

Management Transition Program for Students with Special Needs in SMKN 1 Buduran Sidoarjo

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Abstract—The basic concept of the transition program is a program that is designed based on the results of the analysis of needs, obstacles, talents, interests and expectations of learners with special needs to prepare optimally by involving changes in the most comprehensive that may be faced by learners with special needs in order to life after school better. To achieve these objectives, we need a management transition program for students with special needs so that all processes run as expected. This study used a qualitative approach with a qualitative descriptive research. Selection of qualitative because the researchers wanted to explore and describe naturally on the management of the transition program for students with special needs that occur in SMKN 1 Buduran Sidoarjo include: (1) planning transition programs for students with special needs, (2) organizing the transition program for students special needs, (3) the implementation of a transition program for students with special needs, and (4) evaluation of the transition program for students with special needs. The research was conducted at SMKN 1 Buduran located on Jl Jenggolo 1B Buduran, Sidoarjo district, East Java province. Data was collected through observation, interview and documentation. Based on data obtained in of Field through observation, interviews and documentation, obtained data showing that in SMKN 1 Buduran Sidoarjo has run the management of the transition program for students with special needs, ranging from the planning of the transition program consisting of strengthening the policy, a special team transition program , identification and assessment, preparation of the transition program, pengintergrasian curriculum, availability of teachers and the involvement of stakeholders who have been undone by a good and appropriate procedure. In addition to planning, the organizing aspects of the transition program consisting of a division of labor, coordination mechanisms, human resource development, availability and support infrastructure already performing well. In the aspect of the implementation of the transition program consisting independence program.

Keywords— *Transition Program, Students with Special Needs and Inclusive Education.*

I. INTRODUCTION

Getting an education is a right for every citizen in Indonesia, and the state guarantees every citizen the right to obtain the same education is no exception for students with special needs. Through education, individuals are expected to establish a better life. One form of education for children with special needs is implemented in Indonesia is through inclusive

education [1]. Implementation of inclusive education that has been running in various regions in Indonesia, especially in East Java province. Expected to explore and enhance the ability of learners with special needs, in terms of both academic and non-academic abilities in order to be a moral human being, capable, creative and independent in accordance with the needs and constraints owned.

Today many common problems that learners with special needs who have formal education faced various problems, one of them in self-reliance and life skills that most of them still rely kehidupannya his parents, siblings and relatives. It is feared at a later date will cause various problems in society, when the family or relatives died / no longer able to help their lives. Learners with special needs who have entered the community even though they have different barriers experienced, both physically and mentally. But in public life they still demanded to obey the social rules that exist in society. Learners with special needs who have graduated have limitations in adaptation to the environment. On the one hand in daily learners with special needs are part of the community members and always expected to behave in accordance with the norms prevailing in the environment.

Seeing the problems above schools as the education provider is obliged to provide a wide range of preparation and debriefing to the lives of learners with special needs school in Graduate Program. Many of them lack the supplies needed, one of them because there are still school education providers inclusive in applying learning for learners with special needs do not understand the characteristics and needs required and only focused on the academic field so that they are lacking in efforts to improve other capabilities such as program self-reliance , entrepreneurship, skills and abilities of other life skills.

Displacement of the past school to post-school life involves a wide range of comprehensive changes that will be faced by all learners [2]. But in learners with disabilities need more help because of the jump that they are going through will be more distant and difficult to see the advantages and disadvantages they have, so it is necessary to encourage and solutions about it, that is, through a program called as a transition program. Transition program is a formal process of planning that helps learners with special needs in planning, preparing, and facing a life condition of school life lead to life post-school or early adult life is complex and always dynamic

[3]. The purpose of the transition program that is expected to be a very useful provision for learners with special needs for education at the school level towards the next level. As well as an attempt to bridge the gap between school learning programs to the needs of social life and the world of work [4]. Transitional program very precisely optimized time learners with special needs education secondary schools, especially at secondary vocational schools because the levels are not only taught in the academic material, they will also be prepared for skilled and competent expertise with the completeness of facilities and infrastructure. So that students with special needs are expected to be more adept at mastering a skill. As well as an attempt to bridge the gap between school learning programs to the needs of social life and the world of work. Transitional program very precisely optimized time learners with special needs education secondary schools, especially at secondary vocational schools because the levels are not only taught in the academic material, they will also be prepared for skilled and competent expertise with the completeness of facilities and infrastructure. So that students with special needs are expected to be more adept at mastering a skill. As well as an attempt to bridge the gap between school learning programs to the needs of social life and the world of work. Transitional program very precisely optimized time learners with special needs education secondary schools, especially at secondary vocational schools because the levels are not only taught in the academic material, they will also be prepared for skilled and competent expertise with the completeness of facilities and infrastructure. So that students with special needs are expected to be more adept at mastering a skill. especially at secondary vocational schools because at such levels, not only taught in the academic material, they will also be prepared for skilled and competent expertise with the completeness of facilities and infrastructure. So that students with special needs are expected to be more adept at mastering a skill. especially at secondary vocational schools because at such levels, not only taught in the academic material, they will also be prepared for skilled and competent expertise with the completeness of facilities and infrastructure. So that students with special needs are expected to be more adept at mastering a skill. especially at secondary vocational schools because at such levels, not only taught in the academic material, they will also be prepared for skilled and competent expertise with the completeness of facilities and infrastructure. So that students with special needs are expected to be more adept at mastering a skill.

Based on a preliminary study conducted by researchers at the date of January 15, 2019 obtained information that in Sidoarjo, there are several vocational high schools have hosted inclusive education, one vocational school of interest or a favorite for learners with special needs and parents / guardians of participants students with special needs are at SMKN 1 Buduran Sidoarjo. It is based on the enthusiastic learners with special needs who enroll in these schools every year is the highest in Sidoarjo on the level of high school / vocational. Meanwhile the school has carried out netting in the admission process of students with special needs in accordance with the applicable policies and procedures.

See the achievements of SMKN 1 Sidoarjo Buduran who have been able to prepare a workforce that largely can be absorbed in the world of work, show that in the implementation of the transition program has been running very well. Therefore, researchers interested in conducting

further research by focusing on how the management process of transition programs for students with special needs in SMKN 1 Buduran Sidoarjo.

II. RESEARCH METHODS

This study used a qualitative approach with a qualitative descriptive research. Selection of qualitative descriptive study, based on a research focus that describes management transition program for students with special needs in SMKN 1 Buduran Sidoarjo. From planning transition programs for students with special needs, organizing the transition program for students with special needs, the implementation of the transition program for students with special needs, and supervision in a transition program for students with disabilities at SMKN 1 Buduran Sidoarjo [5].

Subjects in this study were learners with special needs in SMKN 1 Sidoarjo Buduran implementing the transition program. The place of this research is in SMK Negeri 1 Sidoarjo Buduran located at Jalan Jenggolo No.1B Buduran District of Sidoarjo. main data sources are all the people involved in the management of the transition program for students with special needs in SMK Negeri 1 Buduran Sidoarjo, such as: the principal, coordinator of inclusion, GPK, Master productive / vocational, homeroom and learners with special needs in SMKN 1 Buduran Sidoarjo. related to the research conducted as: the profile of the school, the learning program, learners' report, previous research, the study of literature or other references. Data collection techniques in this research is observation, interview,

Data analysis techniques used in this research is the analysis of the data using the model of Miles, Huberman, and Saldana, including condensation, data presentation and the last is the conclusion and verification. As for testing the validity of the data in qualitative research include: credibility test, test transferability, dependability test, and test confirmability.

III. RESULTS AND DISCUSSION

A. *Planning for the Transition Program at SMKN 1 Buduran PDBK Sidoarjo*

- *Strengthening policy*

Strengthening policy pursued SMKN 1 Buduran Sidoarjo in the transition program is in conformity with the existing rules and mechanisms. On the basis of the laws and regulations. Another policy is to form a team of school inclusion and support development activities for PDBK [6].

- *Special teams*

Special teams transition program at SMKN 1 Buduran Sidoarjo also called inclusions team consisting of competent personnel for the field of education and authority as well as care for learners with special needs. SMK 1 Buduran Sidoarjo has teachers and competent to support the transition program can run well.

- *Identification and assessment*
SMKN 1 Buduran Sidoarjo using the results of identification and assessment as the basis for making the transition program. by mengacuh on the result of the assessment of the poly psychology hospitals or expert authorities, the report development of SMP earlier, showing medical history, interview of parents / walimurid and the identification and assessment directly by the internal team of school, it is done to get an overview thorough about the child's condition.
 - *The preparation of the transition program*
In preparation for the transition program at SMKN 1 Buduran PDBK involving stakeholders from both internal and external parties school. Thus planning for the transition program at SMKN 1 Buduran PDBK Sidoarjo can be said to run properly in accordance with existing mechanisms.
 - *Curriculum integration*
Integration of the transition program into the curriculum is done in school through discussions involving the vice principal of curriculum areas and staff areas of the school curriculum along with the coordinator of inclusion and special guidance counselor [7]. From there then formulated an inclusive educational curriculum SMKN 1 Buduran Sidoarjo which is part of the overall school curriculum and in its implementation into the hours of individualized learning program.
 - *Availability educators*
SMKN 1 Buduran Sidoarjo has teachers and memadahi to support the transition program can work well, as for data of teachers and the overall amount to 139 people
 - *Involvement of stakeholders*
The involvement of related parties come from internal and external schools involved in the discussion, either directly or indirectly. Internal party consisting of the principal, GPK, coordinator, teacher competency skills, homeroom guidance and counseling teacher and vice headmaster for curriculum, teacher productive, while external parties consist of: parents, psychologists and DU/DI.
- B. Organizing for PDBK Transition Program at SMKN 1 Buduran Sidoarjo**
- *Division of work*
System division of labor in the transition program at SMKN 1 Buduran Sidoarjo, division of labor is compiled into consideration the qualifications held. The division of labor is fully the authority of principals to heed the advice and input of the vice-principals and educators relevant fields
 - *Coordination mechanism*
SMKN 1 Buduran coordination mechanisms related Sidoarjo are in a transition program coordination command designated by the principal in this case the inclusion coordinator, coordinator of the inclusions have a significant role in organizing and running a program [8].
- *Human resource development*
Human resource development conducted by SMK 1 Buduran Sidoarjo related to the transition of education is through seminars, workshops, training, technical assistance (bimtek) and comparative study. This is done in order to improve the quality standards that are owned by educators with the full support of the school head.
 - *Availability and support infrastructure*
The availability and support of infrastructure and supporting facilities to transition perogram activity in SMK 1 Buduran Sidoarjo is considered by the school authorities. SMK 1 Buduran Sidoarjo have had advice and adequate infrastructure and support facilities to support its availability to the smoothness of the transition program involving the support of a committee of parents inclusions. Thus organizing a transition program for PDBK in SMK 1 Buduran Sidoarjo can be said to run well and get the full support of all the parties involved in the transition program.
- C. Implementation of the Transitional Program for PDBK in SMK 1 Buduran Sidoarjo**
- *Program independence*
Independence program that has been applied in the form of activities / skills that must be mastered PDBK as individuals, which include: Economic independence such as: managing money, buying and selling, making kerjinan hand to be marketed. Social self-sufficiency, such as: how to behave and communicate with the other person, able to appear in front. Intellectual independence like: work on a job in a timely manner, making kerjinan hand, mengaasah musical hobby. Spiritual spiritual self-reliance: it teaches ordinances wudlu, memorize short letters, prayers duhur timely, chanting, praying Duha, etc.
 - *Vocational skills program*
Forms application vocational programs for students with special needs is done in SMK 1 Buduran Sidoarjo divided into several activities, namely: 1) Practice Regular with Accompaniment, 2) Industrial Visits, 3) Practice field work (PKL), 4) the practice of extra conducted class XI, 5) test levels and 6) skill competency test
 - *Entrepreneurship program*
Forms of entrepreneurship program conducted by the school to foster the entrepreneurial spirit for learners with special needs, done in various ways, including: conduct entrepreneurial seminar by inviting alumni to successful beriwirausaha, invite collaboration with the department of SMEs, provide a market to sell products / student work , holding an event entrepreneurial conducted when the students are sitting in class XII, making picket scheduled for students in production units that exist in schools that aims to enable students to know and be involved from production to the sales process as

in business units: Edotel, Edo Bakery, chatering Edo, Edo Canteen, Edoloundry etc.

- *Soft skills courses*

The programs soft skills in SMK 1 Buduran Sidoarjo for learners with special needs, involve collaboration with the Foundation Love Tunas Little residing in one social institution save the children, the implementation is done by involving conseling teachers and packaged through training in stages with reference to the book module students and teachers devoted about soft skills matter. There are 10 modules that are applied to the material is different, these modules are: 1) Module 1: Know yourself and believe in yourself, 2) Module 2: Formulating vision and goals, 3) Module 3: Regarding delayed gratification, 4) Module 4 : Managing stress and worries, 5) Module 5: critical thinking and creative problem solving, 6) Module 6: Empathy and proactive, 7) Module 7: active listening, 8) Module 8: Yours (Respect), 9) Module 9: cooperation / Teamwork, 10) Module 10: Resolve conflicts. From the module application using TANDUR (Growing interest, natural process, Namai's core activities, Demonstrate, Repeat and Celebrate). The method used to grow liveliness and creativity of students

- *Career guidance program*

Implementation of career guidance in SMKN 1 Buduran Sidoarjo implemented in class XI and XII, and has aligned with the programs that have been planned. Career guidance in schools is more directed at job readiness as for materials delivered to students include: know your own potential, to know the world of work, looking for work, success with the career [9]. In applicability also simulated the written tests and interviews as was done by the applicants in the company.

- *Involvement DU / DI and related parties*

Involvement DI / DI in SMK 1 Buduran Sidoarjo has been good from the synchronizing curricula, job training cooperation and cooperation prekrutan employment of graduates of the school.

D. *Supervision Transition Program for PDBK in SMKN 1 Buduran Sidoarjo*

- *Written reports*

A written report is divided into two, intended to be the principal accountability report and for the parents to be reports of child development.

- *Evaluation form*

Evaluation form in the transition program at SMK 1 Buduran Sidoarjo done by way of meetings, deliberations and also done personally.

- *The success of the transition program*

The success of the transition program can be seen from how many learners with special needs who are absorbed in the world of work and entrepreneurship. The absorption is obtained from search results conducted by the graduate school transition programs that run in SMK 1 Buduran Sidoarjo has been successful, it is visible from

most of learners with special needs who have passed the acceptable employment and entrepreneurship.

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IV. CONCLUSION

Based on the data obtained in the field through observation, interviews and documentation, obtained data showing that in SMK 1 Buduran Sidoarjo has run the management of the transition program for students with special needs, ranging from the planning of the transition program consisting of strengthening the policy, a special team transition program , identification and assessment, preparation of the transition program, curriculum interpretation, availability of teachers and the involvement of stakeholders who have been undone by a good and appropriate procedure [10]. In addition to planning, the organizing aspects of the transition program consisting of a division of labor, coordination mechanisms, human resource development, availability and support infrastructure already performing well. In the aspect of the implementation of the transition program consisting independence program.

V. SUGGESTION

A. *For Schools*

- The existence of transition programs should be disseminated to all citizens of the school in order to better assist students with special needs into the world of post-school better [2].
- Educators must always strive to be creative and varied in providing transition program material, so that learners with special needs can be more varied and children make it easy to understand the material presented.
- The school should provide other supporting infrastructure for transition programs such as entrepreneurship and better equip room facilities as well as media transition program.

B. *For Policy Makers*

- The government needs to provide clear guidance or reference related to PDBK transition program, so that each school organizes a transition program to implement the program in accordance with the applicable guidelines and in accordance with existing rules.

- The government should have to hold trainings to educators well advanced for principals, teachers productive, as well as subject teachers in schools organized GPK transition program, in order to implement the program of transition to a better and more focused.
- The government needs to provide budgetary support or support facilities are sufficient to support the transition program for PDBK in each school that will be able to run as expected

C. For Further Research

This study can be used as a reference for future research related to management of the transition program for students with special needs at other vocational schools, this research can be used as a source of information related to the implementation of the transition program in inclusive schools. Besides this research can be developed by a different research focus.

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