

CAREER GUIDANCE SERVICES FOR STUDENTS WITH INTELLECTUAL DISABILITY TOWARDS POST-SCHOOL TRANSITION

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ABSTRACT

The main objective of learning for students with intellectual disability is post-school independence. In the field, there are problems where mentally disabled students cannot show independent behavior and are not productive after school, they return home and become dependent on their families. One of the possible solutions is through school-based career guidance services where mentally disabled students receive both hard and soft skills training to support their independence and productivity after school. Bina Citra Anak Special School provides career guidance services for all its students, this include students with intellectual disability. The results of the study show that this service is implemented in the form of vocational learning through the stages of needs and abilities assessment, basic skills consolidation, placement of students according to needs and abilities analysis, mental and motivational guidance, and continuous evaluation. The supporting factors for the implementation of career guidance services at this school include an integrated support system between guidance teachers, principals, and parents in collaborating with business actors. While the challenges faced are with the repetition time that is quite a lot for mentally disabled students in mastering certain vocational skills. Providing innovative and creative career guidance services is very necessary to obtain the skills or abilities that students need as a means of livelihood when entering the world of work or society. This career guidance service should be transition after school or the world of work. In this way, students can live independently in society. tailored to students' talents, interests and potential so that it can be used as a provision for the

Keywords: *Career Guidance Services, Mentally Disabled Students, Post-School Transition*

A. INTRODUCTION

Intellectual disability is one of the disability categories with the highest population worldwide. According to the World Health Organization (2019), more than 450 million children experience mental disorders or intellectual disabilities globally. Meanwhile, based on RISKESDAS data (2018), the prevalence of moderate and severe mental disabilities among the Indonesian population

aged 5-17 reaches 3.3%. Individuals with intellectual disabilities may face challenges in accessing and fully participating in education. Their intellectual limitations can act as barriers in understanding curricula designed for students with average intellectual abilities (Awalia & Mahmudah, 2016). The demand to lead an independent daily life can also pose issues. They may require additional support in daily skills such as dressing, eating, and personal hygiene at mild, moderate, and intensive levels (Gunawan, Nurihsan, & Sunanto, 2017). Additionally, social interaction might present challenges in both communication and understanding social norms, affecting their ability to form positive social relationships.

One problem that has yet to find a solution is related to their future employment. Many intellectually disabled students graduate from school without pursuing higher education due to limitations in their academic abilities (Sehana, Ambarita, & Siagian, 2015). Many of them also struggle to enter the workforce due to a lack of skills matching the needs of the job market. This phenomenon practically becomes a standalone issue, with them becoming dependent on their families once again. Moreover, families may not always be able to address their needs (Widiastuti & Winaya, 2019). Whether acknowledged or not, such conditions can have negative impacts on intellectually disabled students and those around them.

Based on the above findings, a creative and adaptive approach is needed to help them participate in the workforce. Currently, the education curriculum in Indonesia accommodates special education services for intellectually disabled students in the form of integrated vocational learning. Intellectually disabled students receive various skill training to support their livelihood, especially for absorption into the workforce (Mastiani, et al., 2022). The mentioned creative and adaptive approach can take the form of career guidance services. Career guidance can be defined as a type of service within the guidance and counseling program. Institutionally, guidance and counseling are part of the overall education program in schools, aimed at helping or facilitating students to achieve optimal personal development (Telaumbanua, 2019). Career guidance programs in schools are essentially intended to provide various skills, abilities, and attitudes in line with the evolving needs of society, as well as to develop specific skills and abilities in accordance with students' potential. This is to enable students to directly apply these skills in various types of specific jobs.

Bina Citra Anak Special School (SKh) in the Kragilan District, Serang Regency, Banten Province, is one educational institution that provides career guidance services for intellectually disabled students as part of its curriculum implementation. Recognizing the importance of addressing the post-schooling issues faced by intellectually disabled students, researchers are

interested in understanding how the implementation of career guidance services unfolds in this school.

B. RESEARCH METHODOLOGY

Intellectual disability is one of the disability categories with the highest population worldwide. According to the World Health Organization (2019), more than 450 million children experience mental disorders or intellectual disabilities globally. Meanwhile, based on Riskesdas data (2018), the prevalence of moderate and severe mental disabilities among the Indonesian population aged 5-17 reaches 3.3%. Individuals with intellectual disabilities may face challenges in accessing and fully participating in education. Their intellectual limitations can act as barriers in understanding curriculum designed for students with average intellectual abilities (Awalia & Mahmudah, 2016). The demand to lead an independent daily life can also pose issues. They may require additional support in daily skills such as dressing, eating, and personal hygiene at mild, moderate, and intensive levels (Gunawan, Nurihsan, & Sunanto, 2017). Additionally, social interaction might present challenges in both communication and understanding social norms, affecting their ability to form positive social relationships.

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C. RESULT AND DISCUSSION

1. Reult

Career guidance services at Bina Citra Anak Special School (SMAKh) are conducted every regular workday, from Monday to Friday. The guidance sessions begin at 8:00 AM and conclude at 11:00 AM. There are eleven forms of career guidance services implemented at this school, all of which are practical vocational skills training activities, with the following data:

NO	TEACHE R'S INITIALS	GUIDAN CE SERVIC ES	THE NUMBE R OF STUDEN TS
1	SQ	Sew	6
2	YK	Selling	12
3	M	Wood Crafts, Steam, Workshop, Electric Welding	7
4	SA	Hampers and souvenirs	4
5	ARY	Cullinary art	7
6	E	Cosmetic	6

The implementation of career guidance services includes the following stages:

a. Diagnosis and assessment

The implementation of diagnosis and assessment for students with special needs begins from the admission of new students (PPDB). Teachers initiate an initial diagnosis by asking prospective students to independently fill out personal data to assess their writing abilities. This is done to understand the student's writing proficiency. Subsequently, students are asked to read aloud the results of their writing to assess their reading abilities. The school also receives students who have been indicated as having special needs from the beginning, such as those with physical disabilities or visual impairments. Some autistic students have undergone assessments by doctors and psychologists. The school conducts interviews with parents or guardians and observes the students. The interview results with the parents/guardians of students with special needs can be used as a basis for selecting the type of vocational skills to be provided. Once the diagnosis and assessment results are complete, they are communicated to parents or guardians and teachers to inform and guide the treatment and services for students with special needs.

Based on observation results, it can be described that essentially, all teachers are aware of the strengths, weaknesses, and actual conditions of each student with special needs. However, their levels of knowledge vary. Some teachers only know the strengths, weaknesses, and actual conditions of the students they guide. There are also teachers who are aware of the strengths, weaknesses, and actual conditions of each student with special needs at Bina Citra Anak Special School in the city of Serang. Documentation results, such as data from the identification of students with special needs, show that teachers are aware of the strengths, weaknesses, and actual conditions of students with special needs. Based on interviews and documentation, it can be described that teachers at Bina Citra Anak Special School in the city of Serang are knowledgeable about the strengths, weaknesses, and actual conditions of students with special needs.

b. Strengthening basic abilities

The next stage involves training the pre-vocational skills that intellectually disabled students already possess until they master them independently and can perform them correctly. Vocational guidance teachers implement mastery learning for the students. This service is intended to prepare them for full engagement in real vocational learning. Guidance teachers teach them about recognizing tools and materials used in vocational practices (demonstrating, naming, distinguishing, preparing, and organizing). Additionally, intellectually disabled students are intensively trained in basic literacy skills related to vocational abilities. This is to ensure that they meet the standards for advancing to the next stage of appropriate career guidance services placement.

c. Placement of students

Talents, interests, and potentials are factors that can be utilized to help determine which vocational skills are suitable for students with special needs. A teacher must be able to identify the talents, interests, and potentials of their students or at least identify one of these aspects. Some teachers may find it challenging to discover the talents of students with special needs due to a lack of information provided by the students' parents. Therefore, teachers tend to focus more on the interests and potentials of the students to determine the vocational skills suitable for teaching. Based on observations, it can be described that not all teachers are aware of the talents, interests, and potentials of students with special needs. Some teachers only know about talents, interests, or potentials separately for students with special

needs. Based on interview and observation results, it can be described that not all teachers are aware of the talents, interests, and potentials of students with special needs. Most teachers only know about the interests and potentials of students with special needs.

d. Mental development and motivation of students

Placement of students according to their talents is crucial. This is considered essential to accelerate the understanding of vocational skills being learned by students. The placement or selection of vocational skills for students with special needs is tailored to each individual's abilities. If during the implementation process a student is deemed less capable of carrying out the programmed vocational skills, the teacher will seek other suitable vocational skills for that student. From documentation results such as vocational skills programs and photos of vocational skills implementation, it can be described that students with special needs at Bina Citra Anak Special School in the city of Serang have carried out vocational skills in line with their talents and potentials.

Teachers are also given the freedom to choose vocational skills based on the students' preferences. Based on interviews, observations, and documentation, it can be concluded that teachers at Bina Citra Anak Special School in Serang Regency have determined the types of skills that align with the talents and potentials of each student. Additionally, teachers provide flexibility for students with special needs to choose the vocational skills they want to pursue.

e. Continuous evaluation

To assess the level of students' abilities during the process and outcomes of vocational skills learning, teachers conduct observations of the students. Through this, teachers gain insights into the students' skill levels both during the implementation of vocational skills and through the evaluation results of the vocational skills program carried out at the end of the semester.

f. Supporting factors

Supportive factors in the implementation of career guidance services at Bina Citra Anak Special

School include having teachers with skills and creativity aligned with the types of skills prepared by the school. Additionally, there is support from various parties, including the

foundation, school management, committees, parents, and the local community. The support provided by these parties includes the facilities and infrastructure prepared by the foundation and school. The committee and parents' support involves helping to find companies that can collaborate with the school in employing students from Bina Citra Anak Special School. The community's support includes assisting in selling products produced by the students. Furthermore, the response to the products made by the students is well-received by a group of micro and small businesses or several companies, thus helping boost the students' confidence and motivating both students and teachers to continue learning.

g. Obstacle factor

The obstacles to the implementation of career guidance services at Bina Citra Anak Special School include the inconsistency of students in participating in career guidance services and the difficulty students face in understanding the materials provided by the teachers. As a result, the execution of career guidance services requires a considerable amount of guidance time. Therefore, the accompanying teachers engage in differentiated learning to achieve both general and specific learning objectives effectively.

2. DISCUSSION

One of the issues that still requires attention and alternative solutions in the context of education for students with special needs is how to achieve post-school independence. One crucial aspect of independence is productivity as a member of society (Haryanto, 2007). A prevalent phenomenon in society is that the majority of students with special needs who can still function well often become dependent on their families (Mastiani, 2013). This situation is not exempt for students with special needs in the intellectual disability category. After completing special education, intellectually disabled students face challenges in securing employment, and many end up returning to live with their parents after graduation. This becomes a burden and concern for their parents, who worry about how long their children will have to rely on parental support, especially considering the parents' aging limitations (Rusdiansyah, 2014).

The workforce requires skilled individuals with competencies that support productivity. Therefore, career guidance services are essential in schools for intellectually disabled students to provide practical skills that support post-school independence (Tomblin & Haring, 1999; Malle, Pirttimaa, & Saloviita, 2015). Career guidance services can take the form of vocational training, where the skills taught are generally needed in the job market for intellectually disabled students (Ochs & Roessler, 2001).

Moreover, as it is known, individuals with intellectual disabilities can successfully complete semi-skilled tasks independently (Masruroh, 2023). The implementation of career guidance services at Bina Citra Anak Special School is designed to provide a work-based learning experience (Cook, Fowler, & Test, 2015), where intellectually disabled students receive a significant portion of practical training and a substantial learning portion in terms of

time. This is in support of the learning characteristics of intellectually disabled students, which require repetition and more time allocation compared to typical students (Aprilia & Soendari, 2020).

The career guidance model for intellectually disabled students involves a series of holistic approaches tailored to their specific needs (Wehman, et al., 2018). This approach combines elements of vocational learning, skill development, as well as social and emotional support to assist intellectually disabled students in achieving independence and success in the workforce. The model starts with a comprehensive assessment of the cognitive abilities, interests, and potential of intellectually disabled individuals, leading to career readiness (Lombardi, Dougherty, & Monahan, 2018).

Subsequently, the model sets realistic career goals, with active participation from parents or families as part of the support system. Involving intellectually disabled students in practical learning activities and vocational simulations is at the core of this model, allowing them to develop skills relevant to their career goals (Rahmatina, 2018). The career guidance services also emphasize the development of independence, ensuring that participants can overcome

challenges and lead daily lives more independently. This model involves close collaboration between teachers, special education specialists, and other support personnel to monitor progress and make continuous adjustments based on individual needs (Danang, 2022). By providing comprehensive support, this career guidance model aims to empower intellectually disabled students to choose, enter, and succeed in career paths aligned with their potential (Safira, Fadillah, & Nilawati, 2023; Pratiwi, 2020).

The support system in career guidance services for individuals with intellectual disabilities plays a crucial role in helping them reach their full potential and prepare for success in the workforce. In the career guidance process, the support system involves collaboration among teachers, special education specialists, parents, and other support staff to provide holistic support (Tjahjanti, Sumarmi, & Widodo, 2018). These support providers assist in identifying the strengths, interests, and unique skills of individuals with intellectual disabilities, forming the basis for designing suitable career plans. Additionally, the support system ensures adaptation of the curriculum and customized learning strategies to align with the mental limitations of each individual with intellectual disabilities (Bensu, 2015). With emotional and motivational support, the system helps build confidence and independence needed to face career challenges. The importance of this support system lies in its ability to create an inclusive learning environment, open opportunities for individuals with intellectual disabilities, and prepare them for a successful transition to the workforce or further education. With strong support, individuals with intellectual disabilities can achieve their career dreams and actively participate in society (Petcu, Chezan & Van Horn, 2015).

In practice, individuals with intellectual disabilities may face difficulties in understanding complex information, setting career goals, or planning steps to achieve those

goals (Chen & Chan, 2014). Applying a more concrete and visual learning approach, such as using images or interactive whiteboards, can support understanding. Efforts can be made by implementing teaching methods focused on direct experience and simplifying information to enhance accessibility (Mastiani, et al., 2021). Another challenge is the frequent encounter with stereotypes and low expectations from society regarding their abilities and potential in the workforce. This can be addressed through public awareness campaigns aiming to change society's perception of the abilities and contributions of individuals with intellectual disabilities. Building networks with industry stakeholders and the community can help promote inclusion and break stereotypes (Rusdiansyah & Pd, 2014).

Meanwhile, the lack of resources, both in terms of trained instructors and suitable learning infrastructure, can be a barrier to organizing effective career guidance services. Therefore, efforts should be made to improve access to training for educators to enhance their skills in supporting individuals with intellectual disabilities (Mutiah, 2021). The use of technology, such as specialized applications or software, can support learning and career guidance. Furthermore, the level of family support and understanding of the career potential and needs of individuals with intellectual disabilities may vary. Thus, it is crucial to involve families in the career guidance process, providing educational information and emotional support.

Encouraging open and collaborative dialogue between the school and families is essential (Almarogi, 2019).

The transition from vocational learning to the workforce can be a challenging step for individuals with intellectual disabilities. Therefore, programs focusing on transition preparation, including job skills training, internships, and post-career support, need to be designed to facilitate their integration into the work environment (Safera & Hasan, 2019). Addressing these challenges holistically and sustainably requires the involvement of various stakeholders, including educators, career guidance experts, families, and the community. With an inclusive approach and robust support, career guidance services can become more effective in assisting individuals with intellectual disabilities in achieving their career goals.

D.CONCLUSION AND RECOMMENDATION

1. Conclusions

The conclusion drawn from the implementation of career guidance services for individuals with intellectual disabilities at Bina Citra Anak Special School in the city of Serang reflects a comprehensive approach

involving several key stages. The initial stage, namely diagnosis and assessment, provides a strong foundation for understanding the needs and potentials of each student. Subsequently, strengthening basic skills involves pre-vocational exercises with the application of mastery learning, ensuring that students are fully prepared to engage in real vocational learning. Student

placement is based on talents, interests, and potentials, followed by mental coaching and motivation to ensure optimal adjustment to the vocational skills taught. Ongoing evaluation provides a clear picture of the students' development during the learning process, and supportive factors, including support from teachers, parents, the community, and various stakeholders, are crucial pillars of the program's success. Nevertheless, there are inhibiting factors, such as the inconsistency of students in participating in career guidance services and difficulties in understanding the material, demanding further efforts to enhance the effectiveness of career guidance services for individuals with intellectual disabilities. Taking these factors into account, it is hoped that career guidance services will continue to evolve and have a positive impact on the development of students with special needs at Bina Citra Anak Special School in the city of Serang.

2. Recommendations

The implementation of innovative and creative career guidance services is crucial to acquire the competencies or skills needed by students as preparation for life upon entering the workforce or the community. These career guidance services should be tailored to the talents, interests, and potentials of students, serving as a foundation for the post-school transition or entry into the workforce. Consequently, students can develop the ability to live independently in society.

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