

# *Job Opportunities For Mentally Retarded Children After High School*

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**Abstract**—Education for mentally retardation children in special high school level was more emphasized to vocational skill which could be used as a provisions entering job fair. With the provisions of vocational skill it was hoped mentally retardation children obtained larger work opportunity after graduating from special high school. However, that fact was not suitable with the expectation. Two mentally retardation children of 2014 graduation in state special school Gedangan did not get work opportunity and went back to school for only playing. The purposes of this research were to describe mentally retardation children's work opportunity after graduating from special high school with vocational skill provisions obtained from the school and to describe the parents' role in helping mentally retardation children getting work opportunity after graduating from special high school. This research used qualitative approach. The research kind used here was expose facto descriptive. The research result could be concluded that mentally retardation children who obtained the vocational skill provisions after graduating from school did not also obtain work opportunity in the society while mentally retardation children who obtained work opportunity after graduating from school had unsuitable job with the vocational skill they got from school. Mentally retardation children got vocational skill provisions in silk-screening domain but the work opportunity obtained was furniture domain, rubbing wood part. Mentally retardation children who had automotive background got work opportunity in the restaurant and mentally retardation children with the background of knitting vocational skill got work opportunity serving in the cooperation. The school did not give direction to the parents of mentally retardation children who had already graduated and the school did not have partners for cooperating in receiving the workers of mentally retardation children. The parents' role in helping mentally retardation children did not run well yet. The parents' role only gave food they did not help to give work yet to mentally retardation children who had already graduated. However, there was one parent who helped to market the work skill belonged to mentally retardation children and played role as the companion of mentally retardation children in working.

**Keywords**—*work opportunity; mentally retardation children; vocational skill; parents' role*

## I. INTRODUCTION

Children with intellectual disabilities tend to have intelligence below the normal average[1]. The level of development of intelligence has obstacles and is very

limited. Mentally retarded children are divided into three categories, namely mild mental retardation, moderate mental illness and severe mental retardation. Given the intellectual limitations and potential of mentally retarded children, they are less able to meet their own needs, and lack sufficient skills to work. Based on the obstacles and limitations of mentally retarded children, they are still the same as other children, namely obtaining the right to quality education services from the government. Quality education services are educational services that are tailored to their particular needs and the obstacles / disorders / disorders they have[2].

Education within the scope of mentally retarded children is not only to realize people who have knowledge, but also equip them with competent skills. It can be interpreted that education for mentally retarded children should lead to mastery of skills that can be utilized in the lives of mentally retarded children, communities, nations and countries. Thus the education of mentally retarded children at the special high school level is more emphasized on vocational skills (non-academic fields) compared to their academic fields. Mild mentally retarded children still have non-academic abilities that can still be developed. The non-academic ability in question is a vocational skill. Vocational skills that can be used as provisions to enter the workforce. Equipped with vocational skills, it is expected that mentally retarded children can get jobs that are in accordance with their abilities and interests.

Until now it is still a problem how mentally retarded children after special high school can get a job or can live without dependence on other people. This job become important for mentally retarded children when they have to go back into society so that children can live independently. Problems that occur should be overcome so that children are no longer discriminated against in the field of work that they should be able to do[3]. To support the program and the implementation of vocational skills for mentally retarded children it is necessary to understand its theoretical basic concepts regarding vocational counseling. It is expected that the school will further optimize vocational skills at the special high school level so that after graduating from formal education these mentally retarded children can get good employment opportunities and in accordance with the field of skills they have. Employment opportunities for mentally

retarded children are interpreted as opportunities owned by mentally retarded children in obtaining jobs to support future lives. Children with mental retardation will have more difficulty in obtaining employment opportunities compared to normal children.

In a previous study conducted [4] regarding work skills programs packed agricultural products for mild mental retardation in class XI in Sukagalih Lembang, West Bandung. Based on the results of the study showed that mild mentally retarded children were able to do semi-skill work, namely the work of packing agricultural products, jobs mastered and liked would cause them to work diligently and job providers package agricultural products willing to accept mentally retarded children who would work in that place.

Subsequent research was conducted [5] with the title of developing productive vocational skills for post-school deaf people through community-based sheltered-workshop models. Based on the results of the research achieved, as a whole is (a) in the first stage it is known that the subjects really need skills training, most of them (80%) do not have jobs and do not have adequate skills, (b) the model tested turns out to provide positive and adaptable impacts on the subject in skills development, (c) the results of evaluations and outreach showed a positive response to the community-based sheltered-workshop model, (d) the establishment of pilot community-based sheltered-workshop models at the district level. and advocating for productive vocational skills for post-school deafness (special school) conservation and can be used as a model for its regional areas, (e) the compilation of technical manuals for implementing the model, and (f) accommodating some of the facilities and provision of vocational skills education for penyand deaf people in the area.

Furthermore, research by Haryanto in 2010[6] regarding work-based rehabilitation for mild mentally retarded students of productive age. The results of the study are presented as follows: (1) the work ability of mild productive mentally retarded students has not reached optimal, both seen from work behavior and results even though students have studied with a longer time weight than other subjects; (2) work-based rehabilitation services that have been provided indicate that not all respondents (teachers) have designed programs specifically in providing work-based rehabilitation services to mildly mentally retarded students of productive age; (3) productive mentally retarded students in the research area generally still have the potential and enthusiasm to develop; (4) the teacher when formulating a work-based rehabilitation service program has not been based on the results of the assessment; (5) follow-up research needs a hypothetical program designed as an effort to facilitate the development and to improve the working ability of productive mentally retarded students by paying attention to parents' responses and expectations, as well as the needs of the company and the employment market.

The results of observations in the field on July 18, 2016 to September 10, 2016 with three special schools in Sidoarjo district, obtained information from teachers and principals that after graduating from the special high school there were mentally retarded children who returned to their families, some returned to school to help or playing, there are those who are self-employed by their parents but still are paid. This condition shows that vocational skills provided by the school are not running well after the child has graduated from the special high school and information is obtained that the community does not provide trust in the performance of mentally retarded children. Based on this background, the researcher wanted to take a picture of the current conditions related to the employment opportunities of mentally retarded children after special high school with the title "Descriptive Study of Employment Opportunities for Children with Post-Special High School Disability"[7].

## II. METHOD

### A. Preparation Phase

#### 1) Determine the location of the study

This stage researchers determine the location of research to find a problem. In this study, the location chosen by the researchers was special school in Sidoarjo Regency, namely Gedangan State special school and Al-Chusnaini because of the problems found in employment opportunities for mentally retarded children. Thus, the researcher conducted a study to describe the employment opportunities of mentally retarded children after special high school.

#### 2) Prepare research proposals

Compiling research proposals is the beginning of research activities begins with developing existing problems in the form of research proposals using the 2014 State University of Surabaya thesis writing guide and consulted with the supervisor.

#### 3) Present research proposals

After the proposal is completed and written approved by the supervisor, then the researcher presented a proposal to the lecturer and audience to get the feasibility in the study.

#### 4) Making research permits

The management of the research permit is intended to obtain official permission from the faculty to support the smooth process of research and in accordance with the rules set.

### B. Implementation Phase

#### 1) Make a research schedule

First make a research schedule so that research can run according to plan and based on the time specified. This research will be conducted for a full month.

#### 2) Collect data

After determining the research schedule, the researchers then collected data to each school. Data collection activities are carried out for one month with a period of one week for each school. Data collection is done by collecting data using interview techniques with

principals, class teachers and parents of mentally retarded children, vocational skills observation techniques at school and mentally retarded children activities, and documentation techniques during interviews and vocational skills classes.

### 3) *Perform data analysis*

Data analysis is carried out simultaneously with data collection with traits that are still simple and temporary. The data analysis technique used in this study is to reduce data, present data, then reduce data. Furthermore, in-depth analysis will be carried out after the data collection ends.

### 4) *Arrange the final part of the thesis*

After analyzing the data in depth and intact, the researcher then draws conclusions and suggestions. Analysis of the data used in this study were: technique triangulation, source triangulation, and time triangulation. Then make the final step, namely to compile the thesis in full in accordance with the guidelines.

## III. RESULTS

### A. *Job opportunities for mentally retarded children after special high school*

With the provision of vocational skills obtained from the school. In Gedangan State special school and Al-Chusnaini special school provide vocational skills programs for mentally retarded children. There are various types of vocational skills taught. Vocational skills taught to mentally retarded children are adjusted to the abilities and interests and talents of each mentally retarded child. In Gedangan State special school and at Al-Chusnaini special school, there is no field work that works with partners or outside parties. And there is no job training program to prepare mentally retarded children who will enter the workforce. The two schools have also not shown performance results (products) from mentally retarded children to the business and industry. This makes the school constraints related to job opportunities for mentally retarded children after special high school. Besides that another obstacle is that the school does not have a special place to employ mentally retarded children after graduating from school. So that mentally retarded children do not have good job opportunities even though they have been given vocational skills programs.

In Gedangan State special school there were four mentally retarded children in 2014 and 2015. There were two mentally retarded children in 2014 who did not get work opportunities, and they returned to school to play. Two graduates of mental retardation who later get a job opportunity but not in accordance with the skills acquired in school. Mentally retarded children get vocational skills in the automotive sector but the opportunity to work in food stalls. Mentally retarded children get vocational skills in the field of screen printing but the opportunity to work in furniture is rubbing wood. Whereas in Al-Chusnain special school there was one mentally retarded child graduate in 2015. The mentally retarded child had a job opportunity not in accordance with vocational skills obtained at school but in

the workplace the child was not paid. The mentally retarded child gets provision of vocational knitting skills, but his job opportunity is to maintain the school cooperative.

### B. *The role of parents*

The school explained that for mentally retarded children the role of parents in helping mentally retarded children to get more jobs compared to the school. Because mentally retarded children have a lot of time at home compared to schools that only have a few hours. The school hopes that parents of mentally retarded children, if taught in vocational skills, should parents provide these facilities to mentally retarded children while at home. But the reality of the results of the study is not so. Of the five parents, there are three children mental retardation from the results of the study experiencing limitations in terms of skills namely MR parents, ER's parents, and AN parents. So that it cannot help mentally retarded children in developing vocational skills obtained from the school when at home.

Parents have a role to provide facilities and business capital to mentally retarded children so they can get work opportunities in the community. But parents of mentally retarded children come from those who still need it stomach needs, so that mentally retarded children are left alone and not given facilities or business capital. This condition is an obstacle for mentally retarded children in getting work opportunities. This shows that the role of parents in helping mentally retarded children to get a job has not gone well.

The role of parents is still limited to providing food, has not played a role in helping provide employment to mentally retarded children who have graduated from school. But there are also parents who have played a good role in helping mentally retarded children in getting work opportunities, namely parents of AG. Parents of AG act as a companion AG at work. Although the AG only works for rubbing wood in the furniture field, AG parents help in marketing the work skills that AG has. So that other people will know that AG can work in the community.

## IV. DISCUSSION

A Job opportunities for mentally retarded children post special high school should be more[8]. Because mentally retarded children have acquired vocational skills from the school. But from the results of the study it is known that mentally retarded children do not have good employment opportunities. Post-Special High School from the results of the study, of the 5 children studied there were three children who got work opportunities, but not in accordance with vocational skills taught in school. The school has also adjusted the vocational skills curriculum and even compiled vocational skills programs that will be given to mentally retarded children even if not in writing[9]. Vocational skills are expected to be the main provision that children will use in entering the workforce after special high school. Optimization of vocational skills learning has also been done

by teachers and the school. But still hope is not in accordance with reality.

The large number of types of vocational skills taught at school cannot provide a guarantee to get a job for mentally retarded children after special high school. Although vocational skills provided have been adjusted to the interests and abilities of children with mental disabilities, this cannot guarantee mentally retarded children to get work opportunities that are in line with vocational skills taught at school. Efforts provided by the school regarding vocational learning for children with mental retardation seemed to be useless. Because after graduating from special high school, there are mentally retarded children who are still unemployed at home and do not get work opportunities.

In Gedangan State special school there are two children with mental retardation who do not get work opportunities after graduating from school in 2014, namely Er and AN. Er has vocational skills in the field of cooking, but Er does not get work opportunities in the field in the community because of the lack of trust from his parents and the community. Furthermore, AN has provision of vocational skills in screen printing, but AN does not get work opportunities in the field in the community because of the resignation that parents have and there is no concern from the community. Er and AN's daily life after graduating from school only stayed at home and returned to school to just play.

Whereas for mentally retarded children who have obtained employment opportunities, in Gedangan State special school there are two mentally retarded children who already have jobs, namely AG who graduated in 2014 and MR who graduated in 2015. The work done by AG and MR is not in accordance with the skills obtained from school. At special high school AG vocational skills are given screen printing, but the employment opportunities obtained are working in furniture. While MR has a vocational skills background in the automotive sector, but in reality the job opportunities that MR gets are working in food stalls.

Then in Al-Chusnain special school, there was only one graduate of mentally retarded children who graduated in 2015, namely IF. IF already has a job even though he doesn't get a salary. The work done is not in accordance with the provision of vocational skills obtained from the school. At special high school vocational knitting and cooking skills are provided, but the employment opportunities that mentally retarded children get are to help serve in school cooperatives. After graduating in 2015, IF returned to school to help in school cooperatives and play with friends. Even though doing work but IF doesn't get a salary from the school, IF is just helping.

The above shows that the vocational skills training objectives have not been achieved well. As explained [10], the objectives of vocational skills training are:

1. To improve the skills of students with special needs in performing a job that is in accordance with their

interests, abilities and needs, and fields of cultivation that are suitable for the type of work that is capable of employing them according to their disability.

2. To improve students' skills in achieving and creating the type of work that is appropriate to their abilities and not obstructed by their disability.
3. At the same time instill a high attitude and entrepreneurial spirit to continue entering the world of work both as workers and as entrepreneurs.
4. To improve the business and industry to be able to employ them as provision for facing life is worthy of other normal people.
5. To provide opportunities for students to be able to develop their abilities at work, especially for children who are deaf, visually impaired, disabled.

Based on the vocational skills training objectives described [10], it is known that vocational skills taught in Gedangan and Al-Chusnain special school's have not been achieved well. The business world and industry do not yet have the confidence to employ mentally retarded children. And the community also does not provide opportunities for mentally retarded children to develop their abilities at work. The community is still discriminatory and lacks confidence in the results of the performance of mentally retarded children. So that it results in mentally retarded children having difficulty in getting work opportunities that are in accordance with the provision of vocational skills provided by the school.

Related to the problem of employment opportunities for mentally retarded children does tend to be more difficult when compared to children who have other types of disability. Besides that, the people's view that is one-eyed, who cannot trust the performance of mentally retarded children is also one of the obstacles for mentally retarded children who do not get a good job opportunity. This is not in accordance with Republic of Indonesia Law Number 8 of 2016 concerning the seventh part of Persons with Disabilities article 11 that employment, entrepreneurship and cooperative rights include the following rights:

1. Obtain work held by the Government, Regional Government, or the private sector without discrimination.
2. Get the same salary as workers who are not disabled in the same type of work and responsibility.
3. Obtain decent accommodation at work.
4. Not dismissed for reasons of disability.
5. Get a work return program
6. Fair, proportional and dignified work placements.
7. Get the opportunity to develop career paths and all the normative rights inherent in it
8. Promote business, have their own jobs, self-employed, develop cooperatives and start their own businesses.

Based on the results of research at Gedangan State special school and Al-Chusnain special school that the guarantee provided by the government through the Republic of Indonesia Law Number 8 of 2016 has not been

implemented perfectly. There is no direct intervention from the government to guarantee mentally retarded children who have graduated from high school to get a job without discrimination. The absence of efforts and assistance provided by the government for mentally retarded children after special high school, because so far there are still mentally retarded children who are unemployed and do not have their own business after graduating from high school. In addition, the school released the mentally retarded children who had just passed, no guidance was given to the parents of the children of the child. The school also does not have partners to work together to accommodate mentally retarded child workers.

The role of parents in helping mentally retarded children to get a job has not gone well. The school explained that for mentally retarded children the role of parents in helping mentally retarded children to get more jobs compared to the school. Because mentally retarded children have a lot of time at home compared to schools that only have a few hours. The school hopes that parents of mentally retarded children, if taught in vocational skills, should parents provide these facilities to mentally retarded children while at home. But the reality of the results of the study is not so. Of the five parents, there were three parents of mentally retarded children from the results of the study experiencing limitations in terms of skills namely MR parents, Er's parents, and AN parents. So that it cannot help mentally retarded children in developing vocational skills obtained from the school when at home.

Parents have a role to provide facilities and business capital to mentally retarded children so they can get work opportunities in the community. But parents of mentally retarded children come from among those who still need their stomach needs, so mentally retarded children are left alone and not given facilities or business capital. This condition is an obstacle for mentally retarded children in getting work opportunities. Moreover, there are three parents from the results of the study who did not have the heart if their children worked and resigned to the conditions experienced by their children. Even though mild mentally retarded children can still work because they already have provision of vocational skills taught in school. In addition, parents do not cooperate with the community, so mentally retarded children also do not get work opportunities in the community. From the attitude of the three parents who did not have the heart if they were children mental retardation works and is resigned to allowing mentally retarded children to just stay on

House. Parents of mentally retarded children expect assistance from the school regarding the employment opportunities of mentally retarded children. Even though parents, the school and the community should work together to find the best solution so that mentally retarded children who have graduated from school can get a good job and according to the skills taught in school.

The role of parents is still limited to providing food, has not played a role in helping provide employment to mentally

retarded children who have graduated from school. But there are also parents who have played a good role in helping mentally retarded children in getting work opportunities, namely parents of AG. Parents of AG act as a companion AG at work. Although the AG only works for rubbing wood in the furniture field, AG parents help in marketing the work skills that AG has. So that other people will know that AG can work in the community.

## V. CONCLUSION

In Gedangan State special school and AI-Chusnaini special school provide vocational skills programs optimally. There is not only one type of skill taught, but there are various types of skills taught by the school. The school also provides supportive facilities for develop vocational skills programs. This vocational skills program is provided with the aim that after graduating from school, children have skills that can be used as provisions in obtaining employment. But the expected goals are not achieved well. In fact, mentally retarded children who get vocational skills after graduating from school also do not get work opportunities in the community. Some mentally retarded children get a job after graduating from school, but the work obtained is not in accordance with vocational skills obtained from school.

The employment opportunities of post-Special High School mentally retarded children are still very limited, and the existing employment opportunities do not match the vocational skills taught in school. From the results of the research, there are four mentally retarded children in Gedangan State special school who have graduated from the special high school level. There are two mentally retarded children who get work opportunities and there are two mentally retarded children who do not get work opportunities. After graduating from school, two mentally retarded children who did not get a job opportunity were just sitting idle at home and returning to school. While the two mentally retarded children get work opportunities, they get work opportunities but are not in accordance with vocational skills obtained from school. Children get vocational skills in the field of screen printing, the employment opportunities that are found are in the field of wood-rubbing furniture. Furthermore, mentally retarded children who have a background in the automotive field, but the employment opportunities obtained are working in food stalls. And at special school AI-Chusnaini, mentally retarded children have vocational knitting skills but their employment opportunities serve in school cooperatives.

Related to the problem of employment opportunities for mentally retarded children does tend to be more difficult when compared to children who have other types of disability. Besides that, the people's view that is one-eyed, who cannot trust the performance of mentally retarded children is also one of the obstacles and mental retardation does not get a good job opportunity. In addition, the school releases mentally retarded children who have just passed, no guidance is given to parents of mentally retarded children.

The school also does not have partners to work together to accommodate mentally retarded child workers.

In addition, the role of parents in helping mentally retarded children to get a job has not gone well. Parents experience limitations in terms of skills so they cannot help children mental retardation in developing vocational skills obtained from the school when at home. In addition, parents have a role to provide facilities and business capital to mentally retarded children so they can get work opportunities in the community. But parents of mentally retarded children come from among those who still need their stomach needs, so mentally retarded children are left alone and not given facilities or business capital.

The role of parents is still limited to providing food, has not played a role in helping provide employment to mentally retarded children who have graduated from school. But there is one parent who has played a good role in helping mentally retarded children in getting work opportunities. Parents help market work skills possessed by mentally retarded children and act as assistants for mentally retarded children at work. With this, parents show that mentally retarded children can work in the community.

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