and neighbors for employment information. Students take advantage of free time to watch television so that knowledge about types of work increases.

Teachers have a vital role in developing student careers. For instance, in Canada, due to limited resources in offering career guidance services to students, schools in Canada place teachers to play a role in providing career education for students in addition to the Counseling Guidance teacher. Parents also have an influence on their children's career development. They play a key role in their son's career choices [17].

Schools play an important role as partners of parents in guiding and shaping children's development because they learn various skills that support their knowledge to be applied in the future [18]. Schools are also a place for career education aimed at promoting the adaptability and involvement of students in the development of their future life path. One of the efforts that can be developed is career exploration to increase students' understanding of career information. The development of career exploration can be through three models, including (1) an integrated model in the curriculum, (2) an apprenticeship model, and (3) an experiential learning model [4]. Activities can take the form of job shadowing, work samples, service learning, and job exploration (Best et al. (2010); Repetto and Andrews (2012); Wehman et al. (2012) in [7]).

Media can also be used to improve student career information. The use of career information service media in the form of graphic media, printed materials, still images, still projection media, audio media, film media, multimedia, object media, and interactive media is proven to be able to improve students' career understanding [19]. The use of the career information module may also be considered. Research shows that modules are effective for improving career understanding of students at SMA Negeri (State Senior High School) 1 Nglames, Madiun Regency [20]

3.4. Job Information That Students Want to Know

Based on interviews, it is known that the information the subjects want to know is further presented in table 3 below.

Table 3. Information the Students Want to Know

Job Examples	Aspects which are wanted to know
Bus driver	The way the driver drives the bus
Singer	Singer's workplace
Bread entrepreneur	How to make bread
Cosmetic	How to make up people
Doctor	Doctor's duty
Dance teacher	Requirements to become a dance teacher at school
Bank employees	Tasks, tools used, and job conditions
Laundry employees	Job duties, work conditions, and work salaries
Army	Tasks, places, tools and conditions of work

The career choice that the subject wants to know shows different results from one subject to another. Career choices are influenced by various factors that come from the student's internal, the work concerned, and the student's environment. The choice of work that is influenced by students' internals depends on self-concept and the perspective that work is a manifestation of self [21]. The match between self-characteristics and job characteristics will also determine the right type of job for him. Holland emphasized that the direction of a person's primary career choice is determined by the type of model he likes the most. For instance, a science teacher is a representative of someone investigative or social type. When someone makes a career choice, it is important to look at tasks and situations, not just colleagues [22]. Apart from colleagues, motivating teachers and the media can also inspire and attract students' interest in career choices [23].

4. CONCLUSION AND RECOMMENDATION

The results of research on subjects regarding knowledge of mild intellectual disability grade 6 students career information included:

a. There are variations in the knowledge of the types of job information known to the subject. Job information known to the subject is based on 6 personality types, namely:

1) Realistic type (R), for instance construction workers, factory workers, rice farmers, goat breeders, chicken breeders, bus drivers, tailors, bus booth keepers, photocopy employees, bakers, laundry employees, carpenters, workshops

2) Investigative type (I), for instance leech therapists and doctors

3) Artistic type (A), for instance soap operas, singers and batik cloth maker

4) Social type (S), for instance teachers, security guards, lawyers, firefighters, salon employees, and soldiers

5) Enterprising type (E), for instance, a goods seller and a food seller

6) Conventional type (C), for instance office workers and bank employees

b. Job characteristics known to the subject differ on each indicator, including job description, place of work, tools used at work, number of people employed, and job requirements. The indicator content is adjusted based on the needs of mild intellectual disability, characteristics of cognitive function and adaptive behavior (conceptual, social, and practical adaptive behavior skills).

c. Sources of information on the subject's work come from teachers, parents, siblings, neighbors, and television media.

d. Job information that subjects wanted to know were different, which are bus drivers, singers, bakers, make-up, doctors, dance teachers, bank employees, laundry employees, and soldiers. It is influenced by various factors originating from the internal subject, the work concerned, and the subject's environment.

Career awareness must be given to students from an early age so that they are more aware of the various types of careers that exist in their environment. This effort will help students in future career development and prepare for a more mature career.The knowledge about career information can be in the form of various types of jobs and their characteristics that should be known by students, considering the level of development.

School has important role in developing and preparing students' career. School can prepare students withjob shadowing, work sample, service learning, and job exploration in order to clearly introduce careers to students. School also can implement various career information media such as printed media (such as book,

module, magazine, etc) or electronic media (such asinteractive video, television, etc). The collaboration among all parties such as parents, school, and environment will provide positive implication towards the development of students' future career.

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