

Practical Issue of Vocational Skills Programs in Children with Cerebral Palsy

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Abstract: Vocational skills in children with cerebral palsy (CP) are learned as an effort to prepare students to have independence in the future, but in the implementation of vocational skills programs there are obstacles experienced by teachers in planning, implementation, and evaluation. The purpose of this study is to describe the implementation of vocational skills programs in children with CP. This research uses a qualitative approach with descriptive methods. Participants in this study were two, vocational skills teachers and classroom teacher who had special educational backgrounds. The results showed that in program planning the teacher did not conduct an assessment of interests and talents so that in the implementation of the learning material program only referred to the curriculum, there was no match between the abilities and demands of the job market. Evaluation of learning is done through tests on aspects of psychomotor and cognitive, there is no attitude assessment because schools prioritize the ability to master material (hard skills), without being accompanied by aspects of attitude and skills (soft skills). The conclusion of this study is that there are obstacles experienced by teachers in planning, implementation and evaluation learning so that the implementation of vocational skills programs for CP is still not optimal.

Keywords: issues, vocational skills, cerebral palsy.

1. INTRODUCTION

Cerebral palsy (CP) children experience motor barriers, posture, muscle movements and nerve symptoms accompanied or without intellectual impairment caused by brain dysfunction (World Commission on Cerebral Palsy in E Kosasih: 2012) so that it affects the process of achieving the goal of independence, research results (Fitriawan, 2016) revealed that children with special needs can learn skills learning to create an independent life after graduating from school and entering the workforce. Minister of Education and Culture Regulation number 157 of 2014 concerning special education curriculum explained that the curriculum for students with special needs contains general programs, special needs programs, and independence programs. The independence program for children with special needs has the goal to provide independent living, not dependent on others, and to prepare for work preparation (Minister of Education and Culture Regulation number 157 of 2014 Article 11 paragraph 1). With the planning of transitional training programs in secondary schools for children with special needs can be a strong foundation for expolaration about experiences, learning during the transition in preparation for graduating in the future (Newman et al., 2016). Children with CP who have motor impairments have limited movement but can optimize their abilities. CP children can have expertise in skills that are tailored to their abilities in order to achieve independence that is supported by the accessibility of the learning environment, so that children do not experience learning difficulties in the learning process. A supportive student learning.

Environment will arouse student learning enthusiasm, so that it will positively influence student learning achievement (Aini & Taman, 2012). There are several obstacles for CP children in terms of accessibility. For schools that are already accessible, it will be easier for students to access public spaces or facilities in schools. There are schools that do not meet accessible criteria. The results of the study (Priasworajati, 2017) revealed that the barrier to

computer vocational learning for CP children was the unavailability of ramps at the entrance to the computer skills room so that teachers raised wheelchairs so they could enter the computer skills room. Learning skills provided to children are adjusted to the learning needs of children supported by a good learning environment. Facilities and infrastructure that are accessible in vocational skills programs can affect the learning environment for CP children who have movement impairments.

The obstacles in the learning process are experienced by the teacher as a guide and who provides direction in the vocational learning of CP children. Lack of teacher understanding in translating vocational curriculum makes assessment of interests and talents not carried out, learning materials not adapted to the development of employment needs, lack of cooperation with institutions or companies for vocational learning for CP children. The direct learning model is very effective for teachers and students because there is deeper mastery of the material, there is practical guidance that will make children independent, can check student understanding and provide feedback, and students can practice on their own in applying these skills outside of learning hours in accordance with the stages taught. (Anatasiya & Pudjiastuti, 2017). The direct learning model can be applied in learning vocational skills, but the learning model will be effective if it is adjusted to the learning needs of the students. Other studies recommend teachers to develop ABK opportunities in career, educational transition, self-awareness and skills improvement (Lindstrom et al., 2020). The results of the Prihatin et al study revealed that the management model of life skill education of special need children at SMALB Subang can place schools as a means of learning processes and establish cooperation between schools, government, communities and DUDI as marketing graduates (Prihartini et al., 2016).

The development of science and technology today makes it an obligation of schools to help children optimize their abilities with the service of skills programs that meet the needs of their students. The first implementation support used by schools is the response of students to the stimulus provided as an effective intervention program (Fallon et al., 2015). As a first step to determine the skills program that students can follow, by conducting an assessment in learning planning. Teacher working conditions are conditions of student learning that will affect the learning process case examples in the United States teachers are fully supported in serving students administratively and collaboration between colleagues (O'Brien et al., 2019). The era of the industrial revolution 4.0 has entered the field of education, so teachers today are required to be able to use technology in the learning process, one of which is to use digital learning media (Hayati & Marna, 2020). Constraints experienced by the teacher make researchers analyze the objective conditions and learning needs of vocational skills programs for children with CP.

2. LITERATURE REVIEW

2.1 Development of ICT vocational skills Program in Cerebral Palsy children

The national educational objectives of the law No. 20 of 2003 on the National Education system Chapter 3 mention that education aims to develop the potential of learners to become men of faith and fear of God Almighty. Noble, healthy, knowledgeable, capable, creative, independent, and be a democratic citizen and responsible, therefore the purpose of national education can be realized in the formal educational institution one of the Sekolah Luar Biasa (SLB). One of the goals of a person learning is to become self-reliant in the future, as well as for children with special Needs.

With the development of ICT, it can be utilized for children with motor barriers as learning at the Extraordinary School (SLB). It is given for SLB students who are aiming to explore the potential for those who have the ability to use their computer so that they have expertise in ICT as a provision when graduating from school, but the learning remains tailored to the skills, barriers and learning needs of children so that the development of skills provided according to their abilities. The development of today that makes technology as a sophisticated tool makes everyone required to be able to follow the development of technology. The results of Priasworjati Research (2017) mention that the purpose of learning computer skills is to provide

knowledge and skills to the students in using a computer to present a data or information properly and correctly. With the development of ICT makes one skill skills for students in SLB. Curriculum demands in schools are tailored to the demands of community development. Suitability of employment needs is considered so that the school can provide provision in the effort to prepare the independence of the participants in the future.

Atanasius, E P (2016) explained that the student learning process should effectively achieve the learning objectives that have been formulated before. So learning planning must be thoroughly prepared based on the results of the assessment so that the learning will suit the needs of students ' learning. In addition, the implementation of learning is done with fun, then students with motor barriers have prior knowledge or experience so that learning activities can be developed. Interaction between learners or student interactions with teachers, outside parties who have held cooperation in ICT when internships will develop the knowledge and experience that has been gained beforehand to obtain new learning outcomes.

Skill education is a program of choice that can be given to learners who are directed to the mastery of one type of skills or more that can be a provision of living in the community (Jaya, 2017). The results of another study explaining vocational skills are one of the important subjects at each level of education because everyone needs learning skills to provision in the future (Kasirah, 2015). Meanwhile, according to Apriyanti (Rezeika & Wahyuno, 2018) vocational education is a program such as job courses to prepare children to be skilled or semi-skilled workers who are taught by certified professionals in their fields, vocational programs for SLB students include sub programs, cooking class, IT and crafts. According to Heri Rahyubi in (Fitriawan, 2016) skills are an overview of the level of a person's proficiency in mastering certain motor movements or the ability to carry out a task. Based on expert opinion, it can be concluded the need for skills learned in the SLB with various programs tailored to the interests and talents so that the children become skilled in the field as provision in the future. Not closing the possibilities for cerebral palsy children, they can develop their potential when vocational learning in schools so that when they graduate school has the expertise to fill job needs to live independently.

Someone is said to have skills if it has mastered a certain task, so it can be able to work independently with good results (Fitriawan, 2016). The implementation of vocational programs in SLB specifically for autistic children is ideal to be aware of the existence of important aspects in its implementation, both concerned with education, supporting facilities, school cooperation with the business and Industry (DUDI) and others, so that autistic students have a post-school vocational provision so that it can fill the needs of employment (Rezeika & Wahyuno, 2018). Not covering the possibilities for children with motor barriers, they can develop their own potential during vocational learning in schools so that when they graduate, they have the expertise to fill job needs to live independently.

Skills must be owned by every student with special needs including children with CP tailored to their interests and talents. The first step that teachers can do to know the student's potential is to do interest and talent assessment. According to the Directorate of Special Education Development (2019) The main objective of the assessment of skills is to know the potential skills according to the interests and talents of students as an ingredient in drafting a skills program that is predicted in line with the ability and needs of the child. In line with the research results of Gista, E (2019 p. 4) that the assessment stage is necessary for the initial determination to assess the ability of the ABK and determine one of the types of skills to be learned according to his interests and talents. An important step before the determination of the skill program is with assessment, then the initial step of the teacher to determine the type of skills that the child will learn is to conduct interest and talents according to the scope of vocational skills available in the school.

The implementation stage of vocational program is: program planning, program implementation, and program evaluation (Rezeika & Wahyuno, 2018). Therefore, each vocational program in SLB will consist of planning of talent interest assessment, RPP, PPI. Its implementation relates to the strategy, methods and media learning. Evaluations related to students ' initial ability and end ability. Based on research (Prihartini et al., 2016) in SLB N

Subang It was stated that the steps to implement self-reliance programs are: (1) to bring members and cooperation with vocational high school; (2) Basic training, which is a skill in the students who are subject to internships in the business/industry. Before conducting internships, interns were included in basic training which is a supply of materials for internship activities so that they are better prepared to attend the internship activities; (3) Internship. Apprentice activities are applied to class XI students for a span of approximately three months. The results of the study explained that learning is not only conducted in schools by teachers to students, but with the cooperation of SMK, provision of materials related to internships to the implementation of internship programs to optimize the readiness of learners in preparing work in the business and industry. In line with the research results (Prenger et al., 2019) with the cooperation with the professional community learn can develop knowledge, skills, attitudes with the presence of applications to practice, so as to improve students' skills. The involvement of youth with special needs in African Americans in the relationship between work alliances and vocational rehabilitation services can help students in the transitional period develop motivation and competence so as to improve the network (Dutta et al., 2020). Various efforts can be made in the effort to improve the ability of children with special needs including children with CP. Another study explained that learning models at the center of digital technology usage in the company's learning has received attention from vocational teacher practitioners because teachers can develop a teaching environment that can support individual student learning by taking into account a few things that are industry partner engagement to create harmony between work-based learning in addition, it harmonizes between vocational teacher practitioners in schools with partner Networks (Lindvig & Mathiasen, 2020).

The result of Ishartiwi research (2010) Children with special needs of the group need to be given skills. The aim of the skill learning program for the ABK category is being for preparatory work. The teaching materials are emphasized to achieve the development of the functional academic skills, adaptation skills and one of the types of work skills corresponding ABK skills. The skills learning process is conducted by the school through internship at work according to the type of learning skills learned. Based on the results of the previous research of vocational conduct in SLB will be more optimal with the cooperation with the company and the internship program that can be done by children with special needs one of them for children with motor barriers. This is done by some schools even for SLB to make cooperation with the institution or the company to be an additional value so that the school has cooperation with the institution so that the students are equipped with hard skills and soft skills. During the course of study in SLB tend to be a supply of hard skills but surely when in the field of Softskill is needed when the timeliness of work, in establishing good communication with others, discipline, and mutual respect. The development of hard skills can be known through the results and real process of working to practice the students' tactical and technical ability, while the development of soft skills is needed so that children can become professional and develop to complete all their work doing it (Nuryanto & Eryandi, 2020). Based on the results of the research the development of soft skills need to be applied as preparation work. With the learning of hard skills and soft skills, teachers have been developing learning and also career development as the first step in preparation for work.

Teachers need to implement a learning strategy based on theory but an approach that must be tailored to the students' learning needs, so the learning materials are prepared with the current Community development so that the students' vocational learning is relevant between the curriculum, theory and development or the current needs of the work. The results of the study (Froviandika et al., 2020) revealed that the suitability of the curriculum in the school regarding vocational with work competence required by the industry reaches an average of 91%, so that the learning materials can be adapted to the needs of working or prerequisite work in the industry. There are many efforts teachers can do to change learning methods so that students can keep learning effectively at home. In line with the research results (Supriyadi & Hatmojo, 2020) mentions the assessment tutorials that are developed accordingly to improve the skills and skills of the teachers in conducting the study performance assessment of vocational students is to use the evaluation tutorial model using video. Adobe's flash-based

learning media in material to make evening party dresses has fulfilled good learning media criteria and is declared suitable for use as an alternative learning medium (Purwaningsih et al., 2020). In this case the teacher can use various innovative learning media one of them using Adobe Flash to teach vocational learning.

3. METHODS

The method used in this study is descriptive analytic with a qualitative approach. The use of this approach is tailored to the purpose of research that is to acquire an overview of the implementation of the program of Information technology vocational and communication (ICT) Children of cerebral palsy level SMALB.

This research was conducted in SLB D YPAC Bandung. The research participants were teachers of vocational skills and class XI teachers who had a special educational background of deaf specialties. The Data needed in this study are everything that relates to the planning, implementation and evaluation of ICT's vocal vocational child palsy. The Data can be an observation field record, an interview answer and documentation. The data collection techniques researchers use are interviews, observations and documentation. The interview was conducted to ICT teacher and grade XI in SMALB level in SLB D YPAC Bandung. Researchers observe the process of planning, implementation and evaluation of learning by the child's ICT vocational teachers with SMALB motor barriers. Researchers collect data by collecting documentation such as student learning outcomes, curriculum, RPP and photographs of child information technology Skills program with SMALB motor barrier.

The data analysis techniques are data reduction, data presentation (display data), drawing conclusions, and conclusion drawing and verification which are based on observation, interviews and documentation.

Data validity testing is done by extending observations, improving persistence, triangulation, discussion with peers, membercheck and negative case analysis.

4. RESULT AND DISCUSSION

Curriculum is a reference for learning and training in education and/or training (Reksoatmodjo, T N: 2019). The Era of the 4.0 Industrial Revolution gives teachers the opportunity to be able to use technology in the learning process. Teachers should be good at determining learning materials, learning methods and learning media. Learning development can be done in SLB especially in vocational programs. Learning that associates a curriculum with employment needs. Thus, the teacher can analyze and align the curriculum, job needs and student profile based on the results of the assessment. According to Dimiyati and Mudjiono (2013) The teacher has five roles in curriculum development which is to formulate specific objectives of teaching based on the objectives of the curriculum above and the learner characteristics, subjects/fields of study, and the characteristics of the situation of the school/class conditions, planning a learning activity that can effectively help learners achieve the objectives set, implement a learning Plan/program that is formulated in a real learning situation, evaluate the results and learning processes on learners, evaluate the interactions between the components of the curriculum implemented. Curriculum development can be performed by the teachers by aligning the curriculum, job needs and student profiles based on the results of the assessment can be done one development such as in the learning materials, learning methods and learning media.

Learning materials are teaching materials that are arranged systematically by the teacher to fill the competency standards set. The learning materials provided by the school are about the use of software, there are of Office, Corel Draw, Photoshop and website. Individual services, demonstration methods, Resitation carried out during the implementation of ICT's vocational skills program and learning materials only refer to the curriculum. The tools used in ICT vocational skills are computers and LCD projectors, while the facility has a special ICT room. Based on research (Prihartini et al., 2016) in SLB N Subang It was proposed that the steps of implementation of self-reliance program which is to bring expert and cooperation with vocational high school, basic training, which is the skills supply in students with disabilities to

participate in the business/industry internship activities, and further internship implementation.

The results of the study explained that learning is not only conducted in schools by teachers to students, but with the cooperation of SMK, provision of materials related to internships to the implementation of internship programs to optimize the readiness of learners in preparing work in the business and industry. Learning materials can be tailored to the development of current employment needs. For example at DT Institute, Minimarket and Printing company It takes employees who mastered IT there are Adobe Photoshop, Corel draw and video editing. Schools can align between curriculum and employment needs. Community needs greatly affect the development of the curriculum. The curriculum is tailored to the needs of the society as time progresses. Teachers have the opportunity to create and innovate in teaching and learning activities. Conformity of learning materials with the needs of jobs in the community can be.

Learning methods are a way of delivering learning as an effort to implement a structured learning plan. Teachers are required to innovate to transfer learning materials. Effective learning method to develop professional competence of the appropriate students in Culinary arts program at SMK according (Michael & Marinos, 2017) is using a combination of various teaching methods with the class dynamics and learning style of each student. Learning methods are used by teachers tailored to their students' learning needs. Learning methods are used using a student-centered approach so that active learning can be done. Learning has been centred on teachers using lecture methods, the method has to be innovated with students' fun and student-centered learning methods. The principles of learning according to Dimiyati and Mudjiono (2013) are attention and motivation, liveliness, direct/experienced involvement, repetition, challenges, feedback and reinforcement, and individual differences. The principles of learning need for students to improve learning and for teachers in improving their teaching.

Ministry of Education and Culture regulation of the Republic of Indonesia number 23 year 2016 about the standard of education assessment of article 3 paragraph 1 revealed that assessment of student learning outcomes on primary and secondary education includes aspects of attitude, knowledge and skills. The evaluation of the learning conducted by the school only sees aspects of knowledge and skills that learn the results of making products using Corel Application, Photoshop or website. Attitude assessment has different characteristics with knowledge assessment and skills, then attitude assessment is aimed to know the achievement and foster the behavior and Ethics of learners (Karpin, 2017). The school prioritizes the ability of material mastery (hard skills), without aspects of attitude and skills (soft skills). Evaluation of learning between hard skills and soft skills is not considered as evaluation material seen from various aspects of assessment. Vocational learning prepared by the school as a learning transition must be evaluated from various aspects of the assessment. The transition period is critical for teenagers when understanding when and how to produce beneficial outcomes as independence in the Future (Lindvig & Mathiasen, 2020).

The results of this research are some things that have not been implemented by the school of interest and talent assessment, the absence of cooperation with ICT teacher SMK, institution or an apprentice related company, learning materials only refers to the curriculum, and teachers have not seen the current job needs, so that the learning materials given to students still lag. The suitability between employment needs or community development with the material provided in the school has not been met, so teachers need to develop learning materials that fit the development of Employment needs aligned with the ICT curriculum. In addition to learning materials, the learning methods used by teachers are important because they will have an impact on students' understanding. The barriers owned by the teacher due to the absence of guidelines or guidelines are used as a reference for the implementation of ICT's vocational program of children with motor barriers. Based on the barriers held by teachers, vocational learning has not been in the direction of self-reliance, the ideal guide or guideline is required for the implementation of vocational learning can improve the ability of children with motor barriers to be independent and ready to work. At the time of evaluation the teacher conducts assessments on cognitive and psychomotor aspects.

CONCLUSION

Based on the results of the research can be concluded there are obstacles experienced by the teachers in the planning, implementation and evaluation of learning so that the implementation of vocational skills program for CP is still not optimal. In planning teacher learning does not do assessment of interest and talent. Lack of understanding of teachers in translating vocational skills curriculum with demands on employment so that the ones taught are not relevant with job needs. In the evaluation of teacher learning only judging from aspects of practice and knowledge of learning outcomes to make products using Corel Application, Photoshop or website, there is no assessment of attitudes because the school prioritizes material mastery ability (hard skills), without accompanying aspects of attitude and skills (soft skills).

Advice that can be given is the conformity of profiles based on the results of the assessment is necessary to design a learning program that suits the ability, barriers and learning needs of the child. The interest and talent assessment of CP children needs to be conducted to determine the interest and talents of the child in vocational skills. Furthermore, in the study of vocational skills not only about soft skill but hard skill also still learned by real practice in job field with internship system. Establishing cooperation with the institution or company is very important to add a child's insight in the learning of vocational skills. Teachers must have innovations in learning by aligning the curriculum, employment needs and student profiles. Teachers can develop a curriculum consisting of learning materials, learning methods and learning media.

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