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Implementation of Vocational Skills Program for Intellectual Disabilities: Evaluation Study with CIPP (Context, Input, Process, Product)

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Abstract: This study aims to determine the implementation of vocational skills programs for intellectual disabilities in terms of context, input, process , and product . At the same time knowing the supporting and inhibiting factors for implementing vocational skills programs for intellectual disabilities in special schools. The design used is a holistic single-case study. The analysis technique used is Miles & Huberman's data analysis technique which consists of data reduction, presenting data and drawing conclusions/verification. Checking the validity of the data is done through triangulation of data/sources and triangulation of methods. The results of this study are in the form of an overview of the implementation of the vocational skills program for intellectual disabilities at SLB Pembina Malang in terms of context, input, process, and product aspects. As well as the supporting and inhibiting factors for its implementation.

Keywords: CIPP evaluation model, vocational skills program, intellectual disability

INTRODUCTION

Intelligence is a complex function for learning information and skills. (Somantri, 2006). Because these complex functions affect a person's adaptive behaviour. Intellectual disabilities with limited intelligence functions make them have limited adaptive behaviour as well. Concepts in adaptive behaviour are daily behaviour, fulfilment of community expectations, and the environment in which they live, as well as the ability to effectively cope with the conditions that are happening in the community. Adaptive behaviour is a person's ability to adapt, avoid mistakes, and solve difficulties related to everyday life as well as the environment and society. The limited intelligence of intellectual disabilities makes them unable to think abstractly so that it is difficult to adjust to the environment, eventually there is a large gap between individuals with intellectual disabilities and society.

Efendi (2017) explains the barriers that are clearly visible in intellectual disability from a cognitive perspective which is also a characteristic. They tend to have cognitive and abstract thinking skills, have difficulty concentrating, and have limited social skills. In general , people with intellectual disabilities are not able to store difficult instructions, are less able to analyse and assess the events they face, and those with intellectual disabilities are able to teach, the highest achievement in reading, writing and arithmetic is no more than normal children at grade II-IV elementary school.

The low IQ score is the main factor in the gap experienced by intellectual disabilities with the surrounding community. Because of their limitations, intellectual disabilities are often seen as useless individuals. They are judged to be unable to do one thing that has value. This thinking is clearly wrong. People with intellectual disabilities are able to master at least one or more certain skills that are useful for themselves and the environment around them.

Limitations that have many impacts on the life of intellectual disabilities can be minimized through training programs that are specifically designed according to the needs and conditions of the individual concerned. This program is designed to support intellectual disabilities to achieve optimal adjustment. Efendi (2017) explains several things that need to be considered in supporting social adjustment for intellectual disabilities in special schools. Among them are

school curricula that are tailored to student needs, conducive environmental conditions, fulfilment of basic needs for intellectual disabilities, and job guidance and training.

Through formal and non-formal educational institutions, intellectual disabilities are able to develop their skills. Formal educational institutions provide several subjects related to skills that aim to increase students' independence through self-development skills and vocational skills to prepare students to enter the world of work. Both of these skills need to be mastered by intellectual disabilities to narrow the gap between intellectual disabilities and society.

For intellectual disabilities at the secondary school level, job guidance and training are the main things. This is because job guidance and training is an indispensable part of career and vocational education. So that they can achieve self-realization and social integration which is the goal of special education. The more they are satisfied with their economic activities during their working life, the higher their quality of life, this will lead to social integration (Kim, Lee, Lim, 2012). In order to improve the quality of vocational education in special schools, it is necessary to provide vocational skills and training in accordance with the chosen field of work after graduation.

Broadly speaking, the implementation of vocational skills programs in special schools consists of three stages, namely planning, implementation and evaluation (Mumpuarti, 2006; Setiawan, Suriansyah, & Sundari, 2021).

In its implementation, the provision of skills through vocational skills in special schools has encountered many obstacles. Ratningsih's findings (2017) problems found in the implementation of vocational skills for intellectual disabilities include aspects of learning, infrastructure, human resources, and product marketing. The highest percentage of problems in implementing vocational skills for intellectual disabilities is in the learning aspect. Ariza and Prihastuti (2016) found barriers to implementing vocational skills in catering for intellectual disabilities were unscheduled programs, uncertain sources of funds, and lack of administration by teachers.

School commitment in running a program is also one of the problems in implementing vocational skills (Sarimanah, Wasliman, Mulayadi, 2020). Apart from the problems that arise from schools, other obstacles also arise from parents and industry players. Mutiah (2021) found that the barriers to vocational skills management for intellectual disabilities stem from parents who are too high in demanding the success of skills programs without wanting to participate in them. In addition, it was also explained that the lack of knowledge of business actors regarding the potential and abilities of intellectual disabilities was a problem that needed to be resolved.

Vocational skills as an important part of the transition program for students with special needs have an important role in supporting the lives of post-school students, especially in their career lives. The training that students receive during school through vocational skills is expected to be a provision that can be applied in the future. In order to achieve optimal social integration into society. Therefore, it is important to know the problems that exist in the implementation process through evaluation activities. If a learning program runs continuously without any evaluation what will happen is the program becomes obsolete and does not meet the needs. The role of evaluation is as a basis for program development to maintain its quality. Tyler (2013) adds that the evaluation process is very important in the process of determining the extent to which educational goals are actually realized by curriculum and teaching programs.

The CIPP process shows a common view to view the evaluation of system components and program components in the context of the system as equal to the objectives of the program. The input component is equivalent to planning, the process component is equivalent to implementation and the product component is equivalent to outcomes. By equalizing this

evaluation activity, it shows that the CIPP model can be used for various purposes (Mulyatiningsih, 2011).

The CIPP evaluation model is a comprehensive evaluation model that has formative and summative functions (Jaya & Ndeot, 2019). The summative function means that the results of the evaluation are intended as material for consideration of the continuation of the program being held, while the formative function means that the results of the evaluation are intended to improve and develop the ongoing program. The evaluation of the CIPP model is able to produce a high level of accuracy that can be used as evaluation material for teachers and school principals (Fahruddin, 2020).

METHOD

This research design uses a single holistic case study. Holistic single-case study research is research that places a case as the focus of research. Case studies have a special place in evaluation research (Patton, 1980; Cronchbach, et.al, 1980; Guba & Lincoln, 1981). Case studies can also be used in evaluation research with the application of causal linkages in life interventions, describing the life context in which the intervention has occurred, descriptive of illustrative case studies, journalism about interventions, exploring situations where the intervention being evaluated does not have a clear structure (Schwartz & Jacobs, 1979; Van Maanen, Dabbs, Faulkner, 1982). A case study is a qualitative strategy in which the researcher conducts an in-depth exploration of a program, event, activity, and process, against one or more individuals (Creswell, 2009).

A single holistic design case study was used to examine the general nature of the vocational skills program at SLB Pembina Malang. The research was conducted to describe the implementation of the vocational skills program at SLB Pembina Malang in terms of context, input, process and product (CIPP) adaptation of the evaluation model developed by Stufflebeam. The evaluation components of the CIPP model are presented in Figure 1 and the research process for implementing vocational skills programs for intellectual disabilities is presented in Figure 2.

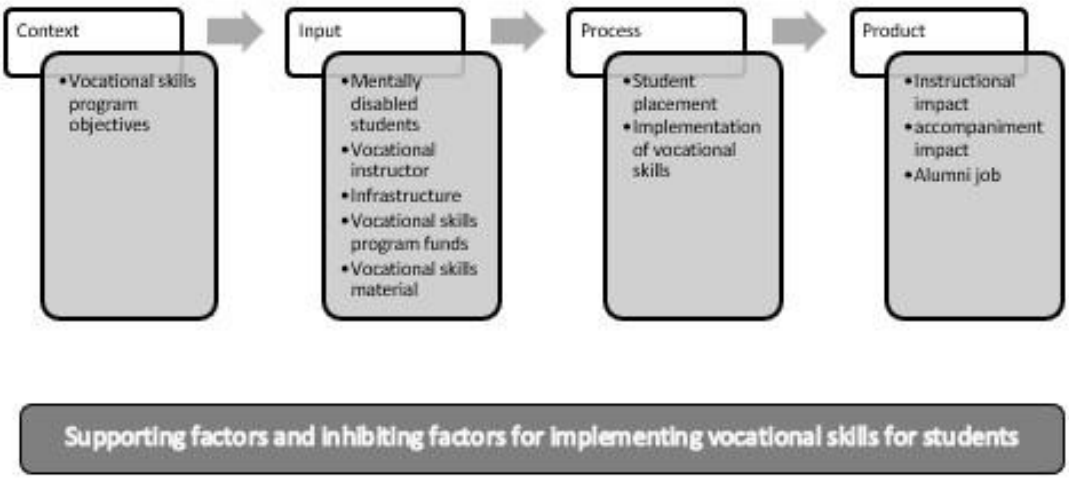

Figure 1. Components of Evaluation of the CIPP Model for the Implementation of the Vocational Skills Program at SLB Pembina Malang

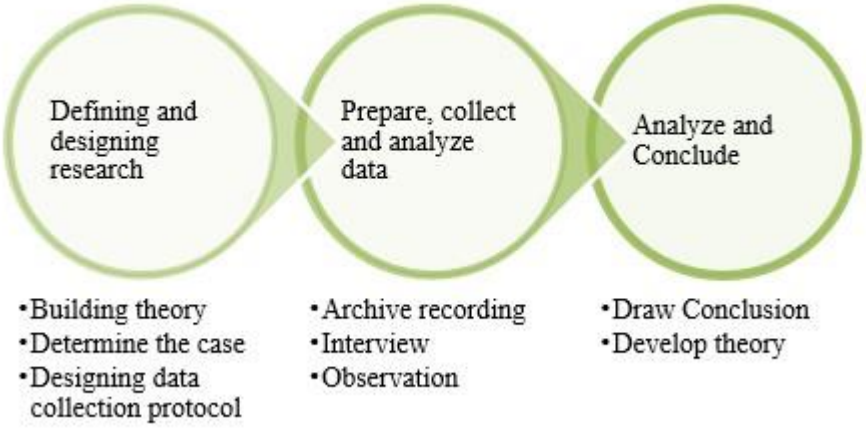

Figure 2. Case Study Research Process Implementation of Vocational Skills Program at SLB Pembina Malang

The type of sample used is purposive sampling with research subjects that include the head of the SLB Pembina Malang, the administrative head of the SLB Pembina Malang, Team Leader CV. Bintang Karya Putra, Parents Alumni and eight people vocational skills instructor for Intellectual disabilities SLB Pembina Malang.

The analytical technique used is the Miles & Huberman data analysis technique which consists of three activity lines. Namely data reduction, data presentation and drawing conclusions/verification. Checking the validity of the data is done using source/data triangulation and method triangulation.

RESULT AND DISCUSSION

Result(s)

The results of the research on the implementation of the vocational skills program for Intellectual disabilities at SLB Pembina Malang are depicted through the scheme in Figure 3.

Discussion(s)

Vocational Skills Program Objectives (Context)

Apsari, Mulyana & Purinami (2018) found that the limitations of persons with disabilities are the main obstacle for companies to be able to hire them as employees. This causes the number of persons with disabilities who have not worked to reach 74.4%.

One possible solution to reduce this number is to provide them with skills through skills programs. In accordance with the findings of the NLTS showing that secondary school vocational education is one of the educational interventions that has the potential to result in significantly higher post-school performance associated with a higher probability of finding a paid job (Wagner, 1991).

The findings of Arvidsson, Widen, & Tideman (2015), show that the type of post-school work for children with special needs in Sweden is related to gender, the type of educational program carried out in secondary school and age. This explains the importance of a systematic program to support the types of work that will be undertaken by special school graduates, including vocational skills.

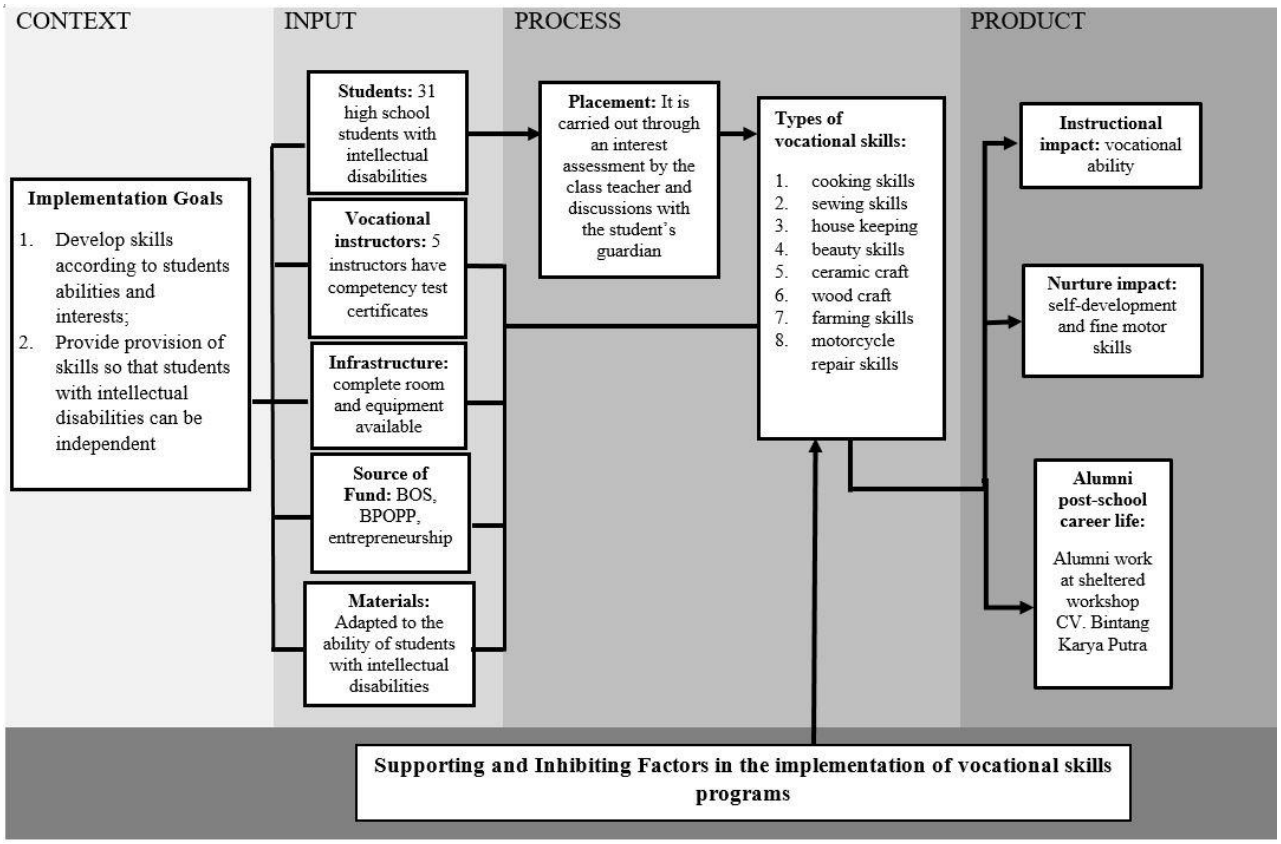

Figure 3. Implementation of the Vocational Skills Program SLB Pembina Malang Seen Based on Context, Input, Process, and Product.

The main orientation of the context aspect is to identify the background of the implementation of a program. The context aspect is used to see the level of relevance of the objectives and priorities of the program designed according to the needs analysis. Program development should follow the SWOT analysis (strengths, weaknesses, opportunities, threats). Smith, Ittenbach, & Patton (2002) stated that developing program objectives is the main essential component needed in vocational programs.

Vocational practice includes several important areas that should not be overlooked, including home economics and pre-vocational or work-related skills, as well as training in specific areas. In addition, job-oriented vocational training should provide options for students with disabilities in secondary schools. The choice to decide whether the training followed by the student reflects the interests, aspirations and abilities of the student (Wagner, 1991).

According to Tanshzil (2012) aspects of independence consist of emotional independence, independence of action, and independence of values. The purpose of implementing the vocational skills program at SLB Pembina is more directed to the three aspects of independence. Students are expected to be able to escape the dependence of their parents in fulfilling their basic needs. Students are also expected to be able to carry out activities, as a manifestation of the functioning of freedom. Matters relating to reasonable regulations regarding behavior and decision making. In addition, students are also able to interpret the principles of right and wrong. By considering students' interests and abilities that are able to be optimized.

Vocational Skills Curriculum for Intellectual Disabilities (Input)

The vocational skills curriculum for Intellectual disabilities has a gray color, there is no clear hair as a specific limit regarding the competencies to be achieved. The SLB Pembina vocational skills curriculum is the result of developing the existing curriculum. The vocational skills curriculum for Intellectual disabilities tends to follow the abilities of each student. The ability of students with moderate to severe Intellectual disabilities which are far below the average makes it seem as if the curriculum is just running in place and there are no changes that lead to significant development of abilities. So that in the end they are more focused on developing self-development skills rather than increasing vocational abilities.

Bouck (2009) has compared ten functional curriculum models. The results showed that none of the curriculum models reviewed were able to meet the needs of the student population with Intellectual disabilities in learning. In addition, Bouck explained that each functional curriculum has strengths and weaknesses, no one covers them all. And it can be described as a solid and complete functional curriculum model for middle school students with Intellectual disabilities except for Brolin's life centered career education (LCCE).

Brolin (1997) introduced a life-centered education curriculum. Life Centered Career Education (LCCE) was developed based on a career education approach. The LCCE approach is an approach with substantial elements that are closely related to transition services, functional skills, outcome(s)-based education and self-determination. This model is a model designed to be flexible, so that it can be applied to all students with special needs, including moderate to severe Intellectual disabilities.

The success of implementing life centered career education is proven by Agular (2018). The results of Agular's research show that the life centered career education (LCCE) program has proven to be a successful approach and can lead students to develop significant life skills and be able to determine their own destiny.

Placement Type of Student Vocational Skills (Process)

The implementation of vocational skills in special secondary schools is generally a stand-alone subject. In fact, more than that, vocational skills are a part that has an important role in the transition process of children with special needs to post-school life and even work. Therefore, the placement of the types of skills should be carried out based on a comprehensive examination of the things that are really needed to support the transition process of students with special needs. In this case, the parties involved in the examination process through a comprehensive assessment have a vital role.

Cooperation from various parties such as school administrators, teachers, parents, government and private institutions and the community is needed to ensure that all plans that have been planned run optimally (Abdullah, Yasin, Deli, & Abdullah, 2015). Brolin (1997) mentions special education teachers, family and community personnel have a major role in the design of transition programs including the decision to place students in them.

The transition specialist role is defined as one that provides coordination among those involved in the transition process (Defur & Taymans, 1995). In accordance with the objectives of the vocational skills program that is oriented towards interests and abilities. The placement of students in the type of vocational skills takes into account the results of the interest assessment conducted by the classroom teacher. In this case, the classroom teacher has a role as a transition specialist, who provides recommendations based on the results of the assessment that has been carried out.

The results of the assessment are then discussed with the parents. Setiawan, Suriansyah & Sundari (2021) explain that parental support in collaboration with tutoring skills from the teacher can lead students to successful learning. This is in line with the results of research by Ratnengsih (2017) which shows that the consideration of the placement of vocational skills for

students with Intellectual disabilities is the condition of the students concerned. Placement is done since junior high school students. During junior high school students are allowed to switch skills. High school students are not allowed to switch skills and focus on one type of skill.

The knowledge base for transition specialist practitioners is an important step in professionalizing the transition specialist role (Defur & Taymans, 1995). The knowledge base represents a mix of skills from the disciplines of special education, vocational education, and vocational rehabilitation. Therefore, Levinson and Palmer (2005) describe the components of a comprehensive vocational assessment that need to be identified as the basis for planning transition programs for students with special needs. 1) Academic skills, 2) daily activity skills, 3) personal and social skills, 4) occupational and vocational skills, 5) career maturity, 6) vocational interests, and 7) vocational talents.

Influence of Vocational Skills Program on Career Life of Post-School Alumni (Product)

Wagner (1991) found that there were no differences in absenteeism, class performance or school persistence in those who attended or did not receive job training. However, the substantive differences in post-secondary outcomes are evident. More than half (51%) of youth who had taken vocational education in their last year of secondary school reported working. Vocational training and miscellaneous training were found to be significant predictors of job success for individuals with Intellectual disabilities (Dutta et al, 2008).

Fasching's (2014) findings show that women with Intellectual disabilities and those from special schools are the group with the lowest success rates. Individuals with Intellectual disabilities have a lower percentage of technical/professional placements than individuals with physical and sensory barriers (Dutta, et al, 2008).

Life-centered career education transition model curriculum consists of five stages, namely elementary, junior high, senior high, postsecondary and adult service. At the SMALB level, students are in a period of career exploration as well as career preparation. to enter post-secondary (postsecondary). For students with Intellectual disabilities, this postsecondary stage is a time for them to prepare for their careers by working in sheltered workshops. The alumni are accommodated in sheltered workshops and work according to their capabilities. This has been implemented in the SLB Pembina Malang which is manifested in the form of a CV, namely CV. Bintang Karya Putra.

O'Connor (2014) explains that people with Intellectual disabilities have work perseverance. They show good results, if the work is done repeatedly. By fulfilling the available vocational skills training qualifications, it can significantly improve the job position of all labor market participants (Polidano & Mavromaras, 2010).

Barriers to the Implementation of the Vocational Skills Program

Ebuenyi (2020) found that negative attitudes towards individuals with Intellectual barriers. Structural barriers by excluding them from primary school. Rigid curricula and untrained teachers and unclear policies severely hinder the practice of participating in the training of persons with intellectual disabilities in technical and vocational education and training programs.

Fatih (2021) states that the obstacles that arise in learning skills are caused by the diverse abilities of students and the lack of concentration of students. Besides that, the ability and characteristics of students also make the learning of vocational skills less than optimal. Intellectually disabled students who get bored easily with volatile moods hinder the implementation of skills learning (Yuwono, Kusumastuti, & Rahmah, 2020). This causes instructors to tend to be overwhelmed in supervising their students.

The learning barriers of each school in the practice of implementing vocational skills learning are different. Mutiah's findings (2021) show that obstacles in the management of vocational education for intellectual disabilities include parents' demands on teachers/schools that are too high, 2) the absence of parents in supporting their child's education process, 3) business actors who do not understand the potential and needs of children with disabilities . Intellectually.

CONCLUSSION

Based on the results of the study, it was found that the implementation of the vocational skills program at SLB Pembina Malang can be described through the evaluation of the CIPP model as follows.

Judging from the context aspect, it is known that the program's objective is to develop students' skills according to their abilities and interests. As well as providing provision of skills so that students are able to be independent.

Judging from the input aspect , the resources needed in the implementation of the vocational skills program include students, instructors, infrastructure, funding sources, and skills program materials. The vocational skill with the highest number of students is cosmetology. The instructor of the vocational skills unit at SLB Pembina Malang consists of the person in charge and the team. Three of the eight teachers have not taken the competency test. Facilities in the form of materials and equipment to support vocational skills at SLB Pembina Malang are complete. The equipment came from the directorate and education office of East Java Province. Infrastructure in the form of a skill room is available for six types of skills. Sources of skills funds come from routine BOS funds, BPOPP funds, and school entrepreneurship results. The regulation of skills funding sources is a school policy. The budget for each skill is adjusted to the application for funding for each skill. The skill material is obtained by the teacher from KI KD in the existing curriculum and is adjusted to the ability of students.

Viewed from the aspect of the program implementation process, it includes student placement and the learning implementation process. Placement of students is done since students are in seventh grade. The process of determining the types of skills followed by students is the result of an interest assessment carried out by the classroom teacher. The results of the assessment from the class teacher will then be discussed with the parents. Students are given the opportunity to identify their interests by switching between types of skills while in junior high school. When students enter high school, students are concentrated on one type of skill. Students with moderate to severe intellectual disabilities (C1) are not required to participate in the vocational skills program. Characteristics of students with moderate to severe intellectual disabilities (C1) increase the risk of work accidents in certain skill workshops. Students with moderate to severe barriers are directed to ceramic craft skills. The learning process for each type of skill is almost the same. The difference lies in the teaching style between teachers. Vocational skills learning outcomes will be returned to students, some of which are sold or exhibited in special events .

Viewed from the product aspect , the results of the vocational skills program include the impact of the skills and career life of post-school alumni. The impact of skills is divided into two, namely the impact of instructional and the impact of accompaniment. The instructional impact in the form of vocational abilities only appears in two types of skills, namely automotive and agricultural. Accompaniment impacts appear on all types of skills. Certain types of skills (beauty) have an influence as a supporter of self-development for students. Meanwhile, other types of skills (housekeeping, catering, fashion) have an effect on increasing the ability of daily activities. The skills (ceramic crafts) are concentrated on improving

students' fine motor skills. It is also known that after graduating, the alumni worked in the CV. Bintang Karya Putra sheltered workshop at SLB Pembina Malang as cleaners.

Meanwhile, the supporting factors for vocational skills include the budget for skills teacher competency training, skills training from the Course and Training Institute, complete infrastructure and materials, and parental support. Factors inhibiting the implementation of vocational skills include lack of energy to supervise learning, diverse classes and student barriers, moody students and often tantrums, lack of parental care for students, hyper and nosy students or throwing objects, unavailability of tools to practice at home, and students need repetition of the material being studied.

SUGGESTION

Suggestions for school principals are to consider using a life centered career education curriculum approach on vocational skills, provide training to classroom teachers regarding comprehensive vocational assessments, and form a comprehensive vocational assessment team to support transition programs for students.

Suggestions for teachers are to collaborate with business actors and consider the use of labor assistance models in the implementation of vocational skills.

Suggestions for future researchers to conduct more in-depth research on the implementation of life centered career education (LCCE) , and conduct research that involves the correlation between the interests and abilities of students with special needs and the work they want to do.

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