

People with Disability in Vocational High Schools: between School and Work

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Abstract. Vocational education is positioned within the framework of Vocational Education for All. Therefore, the alignment between the world of education and the world of work is an issue that is always actual within the framework of vocational education, including being an actual issue for people with disabilities. This article aims to map how the state frames disability and vocational education issues within the framework of public policy. The research was conducted using qualitative research method in which the data obtained from the study of documentation. Analysis of the data using content analysis. The results of the study show that the State Policy has not fully framed the issue of vocational education for the disabled into special policies. The vocational education policy for the disabled is still integrated in the major policies in certain institutions. No policy innovations have yet significantly provided a special place for the disabled.

1. Introduction

Vocational education as part of the national education system that prepares its graduates to enter the world of work is required to produce learning outcomes that are in harmony with the needs of the world of work. [1]. In addition, vocational education has a strategic role in spurring economic growth and change agents in increasing the resilience, competitiveness, and glory of the nation. To achieve this goal vocational education needs to be positioned within the framework of Vocational Education for All (VoEFA), one of which is decent and decent vocational education for disable people.

In some developed countries, people with disabilities are prepared to have life skill skills to support their independence and livelihood later as adults. In their research in the United States show that the government prepares the careers of special needs students of school age by conducting career guidance and exploration with parental participation, skills training, skills assessment and helping to find alternative employment for them after graduation [2]. Spichtinger [3] in his research mentions that the German government has prepared regulation and provision of the labor market for disables by mapping and preparing vocational education for young people with disabilities. Hirvonen [4] in his research also mentioned that vocational education for disabled students in Finland has been able to change the concept of inclusive education into vocational-based education so that students with special needs are more easily accepted in the community.

Indonesia as a developing country certainly does not yet have a policy like in developed countries in thinking and implementing vocational education programs for the disabled to prepare for their future.



How in Indonesia? In Indonesia work is a crucial issue for people with disabilities to survive and gain social recognition.

The Ministry of Manpower and Transmigration states that the number of disability workers or persons with disabilities who were at productive age in Indonesia in 2010 reached 7,126,409 people [5], but 63% of persons with disabilities are not working. In 2016 the Central Bureau of Statistics (BPS) issued a national employment survey (Sakernas). This allows for a deeper analysis of the conditions of persons with disabilities in the Indonesian labor market. Head of Research Team of LPEM FEB University of Indonesia, Halimatussadiah explains the estimated number of persons with disability in Indonesia by 12.15 percent. The average category is 10.29 percent and the weight category is 1.87 percent. Meanwhile, the prevalence of provincial disability in Indonesia is between 6.41 percent to 18.75 percent. The three highest prevalence provinces are West Sumatra, East Nusa Tenggara and South Sulawesi. From 12.15 percent of people with disability 45,74 percent education level of disabilities never or not pass elementary school, far compared to non- disabled with 87,31 percent educated elementary to above. And it turns out that number of disability is more woman that is 53, 37 percent. While the remaining 46.63 percent were male.

2. Research Methods

This article aims to analyze how the state through its policies regulates the vocational education for the disabled. This article attempts to analyze policy content on INPRES No9 of 2016 on Vocational Education Revitalization Policy. The study was conducted by literature study. The analytical techniques used in the literature study are (1) synthesize, comparing, (2) summarize, summarizing the results of expert research on vocational education policy for the disabled and (3) criticize, How vocational education is in state policy.

3. Vocational Education for Difabel

Traditionally, according to Pavlova [6] vocational education is education with the main purpose of preparing to work by using competency-based education approach. Furthermore, according to Pavlova education work is an educational program with three interrelated components: learning for work, learning about work. Components of learning to work include work-related knowledge and practice, the learning component of work includes setting and condition, and components of understanding of the nature of work relating to socio-cultural, economic and political pressures that affect employment.

Referring to the formulation to develop the quality of vocational school education (vocation) can be formulated as a whole (characteristic) ability graduates who can meet the needs of the world of work. Quality control of education, concerning the control of educational components that support the fulfillment of the quality of education required by the world of work. These components consist of the quality policy of education, curriculum, learning, educational facilities, learners, and educators. The result of the educational process is the ability of graduates, while the graduate quality criteria is a description of the capability (performance) demanded by the world of work. Quality control is a technique and operational used to meet quality requirements. Vocational education is an amalgamation of theory and practice in a balanced manner with an orientation to the readiness of its graduates.

The curriculum in vocational education, concentrated on the apprenticeship of learning system on specific trades. The advantages of this vocational education, among others, learners can directly develop their skills tailored to the needs of the field or field of tasks that will be faced. According to Iswari [7] the purpose of vocational education is: 1. To improve the skills of students with special needs / disabled persons in doing a job that is in accordance with the interests, abilities and needs of the community, and areas of arable according to disability. 2. To improve the skills of learners in achieving and creating the type of work that is appropriate ability and not hindered by disability. 3. At the same time instilling a high entrepreneurial attitude and spirit to continue entering the world of work both as a worker and as an entrepreneur. 4. To increase the confidence of the business world and

industry in order to be able to employ them as a provision to face a decent life as any other normal person. Vocational education is a learning process that prepares students to enter the work field after completing their studies. This means that vocational education is a real condition that is established to realize knowledge in accordance with the values expected in the work. Thus, in the organization of vocational education, the vocational education curriculum (in the sense of metaphysics) should be structured according to the reality required for work, the method of teaching and learning (in the sense of epistemology) is also adapted to conditions such as work, and has a result value (in the sense of axiology) Which are expected to match the demands of the labor market.

According to The Vocational Education in Democracy [8] there are 16 things to consider in vocational education: 1. The training environment is the working environment or a replica of the working environment. 3. The trainee is trained specifically in the manipulative habits and thinking habits required in the occupation itself 4. The training is the trainee to capitalize his interests and abilities to the highest possible Degree 5. The training is given to those who need it, want it, and are able to profit by it 6. Adequate repetitive training in experiences from the occupation fixes right habits of doing and thinking necessary for employment. The instructor is himself master of the skills and knowledge he teaches 8. Training is carried to the point where it can secure employment or hold employment. 9. Training meets the market for any given occupation. 10. Training is given on actual jobs and not in exercises or pseudo jobs. 11. The content of the training which is taught is obtained from the masters of the occupation, not theorists. 12. This teaching contents applies so much and specifically to the occupation that it has the functioning value for this occupation only. 13. The training needs 14. The particular characteristics of those it serves are considered --both in methods of instruction and in personal relations with learners. 15. The administration is elastic and fluid. 16. The funds expended on training are at least sufficient to permit good training to be done.

4. Map of Vocational Policy for Difabel in Indonesia: Analysis of Presidential Regulation

Number 9 Year 2016 on Vocational High School Revitalization

Jokowi-JK government commitment in education, especially vocational education is interesting to be observed and deserves to be appreciated. By mid-2016, President Jokowi has even made a clear affirmation of the importance of revitalizing vocational education. Next end of 2016, precisely on September 9, 2016 President Jokowi publish Policy Revitalization of Vocational Education. This means that President Jokowi's policy and commitment to vocational education is really affirmative. As stipulated on the institution on September 20, 2016, mentioned in the framework of strengthening synergy among stakeholders and to improve the quality and competitiveness of Indonesian human resources, President Joko Widodo on September 9, 2016 has signed the Presidential Instruction Number 9 Year 2016 on the revitalization of Vocational High School in order to Improve the Quality and Human Resources of Indonesia.

In general, the Presidential Instruction is addressed to: 1. The Ministers of the Cabinet of Work: 2. The Head of National Agency for Certification of Profession (BNSP); And 3. The Governors, in the Presidential Instruction President Jokowi also gave special assignment to 11 Ministries / Institutions. In the Instruction, in detail, the tasks and instructions given to 11 ministries and institutions are: Ministry of State-Owned Enterprises, Ministry of Industry, KKP, Ministry of Labor, Ministry of Transportation, Ministry of Energy and Mineral Resources, Ministry of Health, Ministry of Finance and National Agency Professional Certification. The 11 ministries and institutions have been firmly granted duties and powers as their respective domains. Of course, in it includes arranging roadmap for revitalization of vocational education.

Very interesting and need to be appreciated from this Presidential Instruction is the president involves so many ministries and institutions even explicitly the governors of Indonesia as part of this policy implementer. Unfortunately, this policy did not discuss the revitalization of vocational education for the disabled. Unfortunately, the authors do not see the social ministries involved and are

mentioned in the policy. Whereas when speaking disable, the Ministry of Social Affairs is usually an inseparable part of the disability. The great hope is that the revitalization instruction of vocational education can run smoothly. However, this policy roadmap requires governments and stakeholders to put first what we call the paradigm of vocational education.

The key to success lies in how the central and regional governments (provinces) have collaborative action frameworks and synergies in realizing the revitalization of vocational education. Policy on revitalization of vocational education involving 11 (eleven) ministries is actually used as a momentum to put the fundamentals of vocational education. The key variable is integrating economic development and vocational education in one national policy breath. The government no longer sees education as a supporting system of national development. Education, especially vocational education is the backbone of economic development and essential for the sustainability of national development. However, the vocational education paradigm in Indonesia is actually built on the framework of Vocational Education for All (VoEFA), one of which is decent and decent vocational education for disable people.

5. Conclusions

Basically career and employment are the rights of every citizen including a population with special needs (disabled). Failure is not an obstacle for a person to choose and run a career according to its potential. There have been many examples and evidence showing that disable is able to succeed in accordance with their career choices. Therefore, vocational education is required to create a design education and training that is friendly and feasible for the disable. The design should be covered in state policies included in Presidential Instruction No. 89 of 2016

Acknowledgments

The authors wish to acknowledge the University of Sebelas Maret, the Ministry of Education and Culture, the Ministry of Technology and Higher Education and All the Parties who assist the completion of this article.

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