

Vocational Education as Empowerment Motivation for The Skills of Sorong Special School Students

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ABSTRACT

This research uses qualitative research, with a phenomenological model where this research aims to determine the role of motivation and empowerment in Sorong special schools. The focus of this research is students and teachers using a purposive sampling method, using data analysis techniques from interviews with 6 principals and teachers, interviews with 10 students, as well as the results of observations of disability skills classes at the Sorong special school. Research data was obtained through semi-structured interviews assisted by a documentation process related to the entire learning process of students with disabilities related to skills. This research uses data reduction analysis techniques, data presentation, and drawing final conclusions. Research data shows that all school structures play an active role in developing the skills of students with disabilities

INTRODUCTION

The role of educators is to help people with disabilities adjust and be ready for the world of work, schools as a place of development and to be aware of what must be done to realize the creation of development for students with disabilities in the school environment. In order to support the absorption of workers with disabilities in the world of work, this cannot only be done by honing the competency skills of graduates, but needs to be accompanied by efforts to prepare workers with disabilities. This means that it is important to create appropriate graduate competencies. With coaching/skills training efforts, students with disabilities will be able to develop and improve their physical, mental and social abilities so that they are able to work according to their level of ability, education and skills as well as their interests and experience, and achieve independence in society.

Therefore, based on the background of the problem stated above, the author wants to examine the picture of Vocational Education in schools as well as the role of motivation and coaching in developing the skills of people with disabilities, at the Sorong Special School, in gaining motivation in the teaching and learning process and also acquiring skills. which is in accordance with the field of expertise and can have the opportunity to obtain graduate competency after acquiring sufficient skills at school, in accordance with the expertise that students acquire during the teaching and learning process.

LITERATURE REVIEW

There are several pieces of literature that underlie this research: Competencies and survival skills needed by students in facing life and the world of work. There are seven (7) scopes of skills, namely the following: critical thinking and problem solving abilities, collaboration and leadership, agility and adaptability, initiative and entrepreneurial spirit, able to communicate effectively both orally and in writing, able to access and analyze information, and have a sense of curiosity and imagination. (Barry, 2012). According to (Griffin, McGaw & Care, 2012).

People with disabilities are different when compared to the term disabled. So the term disabled person is considered to be inconsistent with human rights principles and demeans human dignity. A person with a disability is someone who has a disorder or condition that can interfere with activities. Meanwhile, Article 1 number 1 of Law Number 8 of 2016 concerning Persons with Disabilities (UU No. 8 of 2016) states that a person with a disability is anyone who experiences physical, intellectual, mental and/or sensory limitations for a long period of time when interacting with the environment may experience obstacles and difficulties in participating fully and effectively with other citizens based on equal rights. From this definition, people with disabilities based on Article 4 of Law no. 8 of 2016 can be categorized into four groups, namely:

- a. People with physical disabilities, namely impaired movement function, including amputation, paralysis or stiffness, paraplegia, cerebral palsy (CP), stroke, leprosy, and small people.

- b. People with intellectual disabilities, namely impaired thinking function due to a level of intelligence below average, include slow learning, hearing, deaf and blind disabilities and Down syndrome.
- c. People with mental disabilities, namely impaired thinking, emotional and behavioral functions, include:
- d. Psychosocial include schizophrenia, bipolar, depression, anxiety and personality disorders
- e. Developmental disabilities that affect social interaction abilities include autism and hyperactivity.
- f. Persons with sensory disabilities, namely disruption of one of the functions of the five senses, including visual disabilities, hearing disabilities, and/or speech disabilities. (Andayani, 2016).

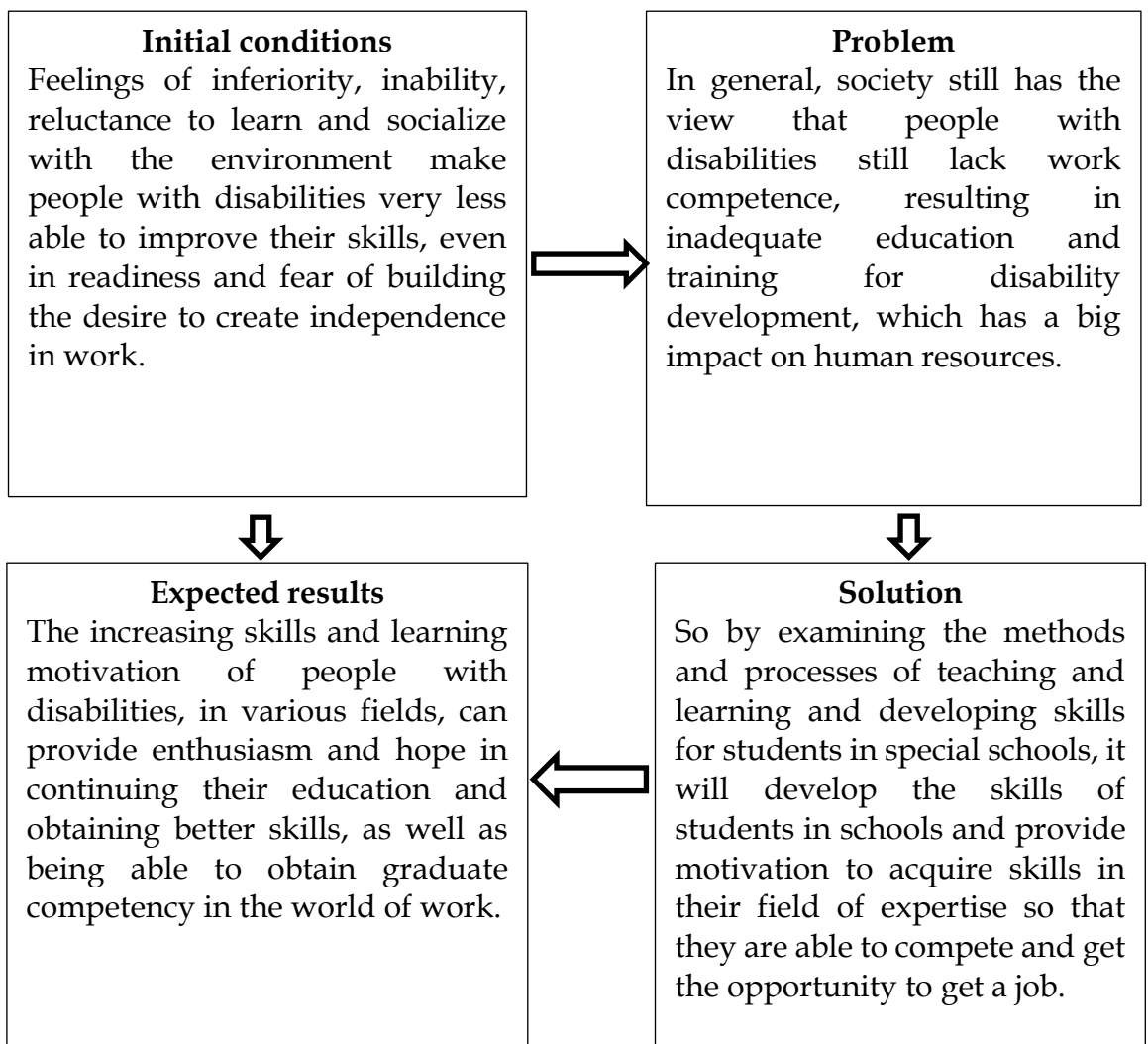


Figure 1. Conceptual Framework (2024 Data Processing Results)

METHODOLOGY

This research uses a phenomenological approach. An experiential phenomenon based on consciousness that occurs in several individuals. Carried out in natural situations, so there are no limitations in interpreting or understanding the phenomenon being studied. Trying to understand and interpret the meaning of an event involving human behavior interaction in a particular situation according to the researcher's own perspective. Done in a reasonable situation based more on phenomenological characteristics which prioritize appreciation.

RESEARCH RESULTS

Some of the research results are:

Based on the results of interviews, observations and documentation, it was concluded that the Sorong Special School has the characteristics of a school that implements vocations by implementing an appropriate educational curriculum, holding skills classes to develop students' skills, carrying out an interest and talent assessment process before class selection. skills classes, have the quantity and quality of teachers who are competent in their respective fields of expertise and have sufficient advice and infrastructure to support student skills.

The main factor that influences students' low motivation in accepting the teaching and learning process is the family or parental environment, therefore the teacher always interacts with each student's parents in collaborating to support the wishes of the student concerned, not the pressure and wishes of the parents so that students can comfortably accept all the learning provided. given without pressure but with will.

Based on the results of interviews and documentation, it can be concluded that it is important to develop the skills of students with disabilities so that they can obtain provisions and as a form of student independence. The forms of guidance given by teachers to students are an effort to develop their skills. By providing guidance there is direction in the form of continuous consistent exercises and providing direct examples as a form of analogy with limitations, not the end of everything, even though students have limitations, they still can work. Then there is a relationship between the process of coaching students with disabilities and competence in the world of work. If the coaching process runs smoothly and effectively, then the knowledge provided by the teacher will also be conveyed to the students optimally. So that the training provided can provide students with skills in a field of expertise, thus becoming capital to step into the world of work. Furthermore, in general, students with disabilities at the Sorong Special School are not yet able to step into the real world of work, but to be ready, most are ready but not enough to compete. Except for students with hearing disabilities, most of them are very ready and able to work in the world of work, because students with hearing disabilities are truly competent in the field of expertise they are involved in in school skills classes so that students with hearing disabilities graduate with good competence.

DISCUSSION

Based on the findings of researchers in the field, many students with disabilities have increasingly developed skills in certain fields. This proves that students with disabilities actually have competence in the world of work. This phenomenon is the subject of study in this research. Researchers see a phenomenon where people with disabilities are always underestimated in the world of work. Persons with disabilities are excluded due to various considerations, demands and certain reasons in a job position.

CONCLUSIONS AND RECOMMENDATIONS

The role of motivation as an effort to develop the skills of students with disabilities at the Sorong Special School, namely; (1) as an encouragement to gain knowledge, (2) the main capital in working and creating, (3) self-confidence in gaining independence and creativity.

1. The role of coaching as an effort to develop student skills at the Sorong Special School; as guidance and direction in raising awareness of students' potential. The coaching process carried out at school is carried out through regular and systematic exercises, in developing students' curiosity in acquiring more skills at school, as well as through events and competitions related to students' skills so that they can become skilled and competent graduates, So you can have the potential to reach the world of work.

ADVANCED RESEARCH

Opening up more opportunities for students with disabilities to provide opportunities to seek knowledge and expertise in fields that suit the students' talents and interests. Students with disabilities also have the potential to provide opportunities for students with disabilities to take part and work in the world of work. Many students with disabilities also have great academic potential, so it is hoped that institutions and agencies will open up opportunities for students with disabilities who have academic potential to achieve learning goals.

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