

Career Guidance Model in Independence of Deaf Children in Time After Special Senior High School

Mega Iswari

Universitas Negeri Padang, Indonesia

Email: mega_iswari@yahoo.com

Abstract: Career guidance model for deaf children in time after Special Senior High School consists of various skills that can be done as the provision in order to be independent in the future life. The problem of this study is learning skills for students who experience barriers hearing at Special Senior High School. The purpose of this study is to test whether there is influence of career guidance model for deaf children in facing the workforce so that they can be independent in the future life. The research method that is used in this study is Research Development (R & D) expressed by (Borg & Gall, 2003). The method of research is done using steps developed by (Borg & Gall, 2003). The Research is conducted in Payakumbuh city for certain skills such as culinary, fashion, aesthetic and other skills adjusted by potential area. The training is conducted for children who follow the subjects of expertise based on the Model of the Career Guidance that has been designed and developed as appropriate regional potential. In order to test the effectiveness of career guidance for self-relying children, it uses statistical techniques U Test by Mann Whytney. The results showed that the Career Guidance Model that is implemented for self-relying deaf children proven to be effective in improving the ability in conducting various types of skills that is given in accordance with their ability in time after Special Senior High School. It is proven from the result of U Test by Mann Whytney that is $U_{hit} > U_{tab}$. This means that the guidance career model is effectively performed by deaf children, so they have skills in conducting various types of work that suits their ability so that they have the independence for the future life.

Keywords: Career Guidance Model, Self-Relying Deaf Children, In time after Special Senior High School

In providing education services deaf students or children with hearing barriers is actually not always able to walk easily, but always faces various challenges as well as the problems caused by internal factors (disable condition), as well as external factors (family, school and society) including social issues, personal, learning, career and etc.

The definition of deaf or children with hearing barriers is children who experience a lack or loss of ability to hear either partially or completely caused by damage or not functioning of some or all of the tools of hearing that they could not use their hearing in everyday life, which affect their lives in a complex of primarily on language proficiency as a very important means of communication. Nevertheless they have the same rights as other citizens in obtaining education services to develop their potential as optimal as possible.

The preliminary result of the study (pre survey) about career guidance services provided to deaf students of Special Senior High School Payakumbuh is actually attempted optimally, but it is still limited to the capability of teachers particularly the teacher of skill subject. In general the teacher is as supervisor for their

students, only according to the extent of ability of the teacher and it is not observing the actual ability of the student so students are less able to be able to develop and complete skills with standalone without the help from the teacher.

Career owned by deaf students only describes the existence of limited ability of the teachers in guiding their students. This condition can occur beside due to teacher who is unprofessional or due to the condition of the school which is lacking support, so that the supervisor is less able to optimize guidance service. In the real action, a teacher of skill subject, classroom teacher and Chief of affairs strive to provide optimal services, but due to the limited ability of teachers and students, the result is less optimal as it is expected.

It is similarly happened with the capability of parents in guiding deaf children especially in career guidance activity toward their children, some of them protect their children too much (assisted in everything) and the other were being indifferent or less concerned, for the needs of psychic aspect, such as compassion, training skills and others, while in aspect of the material needs, almost most of them fulfill it.

The deaf students of Special Senior High School are in the adult age range so that the problems relating to the careers are often happened and they need a serious guidance which is proportional with the indicator of occurrence of career development which is less optimal according to the proportion of career guidance in students, and they gets less direction and guidance and receiving direction (the limitations of the teachers and students ability) to give and receive the stock a wide range of practice skills so there is the gap between the level of IQ, with the age and needs of the work. the age and needs of the work for deaf people is indispensable in the career guidance service. One of forms of career guidance service is a device can be a model of career guidance program. Afterwards, the deaf students have the same rights in acquiring an education and a job as a normal child, also obtained the necessary existence of a hypothetic clear precise and accurate guidance formula which then can be empowered, so this program model can be implemented through classroom teacher or mentor teachers, teacher of skill subject, supervisor and the parents.

Paying attention to the presence of the symptoms of a less optimal career development in deaf students at Special Senior High School and the teachers have not positioned their selves as a teacher of guidance and Counselling yet, then based on objective conditions and assumptions about the disruption of communication, socialization and ability to interact. It hints the necessity of development of study at a package of career guidance for deaf children to be able to face their life in the future in competing the field of work.

Special Senior High School is a school that organizes education for children who experience barriers of hearing. Curriculum that is used has been adapted to the needs of the children, namely 30% academic learning dan 70% skill learning to develop and excavate the children who have barriers to of hearing.

The General purpose of Career Guidance Services at a school is to assist students in understanding themselves and their environment to take decisions, planning and direction of activities that lead to career and job for living. While the particular objectives: a). To help the students improve their knowledge in the field of work, b). To increase their knowledge, c). To develop attitudes and values in facing employment options and preparing to apply for job, d). Enhancing the skills of thinking so that they are able to work in accordance with their capability and are available in the field of work, e). Mastering the important basic skills important in work especially the ability to communicate, to cooperate, to initiate and etc.

The circumstance dynamics that is as background of the deaf children with symptoms aspects influenced are necessary to trace to provide a clear understanding of deaf children. By understanding that, it will make it

easier in attempting to overcome or providing service in accordance with their needs.

As it is expressed by Natawidjaja (1988) that "a career is an overview of the self personal and an overview of the world of work outside of self, meeting a picture of himself with the world of work was to eventually be able to (1) Choose the field of the work (3) Prepare self for work (3) enter it (4) foster careers in those fields.

Gani (2012) continuously stated, "that career is to know the career workforce, to plan the future, with a satisfactory life forms, to determine the options, and to take such a right decision; in accordance with the self connected to chosen career".

This research is R and D research (research and development). What is meant by research and development according to Brog & Gall (2003) is "a process used to develop and validate educational products". This means that the model must be developed regarding matters related to real life, more efficient, and realistic-objective.

Brog & Gall (2003) argued that research and development is development model conducted systematically, conducted field test, evaluated, and refined to meet the criteria specified in terms of effectiveness, quality, or other standards that are set.

Mann Withney U test formula according to Supranto (2001:332) is as follows:

$$U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - \sum R_1$$

$$U_2 = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - \sum R_2$$

FINDINGS AND DISCUSSION

Findings

Career guidance is a guidance that aims to get to know, to understand, and to develop potential in preparing a self future. It is explained more that career guidance service is provided in order to know the concept of self that is related to interest, talent and ability as well as to get to know the position of career (Schalfer, 2000). McDaniel and Cramer (1989) states that the career guidance service is provided by the supervising teacher so that the children can understand themselves and their environment on the field of work. Thus, the children with hearing barriers at Special Senior High School should seriously prepare for their future career.

The teacher of skill subject In principle is the closest to and responsible for students who is thought

in skill lessons. Therefore The teacher of skill subject has the most strategic position in assisting officer in carrying out carrier guidance for deaf students. The strategy of implementation guidance needs to be held continuously, systematically and has orientation in providing skill suited with the talents, interests and abilities of students, either students who have problems or those who do not have any problem particularly in the field of the student's career. In addition, the need for enhancing the ability of teacher of skill subject in accordance with the field, so that teachers can give adequate skills, so with a given career guidance for deaf students, students will be able to achieve the development and establishment of a steady career and be empowered to succeed and to be good for themselves, their families and communities.

To find out the effectiveness of career guidance model toward the children in getting know the ingredients and processing the food stuffs, then they are given a test at the beginning and at the end of the activity, from the analysis of the obtained data, namely $U_1 = 14.5$ and $U_2 = 49.5$, from both U_{hit} , the smaller one is used. So $U_2 = 14.5$ is taken. On 95% significant level and 0.05 alpha. At $N = 8$, then it is retrieved $U_{tab} = 13$. This Means That The $U_{hit} > U_{tab}$

Thus, career guidance service is effective to improve the ability to know the ingredients and processing foodstuffs for children with hearing barriers in Special Senior High School B luak Nan Bungsu Payakumbuh as an effort to self relying on a life.

Discussion

The discussion is based on the research results as an important factor in the formulation of Career Guidance model for children with hearing barriers. When the teaching and learning process or when the material of skill subject is held, it should take place using the principles of learning for deaf children, because the children with hearing barrier are the special one, they can catch the information from what is seen through the lips of another person. Therefore teachers that are teaching children with hearing barriers should direct their face on the children when teaching them.

In vocational education for children with hearing barrier, a teacher is expected to implement the career guidance carefully and is able to understand the characteristics of each child, since each child has a difference, both in terms of ability, intelligence, aptitude, interests, motivations and concentration. With such diversity, the teacher should be capable to give skills and to give an evaluation in accordance with the ability of the children.

Deaf children's intellectual abilities basically have the same barriers with other normal children, because

these children have high, average, and low intelligence. However, the development of the intelligence was heavily influenced by the development of language, then, they show the slow development caused by the low understanding of the language. In this case each child who follows the learning should use a variety of ways of learning so that they have an interest in and easily understood in everyday life.

Skills in children who experience hearing obstacles have a lot of diversity. Because each individual has its own diversity, some of the skills as the modal to have a job are cooking, sewing, farming, aesthetic, mechanic, and various other skills. The skills possessed by each individual child with auditory barrier have a function for life in their future. Thus, it can be concluded that the response of children with hearing obstacles about the Organization of career guidance services are very practical and effective to self relying and improve the ability of the children in implementing education of skill subject.

CONCLUSION AND SUGGESTION

Based on the result, it is proven that children with hearing obstacles have the independence and responsibility as well as being able to determine career choices. It is proven from the results of test using the Mann Whitney U test earned $U_{hit} = 14.5$ U_{tab} value is 13, then the $U_{hit} > U_{tab}$. It can be concluded that career guidance services id effective in self relying children with hearing barrier.

Based on the research results and conclusions above, this section is put some suggestions to the supervisor teacher to always cooperate with the company or the manufacturer continuously and teachers should be more creative in cultivating independence, so that the children can open up employment in accordance with their skills

REFERENCES

- Borg, W. R., & Gall, M. D. (2003). *Educational Research: An Introduction*. London: Longman, Inc.
- Gani, R. A. (2012). *Bimbingan karis*, Bandung, Angkasa.
- Natawidjaja, R. (1988). *Pedoman Guru dalam Bimbingan di Sekolah*. Bandung: FIP IKIP Bandung.
- Schalfer, C. (2000). *Bagaimana Membimbing, Mendidik dan Mendisiplinkan Anak Secara Efektif*, Terjemahan. R. Tarman Sirait, Radar Jaya Offset. Jakarta.