

Revitalization of Vocational Education in Special Education

Herta Triana Panggabean
Ministry of Education
Directorate of special education
Jakarta, Indonesia
herta.triana@kemdikbud.go.id

Abstract—The purpose of this paper is to review the vocational revitalization program for improving the skills of students in special education schools. The government's enthusiasm in improving the quality of vocational education in special education is based on the low number of special needs students who have difficulty in following the learning process due to physical, emotional, mental, social abnormalities such as blind, deaf, mentally disabled, disabled and autistic to continue their education higher education. Improving the quality of special education graduates who will both meet the labor market, and the needs of the company in finding prospective workers who have skills and have work experience that is in line with the chosen career and professional sectors. Improving the quality of special education graduates also provides independence for special education graduates after graduating from education. Most of the teachers in special education schools are not from a skills background, so this hinders the improvement of competence for special education students. In the basic principle of education in the implementation of vocational education there are three basic principles that need to be considered, namely students, programs, and processes. Vocational Revitalization Program is a government policy that is expected to increase teacher capacity which will also affect students in the field of skills..

Keywords—Effectiveness; Vocational; Special Education

I. INTRODUCTION

One of the policies of the Ministry of Education and Culture is revitalizing vocational education through improving the quality of the implementation of educational programs in vocational education units and special education units[1]. Special education unit is an education unit that provides educational services to special needs students who have difficulty in following the learning process due to physical, emotional, mental, and social disorders.

There are 5 types of special needs students who are served in special education units, namely blind, deaf, mentally retarded, disabled and autistic[2]. Students with these conditions have a relatively small opportunity to be able to continue their education to a higher level of education so that the curriculum is designed to be oriented towards vocational programs.

Through this vocational program, it is expected to be able to equip students with certain skills that are expected to be able to prepare and deliver them into the workforce so that they

have the provision of their life and livelihood. Vocational programs provided to students with special needs are in the form of skills that suit the talents and interests of each student, covering the fields of tourism, agriculture, technology, and arts and crafts (creative economy).

This is similar to the opinion of Prosser, Dewey, who stated that the basic goal of vocational education is to fulfill individual needs and prepare for life. Students can learn to solve life problems in different ways according to their respective conditions. The essence of vocational education is to educate people to be useful for life, be competent, emphasize the role and function of educators or trainers in the learning process, able to develop skills through various training, repetition, conditioning, and the development of good habits. Student learning is carried out progressively from less complex skills to more complex skills [3].

One of the supporting capacities in achieving competence for students is the teacher's factor. Most of the teachers who are in school are not from a skills background, so they need to improve their competence through training programs. Teachers who are certified skills are expected to improve the quality of students. The vocational education revitalization program specifically aims to improve the implementation of vocational programs / skills in schools, improve teacher competency in the field of skills in conducting quality learning processes and improve student competence in the field of skills according to their interests and talents.

The research objective is to find out the implementation of the Special Education Vocational Revitalization program, namely the process, identify the obstacles faced in implementing the Program and formulate recommendations to improve the Vocational Special Education Revitalization Program[4].

II. RESEARCH METHODOLOGY

This research approach uses a qualitative approach to analysis with phenomenology methods[5]. Phenomenologist according to Moleong (2017)[6] basically researchers try to understand the events and their relation to people who are in certain situations. This study uses qualitative research to describe the Vocational Revitalization Program in Special Education.

Data collected in the form of words from the results of interviews with PPK directorate staff in Dikdasmen and School

of Vocational Revitalization Special Education assistance recipients[1]. This study describes the data obtained, namely constraints in the implementation of the Vocational Special Education Revitalization program. The research method used in general uses descriptive-analytic methods through the process of recording the activities of collecting and compiling data, processing data which is then analyzed and interpreted based on the main themes under study in order to get a comprehensive picture of how the Vocational Revitalization Program in Special Education.

III. RESEARCH RESULT

The Vocational Special Education Revitalization Program only provides assistance to a number of schools. This is because of budget constraints. Although the special education vocational revitalization program assistance has increased from 2015 to 2018. In 2018 there was an increase in beneficiaries, namely 86 schools.

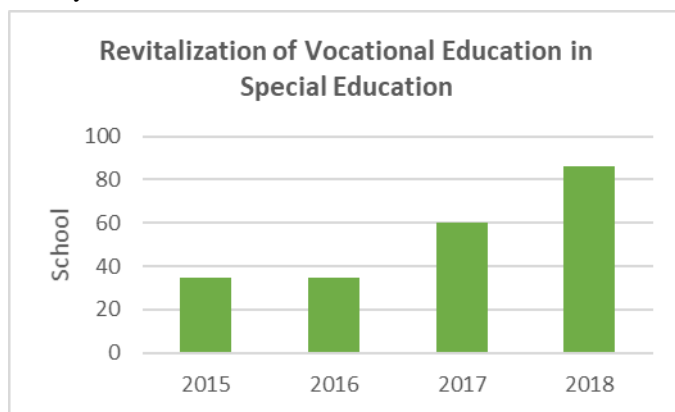


Fig 1. Graph of Revitalization of vocational in Special Education

Schools can develop independence choices in accordance with regional potential and characteristics, interests and talents of students[7]. As is known, each region has different potential regions. The potential of the region in the Province of Bali is certainly different from that in the area of West Java Province, in Aceh Province it is certainly different from that in the Province of DI Yogyakarta. For example, the Brebes region in Central Java has regional potential in agriculture and livestock with the production of shallots and salted eggs. In the area of Bali develop a program of independence of making souvenirs (tourism).

Teacher quality is a problem in the teaching and learning process. Teachers who teach do not have competency certificates related to vocational teaching. For example, in the fashion program, most teachers take sewing courses and their knowledge is taught in school. Teacher competency

certification is an absolute thing that must be provided so that the teacher can properly teach students in accordance with the field being taught[8].

IV. CONCLUSION

The Directorate of Special Education Development, Ministry of Education and Culture needs to increase the number of schools receiving assistance for special education vocational revitalization programs by increasing the budget allocation for this program[1]. Increase the number of schools that build partnerships with entrepreneurs in Indonesia.

The number of teachers who are not skilled in background is high enough so that it is necessary to establish cooperation with cross ministries / agencies and local governments in improving the competence of educators through training in skills and entrepreneurship in dealing with the world of work.

The curriculum related to vocational programs and independence for children with special needs who attend special schools is a top priority[9]. The comparison is 40% academic and 60% vocational. Educational units can develop independence choices in accordance with regional potential and characteristics, interests and talents of students. Learning life and work skills (self-reliance program) is important for the lives of students with special needs so that the portion is greater[10]. This is so that after finishing school, the skill can be used to work and live independently.

REFERENCES

- [1] K. Pendidikan and K. R. Indonesia, "Revitalisasi Pendidikan Vokasi." Jakarta, 2016.
- [2] D. Pandji, *Anak Special Needs*. Elex Media Komputindo, 2013.
- [3] P. Sudira, "Filosofi dan teori pendidikan vokasi dan kejuruan," *Yogyakarta UNY*, 2012.
- [4] J. L. Pressman and A. Wildavsky, *Implementation: How great expectations in Washington are dashed in Oakland; Or, why it's amazing that federal programs work at all, this being a saga of the Economic Development Administration as told by two sympathetic observers who seek to build morals on a foundation*. Univ of California Press, 1984.
- [5] S. dan Komariah, *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta, 2017.
- [6] L. J. Moleong, "Metodologi penelitian kualitatif (Revisi)," *Bandung PT remaja rosdakarya*, 2017.
- [7] F. L. Kidwell and M. Thomas, "Lessons from Germany and the Future of Vocational Educatio," *West Ger.*, 2012.
- [8] A. Hasanah, "Pengembangan profesi guru." Pustaka Setia, 2012.
- [9] F. A. Prasetyo, D. Trihandayani, P. Swandari, and M. M. Lusli, "Buku Himpunan Kebijakan Pendidikan (Sumber Hukum Bagi Penyelenggaraan Pendidikan Sekolah: Prioritas Untuk Anak dengan Disabilitas/Berkebutuhan Khusus)." .
- [10] N. Wahyuni, "PERAN PENDIDIKAN VOKASI BAGI ANAK BERKEBUTUHAN KHUSUS DALAM MENGHADAPI TANTANGAN ZAMAN," *Kel. J. Ilm. Pendidik. Kesejaht. Kel.*, vol. 4, no. 2, pp. 137–147, 2018.