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WORK SKILLS PROGRAM THROUGH APPRENTICESHIP PROGRAM FOR CHILDREN WITH MILD MENTAL RETARDATION

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Abstract

Work skills for children with mild mental retardation are very important, since the skills will be their assets for the future. There are two benefits that will be obtained if the learning skills are acquired directly in the workplace, namely; First, the children will quickly understand the work. Second, the children's skill will directly be recognized by the employer – thus it does not require any tests for applying for the job. The research is intended to find out the learning skill work through apprentices whether to accelerate the comprehension of the child compared with learning work skill at school. The selection of skill programs is adjusted according to the work with the physical, mental / cognitive, social and conditions, and the children's interest on the job, as well as the employer's acceptance for the children with mild mental retardation. Some work can be done by the children with mild mental retardation, because the available work is not

too difficult and does not require thinking. The available jobs tend to require hand work. The used method in this research is research and development (R & D). The data are obtained through observation, interview, documentation, workshop/discussion, and limited validation. The results showed that the children with mild mental retardation were able to do semi-skilled jobs, as well as the employers are willing to accept the children who want to work in the workplace. As for the recommendations, the schools should try to apply work skills program through apprenticeship.

Keywords

Work Skills, Mentally Retarded Children, Apprenticeship, Ornamental Cultivation

1. Introduction

Skills education is an optional program that can be given to learners directed to the mastery of one type of skill or more and is intended to grow various learners' potential in accordance with the talents and interests they have so that it can be provision of living in the community in order to have an income. The term learners here do not only refer to those who do not have deficiency but also intended for learners with minor mental disability. Even though they have barriers to intelligence, but they have a physical appearance that looks like a child in general. The physical abilities of children with minor mental disability generally do not have problems, they are able to do the skills to take care of themselves, able to adapt socially in their nearest environment and able to do routine activities although with supervision or only able to work in a protected place. As stated by Astaty (2001:5) "..... can do simple job, can be autonomous and...". So Alimin and Rochyadi (2015:17) in Sopyandireja (2012) ".....Teacher's job is dig up and develop the children's potential".

In line with the above opinion then, the type of skills that can be given to children with minor mental disability is a skill that does not require complicated thinking, so that they can master the skill. It is also necessary to choose a method that can facilitate them to understand the skills taught. The main objectives of skill education according to the instructional objectives are as follows:

Having the abilities, skills and basic attitude that are necessary to do a job in order to have income.

- Have basic knowledge about the various fields of work in the society.

- At least able to adapt in society and have confidence.
- Have a type of skill that suits the interests, abilities and needs of the environment.

Efforts to optimize the potential that can be developed in children with minor mental disability in this study are work skills, teachers need to find a way so that children can master the skills in a period of time that is not too long. Alternatives that can be done by teachers / schools are learning the skills through internship in this case children learn the skills directly in the place of work that later on is going to be a place where they work.

There are two advantages that will be obtained if the work skill learning is done directly in the work place of the provider; first the children will quickly understand the work that is learned and their working skills will be directly seen by the work provider, so there is no need for them to have tests when they apply the job. This study is intended to know the working skill learning through the internship about whether it can accelerate children comprehension compared to the working skill learning done in school.

Some findings based on literature study related to working skill learning through internship. It is stated in Sopyandireja's research result (2012) that the approach of skills learning applied for children with minor mental disability should be emphasized more to real experience that can give direct experience not only theory. One of them is learning through internship. This learning process is certainly not as easy as imagined. This internship process requires well cooperation between schools and the company. In this internship process there will be interaction between the apprentice and the professional worker. So the experience transfer process will happen directly at work place. Errors and improvements in skills performance will occur in the internship process. Children with minor mental disability will not think too formal because they will be directed by professional workers directly.

2. Problem Identification

This study focuses on the study of improving working skill skills for children with minor mental disability. It requires a good planning so that the learning that is given is directed and systematic so that it can improve their working skills optimally. To perform an effective learning, it requires the data about the working ability of children with minor mental disability, job guidance provided, supporting and obstacle factors. Based on the background problems

above, the problem formulation of this study is “Work Skills Program through Apprenticeship Program for Children with Mild Mental Retardation”.

3. Hypothesis Formulation

Based on the problems identification that have been determined in this study, then it is generated to the following hypothesis:

1. Physical condition, mental / cognition, social condition and interest of the children with minor mental disability to work is in accordance (qualified) with the ability to perform work in accordance with the work availability in the society
2. The working skills learning through internship can improve the ability of children with minor mental disability in learning working skills.

4. Research Objectives

The objective of this research in general is to get a picture of the form of working skills learning program through internship for children with minor mental disability at XII grader. While in particular are as follows:

1. Gain a picture of the physical condition, mental / cognition, social condition and interest of the children with minor mental disability to work is in accordance (qualified) with the ability to perform work in accordance with the work availability in the society.
2. Gain a picture of what skills are needed in the society or in the environment in which the children are located.
3. Gain a picture about the acceptance of the children with minor mental who already have skills by job providers?
4. Gain a picture of the implementation of working skills learning through internship program.

5. The Scope of Study Identification

In order to ease the identification process of the research problem, hence the problem identification is presented in the following questions:

1. Are the physical condition, mental / cognition, social condition and interest of the children with minor mental disability to work is in accordance with the work availability in the society?
2. What skills are needed in the society or in the environment in which the children are located?

3. How the acceptance of the children with minor mental who already have skills by job providers?
4. How is the implementation of working skills learning through internship program?

6. Gap

The Reality in the Field

1. The working skill learning given to learners is only based on the existing curriculum and is not based on the analysis of the needs of job field that is available in the society.
2. The selection of type of working skills is based on teacher ability or type of skill mastered by teacher.
3. The working skills obtained by learners in schools cannot be optimized yet to meet the work field so SMALB graduates tend to be unemployed.

7. Literature Review

Children with minor mental disability are one of the groups of children with the highest intelligence. The definition of children with minor mental ability put forward by Kirk (1989: 69) and translated by Amin and Yusuf (1989: 69) as follows:

Children with minor mental disability are children who have the ability to develop in three areas (1) elementary school subjects, (2) in social adjustment to the point where the child can eventually stand alone in society and (3) the working abilities that are partially or completely independent as an adult. Besides, according to Hallahan & Kauffman (1986:47) quoted by Astaty (2011:12) as follows:

Children with minor mental disability "have an IQ ranging from 50-55 to 70 according to the binary scale. Children with minor mental disability generally appear or physic conditions are not different from other normal children, they can still be educated (taught) reading, writing, and arithmetic, children with minor mental disability usually able to finish education at grade VI public elementary school and relatively able to be independent with a job that require special ability.

The definition of a children with minor mental disability as proposed by Amin (1995: 11-12) that children whose intelligence and social adaptations are hampered, but they have the ability to develop in the areas of academic subjects, social adjustment and working ability. Based on the above statement it can be concluded that the children with minor mental disability are

children who have IQ 50-70 according to the binary scale, they still have the ability to follow simple academic learning activities and can be trained to work in accordance with their ability (semi-skilled).

Skills are the ability to complete a task or job. Everyone must have the skills and it depends on how they utilize the skills that they have. Skills need to be developed in order to be more beneficial for life and should be adjusted to the interests and talents, therefore skill education is necessary in an effort to optimize one's capabilities. According to *Kamus Besar Bahasa Indonesia* (2008: 1447) the skill is "the ability to complete the task". Meanwhile, skill in this study is the ability of children with minor mental disability in completing the task of planting ornamental plants.

Skill education is an education that attempts to provide a skill or ability that can be useful for life. This is in line with Sugianto's (2011: 7) opinion which states that skills education is the process of helping learners develop the abilities, capabilities and skills necessary to live a life. Based on the above quote, the researcher concludes that skill education aims to provide supplies to children that include the skills needed and can be useful to live life.

The scope of learning skills for children with minor mental disability is not too different from normal children skill learning, in the implementation of skills learning is adjusted to the needs and abilities of children, it is done so that the potential of the children develop optimally.

In general, the scope of skills education according to National Education Department (2006: 102), that skills education covers all aspects of life skills that include personal skills, social skills, vocational skills, and academic skills.

The SMALB skill learning program in the curriculum 2013 (2014: 14) is in group D about independent choice that is information and computer technology, acupuncture, electronics, automotive, tourism, beauty, culinary, clothing, communication, journalism, performing arts, art and craft, fishery cultivation, livestock cultivation, plants cultivation.

8. Research Method

The method used in this research is the research and development. General objective of this research is to develop the potential of children with minor mental disability through working skill training in the actual place and is not at school so that children with minor mental disability

quickly master the working skills taught because while learning, they use tools, work situations, and so forth in the production house.

Research and development according to Sugiyono (2008: 297) is research methods used to produce specific products, and test the effectiveness of these products. In line with that Sukmadinata (2005: 164) in Mulyati (2011: 80) states that research and development is a process or steps to develop a new product or refine products that already exist and can be accountable. Borg and Gall (1979: 264) reveal that this study was conducted to answer practical questions through applied research used to improve education. To obtain the product then the research and development method begins with the needs analysis and then test the effectiveness of the product in order to be functional for the society. In connection with the above statement, Sugiyono (2008: 298-311) put forward the steps in research and development:

1. Potentials and Problems, i.e if everything is utilized, will have added value.
2. Gathering information, after potencies and problems can be demonstrated factually and up-to-date, then it should be gathered various information that can be used as material for planning the product.
3. Product Design, made based on the assessment of the old work system so that it can be found weaknesses to the system, and conduct research to other units that are considered as good working system. Besides reviewing the latest references related to modern work system including good working system indicators. The results of this work in the form of a new work plan and still in the form of hypothetical.
4. Design validation, is a process of activity to assess whether the product design, in this case the new working system rationally will be more effective than the old design. It is rational because the validation here is still an assessment based on rational thinking, not field facts. This validation can be done by presenting some experienced experts to assess new products. This validation can be done through the discussion forum and the things that are presented are the research process until the design is found, along with its advantages.
5. Design Improvement, performed after validation through discussions with experts and lanyard experts, hence it will be known the weaknesses then those will be attempted to reduce by correcting the design, improvements made by researchers who want to produce these products.

6. Product Testing, is intended to obtain information on whether the new working system is more effective and efficient than the old system.
7. Product Revision, to see about the possible weaknesses that require improvement as soon as possible.
8. Trial Use, which is using a product that has been tested.
9. Product Revisions, carried out when in the use of real conditions there are deficiencies and weaknesses.
10. Mass Product Making, the making of the product is carried out if the product has been tested and is effective and eligible for mass production.

Based on the above opinion in general the approach in this study can be grouped into three stages: first stage is exploration, the second stage is product creation and the third stage is product implementation. Due to various considerations, this study do not use all the steps as suggested above, the researcher will use 3 (three) steps: identify potential problems, collect various information (objective conditions), design the product (conceptual program). In this study the working skill program is generated up to the hypothetical.

Techniques of collecting data through observation, interviews, documentation studies, seminar and workshop, and validation. Observations are conducted the children with minor mental disability and job providers, interviews are conducted to the skill teachers and school principals, documentation studies collect documents related to research, seminar and workshop in the form of group discussions consisting of principals, skill teachers and researchers.

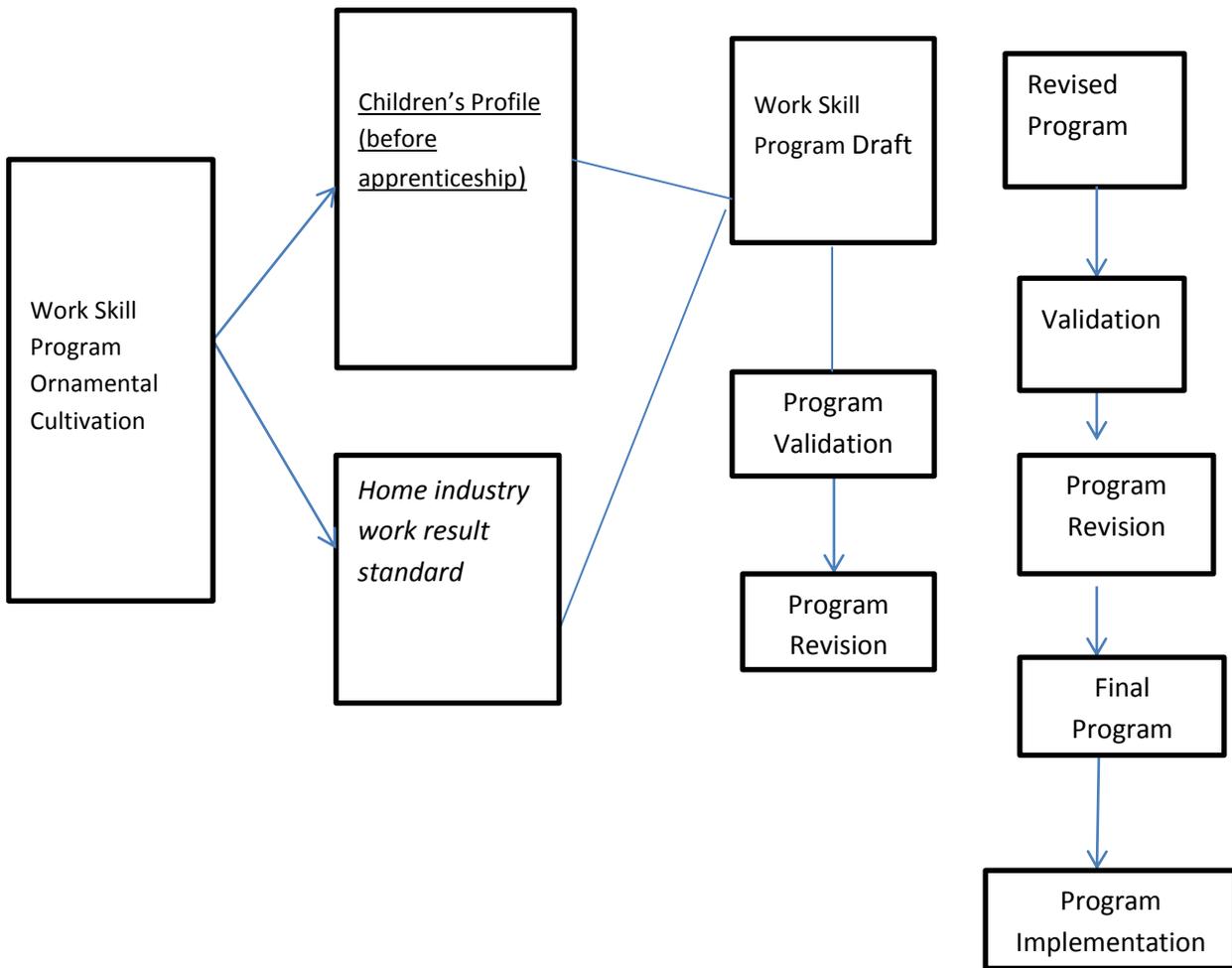


Figure 1: Research Flow

9. Research Findings

This section will describe the findings in the field and then discuss them that refers to the formulation of the problem and the objectives to be achieved in the research, the research data obtained either through observation of the physical condition of the respondent learners (RPD) that is showed to support working skill ability, or interviews which is conducted to the respondents of skill teachers (RGK) related to the implementation of skills learning through internship at SMALB level, and documentation study by reviewing documents related to learners and learning activities, then the researcher will describe and analysis the data in accordance with the technical data analysis that has been proposed in the previous chapter.

9.1 The Condition of the Learners with Minor Mental Disability who support the Ability of Working Skills

Data on the condition of the learners with minor mental disability class XII in SLB Sukagalih and SLB YPLAB related to physical condition is obtained through observation, which includes aspects: (a) Physical: basic physical condition (height and weight, sitting height, posture and left-handedness); basic physical function (seeing power, broad view, speaking ability and muscle strength); the area of joints (joints of the neck and fingers); body position (squatting and bending); body movement (the power of the walk and jump); (b) mental cognition; intelligence (memory and thoroughness); response / reaction; characteristics / attitudes; (c) social; activities of daily life (waking up, eating, taking a bath and changing clothes); social maturity (vigilance and cleansing tools); mobility such as the ability to move from one place to another, the ability to use public transportation; ability to converse / communicate; power of socializing for example cooperation attitude; know the rules and (d) working; working passion (desire of individual working); working suitability (individual and potential suitability with the job) and working skills (working durability / length of staying in work, ability to use work tools, ability to move objects (product to be packaged).

The results of the assessment of children with minor mental disability XII grader are qualified to follow the working skill learning that has been established based on the available work skills and job opportunities that is planting ornamental plants, as for the assessment results are as follows: a) Physical: the children have normal physical condition almost do not look different with the children in general, such as; proportionate body posture, gentle body motion, fine motor skill and gross motor skill are good, non-rigid walking way, able to walk from home

to school approximately 1km, upright sitting position, able to hold objects, able to lift objects up to less than 10 kg. b) academic: the children are able to follow instruction during the learning process; c) social: the children is able to understand the turn of day and night, the children is able to perform activities related to his own needs such as; bathing, brushing teeth, defecating, urinating, wearing clothes, combing hair, wearing shoes, and the children are able to socialize both in the school environment and in the neighborhood where children live; and d) working: the children have interests in the work skills provided, this is evidenced by the enthusiasm of the children when the lesson is taking place.

9.2 Working Opportunities that is available in the Area around the School, related to the Working Skills of Planting Ornamental Plants in accordance with the State of the Children with Minor Mental Disability.

Lembang is one of the places that produce ornamental plants, various types of flowers produced in this area and is used to meet the society needs around Lembang, Bandung, even Jakarta and more widely that the agricultural products produced are distributed outside of Java. In the process of planting or cultivating of ornamental plants needs to be done carefully so that the results of ornamental plants can be optimal and provide maximum benefits.

The process of cultivating ornamental plants in Lembang area is carried out in the home industry and is located around the learners residences, the cultivation process of this plant requires labor-intensive work and because the planting process is done manually, so it needs a lot of labor. The jobs in the ornamental plant gardens are generally done by the surrounding community.

The importance of working skills selection that is appropriate to the condition and characteristics of the children with minor mental disability is crucial to the success of learning skills given to them. The reason is that the working skills selection that is adjusted to the needs of work field (job providers who are willing to accept worker with minor mental disability) will be very meaningful, another thing which is important is that the cooperation with the job provider so that skills that have been mastered by the children can be efficient because of the working opportunities that they have and the hope for them when they are graduated from SMALB, in this case some of job providers are willing to accept the workers with minor mental disability.

Seeing the observation results in the field, that the home industry just set the job that is in accordance with the agreed job, the important thing is that the job is not far from the standardized things, then the researcher believes that learners with minor mental disability who graduates from SMALB can do such a job as long as they are trained first until they master the job. In this case the researcher will observe the results of some work exercises that later can be mastered by the children, then it will be seen later about which work is more quickly mastered by the children and will be selected and finally the training will be focused on the work that is almost mastered by the children. This is conducted considering learners with minor mental disability are less able to accept orders if there are too many children.

From the exposure regarding the job that is available in the field or around the student's residence, it can be drawn some conclusion as follows:

- a. Some jobs in the home industry, can be done by the learners with minor mental disability, because the job that is available can be said is not too difficult and does not require thinking, the job that is available tend to require hand work.
- b. The job providers (home industry) directly say that it is alright if the learners with minor mental disability who are graduated from SMALB work in their places. They have their own reasons why they do not mind to accept the learners with minor mental disability as their workers because they think that anyone can do the job as long as they are trained continuously and have interests / motivation to work.

9.3 The Implementation of Working Skills Training through Internship

Learning activities are conducted in schools with the usual activities. The learning activities undertaken at school begin with:

1) Initial Activity

Teachers prepare learning tools, condition the class by inviting learners to pray together, attendance list, and the children are invited to start learning by linking the material to be taught with the previous material.

2) Core Activity

This activity begins with the teachers together with learners preparing tools and materials for ornamental plant cultivation, then practicing plan the crops, in the core activities are also carried out evaluation. Finally concluding the activities that has undertaken, and giving assignment to be done at home with the help of parents.

3) Final Activity

The final stage is evaluation as a consideration for follow-up, i.e repetition, enrichment, and development.

The second stage of learning is undertaken in the provider's farm (home industry), the learning stages process is just the same with the stages undertaken at school. The difference is only those who deliver the materials, i.e instructors or employee from the flower garden.

The working skill program for learners with minor mental disability at SMALB is formulated in a simple way which hopefully can be used as a guide to equip their working skills. The purpose of working skills program is to improve the learners' skills so that they can meet the needs of the demands of the working world.

Some of the suggestions used in preparing the draft program:

The problems of children with minor mental disability who have limited intelligence, lack of motivation and less able to socialize. Despite the limitations of intelligence, they are able to do less skilled jobs such as simple farming, wrapping (packing), washing, ironing and others, but it is necessary to provide systematic and continuous training.

The skills trained in SLB Sukagalih and SLB YPLAB Lembang are still undertaken at school. This causes the learners adjustment again so that it will be an obstacle for them at work. The physical condition of the learners with minor mental disability that is not too different from other normal children support them to be able to master work skills.

Job providers in this home industry are willing to accept workers with minor mental disability. The background of the skill program that researchers arrange refers to Law No. 20 of 2003 on the National Education System, Article 50 explains that education is directed at developing the attitudes and capabilities of the children personality, talents, mental and physical abilities to their optimal potential.

The program selection that researchers make is in line with those affirmed by the Special Needs Education Affairs West Java Province (2010: 9) The types of skills to be developed are handed over to schools according to the school's potential. Schools can develop other skills that are not in a group of skills such as music, massage, language, makeup and others, according to the needs of learners)

The implementation of skills learning is more concentrated on the subjects collected in "Vocational Skills / Technology and Communication".

Afterwards, the contents of the program prepared by researchers are as follows:

a) Basic Competence

The Basic Competition contains skills related to working skills (ornamental plant cultivation)

b) Learning Objective

The learning objective is directed so that learners have the working skills in order to be able to work in the home industry available in their environment.

c) Material

The material presented in this program is about the steps of the work of ornamental plant cultivation, starting from the introduction of tools and materials, the process of cultivating ornamental plants and maintaining the tools and materials that have been used, and maintaining the results.

d) Learning Implementation

The introduction of the practice of packing agricultural products is done in school / in the schoolyard by the teacher, the researcher only observes the learning activities with the aim to know the ability of learners related to the skills being studied, it contains the introduction of tools and materials and stages of planting ornamental plants, learners do the practice together with the teacher.

Ornamental planting training is carried out directly in the home industry, with the aim that the learners will know directly the process of planting in place with the aim to learn about the work situation, the use of tools and materials and evaluate the learners' works by direct assessment.

Time spent is during the skill learning within 1 semester. The method used in the implementation of working skills learning of ornamental plant cultivation are; lecturing and demonstration methods, and giving assignment. The lecturing method is used to describe the working steps, the demonstration method and the assignment are given when doing the practice. The evaluation is carried out during the learning/ training process. It is in the form of verbal test and performance. The media used in skills learning are real objects related to the work of ornamental plant cultivation.

10. Conclusion and Suggestion

The scope of skills learning for children with minor mental disability is not too different from normal children skill learning, in the implementation of skills learning adjusted to the needs and abilities of children, it is done so that the potential of the children develops optimally.

In general, the scope of skills education according to National Education Department (2006: 102), that skills education covers all aspects of life skills that include personal skills, social skills, vocational skills, and academic skills.

The SMALB skill learning program in the curriculum 2013 (2014: 14) is in group D about independent choice that Information and Computer technology, acupuncture, electronics, automotive, tourism, beauty, culinary, clothing, communication, journalism, performing arts, art and craft, fishery cultivation, livestock cultivation, plants cultivation.

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