

The Assistance of Post-School Transition Program to Improve the Comprehension of The Academic Transition of Student with Special Needs for Inclusive School Teachers in Surakarta

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Abstract

The post-school transition program prepares children with special needs (children with disabilities) for the transition from school to work, to the community, or to higher education at university. Children with disabilities have the least opportunity to get a job and continue their higher education because of their limitations. In addition, many teachers in inclusive schools need information about post-school transition programs, especially in the academic field. Therefore, it is necessary to provide assistance for teachers to obtain adequate information related to academic transition programs for children with disabilities in inclusive schools. This study aimed to provide mentoring on the post-school transition program to improve the understanding of the academic transition program for inclusive school teachers in Surakarta. This study used a one group pretest posttest design. The respondents of this study were 30 inclusive school teachers in Surakarta. The analysis technique used in this research is paired t-test analysis by comparing data before and after the implementation of mentoring. The results of the analysis showed that the value of $t = -9.182$ with $p = 0.0001$ ($p < 0.05$). These results indicate that there is a significant difference in the understanding of the post-school transition program in the academic field. Based on these results, it can be concluded that this mentoring program can improve respondents' understanding of the academic transition program material for children with disabilities.

Keywords: academic transition program; children with special needs; Inclusive school teachers

Abstrak

Program transisi paska sekolah dilakukan untuk mempersiapkan anak berkebutuhan khusus (ABK) menghadapi transisi dari sekolah menuju dunia pekerjaan, terjun ke masyarakat, ataupun mengikuti pendidikan yang lebih tinggi di universitas. ABK menjadi pihak yang memiliki peluang paling kecil dan terbatas dalam mendapatkan pekerjaan dan melanjutkan pendidikan tinggi karena keterbatasan yang dimilikinya. Selain itu, banyak guru di sekolah inklusi membutuhkan informasi mengenai program transisi paska sekolah, khususnya bidang akademik. Oleh sebab itu, perlu diberikan pemberian pendampingan bagi guru agar mendapatkan informasi memadai terkait program transisi akademik bagi ABK di sekolah inklusi. Penelitian ini bertujuan untuk melakukan pendampingan program transisi paskasekolah guna meningkatkan pemahaman tentang program transisi akademik bagi guru sekolah inklusi di Surakarta. Penelitian ini menggunakan desain eksperimen *one group pretest posttest design*. Responden penelitian ini adalah sejumlah 30 guru sekolah inklusi di Surakarta. Teknik analisis yang digunakan dalam penelitian ini adalah analisis *paired t-test* dengan membandingkan data sebelum dan sesudah pelaksanaan pendampingan. Hasil analisis menunjukkan bahwa nilai $t = -9.182$ dengan $p = 0,0001$ ($p < 0,05$). Hasil tersebut menunjukkan bahwa terdapat perbedaan yang signifikan pada pemahaman program transisi paskasekolah bidang akademik. Berdasarkan hasil tersebut dapat disimpulkan bahwa program pendampingan ini dapat meningkatkan pemahaman responden terhadap materi program transisi akademik ABK.

Kata kunci: anak berkebutuhan khusus; guru sekolah inklusif; program transisi akademik

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INTRODUCTION

The transition to higher education, work and life in the community always brings its own challenges and stresses for individuals. For students, the transition to adulthood is a complex process involving many factors that affect students' lives. The transition is very different from previous school experiences. Readiness for this 'adult world' is influenced by students' personal characteristics, family background, economic conditions and, most importantly, the availability of services for living in the community. Children with special needs have the most limited access to employment due to their limited skills. In fact, their disability deprives them of basic opportunities for education, training and a better quality of life.

For children with disabilities, going to university means facing milestones that require great effort, especially in realizing a successful post-school transition program. There are at least three challenges faced by children with disabilities after completing the post-school transition program. These challenges include obstacles in learning, obstacles originating from the school, especially regarding the provision of the post-school transition program, and obstacles in adjusting to the lecture environment.

The challenges faced by children with disabilities when entering university are obstacles in learning. These obstacles stem from the internal problems of children with learning difficulties due to their disability (Fullarton & Duquette, 2016). In fact, entering university is quite challenging for individuals who do not have special needs (Gilbert & Hay, 2004), especially if these individuals have special needs. Problems often experienced by children with disabilities when continuing their studies include low self-esteem and feelings of shame due to negative labeling from their peers (Gunarhadi et al., 2014). In relation to their special needs, children with disabilities will already experience problems when taking the university entrance examination. Therefore, it is recommended that schools prepare special programs and teachers who teach college preparatory learning (Winn & Hay, 2009). Before providing an after-school transition program, there is a need for identification and assessment to identify children's interests.

Considering the obstacles, challenges and problems faced by children with disabilities, it is necessary to provide an after-school transition program that is in accordance with the interests of the child, preceded by identification and assessment. The provision of this post-school transition program is likely to differ from one school to another, depending on the type of school the children with disabilities attend. Some special schools facilitate their students by providing post-school transition programs in both academic and vocational fields. In addition, in inclusive schools with children with disabilities, a diverse curriculum is also provided for children with disabilities through different teaching systems (Gregory & Chapman, 2007; Salim et al., 2015).

Post-school education for children with disabilities in inclusive schools is oriented towards vocational development and especially for students who wish to pursue higher education. It is important to note that children with disabilities, to some extent, have different abilities, interests, needs and ideas.

Differences such as Community Partnership Program Substance Template; Research Group Grant Community Service; Independent Community Service can also change over time as they get older. This fact points to the need for flexibility in planning transition programs. Therefore, transition programs are likely to be designed as an ongoing process. School-to-school transition is a process of continuity from pediatric to adult health care, from adolescence to adulthood, from school to work, and from home to community. Teachers play an important role in finding out children's interests and talents in skills and academics.

Teachers should be able to conduct assessment activities to determine what will support children's achievement of future work skills. Skills and academic assessments support the transition planning process by determining students' strengths and challenges, determining students' interests and preferences and preparing students for post-secondary education, vocational training and adult life. The purpose of this study was to provide assistance with the post-school transition program to improve understanding of the academic transition of children with special needs for inclusive school teachers in Surakarta.

METHOD

The research was conducted using a one group pretest-posttest experimental method involving. The program was implemented involving 30 teachers from inclusive schools in Surakarta. The implementation of this socialization broadly consists of three parts, namely the provision of instruments before the socialization is carried out (pretest), the implementation of socialization, and the provision of instruments after the socialization is carried out (post-test). Before the socialization, the service team gave a measuring instrument in the form of an Instrument for Understanding the Post-School Transition Program (pretest) to 30 participants. After the socialization was carried out, the service team also gave the instrument (posttest) to 30 participants. The administration of the instrument is intended to determine how far the socialization participants understand the material that has been provided regarding academic post-school transition programs, especially in inclusive high schools.

RESULTS AND DISCUSSION

Based on the data obtained, descriptive data were obtained including gender, length of teaching, teacher status, teacher's last education, major, and teacher position at school. There were 30 participants in the socialization, consisting of 8 men and 22 women. Among the participants, 16 of them have been teaching for 1-10 years, followed by 8 people teaching for 10-20 years, and 6 people who have been teaching for more than 20 years. In terms of the status of the teachers, 10 were civil servants, 6 were foundation employees, and 14 were non-permanent teachers. The last education of the participants is 1 person who has less than S1 qualifications, then 28 people have S1 qualifications, and 1 person has S2 qualifications. The education background of the participants consisted of 14 teachers have special

education background and 16 teachers from non-special education background. The position of the teacher as a class teacher is 18 people and 12 people as a skill teacher.

The pretest and posttest results were then compared using paired t-test. The results of the t-test analysis can be seen in Table 1.

Table 1. Paired t-test

| | | Mean | Std. Deviation | Std. Error Mean | Paired Differences | | t | df | Sig. (2-tailed) |
|--------|--------------------|--------|----------------|-----------------|---|--------|--------|----|-----------------|
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pretest - Posttest | -1.667 | .994 | .182 | -2.038 | -1.295 | -9.182 | 29 | .000 |

Based on the results of the study, it is known that the assistance provided for inclusive school teachers can increase understanding of the post-school transition program. This is in line with Maree (2018), that the provision of career guidance is carried out by counseling guidance teachers who are played by class teachers, career guidance is given in the form of theory and practice, children are asked to follow at least three specific skills to learn and later will be refocused by being recommended by the teacher. The time used in providing practice is 4 lesson hours per week. Meanwhile, according to Ratnengsih (2017) shows that the basis used by schools as a consideration for choosing the type of vocational skills is based on several things, namely; adjusted to the child's condition, adjustment to the environment, supporting children's independence and school agreements.

Still in Ratnengsih (2017) her research explains that the vocational skills held at school include various skill themes such as: culinary, fashion, cosmetology, crafts, services, agriculture, sports, computers, art and photography. The vocational learning provided will be refocused into more specific skills such as: making glass, organic fertilizer, caring for plants, pantomime, making kites, music and many more.

CONCLUSION

Based on the results of data processing, 30 participants were obtained who answered completely at the pretest and posttest stages so that the analysis was carried out on these 30 participants. Data were analyzed using paired t-test analysis by comparing data before and after the implementation of socialization. The results of the analysis showed that the value of $t=-9.182$ with $p=0.0001$ ($p<0.05$), these results indicate that there is a significant difference in understanding of the post-school transition program. Based on these results, it can be concluded that this socialization program can improve participants' understanding of the post-school transition program material.

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