

Analysis Of Vocational Skills Program For Children With Special Needs In Makassar

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Abstract. This study aims to describe the types of vocational skills programs in special schools, the form of implementing skills programs, the obstacles faced in implementing skills programs, and the cooperation that is built. This research approach is a qualitative approach with descriptive research type. The subjects of the research were teachers who implemented the vocational skills program and children with special needs at SLB Negeri I Makassar who participated in the vocational skills program. Instrument data collection using observation sheets, interview guidelines, and documentation. The collected data were processed using qualitative analysis from Miles Huberman and Saldana through stages 1 data condensation / data reduction, 2. data exposure, and 3. drawing conclusions. To ensure the validity of the data, triangulation was carried out both techniques, sources and research time extension. The results showed: 1. The school provides various types of vocational skills for students with various special needs such as fashion, culinary, beauty, workshops, ICT, woodcraft, arts and agriculture which are followed by students with visual impairments, hearing impairments, mental retardation, physical disabilities and autism. The skill that is most in demand is ICT. 2. Vocational skills are implemented for students with special needs at the SLTPLB and SMALB levels and are implemented outside the subjects. The placement of the skills class is based on the results of the assessment conducted by the homeroom teacher and the skills that are of interest to the students. 3. The obstacles faced can be seen from the factors, namely children who have changing, changing emotions, from the teacher's side, namely the lack of time to focus on teaching skills to children, and infrastructure, especially the availability of tools and materials to be used and marketing that cannot compete in terms of price. 4. So far, schools have collaborated with various parties for students and teachers. For students cooperation in the form of apprenticeship and employment such as in Donut Ramlah, Burger King salon Dewi. Teachers are given the opportunity to take sewing courses at the Tinumbu Road sewing institute. In addition, the school also cooperates in the form of wood craft production with Penmas Jl Adyaksa. Alumni who have certain achievements and skills are appointed as Provincial Kindergarten Honorary staff

Keywords: Vocational skills program and students with special needs.

INTRODUCTION

Preparation of skills programs related to future life in the community is very important. This is in accordance with Permendikbud No. 157 of 2014 concerning special education curricula, namely self-reliance programs for children with special needs. The curriculum related to vocational and self-reliance programs for children with special needs who attend special schools is the main priority, which is arranged in a ratio of 40% academic and 60% vocational. Learning life and work skills (self-reliance program) is important for the life of students with special needs (PDBK) so that the portion is greater. This was intended so that after finishing school, these skills could be used to work and live independently.

Based on the 2016 Dapodik, the majority of SLB management is in the private sector. The independence program is given to students at special high school. There is an independent special school and / or one roof with SDLB and SMPLB (SLB). The number of high schools in 2016 was 1,049 schools. Self-reliance program at the high school level, PDBK can develop its potential by choosing according to their interests and talents a maximum of 2 specializations. The independence programs at SMALB are as follows: 1) Catering 2) Clothing 3) Beauty 4) Massage 5) Housekeeping 6) Informatics and Computer Engineering 7) Radio Broadcasting Techniques 8) Motorcycle Workshop 9) Music Arts 10) Dance 11) Painting 12) Screen Printing 13) Souvenirs 14) Batik Art 15) Graphic Design 16) Photography 17) Home Appliance Electronics 18) Fishery Cultivation 19) Animal Husbandry 20) Plant Cultivation (Nur Wahyuni, 2018)

Permendiknas No.22 of 2006 states that the proportion of content in the curriculum content of the SMPLB education unit consists of 60% - 70% academic aspects and 40% - 30% contains aspects of vocational skills. Meanwhile, the content of the curriculum content for secondary and upper education units consists of 40% - 50% academic aspects and 60% - 50% aspects of vocational skills.

Various skills programs that have been implemented at PK-PLK Centers throughout Indonesia are centered on the State SLB Pembinaan and SLB Negeri at the district / city level which include: crafts, painting, sculpting, haircut, tataboga, screen printing, computers, internet, fashion, modeling, carpentry, acupressure, kite making, and conducting. There are also those that organize training activities for ABK such as simple entrepreneurship, practice of caring for plants, and flower arrangement, making fertilizer from organic waste, fisheries skills, foreign language skills, pantomime or theater, vocal and music processing.

There are several principles that need to be considered in organizing skills programs for children with special needs. According to Ishartiwi (2014) considerations that need to be made include 1) the types of skills need to be adjusted to the conditions and limitations of the child, 2) the material for the skills program that will be provided is adjusted to the environment in which Children with Special Needs live after graduating from school, 3) the learning process with a contract system between schools, families, vocational training centers / vocational

training centers, or workers accommodating. 4) the scope of learning includes general life acumen and work skills, 5) learning is not solely for the fulfillment of the school curriculum but is more oriented towards children's independence. 6) skilled and advanced learning is carried out after school with BLB institutions / community businesses; (7) the school functions as a social rehabilitation unit for children and provides basic pre-vocational skills; (8) flexible, continuous, direct practice (real life) and repetitive vocational learning; (9) experience of achieving vocational competence with a certificate (labor license) can be through the "ABK labor organization"; (10) there is a commitment from the government and society to the ABK workforce.

The goals of vocational education for children with special needs include developing skills and adapting them to a job. Therefore, the vocational education given to children with special needs must be in accordance with their abilities and be able to apply them in the work field, of course, jobs that are classified as easy for children with special needs. To get the best results and in accordance with the goals of vocational education for children with special needs, vocational education must be well managed by school principals, teachers, the community and the business world. In the special education curriculum, vocational education is applied or equated with subjects.

Based on the problems that have been stated above, the researchers are interested in carrying out research related to vocational skills programs for students with special needs carried out at special schools in Makassar city. This research was conducted at SLB Negeri 1 Makassar. The reason for conducting research at SLB Negeri I Makassar is because this school consists of children with various special needs, besides that the vocational skills that are carried out also vary.

RESEARCH METHODOLOGY

Approach and Type of Research

This research uses a qualitative approach with descriptive research type. This means that in this study the writer will describe the implementation of the skills given to students, the types of skills provided and the obstacles faced in implementing vocational skills programs for students with special needs at SLB Negeri I Makassar. This type of research is descriptive research, which describes the events that occur during the research to be summarized into a research result. This study describes in depth (deep description) about the implementation of the vocational skills program for children with special needs organized by SLB Negeri I Makassar.

Source of Research Data

Informants who are used as data sources in this study are informants who are directly related to research who understand the situation and conditions of the problems being studied. The source of data in this study is the principal as the person in charge of the overall skills program and the teachers who teach the vocational skills program.

Operational Definition

In connection with the title of this research, to get a perception of the purpose and direction of this research, it is necessary to define the following terms: with this research, are as follows:

The vocational skills program is a series of activities that have been planned, compiled, and organized by the school in the form of skill choices for students with special needs who attend the school which are designed to develop skills, abilities / abilities, understanding, attitudes, work habits. , and the appreciation required by students with special needs after they have completed formal education at the school to prepare to enter work and make progress in meaningful and productive work.

Data collection techniques and research data analysis

In accordance with the approach and type of research carried out is qualitative research, the data collection techniques used in this study are:

Interview

The interviews the researchers conducted were systematic interviews, which were interviews conducted in advance of preparing an interview format or written guidelines about what to ask the respondent. These guidelines serve as the flow to be followed in obtaining information. The data sources that were interviewed were:

- a. Principals relating to policies relating to the implementation of vocational skills programs in these schools, such as, the types of skills chosen, the form of cooperation carried out.
- b. Teachers who are directly involved with children are related to the form of implementing the skills program taught to their students, the obstacles faced, the cooperation carried out for the continuity of the vocational skills program that has been organized by the school.

Observation

The data obtained through observation is the process of implementing skills programs held by schools that are followed by students with special needs at the school.

Technique of Data Analysis

The data analysis of this study uses qualitative data analysis from Miles Huberman and Saldana (2014) which includes

1. Data condensation / reducing data / simplifying data obtained during research, namely summarizing, sorting out the main things and removing unnecessary ones, focusing important data then looking for themes and patterns
2. Data Exposure

Data exposure is performed to see the overall picture or certain parts of the overall picture. At this stage the researcher tries to classify and present the data according to the subject matter, starting from the coding on each sub-subject which is presented in the form of a description.

3. Drawing conclusions and data verification

Conclusion or data verification is the final stage in data analysis, because at this stage the researcher presents conclusions from the data that has been presented in the form of coding. Conclusions can be drawn by comparing the suitability of the statements of the research subjects with the meanings contained in these research concepts.

Data Validity Test

The data validity test that the writer did was triangulation, namely by two ways, namely triangulation of sources and methods. Source triangulation was done by cross-checking statements from one data source to another. In addition, researchers conducted in-depth interviews with research subjects. Technique triangulation is checking data in different ways. The data obtained from the results of the interview researchers reviewed by making observations and even matching the data obtained through documents that the researchers got from schools. This is intended to obtain certainty and correctness of the data that has been obtained.

Furthermore, data that is declared valid through triangulation will give researchers confidence about the validity of the data that has been collected and obtained so that they do not hesitate in drawing conclusions.

Result of the Research

Types of Skills Programs provided for children with special needs

Based on the results of research conducted at SLB Negeri I Makassar from October to November, it was found that the skills programs for students with special needs in schools were quite diverse. There are 8 types of skills programs prepared for students with special needs, namely fashion, culinary, workshop, woodcraft, ICT, agriculture, beauty, and art. Of the 8 skills prepared by the school, enthusiasts for each skill also vary from blind, deaf, mentally retarded, disabled, and autistic students.

To get a clear picture of the skills followed by students with special needs, it can be seen in the following table:

Table 4.1 Types of Vocational Skills for Students with Special Needs by Education Level

No	Types of Abnormalities	Blind	Deaf	Mentally Disabled	Impairment	Autism	Total
	Skills	SHS JHS	SHS JHS	SHS JHS	SHS JHS	SHS JHS	
1	Fashion		11	11			22
2	Workshop		1	6			7
3	Beauty		1 6				7
4	Culinary Art		6				13

		7						
5	ICT	1	7	2	1	2	1	28
		3	2	4			2	
6	Wood Crafts		1	10			1	17
				5				
7	Art	1	1	8				21
		1	1	7			2	
8	Agriculture							2
			1	1				
	TOTAL	2	27	37	1	2	2	117
		4	18	17			4	

When seen in the table above, it can be seen that the vocational skills most followed by students with special needs are ICT, where all students with special needs choose this skill even though according to the teacher the programs that are followed in this skill vary according to the type of needs experienced by the child. Computer programs such as excel, multimedia are followed by deaf, blind, and disabled students, while for mentally retarded and autistic students prefer games and YouTube.

The choice of vocational skills that is of great interest to students with special needs is the next choice of dressmaking as many as 22 people. This skill is only followed by deaf and mentally retarded students. This is because male students are reluctant to choose this skill because they think that this skill is more suitable for girls than for boys. According to the coordinator and data from schools on Fashion Design, there are 3 activities in it, namely fashion, batik and souvenirs

Even though in fashion skills that do require accuracy and persistence, for mentally retarded students the job given is only ironing pieces of patterns or clothes that have been completed at the seams so they don't bubble. In addition, mentally retarded students are more focused on making simple souvenirs, namely bracelets, necklaces, and brooches from beads. In addition, they are also trained in vocational skills in making wall hangings from scraps that are no longer used. Mentally retarded students are also often involved by the teacher if there is an order to decorate a wedding ceremony. Usually they will get rewarded if this activity is done outside of school time.

For deaf students, the activities or skills provided start from a simple level, namely sewing, until they are able to design clothes and even make a clothing design with certain materials that will be included in the national exhibition for students with special needs or the National Student Skills Competition (LKSN) which is always held regularly once a year. Deaf students who follow vocational fashion skills at this advanced level are often asked to make clothes by orderers such as parents, visiting guests, and teachers.

The next order of choice of vocational skills that are of interest to children is wood crafts. This skill is in great demand by mentally retarded students. The results of these wooden craft skills are in the form of educational props, especially for early childhood or children with special needs such as puzzles, geometric shapes, wooden lego, even games for early childhood. This skill is followed by many mentally retarded students because it is interesting. In this skill, students are given the task of sanding, painting, and even sawing.

The next skill that includes having quite a lot of enthusiasts is culinary as much as 13 people. Products resulting from culinary skills are baking and food. The cakes or food and drinks made by deaf students will be marketed in the school canteen, and the money from the business is used to buy materials that will be used by the students for practical use. This skill is followed only by deaf students at both the high school and high school levels. Ask them if they are asked the reason for joining this program is to want to follow in the footsteps of their predecessors who have been absorbed in several jobs both in restaurants and in the food industry personally.

Forms of Vocational Skills Program Implementation

Based on the results of interviews with several teachers and coordinators of vocational skills programs held by schools, information was obtained that the implementation of vocational skills for high school and high school students is carried out after the child has finished taking academic lessons, for 2 hours per day from 10 to 12 which is carried out every day. subjects. For students with special needs at the SDLB level the skills provided are still within the scope of certain subjects, namely Cultural Arts and Skills. Meanwhile, for students of SMPLB and SMALB the skills given are in accordance with the interests of the children, and are prepared for children's independence.

Constraints faced

Constraints in the implementation of Vocational Skills Learning held by SLB Negeri I Makassar include: first the constraints of the child, namely the feeling of boredom in the child because the process is the same as before or that's it, for the first time the child is very enthusiastic in doing it, it will take a long time. over time the feeling of boredom in children arises, especially for mentally retarded children. Second, namely the obstacles experienced by the teacher himself, namely in the maintenance of the equipment. Many tools are old and require maintenance or replacement due to damaged conditions. Due to the allocation of funds that are not available for maintenance and replacing equipment that is damaged and can no longer be used, the implementation of this skills program is somewhat choked up. The school does not have technical personnel related to the equipment in the school, so the only way is to call for service personnel. Indeed, there are some of these tools that can be serviced periodically, but many of them have to be replaced with new ones which require a large amount of money. Due to a lack of funds to replace with new equipment, it ended up being badly damaged and unusable. Of course, this hinders skills activities for students with special needs.

Third, the next obstacle is the limited skill space provided by the school. There are certain skills that require a large practical space because in addition to a large machine, the materials used also require storage space so that the material is not damaged due to rain and heat. Not to mention that every student activity requires free space so that they can work freely. Fourth, because of the policy that all certified teachers must enter class and teach so that teachers who previously focused on developing these skills feel that they have no time to develop skills so that activities are hampered. Fifth, relating to the available facilities and infrastructure. Skills activities require supporting facilities and infrastructure so that these activities can be carried out continuously and sustainably, but if they are not supported by the necessary materials and tools, of course it will not be optimal. Sixth, related to the marketing of pro products so that they can be sold in the market, resulting in the continuity of these skills activities due to students with special needs. In terms of quality, the products produced by students are not less competitive, but they are less competitive in price. In the market the same product may be sold at a fairly cheap price, but if the products of students with special needs are sold too cheaply, the production will stop.

Efforts to Overcome Obstacles

Solutions to overcome these obstacles, namely: when children are lazy and bored in working on a skill then they are motivated, this is where the role of the teacher, especially the skills teacher, is to reduce boredom in children. As stated by (Hamzah, 2014) "motivation is a strength both from within and from outside which is useful to encourage someone to achieve predetermined goals". For a solution so that children are enthusiastic about making sandals is by looking for children's preferences so that they are more enthusiastic about making sandals, for example children like to listen to music, because in the skill room there is a computer, the computer is used by listening to music so that the child is more enthusiastic at work and occasionally the child is given a wage or a percentage from the sales of the products produced so that the child is even more motivated.

Cooperation With Other Parties.

Based on interviews with the principal and strengthened by the statement of the coordinator in the field of vocational skills, as well as several teachers who teach skills in clothing, food, beauty and woodcraft, it was found that the school had collaborated with various parties related to deepening the skills possessed by teachers in the form of sewing courses at Sewing course institute located on Tinumbu Street. This collaboration according to KS "is to increase the skills possessed by the teacher so that in teaching skills to students, it is further said that the teachers who take the sewing course are teachers who serve as guardians of students, where students take vocational skills in fashion "This is also proven by the existence of a cooperation agreement since 2017.

Apart from collaborating with the sewing course institute, the school also collaborates with the industrial world, in this case "Ramlah Donuts" which is located

on Jalan Sunu. The collaboration carried out is that the Donut House provides an opportunity for Deaf students to do internships at their company for 11 semester high school students for 1 semester. However, considering the student's safety factor, the school decided that in 1 week the students only went to the practice place 3 times and 3 days did the practice at the school. Not only cooperation in the field of apprenticeship, Donut Ramlah also provides opportunities for deaf students to work in his company with a provincial UMR salary standard.

Burger King, also provides the opportunity for SLB Negeri 1 alumni to work at their company. Those who are accepted to work at Burger King are deaf students with the reason that students do not experience intellectual barriers, and are diligent at work. In the field of clothing, cooperation is also established with sewing businesses around the school, by accepting special needs staff and even silk Bala cooperation in the production of silk batik. Deaf students who have graduated from school can work in "silk ballas" for silk batik businesses.

The school also provided the opportunity for 2 of its best deaf alumni to be appointed as provincial honorary staff. Those who are accepted as honorary staff are the best alumni and have sewing skills. According to KS this was done as motivation for his juniors to be more motivated to study seriously. They are seconded in fashion skills, namely sewing. The results of their work have been acknowledged by several parties, both parents of students, the surrounding community and teachers.

DISCUSSION

The results showed that SLB Negeri 1 Makassar as a source school was always used as a place to gain knowledge by other schools in Makassar and its surroundings, especially for vocational skills programs for students with special needs in other places. This is because the human resources in the school are quite adequate both from educational and scientific qualifications. There are even skills teachers who are instructors in the field of skills. It is hoped that through various vocational skills programs children will get used to working, train independence and have a good work ethic. This is in line with what Sudiro (2012: 3) argues, "Vocational / vocational education or skills are education designed to develop skills, abilities / abilities, understanding, attitudes, work habits, and appreciation needed by a person when entering a job. and making progress in meaningful and productive work. Furthermore, the purpose of the vocational skills program is to prepare the community for the workforce needed. Rupert Evans also provides an explanation of vocational education as "education that has the aim of meeting the needs of society in the workforce, increasing educational options for each individual and encouraging motivation to learn" (Ikhtiyarini, 2013: 7). The community referred to here are students with special needs if they have completed their education program at school and returned to society. They need an education program that is able to make them independent both personally, socially and economically.

The provision of varied programs gives students the opportunity to choose which skills are suitable for children's interests and talents and abilities. According to the Regulation of the Minister of Education and Culture No. 157 of 2014 concerning the Special Education Curriculum, that the curriculum used for students with special needs applies 2 curricula, namely the regular curriculum which is intended for students with special needs without intellectual barriers, communication and social interaction. This means that these students learn the same as normal students, but they are given special programs according to their respective needs. The second is a special curriculum, this curriculum is intended for students with needs with intellectual barriers, communication and social interaction. Furthermore, Article 8 paragraph (2) states that the Special education curriculum for students with disabilities or special needs as referred to in paragraph (1) is for students with disabilities or special needs accompanied by intellectual barriers, communication and interaction, and behavior. Furthermore, in paragraph (4) it is stated that the special education curriculum for students with disabilities or special needs as referred to in paragraph (1) contains general programs, special needs programs, and independence programs. Furthermore, in paragraph (2) states the independence choice program includes:

- a. Information technology and computers
- b. Acupressure
- c. Electronics
- d. Automotive
- e. Tourism
- f. Beauty styling
- g. Culinary art
- h. Fashion
- i. Communication
- j. Journalism
- k. Performing arts, and
- l. Fine arts and crafts

In Paragraph (3) The independence choice program as referred to in paragraph (1) is given time allocation according to the needs of students with disabilities or special needs. This means that the vocational programs that are given to children with special needs are of course different from one type of disorder to another, even the more complex the special conditions the child carries, the vocational program that is given is more directed at independence programs.

The implementation of vocational skills programs is not only seen from the variety of programs provided to students but also support and cooperation with other parties. Basically, vocational education is carried out based on the input and pressure of the community on the needs of the labor market, so in the process of education and training it must meet the labor market criteria and its relevance to

what is needed in the field. In line with that, (Sudira, 2012: 29-35) suggests several principles related to vocational education.

- a. Vocational education is economic education because it is derived from the needs of the labor market, contributing to the strength of the national economy. This principle is the principle of economic investment education that supports and supports development.
- b. Vocational education and skills must pay attention to market demand. The level of relevance of vocational and vocational education can be measured from the level of conformity of educational programs with the needs of the labor market
- c. Vocational education and skills will be efficient if the environment in which a person is trained is a replica of the environment in which he will work later.
- d. Vocational education and skills will be effective if the mastery of competencies in the form of practice tasks is carried out in the same way, tools and machines as those in the workplace. These principles are the main principles of learning in vocational education, which is called learning by doing and hand on experience.
- e. education and skills will be effective if competency training forms work habits and habits of thinking that are correctly repeated so that they are suitable for later work needs.
- f. Vocational education and skills will be effective if it provides the ability for each individual to capitalize on their interests and competencies at the highest level.
- g. Vocational education and skills will be effective for every profession, position or job only for someone who needs and wants to benefit himself.
- h. Vocational education and skills will be if the trainer has successful experience in applying competencies to the operations and work processes to be carried out.
- i. Vocational education and skills must have a close relationship with DUDI because it is the key to successful vocational education and skills.
- j. Vocational education and skills must be responsive and anticipatory to technological advances.
- k. Vocational education and skills require mukhatir facilities for practice.
- l. Habituation in someone is achieved effectively if training is given to real jobs that are full of value.
- m. The content of the training is the occupation of the experience of the experts or professionals.
- n. Each occupation has content characteristics that are different from the others.
- o. Vocational education and skills will be an efficient service if it is in accordance with the needs of someone who needs,
- p. Vocational education and skills require investment and operational costs that are greater than general education, if they are not met, they cannot be forced to operate. (Sudira, 2012: 29-35).

If we look at the principles of the implementation of Vocational Education as stated by Sudira above, as in point b that "Vocational education and skills must pay attention to market demand", it means that Vocational Education program

administrators need to pay attention to trends like what job skills are needed by the user community. Schools, teachers, curriculum developers certainly need to always update developments and trends in the labor market so that students who are pursuing skills organized by schools are not obsolete, which are no longer relevant to the needs of the job market.

CONCLUSION

Based on the research data and discussion that has been stated, conclusions can be drawn:

1. There are 8 types of Skill Programs provided for children with special needs that can be selected according to their interests and abilities based on the results of the assessment conducted by the homeroom teacher.
2. Vocational skills programs are conducted in a separate form from subjects. Schools allocate special time after students finish their academic learning, from 10.00 to 12.00 and this is held every day
3. There are several obstacles faced by schools in implementing vocational skills programs, first in terms of students themselves, teachers, availability of facilities and infrastructure, government policies, marketing.
4. The main obstacle is marketing, therefore schools always include the work of their students in exhibitions at the school, provincial or national levels so that the products produced can be sold.
5. For the sake of the sustainability of the skills program in schools, the school collaborates with the business world, such as for culinary services with Ramlah Donuts located on Jalan Sunu, Burger King, and food stalls around the school. In bidangg school clothes collaborate with a sewing course institute located on Jl. Tinumbu, Balla Sutra for batik activities, even offers to parents in the form of products and services such as making deliveries for brides. In addition, for beauty, the school collaborates with the Dewi salon either in the form of work apprenticeships or labor for students who have finished.

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