

VOCATIONAL SKILLS DEVELOPMENT FOR PEOPLE WITH INTELLECTUAL DISABILITIES BY INSTITUTION BBRSBG KARTINI TEMANGGUNG CENTRAL JAVA

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Abstract

This research aimed to describe the kinds of vocational skills training in BBRSBG Kartini Temanggung and its implementation for trainees in BBRSBG Kartini Temanggung. This research uses qualitative research methods with a research focus that the kinds and implementation skills training that existing in BBRSBG Kartini Temanggung. The informants in this research were the leader, coaches, and few trainees. Data were collected through interviews and observation techniques. Data were analyzed through data reduction, data display, and conclusion. The result showed that institution BBRSBG Kartini Temanggung provide many vocational skill that can be taught to people with intellectual disabilities with ages around 15-35 years that is sewing, carpentry, and crafts such as decorating pottery, making candle mattresses, pillows, mats, and some accessories of acrylic. Besides that, they are also taught the entrepreneurship, agriculture and plantations. Training activities held on Monday to Friday in classes that have been determined and adjusted to the needs of trainees, and in each class there is a coach which comes from social workers to train the trainees according to the class skills.

Keywords: *Central Java, Institution BBRSBG Kartini Temanggung, People with intellectual disabilities, Vocational Skills Development.*

INTRODUCTION

Special needs experienced by a person classified into several parts, one of which is the need of a special such as intellectual disabilities. Many terms describing the situation of someone who suffered intellectual disabilities. In Indonesia it is often known as mental retardation, feeble minded, mentally retarded, idiot, imbecile, moron, oligophrenia, educable, trainable, mental deficit, cognitive deficit, and so on.

Someone detected to intellectual disabilities if he has a level of intelligence that is below average which is below the 70 level, which starts at 69 down (on a scale Weschler). According AAIDD intellectual disability is a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, the which covers a range of everyday social and practical skills.

Wikipedia also define intellectual disabilities is a generalized neurodevelopmental disorder characterized by significantly impaired intellectual and adaptive functioning. It is defined by an IQ score under 70 in addition to deficits in two or more adaptive behaviors that affect everyday, general living. Once focused almost entirely on cognition, the definition now includes both a component relating to mental functioning and one relating to individuals' functional skills in their

environments. As a result of this focus on the person's abilities in practice, a person with an unusually low IQ may not be considered intellectually disabled. Intellectual disability is subdivided into syndromic intellectual disability, in which intellectual deficits associated with other medical and behavioral signs and symptoms are present, and non-syndromic intellectual disability, in which intellectual deficits appear without other abnormalities. Down syndrome and fragile X syndrome are examples of syndromic intellectual disabilities.

Vocational skills are empirical skills that individuals acquire in a specific area of interest. Vocational skills are more practical than theoretical skills. Individuals learn vocational skills from hands-on experience. Instruction in vocational skills offers hands-on training in a specific trade or job industry. The training takes place outside the traditional classroom setting. Students are placed in manual labor intern positions that coincide with their vocational career choice. Students are exposed to hands-on activities through first-hand experience, and they acquire classroom knowledge. Training allows individuals to work in their areas of interest while obtaining first-hand knowledge and experience, while possibly earning a paycheck.

Basically someone who experience obstacles intelligence is at a stage mild which is about 69-55 IQ can still be taught things related to academic, whereas for residing at the level of 54-40, they can still be taught academic terms but which are at the stage of simple, they better taught skills as a provision in their life at a time when they was an adult. Someone who experience obstacles intelligence more appropriate to train the ability to develop the potential that they had as in the case of vocational skills, so that it could be a provision for them to work at a time when he was an adult.

Considering the importance of vocational skills for people with intellectual disabilities, institutions BBRSBG (*Balai Besar Rehabilitasi Sosial Bina Grahita*) Kartini Temanggung provide some vocational skills training specifically for people with intellectual disability. It certainly becomes a very interesting thing because usually schools or institutions still emphasize the academic aspects compared to the skill aspect. This is certainly a very interesting thing to be studied to find out anything what kind the skills taught at the institution and how its implementation.

METHODOLOGY

This research was conducted in institution BBRSBG (*Balai Besar Rehabilitasi Sosial Bina Grahita*) Kartini Temanggung Central Java. The research method used is qualitative research, which is a way that more emphasis on the in-depth understanding of the problem. According to Sukmadinata (2011: 73) a qualitative research is aimed to describe and illustrate the phenomena that existing in both natural and human engineering, which is more concerned about the characteristics, quality, and relation between activities. Kind of research in this research is case studies with focus of research that kinds of skills training that existing in BBRSBG (*Balai Besar Rehabilitasi Sosial Bina Grahita*) Kartini Temanggung and implementation skills training that existing in BBRSBG Kartini Temanggung.

The Informants or subjects in this research was the leader, coaches, and few trainees in BBRSBG (*Balai Besar Rehabilitasi Sosial Bina Grahita*) Kartini Temanggung. Data were collected through interviews with informants and observation techniques. Interviews were conducted in-depth with form semi-structured interviews, which is the implementation of the interviews using open questions with a predetermined theme, flexible, referring to the interview guide aiming to find problems more explicitly and understand the phenomenon. Whereas the observations made by researchers when vocational training activities in progress.

The data is analyzed by using interactive model of data analysis techniques by Miles & Huberman (Herdiannyah, 2010: 164), which consists of four stages, are: 1) data collection, 2) data reduction, 3) data display, and 4) conclusion.

RESULT AND DISCUSSION

This research aimed to describe the kinds of vocational skills training in BBRSBG (Balai Besar Rehabilitasi Sosial Bina Grahita) Kartini Temanggung and its implementation for trainees in BBRSBG Kartini Temanggung. Beneficiaries of training or trainees are people with intellectual disabilities aged about 15-35 years old with an IQ range of 70-40. Training activities are held on Monday to Friday for approximately 3-4 years and at the end of the training period they will be assigned to an internship in companies or stores for about 6 months or 1 semester.

Institutions BBRSBG (*Balai Besar Rehabilitasi Sosial Bina Grahita*) Kartini Temanggung provides a variety of vocational skills to be given for people with intellectual disabilities as a provision for their lives in adulthood. Provision of training aims to help trainees explore their potential of self-training, fill the free time, socialize or hanging out with their surroundings and practice self-reliance in order that they can be useful, work and compete with other normal people in their own environment. Kind of vocational skills given to trainees include sewing, culinary, carpentry, and crafts such as decorating pottery, making candle mattresses, pillows, mats, and some accessories of acrylic.

Sewing skills taught include sewing pajamas, bed sheets and pillowcase, and aprons. Sewing skills do indoors that there are several sewing machines of various types, there is to sew usual, to create a line pattern, and anyway to obras. Participants of the training or the trainees on these skills are mostly female trainees. Each trainee is given the assignment in accordance with the conditions and the potential they have, they are not required to complete the activities in full, they merely need to complete the task that has been given by coaches according to their capabilities.

Carpentry skills taught include the manufacture of goods such as household made wardrobes, bookcases, decorative lights, table lamps, chairs, and pedestal a hotchpot. In the class of carpentry skills there are some woodworking tools such as usual saw and saw machines, drilling machines, planers appliance, router machines, usual sanding and sanding machines, and a variety of other basic carpentry tools. Coaches always supervise the work of trainees, especially for those who use machine tools. Each trainee is given a different task and adjusted their abilities, there is a task for sanding, some are painting, collecting wood after the cut or threaded, and a variety of other tasks. The processing time of an individual item is unpredictable, depending on the difficulty level of the craft manufacture.

Crafts skills taught include decorating pottery, making candle mattresses, pillows, mats, and some accessories of acrylic. To decorate pottery mostly by male participants, they were given the task to decorate the pottery which had previously been ordered to potters. So here is their job is merely to decorate pottery became colored with various accessories such as from broken egg shells, broken glass, pieces of bamboo, and sometimes they paint their own pottery. Processing time to decorate pottery is different in each trainees, sometimes takes 3 days and some are up to one week, it depends on the level of difficulty making ornaments and capabilities of such trainees.

Meanwhile, candles mattresses and pillows made by male and female trainees, some trainees tasked to sew framework mattresses and pillows and a few other tasked to insert a cotton or dacron to into the framework of pillows and mattresses. A craft produced consists of candle mattresses, divan mattresses, bed pillows and bolsters, relaxed pillows and so on. As for making mats made by male trainees with one coach in the class. For trainees who join this activity got a different task, some are tasked to connect the base material makes the mat that is patchwork, some are tasked to frame mat and some are embroider mat with various motifs so that produce mats with a beautiful variety of motives.

For activities that related to knickknacks acrylic, trainees are taught to assemble the acrylic into several kinds of objects such as brooches, key chains, trays conductivity, flower arrangements, and so on. In addition they are also trained to master the skills of embroider, the embroidery results include handkerchiefs, tablecloths, refrigerator and magic com protector, and so forth.

Besides some of the activities, they are also trained to entrepreneurship by contributing selling various results of craft that they produced. These activities are guided by the coach and do when a specific event is existed. Besides that, they are also taught the skills of farms, agriculture, and ADL (activity daily living) such as cooking, self-cleaning, tidying and cleaning the rooms, and so on.

In broad outline to teach vocational skills to people with intellectual disabilities, institutions BBRSBG (*Balai Besar Rehabilitasi Sosial Bina Grahita*) Kartini temanggung provide one room for each skill. In each class there is at least one coach assigned to teach, direct, and monitor the process of ongoing training. The task given to the trainees adjusted to their abilities, so the child is not required to do the full of work in all training procedures. It is intended that work presented in accordance with the ability of the trainees as well as to foster an attitude of cooperation among trainees, which is where the attitude is very important to their survival when they have entered the world of real work.

CONCLUSION

Institution BBRSBG (*Balai Besar Rehabilitasi Sosial Bina Grahita*) Kartini Temanggung Central Java is the official sanctioning body for people with special needs who have intellectual disabilities to be given skills training as their provision in their adult life.

Besides that the provision of vocational skills is also intended to provide the opportunities for trainees to fill their spare time and explore the potential that according to their respective capabilities, and preparing trainees to compete in the world community in terms of employment.

Trainees are people who experience intellectual disabilities about 15-35 years old. They are given the skills adapted to their potential such as decorating pottery, making candle mattresses, pillows, mats, and some accessories of acrylic.

In each of these aspects of vocational skill there is a coach who will teach and train them to master some skills refers to their ability. The tasks for the trainees was adjusted to the level capabilities of each trainees. Training activities held on Monday to Friday for approximately 3-4 years and at the end of the training period they will be assigned to an internship in companies or stores for about 6 months or 1 semester.

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