

LEARNING MANAGEMENT OF VOCATIONAL LIFE SKILLS IN FOSTERING ENTREPRENEURIAL BEHAVIOR OF DEAF CHILDREN IN SMALB

*(Description of analysis at SMALB KemalaBhayangkari Gresik
and SMALB GedanganSidoarjo East Java)*

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ABSTRACT

I. BACKGROUND

Education has a very important role in shaping the characteristics of students, improving the quality of human resources, and striving to realise the ideals of the Indonesian nation towards general welfare and being able to educate the nation's life. As formulated in the Law of the Republic of Indonesia No. 20 of 2003[1] concerning the National Education system which explains that education is carried out in order to get the expected goals together, namely: National education functions to develop abilities and shape the character and civilisation of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The era of globalisation, which is currently raised to the surface, raises complex issues in an effort to achieve optimal results at the global level, be it from the political, economic, technological and cultural aspects which have implications for the need for knowledge. The importance of quality education should be the foundation to meet the needs of society, with the achievement of a good level of education, it is expected to contribute to employment opportunities that are increasingly competitive and difficult for all levels of society and no exception for graduates of the Special Senior High School / SMALB, one of whose programmes is to prepare graduates to compete in society, have job opportunities, become productive and independent human beings when in society. Nur'aeni and Khoeriyah (2019) [2] added: "Fulfilment of social rights for persons with disabilities is very necessary at this time, not only to guarantee their rights in citizenship, but it must be considered how to properly handle social problems related to preparing human resources.

Based on the statement of the article of the law and the theory, empowering children with special needs is one of the goals to be achieved in education by providing supplies and preparing the resources of children with special needs to become independent human beings. Because with the provision of independence that is obtained cumulatively through the

process experienced by a person in his development, is a process towards independence, individuals learn to deal with various situations in their social environment until they are able to think and take appropriate action in overcoming each situation. Shared activities help children to inculcate a way of thinking and behaving in society and make it their own way of being an independent person. Adults should help direct and organise their needs in achieving independence.

The issue of the independence of children with special needs not only affects the unemployment rate but also the poverty rate. Based on SAKERNAS August 2020 (in Hanri and Solihah, 2020) [3], it is known that: "The working-age population (15 years and over) who are people with disabilities is 17.95 million people. This figure is equal to 8.8% of the total working-age population in Indonesia. 45.32% of them are male while the other 54.68% are female. Slightly more of the working-age population with disabilities live in urban areas (50.56%) than in rural areas (49.44%).

Meanwhile, when viewed from the labour force, it was recorded that there were 8 million people with disabilities or equal to 5.79% of the total workforce in 2020. In this group, it was recorded that 57.83% of them were male, while the other 42.17% were female, and more lived in rural areas (54.82%) compared to those living in urban areas (45.18%). The labour force of people with disabilities is mostly from the productive age group (25-59 years old) at 54.25% compared to the elderly (60 years old and above) at 43.32% and the young (15-24 years old) at 2.43%. Most of the labour force with disabilities had an elementary school education or below (67.78%). According to location, most of the labour force with disabilities are residents of West Java Province (14.93%)".

In another article, it was found that the number of unemployment for children with special needs after taking formal schooling, when viewed linearly, is not much different from the unemployment that exists in society today, or even worse when compared to unemployment in general, because some people still see children with special needs with a blind eye. Syamsi (2010) [4] states: "In terms of the prevalence of children with special needs in society, it is estimated that 11.50% of the US community version, 1.48% of the BPS version, and 81,438 people according to the Directorate of PLB. This means that if unemployment in society is above 10%, then the number of unemployed students with special needs is in the range of these figures. Numbers like this are not a small problem, but a job that must be reduced or suppressed by doing or being empowered."

Based on the results of preliminary studies in observations and interviews that the author has conducted, students at the SMALB KemalaBhayangkari Gresik and GedanganSidoarjo East Java [5] already have skills such as screen printing, batik, cosmetology, and catering. However, they are still not optimal for marketing their products because they are not supported by maximum sales and marketing and have not reached all levels of society around them. This is due to the lack of understanding of teachers about the management of how to market products and how to capture opportunities in marketing

products. For now, they still use the old way of marketing their products by word of mouth and through bazaars held by schools and the government.

The management of vocational life skills learning to foster the entrepreneurial behaviour of learners with special needs is needed because in management there are specific strategies, which are one of the best practices of management in fostering entrepreneurial behaviour associated with the implementation of life skills learning in Special Needs Secondary Schools that need to be explored in depth to become inspirational material in fostering entrepreneurship of learners on an ongoing basis. The development of entrepreneurial behaviour for PDBK is a big concern for Special Schools in the country, each school has a diverse management and urgent to be researched further in order to find valid data and at the same time can be obtained a number of good practices that can be used as a reference and inspiration for the parties.

Terry in the book "Principles of Management" states that: "management is the accomplishing of a predetermined objective through the efforts of other people (in Sukarna, 2011: 3) [6]". The role of management for every individual or group activity (organisation) is very important to achieve the desired goals ". Management is process oriented which means that management requires human resources, knowledge, and skills in order for activities to be more effective or to produce actions in achieving success. The ultimate goal of vocational life skills learning is to increase deaf learners' competence in entrepreneurship and to compete and seek opportunities in the community (DU/DI). The mentoring process is the process of fostering and directing deaf learners towards standardised competency goals with the support of school resources through fostering entrepreneurial behaviour.

In the learning process of vocational life skills, of course, there are competent teachers in addition to the support of learning facilities and infrastructure. Management in its implementation according to Terry (2000: 9) [7] consists of management stages or "POAC: namely: Planning, Organising, Actuating, and Controlling". Thus, learning vocational life skills in a management perspective is the process of guiding, motivating and facilitating teachers and learners in carrying out an effective and efficient teaching and learning process to achieve the goal of building entrepreneurial behaviour through planning, organising, implementing and monitoring in order to provide learning experiences to learners.

Based on the description above, the author is interested in conducting systematic research aimed at developing a vocational life skills learning management model in fostering the entrepreneurial behaviour of deaf students at SMALB KemalaBhayangkari Gresik and GedanganSidoarjo East Java, because the two SMALB program vocational life skills learning with a variety of potential skill areas to equip deaf students. Specifically, the research aims to: (1) develop a vocational life skills learning management model in fostering the entrepreneurial behaviour of deaf learners in SMALB, 2) knowing the empirical validity of vocational life skills learning management in fostering the entrepreneurial behaviour of deaf students at SMALB. So the author feels interested in conducting more in-depth research on vocational life skills learning management to be outlined in a dissertation as a

research topic: "Learning Management of Vocational Life Skills in Fostering the Entrepreneurial Behaviour of Deaf Learners at SMALB (descriptive qualitative in SMALB KemalaBhayangkari Gresik and GedanganSidoarjo East Java)". With this topic, researchers are expected to examine and analyse the findings and problems related to the development of vocational life skills learning management in fostering the entrepreneurial behaviour of deaf students in SMALB.

II. METHODS

The research method used is qualitative descriptive, with a case study approach. The subjects in this study were the Principal, Class Teachers, parents and the World of Business and Industry (DUDI). The research location is SMALB KemalaBhayangkari Gresik and GedanganSidoarjo East Java. Data collection by conducting observations, interviews, and documentation studies with triangulation data collection techniques.

III. RESULTS AND DISCUSSION

Learning management of vocational life skills in fostering good entrepreneurship, students can construct knowledge from their learning experience. According to constructivism theory, learning is the result of its own construction as a result of its interaction with the learning environment. The more concrete learners learn the subject matter, the more experience they get. Conversely, if the more abstract learners learn the subject matter, the less experience they get. The management of vocational life skills learning is expected to have an impact on deaf children to be able to be independent entrepreneurs by marketing homemade products and products outside of their own making by looking at market insights for products that are rising in sales. The number of job seekers of deaf graduates at SMALB KemalaBhayangkari Gresik and GedanganSidoarjo East Java is very large inversely proportional to the limited job opportunities. This makes it difficult for graduates of special schools to find work. As a result, most deaf children will become unemployed and their lives will depend on others. If this situation is allowed to continue while the population growth rate remains high, it will result in more unemployment. For this reason, efforts must be made to overcome the problem.

Empowerment is one of the answers to unemployment in society and so is the unemployment of children with special needs. Empowering the community is an effort to improve the dignity of the layers of our society who are currently unable to escape from the trap of poverty and underdevelopment. In other words, empowering is enabling and empowering the community. Suharto (2006) [8] says, empowerment is: "A process and a goal. As a process is a series of activities to strengthen the power of weak groups in society, including individuals experiencing poverty and unemployment problems. As a goal, empowerment points to the results to be achieved by a social change, namely empowered people, having power and having knowledge, the ability to fulfil their physical, economic,

and social needs, such as having self-confidence, being able to express aspirations, having a livelihood, participating in social activities, and being independent in carrying out their life tasks".

Entrepreneurship training is one way to empower children with special needs. Adjusting the form of training to the characteristics of special needs is a must, because children with special needs consist of various needs and with different characteristics. The form of training will adjust to the characteristics of each of these special needs children. Training is highly dependent on the training model itself and depends on the percentage (%) of the use of skills, knowledge, and attitudes. Training prioritises the use of skills over knowledge, because training prioritises practical skills". As said by Nadler (in Sugiyono, 2002) [9], 'training is those activities which are designed to improve human performance on the job the employee is presently doing or is being hired to do. Training' which means all activities designed to improve employee performance on the job that is being or will soon be faced.

Education is one of the sectors that is believed to realise independence in the economy of each individual, including persons with disabilities. In addition (Sadulloh., 2011: 55) [10] explained: "Education is a human endeavour to improve the welfare of his life, which lasts throughout life. So that the development of human resources through vigorous education is provided through formal and non-formal education provided for people with disabilities "

Formal education for the deaf is provided like other children in general through education equivalent to elementary, junior high, and high school. Pre-vocational subjects or special vocational life skills programmes are provided in senior high schools as one of the efforts to realise the goal of education that can improve welfare. The concept of vocational education as described above in Indonesia is still believed to provide benefits for improving the quality of life of persons with disabilities. Mahabbati (in Mariana, 2015: 3) [11] explained that: 'measures of success in special education include personal independence, social integration, life choices and meeting one's own economic needs'.

One type of vocational life skills is the provision of personal skills. Personal skills are skills that optimise human potential, both physical and psychological power in the form of emotional strength, and much deeper is the fighting power and mental strength of students. By interpreting this, it will be found that the vocational life skills materials taught in SMALB will automatically be categorised as materials in personal skills. Because, in personal skills, one of the goals is to optimise the emotional strength and fighting power of students so that they are able to become independent individuals.

Organising educational services that provide life skills, including vocational skills, of course cannot be held simply by formal education institutions, there are various obstacles encountered, including based on research conducted by Miller, Sabatino, & Larsen (in Mariana, 20015) the results of his research state: ["The majority of regular school teachers, vocational training teachers, and special educators have very little knowledge about the

needs of people with disabilities, the types of programmes needed, how to integrate diverse components with the high school curriculum, the types of strategies that should be used, and how to convince young people with disabilities to choose the right education'. This form of entrepreneurship training is one way to realise the entrepreneurial independence of children with special needs'.

Nadler (in Sugiyono., 2002: 34) [13] suggests that: 'adjusting the form of training with children with special needs is a must, because children with special needs consist of a variety of needs and with different characteristics'. The form of training referred to above is training that must adapt to the characteristics of the needs of each child with special needs. The training prioritises the use of practical skills rather than theory, because training prioritises direct practice in the field will have a very direct impact on the direct experience of students.

The results of data from the Ministry of Education and Culture (in Pusparisa, 2021) [14] state that: 'the number of students with special needs (PDBK) in special education services in Indonesia in 2019/2020 was recorded at 144,102 people spread across 2,270 public and private special schools with 7,682 graduates'. One of the expectations of parents and teachers towards special education graduates is the growth of independence both in the family environment or the community through learning experiences taken while at school. Various strategies are pursued by schools through curricular, co-curricular and extra-curricular programmes in accordance with the characteristics of students. The Life skills program is a comprehensive behaviour change approach that concentrates on developing skills needed for life, such as self-awareness, communication, decision-making, thinking, emotional management, relationship skills, daily living skills, survival skills, choices and consequences, interpersonal/social skills, eye contact, tone of voice and volume of voice when speaking, speaking skills, and assertiveness.

A study reported by Vernofaderani, 2014 [15] in the Journal Medical Psychology concluded that: "Life skills training can have a positive and effective impact on increasing self-esteem in deaf students. This study used an experimental design with a pre-test, post-test with a control group. The participants were learners aged 8 - 16 years with hearing loss, in inclusive schools of Arak city (N = 73). Among them 54 learners who received low scores on the Cooper Smith Inventory (58 item version) were selected as the sample. To determine their IQ, the International performance Leiter Scale was used. The participants were matched based on age and intelligence and randomly assigned to experimental (n=27 learners) and control groups (n=27 learners). The experimental group received life skills training twice a week and each session took two hours. The life skills training lasted for 7 (seven) weeks".

Vocational skills as one of the life skills categories are given to students in special schools (SLB) in Indonesia with the hope that the graduates will have various knowledge and skills so that they can live independently. Through learning life skills can provide practical, usable skills, related to labour market needs, business opportunities and economic

or industrial potential in the community. In the SMALB curriculum structure, for example, Group B subjects are curricular programmes that aim to develop learners' attitudinal competence, knowledge competence, and skill competence related to the environment in the social, cultural, and artistic fields whose content and references are developed by the centre and can be complemented by local content. 'Local content can be a stand-alone subject. Elective skills subjects are allocated 24 hours per week for grade X and 26 hours per week for grade XI and XII' (in PerdirjenDikdasmen 6/D/KR/2018) [16].

Cronin (in Vernosfaderani, 2014) [17] defines that: "life skills as "those skills or tasks that contribute to the successful, independent functioning of an individual in adulthood". Life skills are skills that contribute to the successful, independent functioning of an individual in adulthood. Vernosfaderani, (2014) [18] further stated that: "these skills can be grouped into five categories, namely: (1) self-care and home life, (2) recreation and leisure, (3) communication and social skills, (4) vocational skills, and (5) other vital skills for participating in the community".

From the explanation of the theories above, it is necessary to package entrepreneurship materials that are suitable for the characteristics of children with special needs. Not all entrepreneurship materials can be applied to children with special needs. Therefore, entrepreneurship material must be packaged as well as possible and adapted to each characteristic of children with special needs. Entrepreneurship material is a little abstract and difficult, so not everyone can digest and understand it quickly. Only a small percentage of people can understand it and are talented and have superior potential in entrepreneurship. Suitable forms of training and entrepreneurship materials are needed to increase the effectiveness of the training to be used in training entrepreneurship for children with special needs. This is one way to empower children with special needs by opening up entrepreneurial opportunities for them. One classification of children with special needs is deaf children. Suparno, (2008: 2) [19] explains that: "Vocational skills education provided for deaf children should adjust their talents, interests and labour market needs. In its implementation, it should start with simple and concrete things, so that in its implementation direct practice is prioritised. This is important to adjust to the condition of the disorder".

In this case, it is related to the ability of deaf children to capture information, namely by prioritising visual or vision, so that in its implementation direct practice is prioritised, so that students are able to understand the vocational skills provided while reducing the possibility of misperceptions that may occur during learning. According to Iswari et al (2007: 20) [20] Deaf children are: "Individuals or children who experience hearing loss, either complete hearing loss or partial hearing loss". Meanwhile, according to Somad (2016: 896) [21] "deaf children physically do not experience many obstacles so that many skills can be given". In line with the two opinions above Wardani, et al (2011: 2) [22] argued that: "in essence, deaf children are children with special needs who have the same physique as normal children and have potential that can be developed".

Several experts have suggested the importance of the qualities and attitudes of being a modern person in entrepreneurship. According to Inkeles and Smith 1974[223] (in Cendaniarum, 2020) are: 'The quality of a modern person is reflected in a person who is able to participate in modern production is reflected in the form of attitudes, values, and behaviour in social life. The analysis of an entrepreneur through entrepreneurial action has the following characteristics: (1). Always secure investment against various risks (2). Have an independent spirit (3). Creatively create/innovate added value (4). Always looking for opportunities (5). Oriented to the future. This behaviour is influenced by the personality values of an entrepreneur, namely they have the values of risk-taking courage, optimism, positive attitude, courage, independence, ability to lead, and willingness to learn from experience. The success or failure of entrepreneurs is strongly influenced by various factors, both external factors and internal factors'. According to Maharani (2018: 26) [24] that: "internal factors that have an influence are ability, willingness, and weakness, while factors that come from external behaviour are opportunities.

Vocational life skills education to foster entrepreneurship of deaf students in SekolahLuarBiasaKemalaBhayangkari Gresik and SekolahLuarBiasaGedanganSidoarjo can play a maximum role in economic development to minimise the unemployment rate in the community if its alignment with the surrounding world of work is pursued continuously and consistently from various parties, both in the dimensions of quality, quantity, location, and opportunity and time. Vocational life skills education will also play a maximum role in economic development as a whole, including employment opportunities for deaf children if it is able to integrate its programmes with the existence of planning, policies, regulations, budgeting, and government support in the current era of regional autonomy, including by paying attention to and involving the existence of students with special needs, one of which is deaf, in its goals.

According to Nanda 2019 (in Somad 2008) [25] states: 'More and more deaf learners are being educated and receiving their appropriate education in mainstream education settings with specialised support from trained teachers. Thus some research evidence suggests that the academic success and experiences of deaf learners are the result of a number of complex factors such as the characteristics and motivation of the learner and his or her environment, family support and experiences in and out of school'.

The construction of entrepreneurial behavior for pupils in SMALB at the KemalaBhayangkari Gresik and GedanganSidoarjo Extraordinary Schools is tailored to the specific characteristics of pupils. Supply of entrepreneurship construction is something that must be made and digged to discover, cultivate forms of enterprise behavior, qualified in accordance with professional standardization on the scale of local, national and international standardization as well as continuous

The form of vocational life skills training for pupils at the KemalaBhayangkari Gresik and GedanganSidoarjo School of Excellence in providing supply as a new entrepreneur is through a more flexible and practical model of entrepreneurial training,

through practice and incorporated in all the lessons can be carried out by any teacher anywhere and anytime, reflect and is expected to form the formation of very strong entrepreneurship behavior and reach far ahead. Supply in building entrepreneurial behavior for pupil pupils must be based on the belief and academic professionalism that fits the lifestyle of pupils, so that the form of supply and skills will be targeted according to the purpose.

IV. CONCLUSION

Vocational life skills education is an education that provides the student with a basis for practical guidance on how the values of everyday life relate to the skills in conducting survival and development. In this way, education will be more realistic, more contextual, so education will make more sense to the student. Vocational education is education that contains a curriculum that is sensitive to various needs, by creating the skills needed in a world of work. Nowadays, SMALB, as a special education unit, has been implementing and providing vocational life skill education for its pupils, one of which is to prepare pupils with special needs, including children with disabilities, by preparing graduates ready to plunge into the world of work. With the provision of vocational life skills education and skills knowledge, it is expected that pupils will be ready to work as well as able to adapt to the fields in the working world in society, and is expected to be able to do business by creating jobs independently and modernly.

Based on the results of the research showed that in general management of learning life skills vocational in building entrepreneurial behavior for students in SMALB that is done at the School of Excellence Kemala Bhayangkari Gresik and School of excellence Gedangan Sidoarjo has been done objectively and measured. In this case, the principles of assessment start from planning, organization, implementation, and evaluation basically in the field have been carried out in accordance with the theory, concepts and principles management, although in its implementation there are some obstacles that are becoming an optimal obstacle such management due to its inconsistency between reality and demands of will in the institution in this case as definers of internal policymakers.

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