



## ANALITIKA

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### **Pengembangan Model Manajemen Pembelajaran Keterampilan Vokasional untuk Menyiapkan Anak Tunagrahita Ringan Memasuki Dunia Kerja**

#### ***Developing Model of Vocational Skill Learning Management To Prepare Mild Mentally Retarded Children in Entering the World of Work***

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#### **Abstrak**

Penelitian ini bertujuan untuk: 1) memetakan praktek manajemen pembelajaran keterampilan di SLB saat ini, 2) memperoleh informasi tentang hal-hal yang dibutuhkan dalam pengembangan model, 3) menghasilkan model manajemen pembelajaran keterampilan vokasional untuk menyiapkan anak tunagrahita ringan memasuki dunia kerja, dan (4) memperoleh informasi tentang keefektifan model.

Desain penelitian ini terdiri 3 tahapan: 1) studi pendahuluan meliputi studi literatur, studi kancas, pengisian angket dan analisis kebutuhan melalui FGD, dengan subjek 30 kepala SLB, 102 guru SLB dan 33 orangtua murid; 2) pengembangan model meliputi perumusan model, validasi draf model oleh 14 orang praktisi, validasi draf model oleh 10 tim ahli, dan revisi model; 3) uji coba terbatas oleh 6 orang praktisi, uji coba kelompok kecil oleh 12 orang praktisi, uji coba diperluas oleh 33 orang praktisi, dan refisi model final. Analisis data menggunakan teknik analisis statistik deskriptif dan analisis kualitatif deskriptif. Hasil penelitian menunjukkan: 1) Praktek manajemen pembelajaran keterampilan di SLB saat ini (a) materi keterampilan tidak sesuai dengan kebutuhan DUDI; (b) pengelompokan rombongan belajar berdasarkan tingkat kelas; (c) pendekatan pembelajaran tematik dengan tema-tema keterampilan; (d) penggunaan metode drill; (e) penilaian mengutamakan hasil; (f) belum dilaksanakan PKL dan magang kerja; (g) kerja sama dengan orang tua dan DUDI belum terjalin, dan (h) kepala sekolah belum menerapkan fungsi manajemen. 2) Kebutuhan pengembangan model (a) pemilihan materi keterampilan sesuai kebutuhan DUDI; (b) pengelompokan rombongan belajar berdasarkan jenis keterampilan; (c) pendekatan pembelajaran tematik dengan tema-tema keterampilan; (d) penggunaan metode drill; (e) penilaian pada proses dan hasil; (f) penyelenggaraan PKL dan magang kerja; (g) menjalin kerja sama dengan orang tua dan DUDI; dan (h) kepala sekolah yang karismatik, banyak ide, mampu menerapkan fungsi manajemen untuk pembelajaran keterampilan vokasional. 3) Model yang dihasilkan (a) materi keterampilan sesuai kebutuhan DUDI; (b) pengelompokan rombongan belajar berdasarkan jenis keterampilan; (c) pendekatan pembelajaran tematik dengan tema-tema keterampilan; (d) penggunaan metode drill; (e) penilaian pembelajaran pada proses dan hasil; (f) penyelenggaraan PKL dan magang kerja; (g) menjalin kerjasama dengan orang tua dan DUDI; dan (h) kepala sekolah yang karismatik, banyak ide, mampu menerapkan fungsi manajemen untuk pembelajaran keterampilan vokasional. 4) Hasil uji coba isi model mencapai skor mencapai 4,50 (89,98%) dengan kategori sangat baik, hasil uji keterterapan model mencapai skor 4,70 (94,07%) dengan ketegori sangat baik.

**Kata Kunci:** manajemen pembelajaran, keterampilan vokasional, anak tunagrahita ringan, memasuki dunia kerja

**Abstract**

*This study aims: (1) to map the practice of skill learning management in several special schools recently; (2) to gain information of things needed in developing the skill learning model (3) to create vocational skill learning management model to prepare mild mentally retarded in entering the world of work; (4) and to find out information of the model effectiveness. The design of this research and development broadly comprises three phases: (1) the preliminary study covering the literature study, the arena study, questionnaire distribution and need analysis through the FGD with 30 headmasters, 102 teachers and 33 parents from 33 special schools in Yogyakarta as the research subject; (2) the model development including the formulation of the model, validation of the model draft by 14 practitioners (headmaster and teacher) and 10 experts, and the revision of the model; and (3) the limited testing by 6 practitioners, the small group testing by 12 practitioners, the extended testing by 33 practitioners, and final model revision. Data analysis uses descriptive statistical analysis techniques and descriptive qualitative analysis. The results show that: 1) the practice of vocational skill learning management in special schools recently outlining following evidences (a) the skill material is not appropriate to the needs of DUDI (World of Business and Industry), (b) study group classification is based on the class grade, (c) thematic learning approach is in line with the skill themes, (d) the use of drilling methods, (e) learning evaluation is oriented on the result, (f) has not organized field practice (PKL) and job training yet, (g) schools have not established cooperation with parents and DUDI yet, and (h) the headmasters have not fully implemented the management function. 2) the needs of model development are (a) vocational skill material selection based on the need of DUDI; (b) study group classification based on the types of skill; (c) thematic learning approach based on the skill themes; (d) the use of drilling methods; (e) learning evaluation on the process and result; (f) organizing field practice and job training; (g) establishing cooperation with parents and DUDI; (h) the charismatic headmasters who have a lot of ideas are able to implement the function of management in vocational skill learning. The result of model content testing reaches 4.5 (89.98%) in very good category and the result of model applicability testing reaches the score of 4.70 (94.07%) in very good category.*

**Keywords:** *learning management, vocational skills, light tunagrahita children, entering the workforce*

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## **INTRODUCTION**

This study aims: (1) to map the practice of skill learning management in several special schools recently; (2) to gain information of things needed in developing the skill learning model (3) to create vocational skill learning management model to prepare mild mentally retarded in entering the world of work; (4) and to find out information of the model effectiveness.

## **METHODOLOGY**

Formulation of the problem and the significance of the study as mentioned in the first chapter guiding this study into *Research & Development (R&D)*. according to Borg & Gall there are ten general steps as presented in chart 9 as follows: (1) Research and information collecting, (2) Planning, (3) Develop preliminary form of product, (4) Preliminary field testing, (5) Main product revision, (6) Main field testing, (7) Operational product revision, (8) Operational field testing, (9) Final Product revision, (10) Dissemination and implementation.

Borg & Gall' Research and development steps are simplified by the writer into 3 stages as the followings: (1) preliminary research stage to map the recent condition and the needs of development, (2) developing stage, and (3) model testing stage as the product.

### **A. Model Development**

Model of Vocational Skill Learning Management to Prepare Mild Mentally Retarded Children in Entering the World of Work is created integrally in class learning at the level of SMALB (Special High School) to improve the quality and relevance of graduates with the need of world of work

especially DUDI (World of Business and Industry).

### **B. Procedure of Development**

Procedure of development is carried out into three stages covering pre model development or preliminary study, model development, and validation or model testing. Preliminary study stage is conducted to find out the recent condition of vocational skill learning management and field needs.

#### **1. PRELIMINARY STUDY STAGE**

##### **a. Literature Study**

Literature Study is carried out to collect supporting materials in arranging model draft. Literature study is conducted by learning books, research journals, relevant articles to this study.

##### **b. Preliminary Study**

Preliminary study is conducted to find out the implementation of recent vocational skill learning management and things needed in development. Preliminary study covers (1) the questionnaire distribution, observation, and interview to gather previous information, (2) Focus Group Discussion with stakeholder to discuss the recent condition of vocational skill learning management and the needs of development, and (3) trough questionnaire distribution by headmasters, teacher, and parent/family to gain additional information of the recent condition and things needed in developing model. The research subjects in this stage consist of 30 headmasters, 102 special school teachers and 33 parents.

#### **2. Development Stage**

There are several activities conducted in the development stage as follows;

**a. Arrangement of Model draft**

Model draft of vocational skill learning management to prepare mild mentally retarded children in entering world of work is set based on the information and input from literature study, FGD, and questionnaire distribution.

**b. Model Draft Validation by Practitioner and Expert**

Model draft validation is carried out by user candidate (headmaster and teacher) and validation by expert team with various background of management, education, special education, and linguistics. Validation is initiated by implementing model draft and FGD to gain some inputs. After conducting FGD, the participants are required to give assessment from the aspects of model systematic, substance, linguistics and graphic. Research subjects in this stage consist of 14 practitioners and 10 experts.

**c. Model Draft Revision**

Model Revision is conducted by the inputs or guidance of the assigned experts. The inputs from the expert will complete the model draft which prepared to have field testing.

**C. MODEL TESTING**

The resulted model is tested through three stages as follows; the limited testing with subject of 6 people, small group testing with the subject of 12 people, and extended testing with the subject of 33 people consisting of headmasters and teachers of special school. The testing will give model effectiveness result.

The revision of the limited testing result will be brought in FGD of the testing result and the result of the FGD will be used in revising the model draft. Research subjects

in this stage consist of 14 practitioners and 10 experts.

**RESULT AND DISCUSSION**

Research and development is fully conducted in a year. From January until June 2016 there were only 10 % of mild mentally retarded children graduated from special school who were able to work , that mild mentally retarded children graduated from special school who able to work meanwhile 90% of them were in unemployment condition. Furthermore, it was conducted observation and interview to find out the implementation of vocational skill learning management.

Then, trough FGD conducted on 21 July 2016 gained a lot of inputs about the needs in developing model and formulated the model draft.

Formulated model draft was then validated by practitioner and expert. After getting validation, the testing and FGD were carried out to find out the applicability, and the final stage in this study was final model product revision.

The Implementation of vocational skill learning management.

The first research question is about the implementation of vocational skill learning management for mild mentally retarded children carried out at special school in Yogyakarta with the following answers;

a. What kind of materials of vocational skill learning for mild mentally retarded children recently is carried out at several specials schools in Yogyakarta?

(1) Vocational skill learning material is not appropriate with the need of world of work/ DUDI;

- (2) There are a lot of materials so students do not focus on skill.
- b. What kind of study group classification is recently carried out at several special schools in Yogyakarta?
- (1) Study group classification based on class grade;
- (2) Students are divided and jumped into all skills held at school.
- c. What kind of approach of vocational skill learning management for mild mentally retarded children is recently carried out at special school in Yogyakarta?
- (1) Thematic with the unrelated general themes of the skills learned;
- (2) Skill learning is carried in the classroom.
- d. What kind of vocational skill learning method vocational skill learning management for mild mentally retarded children is recently carried out at special school in Yogyakarta? Learning methods used are speech, discussion, and task giving.
- e. What kind of evaluation of vocational skill for mild mentally retarded children vocational skill learning management for mild mentally retarded children is recently carried out at special school in Yogyakarta?
- (1) Evaluation is conducted by Study Result Test (Final semester exam);
- (2) Evaluation of school test.
- f. What kind of field practice and job training is recently carried out at special school in Yogyakarta?
- (1) Practice is carried out at school;
- (2) There is no field practice or job training in the place of DUDI.
- g. What kind of parent and businessman participation is recently carried out at special school in Yogyakarta?
- (1) Parents' participation is merely as the member of school committee.;
- (2) Parents' role is limited in attending meeting held twice a year.
- h. What kind of headmasters' role is recently carried out in special school in Yogyakarta?
- (1) Headmaster is not directly participated in vocational skill learning;
- (2) Headmaster has not fully committed in assisting students to enter the world of work;
- (3) Headmaster does not have follow up program for graduated students.
- What things are needed in developing model?
- a. What kind of material is needed in developing model?
- (1) Formulation of vocational skill learning material which is appropriate with market need;
- (2) Requirement of one or two vocational skill material taken by the student;
- (3) Selection of vocational skill material based on student's potency or need.
- b. What kind of study group classification is needed in developing model?
- (1) Study group classification which gives a lot of opportunities to students learn the skill;
- (2) Study group classification based on skill selection.
- c. What kind of learning approach is needed in developing model?

- (1) The use of learning approach which supports the students to master certain skill competence;
  - (2) The use of integrative functional thematic learning approach.
  - d. What kind of learning method is needed in developing model?
    - (1) The use of method which gives chance to students achieve skill competence;
    - (2) The use of drilling method.
  - e. What kind of learning evaluation is needed in developing model?
    - (1) Evaluation which is beneficial for students;
    - (2) Evaluation which assesses the process and result.
    - (3) Portfolio evaluation.
  - f. What kind of field practice or job training organization is needed in developing model?
    - (a) Organizing filed practice or job training directly in the work place or in businessman place;
    - (b) Organizing filed practice or job training in adequate time.
  - g. What kind of parent and businessman participation is needed in developing model?
    - (a) Parents take part in selecting the skill for their children;
    - (b) Parents take part in children activity at school and field practice or job training;
    - (c) Parents take part in planning follow program after their children graduated;
    - (d) Businessman gives input so the skill taught at school is appropriate to the need of world of work;
  - (e) Businessman facilitates the filed practice or job training activity.
  - h. What kind of headmaster role is needed in developing model?
    - (a) Headmaster who is fully committed to give service based on student's need;
    - (b) Headmaster who is fully committed to implement management well;
    - (c) Headmaster who is able to bring school community into one vision and mission and also make it real;
    - (d) Headmaster who is able to build network with various government or private institution, especially with the business party.
- What kind of vocational skill management learning model to prepare mild mentally retarded children in entering the world of work?
- a. What kind material is appropriate to the model?
    - (a) Vocational skill material which is appropriate to the need of DUDI;
    - (b) Material which fits to students' potency and need.
  - b. What kind of study group classification is appropriate to the model?
 

Study group classification is based on the selection of skill followed.
  - c. What kind of learning approach is appropriate to the model?
    - (a) Functional thematic learning approach;
    - (b) Using themes which is related to the selected skill.
  - d. What kind of learning method is appropriate to the model?
    - (a) Repeation or drill;
    - (b) Task based learning.

- e. What kind of learning evaluation is appropriate to the model?
  - (a) Evaluation on the process and result?
  - (b) Portfolio
- f. What kind of field practice and job training organization is appropriate to the model?
  - (a) Organizing field practice or job training in the place of DUDI;
  - (b) Establishing field practice or job training.
- g. What kind of parent and businessman participation is appropriate to the model?
  - (a) Parents actively accompany children during study;
  - (b) They actively prepare children's activity after graduation.
- h. What kind of headmaster role is appropriate to the model?
  - (a) Headmaster who secures the students with vocational skill and able to work;
  - (b) Headmaster who is able to establish network with all parties including DUDI;
  - (c) Headmaster who is able to bring the school community to have commitment together to create skillful and workable students.

Is the vocational skill learning management to prepare mild mentally retarded children in entering the world of work effectively applied?

- a. How much can the model systematics aspect be applied?  
The implementation of systematics aspect shows that it can be applied well. The result is presented by the percentage of the score of limited

testing reaching 4.50 (90%); small group testing reaching score of 4.45 (89%); and the extended testing reaching score of 4.55 (91%).

- b. How much can the model substance aspect be applied?

The implementation of substance aspect shows that it can be applied well. The result is presented by percentage of the score of limited testing reaching 4.45 (89%); small group testing reaching score of 4.39 (87.8%); and the extended testing reaching score of 4.66 (93%).

- c. How much can the model linguistics aspect be applied?

The implementation of linguistics aspect shows that it can be applied well. The result is presented by percentage of the score of limited testing reaching 4.43 (90.6%); small group testing reaching score of 4.32 (86.4%); and the extended testing reaching score of 4.60 (92%).

- d. How much can the model graphic aspect be applied?

The implementation of graphic aspect shows that it can be applied well. The result is presented by percentage of the score of limited testing reaching 4.57 (89.4%); small group testing reaching score of 4.40 (88%); and the extended testing reaching score of 4.67 (93.4%).

- e. How much is the model needed?

The model is extremely needed by the school. The result is presented by percentage of the score of limited testing reaching 5.00 (100%); small group testing reaching score of 4.75

- (95%); and the extended testing reaching score of 4.80 (96%).
- f. How important is the model for school?  
The model is very important for school. The result is presented by percentage of the score of limited testing reaching 4.67 (93.4%); small group testing reaching score of 4.92 (98.4%); and the extended testing reaching score of 4.77 (95.4%).
- g. How much is the model expected for school?  
The model is extremely expected by the school. The result is presented by percentage of the score of limited testing reaching 4.83 (96.6%); small group testing reaching score of 4.58 (91.6%); and the extended testing reaching score of 4.70 (94%).
- h. How much is the model beneficial for school?  
The model is really beneficial for school. The result is presented by percentage of the score of limited testing reaching 5.00 (100%); small group testing reaching score of 4.67 (93.4%); and the extended testing reaching score of 4.43 (88.6%).
- i. How much does the model help school?  
The model is very helpful for school. The result is presented by percentage of the score of limited testing reaching 4.67 (93.4%); small group testing reaching score of 4.75 (95%); and the extended testing reaching score of 4.60 (92%).
- J. How much does the model ease the school?
- The model eases the school. The result is presented by percentage of the score of limited testing reaching 4.67 (100%); small group testing reaching score of 4.58 (91.6%); and the extended testing reaching score of 4.37 (87.4%).
- K. How much is the model practical for school?  
The model is practically used. The result is presented by percentage of the score of limited testing reaching 5.00 (100%); small group testing reaching score of 4.75 (95%); and the extended testing reaching score of 4.47 (89.4%).
- L. How much is the model applicable at school?  
The model is well applicable at school. The result is presented by percentage of the score of limited testing reaching 4.67 (93.4%); small group testing reaching score of 4.50 (90%); and the extended testing reaching score of 4.73 (94.6%).

## **CONCLUSION**

The product of this research is model of vocational skill learning management to prepare mild mentally retarded children in entering the world of work. This model is ensured as one of the solutions in solving the problems faced by the mild mentally retarded children as the alumnus who have not worked optimally. model of vocational skill learning management to prepare mild mentally retarded children in entering the world of work is a kind of comprehensive, integrated, continuous and functional learning. In this model, learning involves the active participation of family, employment, and society, and is also oriented to the ability and the need of mild



mentally retarded children to achieve certain vocational skill competence as the foundation to enter the world of work.

Model of vocational skill learning management has been arranged through the long process from the need analysis, formulation of the model draft, model validation, implementation testing, and revision to the final model. Therefore, model has been appropriate to the need of user candidate since it has involved teachers, headmaster, parents and relevant educational stakeholder.

The model has several specifications as follows:

1. Vocational skill material has been adjusted to the need of DUDI or market so the students' vocational skill competence appropriate to the need of DUDI or market;
2. Study group classification is based on the similarities of the skill types not on the class grade;
3. The use of thematic learning process approach with the relevant themes of skill;
4. The use of skill training method (*drill method*);
5. The implementation of portfolio learning evaluation;
6. The organization of field practice (PKL) and job training at DUDI;
7. The participation of parents and businessman role in vocational skill learning; and
8. The existence of headmaster role who is able to implement management function well.

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