



The development of the transition program for students with intellectual disabilities

Eka Yuli Astuti

Nusantara Islamic University, Bandung Indonesia
Email: ekayuliasuti@uninus.ac.id

Nenden Sartika

Nusantara Islamic University, Bandung Indonesia
Email: nendensartika@gmail.com

Lisa Lisdiani

Nusantara Islamic University, Bandung Indonesia
Email: lisalisdiani@gmail.com

Rizkia Dwi Maulina

Nusantara Islamic University, Bandung Indonesia
Email: rizkiadwi@gmail.com

Maria Fatima Sofia Jego

Nusantara Islamic University, Bandung Indonesia
Email: mariafatima@gmail.com

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Abstract

The transition program is a time of transition from school to work, where the vocational skills taught are closely related to the life skills necessary to prepare children to live independently in societies. The study aims to develop a transition program for students with intellectual disabilities. The research uses qualitative approaches and descriptive methods. Data collection is carried out through observations, interviews, and documentation studies. Data processing techniques are performed with data analysis techniques for data reduction (data reduction, data presentation, data display), and conclusion. The development research was carried out at the Bhakti Luhur Alma Foundation in Bandung with the participation was transition program teachers and 4 students with intellectual disabilities. The transitional program development research is carried out in three stages. The first stage is to reveal how the objective conditions of the transition program in the Bhakti Luhur Alma Foundation of Bandung. The second phase is to make a need analysis and the third phase of the development

of existing programs. The analysis of the needs carried out is to perform an assessment to know the ability of students then make planning and development by designing the RPP (lesson plan) and analyze the tasks that include aspects: 1) Establishment of standards of learning access, 2. Creation of program materials based on real-world processes. 3). Integrate the transition program into the Foundation community, 4). Reinforcement of the real world of work in the planning and implementation of transition programs.

Keywords

Transition Program, vocational skills, intellectual disabilities

Introduction

Education is a human right for all. According to Law of The Republic of Indonesia, Number 20 article 5 paragraph 2, "citizens who have physical, emotional, mental, intellectual and/or social disabilities are entitled to special education". By the article above that children with special needs also have the same right to education including children with intellectual disabilities.

Education is an effort to provide guidance given by adults to students with the goal that students can be independent. Education is also defined as a conscious and planned effort to create an atmosphere of learning and learning process so that the student actively develops his or her potential to have spiritual powers of religion, self-control, personality, intelligence, noble morals, and skills necessary for himself and society (Rahman et al., 2022)

Students with special needs are entitled to an education based on their needs and abilities to optimize their capacity so that they can live independently. Children's needs and abilities are fundamentally different, especially for children with special needs who have intellectual barriers such as children with intellectual disabilities. The definition of children with intellectual disabilities refers to American Association on Mental Deficiency (AAMD) "Mental retardation refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period. Intellectual barrier describes a state of late and limited development of a person's intelligence in such a way as compared to the average or child in general accompanied by a limitation in adaptive behavior. This condition persists in the developmental period (Rochyadi, 2012).

To prepare students with intellectual disabilities to be able to have the skills to live independently primarily working to meet their own economic needs, an education that covers the physical, mental, social, and vocational aspects prepared on the transitional program is required. Prepare the transition of students with intellectual disabilities to be ready to face the world of work in a challenging time that will be lived. The transition period from school to the world of work becomes difficult due to the lack of work and the skills of independence that the child can follow, which influences the difficulty of getting a job and the opportunity to mix in society (Traina et al., 2022).

The transitional program for students with intellectual disabilities is directed by planning vocational learning activities to enhance student skills. The transitional program is divided into several vocational learning. It aims to ensure that students have the skills and get a job after finishing school (Grigal & Dwyre, 2010). Vocational skills are closely related to life skills which according to their concepts can be of several types: (1) individual skills, (2) social skills, (3) academic skills, and (4) vocational skills. Vocational skills are skills that are necessary or closely related to the field of work in the world of work. This vocational education aims to optimize the potential within the students and also support the student to prepare himself to plunge into the environment where he lives (Astuti et al., 2023)

Vocational skills are very necessary for students with special needs, especially students with intellectual disabilities where vocational education is guided by Law of Republic Indonesia No. 20 of 2003 establishing the standard of teaching for high school students SLB, 40% of academic learning and 60% of vocational skills vocational skill specified for special needs student who can follow the learning well. (Umma & Sopandi, 2021)

Based on preliminary studies related to the transition program that exists in the foundation of Bhakti Luhur Alma Bandung, information is obtained that the program of transition that has been implemented by this foundation has not followed the stage of program development planning. Some children have the ability and need to choose and are obliged to follow the transition program implemented by the foundation. The implementation of the transition learning program is also not in line with the learning plan. This is necessary to pay attention to so that the program is more appropriate and meets the learning needs of students with intellectual disabilities. Therefore, this research is focused on the development of such transition programs.

Methodology

Type of research

The approach in this research uses qualitative approaches and descriptive methods. Qualitative research is a process of research and understanding based on a methodology that investigates a natural condition and is a discovery. (Sugiyono & Lestari, 2021). The study was conducted in three stages. The first stage is to reveal how the objective conditions of the transition program in the Bhakti Luhur Alma Foundation of Bandung. The second phase describes the incomplete program. And the third phase is the development of the existing program by following the stage of capability assessment and development of task analysis, assessment, and RPP

Techniques of Data Collection

The data collection techniques used by the researchers are oriented to the purpose that has been set and can be used successively. This research uses several data collection techniques, among them is

Observation

Descriptive research is research conducted to find out the value of autonomous variables, either one or more variables (independent) without making comparisons or linking with other variables (Sugiyono & Lestari, 2021)

In carrying out the observations, the researchers have the opportunity to understand more clearly and in detail the transition program that exists in the foundation of the highest bhakti alma district where the required data includes Assessment, RPP, PPI, task analysis, program evaluation in the form of documents.

Interview

An interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be contradicted in a particular topic (Sugiyono & Lestari, 2021). The research uses interviewing techniques as one of the techniques to collect a variety of information from informants in the field.

Study of documentation

Documentation can be written, painted, or monumental works of someone. (Sugiyono & Lestari, 2021). This documentation study is carried out when interviewing, observing, and implementing this is taken through RPP (Lesson Plan), curricula, programs, and relevant textbooks that are evidence of such data real.

Instrumen Penelitian

The research instrument in qualitative research is the researcher himself. (Sugiyono & Lestari, 2021). Therefore, in this study, the research instrument is the researcher himself using the form of observation and interview.

Techniques of Data Analysis

Data analysis is the process of organizing and organizing data so that it can be interpreted. According to Sugiyono :

Data analysis is the process of systematically searching for and assembling the data obtained from the results of interviews, field records, and documentation, by organizing the data into categories, drawing them into units, synthesizing, arranging them into patterns, choosing what is important and what will be studied, and making conclusions so that they are easily understood by yourself and others (Sugiyono & Lestari, 2021)

As an explanation

Data reduction

Reducing data means summarizing, choosing substantial things, focusing on important things, and looking for themes and methods. (Sugiyono & Lestari, 2021).

Because the data obtained from the field is quite large and needs to be recorded carefully and in detail and data reduction is carried out.

Data display

Once the data is reduced, the next step is to display the data. In qualitative research the presentation of data can be done in the form of short descriptions, diagrams, relationships between categories, flowcharts, and the like, and in gravitational research the most often used to present data is with narrative text (Sugiyono & Lestari, 2021).

Conclusion/Verifikasi

The third step is to draw conclusions and verification. The conclusion is drawn by finding the meaning of the data that has been presented. From the data that has been collected subsequently, conclusions are drawn and then the conclusion is verified and validity is tested.

Subject of research

The researchers used 12 subjects consisting of four students and eight teachers. The subject of research is as follows :

Tabel 1.1 Students Participant

No	Initial	Age	Gender	Description
1	N	17	M	Mild Intellectual Disability
2	S	23	F	Mild Intellectual Disability
3	B	16	F	Mild Intellectual Disability
4	E	15	M	Intellectual disability

Table 1.2 Teachers Participant

No	Initial	Age	Gender	Description
1	S	29	F	Vocational Skills of manufacturing candles
2	L	25	F	Vocational Skills of Tofu Production
3	V	30	M	Vocational Skills of fermented soybean cake Production
4	J	33	F	Vocational Skills in Culinary
5	F	32	F	Vocational Skills of Tofu Production

Result and discussion

Phase 1

In this phase 1 research data obtained is the objective condition of the vocational skills program that exists in the Bhakti Luhur Bandung Foundation. The

data includes vocational programs that are already available including information about the facilities available, student objective conditions, educational resources, program planning, program implementation, PPP, student needs profile, program evaluation, and vocational skills market conditions available at the Bhakti Luhur Foundation in the following table :

Tabel 1.3 Initial Program

Program	Teachers	Lesson Plan	Description
Candles	1	available	Facility :Funds and resources are sufficient.Duration:1x a weeksEvaluation:At the end of the lesson
Tofu	3	available	Facility :Funds and resources are sufficient.Duration:2x a weeksEvaluation:At the end of the lesson
Fermented Soybean Cake	2	available	Facility :Funds and resources are sufficient.Duration:2x a weeks Evaluation:At the end of the lesson
Culinary	2	available	Facility :Funds and resources are sufficient.Duration:2x a weeks Evaluation:At the end of the lesson

For data marketing is obtained through the results of interviews and observations carried out in the field. For the sales of tempe and know the market of the products produced are local residential complex citizens, for the ordinary marketing candles of the churches and also the donors while for culinary marketing can go to the fellow school of Bhakti Luhur Branch Jakarta Foundation and also to the endowers who come to the Bhakti luhur Bandung Foundation

Phase 2

In phase 2, interviews are conducted to find data that is not available or not yet in the previous program, such as functional assessment, RPP, and task analysis. From the data obtained, the researchers then make functional assessments, RPPs, and student task analyses to develop vocational transitional programs. Assessment of the student’s functional abilities is very important before doing the program

because to know where the student's abilities are. After knowing where the ability of the student then the researcher creates anal or compiles the RPP that will be implemented to continue the research and for the collection of data researchers make the analysis of the final task on the student.

Phase 3

In this three-stage study, steps were taken to develop transitional programs not yet in the Bhakti Luhur Foundation such as functional ability assessment, development Lesson Plan (RPP), and task analysis.

Functional assessments on each skill include (1) physical, (2) language, (3) social, (4) psychological, and (5) comfort aspects. with the following indicators:

Table 1.4 Functional Assessment on Production of Fermented Soybean Cake

No	Competence Base /Indicator
	Aspect of Physical Function
1.	Execute body movements consistently.
2.	Coordinate movements between eyes, feet, and hands in receiving commands
3.	Ability to use the right and left hands
4.	Differentiate the materials
5.	Choosing a good and a bad soybean
6.	washing the soybean
7.	Boiling the soybean
8.	Cooling the soybean
9.	Added ragi
10.	Put soybean in plastic
11.	The fermentation process
Aspect of Language	
1.	Have receptive language skills
2.	Have expressive language skills
Aspect of Psychologist	
1.	Fokus on doing activities
2.	Following the instruction
3.	Have a strong desire to accomplish tasks
Aspect of social	
1.	Have communication skills and social interaction.
2.	Have an honest nature
3.	It has a disciplinary character.
4.	Have a responsible nature.
Aspek of students satisfaction	
1.	Cooperative in tasks

Table 1.5 Functional Assessment on Production of Tofu

No	Competence Base /Indicator
	Aspect of Physical Function
1.	Execute body movements consistently.
2.	Coordinate movements between eyes, feet, and hands in receiving commands
3.	Ability to use the right and left hands
4.	Differentiate the materials
5.	Choosing a good and a bad soybean
6.	washing the soybean
7.	Tagged soybean
8.	Melting of soybean
9.	Separated soybean extract and pulp
10.	Boiling soybean extract
11.	Insert salt
12.	Cooling of soybeans into molds
13.	Packing of tofu
	Aspect of Language
1.	Have receptive language skills
2.	Have expressive language skills
	Aspect of Psychologist
1.	Fokus on doing activities
2.	Following the instruction
3.	Have a strong desire to accomplish tasks
	Aspect of social
1.	Have communication skills and social interaction.
2.	Have an honest nature
3.	It has a disciplinary character.
4.	Have a responsible nature.
	Aspek of students satisfaction
1.	Cooperative in tasks

Table 1.6 Functional Assessment on Production of Candles

No	Competence Base /Indicator
	Aspect of Physical Function
1.	Execute body movements consistently.
2.	Coordinate movements between eyes, feet, and hands in receiving commands
3.	Ability to use the right and left hands
4.	Buying and Preparing materials
5.	Production of candles
6.	Heating candles and paraffin
7.	Prepare the axis on the print
8.	Put a liquid candle into the print
9.	Preparation of candle paper
10.	Put candles on paper
11.	Label the candles
12.	Put the candles on the cardboard
	Aspect of Language
1.	Have receptive language skills

No	Competence Base /Indicator
	Aspect of Physical Function
2.	Have expressive language skills
	Aspect of Psychologist
1.	Fokus on doing activities
2.	Following the instruction
3.	Have a strong desire to accomplish tasks
	Aspect of social
1.	Have communication skills and social interaction.
2.	Have an honest nature
3.	It has a disciplinary character.
4.	Have a responsible nature.
	Aspek of students satisfaction
1.	Cooperative in tasks

Table 1.7 Functional Assessment of Culinary

No	Competence Base /Indicator
	Aspect of Physical Function
1.	Execute body movements consistently.
2.	Coordinate movements between eyes, feet, and hands in receiving commands
3.	Ability to use the right and left hands
4.	Buying and preparing materials
5.	Prepare the tools
6.	Making cake butter
7.	Creating cake butter
8.	Put it into the pan
9.	Put the pan in the oven
10.	Set temperature and time
11.	Pull out the pan from the oven
12.	Packing in the jar
13.	Close the jar with the tape
	Aspect of Language
1.	Have receptive language skills
2.	Have expressive language skills
	Aspect of Psychologist
1.	Fokus on doing activities
2.	Following the instruction
3.	Have a strong desire to accomplish tasks
	Aspect of social
1.	Have communication skills and social interaction.
2.	Have an honest nature
3.	It has a disciplinary character.
4.	Have a responsible nature.
	Aspek of students satisfaction
1.	Cooperative in tasks

The development of this transitional program is carried out to develop the skills and train the child's independence. Based on the results of the assessment, then make a lesson plan (RPP) to fit the transition program to be more structured

For the entire group of transitional program components of the RPP includes: (1) Learning Goals, (2) Learning Steps, and (3) Assessment.

The component of the learning objectives, include: 1) Students can name the materials of each transitional program skill, 2) Students can name the tools used, and 3) Students will be able to practice each type of transition program skill.

The components of learning steps include activities: 1) Prayer, 2) Teacher first explains the program that will be done, 3) Teacher performs steps according to the analysis of tasks from the beginning of activities to practice, 4) Teacher invites students to reflect on the learning activities that have been carried out.

Thus, in the case of knowledge, there are three aspects: (1) attitude, (2) knowledge, and (3) skill.

Next, a task analysis is made as a guide to implementing the learning steps. These learning steps are very detailed and are intended to guide students through each step of task analysis. Here are examples of task analysis steps used:

Tabel 1.8 Examples of several steps in task analysis skills making soybean cake

Initial Activities		
Identification of equipment and materials		
Activities	Tools	Materials
Mention Showing Distinguished	Pan , spoon, dipper, walter filter, plastic, fork	soybean, water, ferment
Core Activities		
Preparation	Container	soybean, ferment
Separation good quality soybean and poor quality soybean Washing		
Enlighted the stove	Stove	
Preparation	Pan	Soybean, water
Boiled until ripened, then housed for 1 day and boiled again tomorrow.		
Put it in the liquid of extract soybean.Using the filter than mixed with ferment		
Put in plastic		
Closed in the container Stays for 4 days Ready to sell		

Tabel 1.9 Examples of several steps in task analysis skills making tofu

Initial Activities		
Identification of equipment and materials		
Activities	Tools	Materials
Mention Showing Distinguished	Pan , spoon, dipper, ground machine, walter filter,juicer, plastic, fork,stove staples, mica,	Soybean, turmeric, coconut milk, water, fine salt, garlic, flavoring
Core Activities		

Initial Activities		
Preparing Start the machine Pouring gradually until soybean becomes smooth	Ground machine	soybean, water
Prepare the filter Separated pulp from extract liquid of soybean	Water filter	Extract liquid of soybean
Enlighted the stove Boiling extract liquid of soybean	Stove Pan	
Preparation Sublime tumeric	Juicer	Garlic tumeric
Add the turmeric liquid into the soybeans		
Smoothed onions, adding garlic fluid accompanied by flavoring flavour into soybeans		
Prepare the pot and heat the liquid soybeans		
Added coconut milk		
Cook until boiling		
Be chilled		
Disaring		
Inserted into container		
Be chilled		
Put in plastic		

A transitional program for students with intellectual barriers is a vocational skills program. This vocational skills curriculum can help students' independence (Benson M.Ed et al., 2021). The program development step begins with performing a functional assessment to find out to what extent the student's functional ability to carry out skills learning activities in this transitional program. This effort is made to optimize the implementation steps of the transitional program by paying attention to the ability of students with intellectual disability.

The post-school transition program is a preparatory program for students with special needs to have independence in meeting their life needs that starts since they are on the school bench. The type and load of these post-school transition programs should be tailored to the level of child's career development, potential, interests and talents of students with special needs (Nanda et al., 2014). Transitional programs that include self-employment programs, vocational skills programs, entrepreneurial programs, soft skills programs and career guidance programs have the ultimate goal of independence of students with special needs in the future world of work. (Rahmani, 2019)

The selection of the type of transitional program also takes into account the students' abilities and interests. This is because students generally have difficulties in understanding abstract instructions, so transitional programs are developed in the form of task analysis, with details of practical learning steps to be followed and

understood by students. Task analysis is a work that details various activities or tasks into various small steps, then teaches the steps to the students (Muthia et al., 2019).

In the analysis of tasks the teacher should detail the activities or tasks to the various such steps to the student. By assisting students in learning every small step of a process and helping them to do those steps together, the student will be able to do so up to quite complicated tasks. Students with intellectual disabilities require practical steps to perform one task more than another.

Task analysis as a curriculum for students with intellectual disabilities has proven to be applicable in a variety of practical activities (Overview & Professional, 2010).

From the results of the development of the program then this program is implemented within a month and obtained data that the program developed is accepted and implemented well, this transitional program can be well implemented thanks to the cooperation of teachers and the Foundation that facilitates each activity.

Conclusion

The implementation of the transition program already existing in the Bhakti Luhur Alma Foundation has been completed, but it is still not up-to-date in its development due to the lack of functional assessment, task analysis and RPP (lesson plan).

For the facilities, facilities and educational resources are available and sufficient. Then in the development of the transitional program carried out by the researcher began with the analysis of the needs and abilities of students through assessment then planning and development by designing the RPP (lesson plan) and analysis of tasks covering aspects: 1). Establishment of standards of learning access, 2). Creation of program materials based on real-world processes. 3). Integrate the transition program into the Foundation community, 4). Reinforcement of the real world in the planning and implementation of transition programs. Some important points in the implementation of the transition program development include: 1) students with intellectual disabilities can carry out vocational skills learning as a transitional program unit that follows the child adjusted in terms of content and learning methods through RPP (lesson plan); 2) Adjustment of materials in the analysis of tasks; 3) Real practice uses the facilities according to the material that has been made so that the child can understand the material according to what is in the world of work. The development of a continuous transition program is a special education service for children to prepare the time of transition to the world of work so that children can live independently by meeting their own economic needs.

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