MANAGEMENT OF INTERNSHIP FOR SPECIAL SCHOOLS

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Abstract - Internship is very important to improve the insight, knowledge and professional skills of students with disabilities, but there is no clear about scheme for internships for Special School (SLB). The purpose of this research was to develop a management model for internship for Special Schools(SLB). This type of research is Research and Development (R&D) with used the R & D cycle from Borg & Gall. Data collection was carried out through documentation studies, observations and in-depth interviews involving SLBN Subang, PT Subang Autocomp Indonesia and parents of students. The validation of this research was conducted through Focus Group Discussion by involved schools in Subang, PT Subang Autocomp Indonesia, home industry, Department of Education of Subang, Department of Employment of Subang. The trial of the feasibility of the model was applied limitedly to two Special Schools (SLB) in Subang, namely SLB Waliwais Putih and SLBN Trituna. Research results shown that the management of internship for Special Schools (SLB) was arranged through: (1) The planning of internship begins with formation of an internship committee, assessment and synchronization of curriculum, mapping of the business/ industry, coordinating of internship program, socialization and debriefing of internship. (2) The actuating of internship includes recruitment, and mentoring and skills training. (3) The evaluation of internship includes assessment of the process and competency test. The conclusion shown that the management of internship that are organized and synergistic between schools, related agencies or department, and the business/ industry can improve the insight, knowledge and professional skills of students with disabilities to be ready for work. Therefore, this internship management model can be a solution in preparing students with disabilities in school to work in the business/ industry and or entrepreneurship.

Keyword - Management Model of Internship, Disabilities, Specials School

I. INTRODUCTION

The protection, respect and compliance of the rights for people with disabilities have become global issues, especially after the United Nations Resolution number 61 of 2006 on the Convention on the Right of Persons with Disabilities (Journal, 2015) and Indonesia is one of the countries that signed the Convention on the Right of Persons with Disabilities. This is certainly good news for people with disabilities in Indonesia to get better rights and opportunities from the right to life, getting a job, education and convenience of accessing public facilities. Educational institutions respond this issue by providing an educational process that are disability-friendly and truly equip them with knowledge and skills for the future. Therefore, in Government Regulation number 157 of 2014 about special education curriculum that the curriculum in schools for students with disabilities contains independence programs, namely learning program was developed as reinforcement for students with disabilities to be independent, not dependent on others, and for preparation for work. Furthermore, the government instructed the special schools to include students in internship.

Internship is an implementation of dual system education as a form of the link and match concept (Department of Education and Culture, 1994) that is an effort of educational institutions to produce of output education can meet the demands of the workforce, including the output of education from Special Schools (SLB). Internship in this research is a type of internship that by Lain et al (2014) is referred as internship as part of a formal education programme, namely an activity to obtain competencies, knowledge, skills and attitudes for the qualifications given at the end of the learning program. Wardani (2015) stated that internship is one of the effective methods that can be used in solving the obstacles by people with disabilities in entering the labor market through skill training, attitude and soon. On the other hand, the urgency of implement of internships for students with disabilities is related to the demand to employing 1% of people with disabilities for private companies and 2% for state-companies (Regulation Number 8 of 2016).

The identical experience have been made by America, as the results of research from Farley and Vorwald (1993) that the Restaurant, Hotel, and Institutional (RHI) Management Program at Purdue University-Calumet have five of students with disabilities that participated in internship in a hospitality industry with the position offered at entry level such as dishwasher or busperson (Smith, 1992). Barnes (2009) stated internship is essential for the development of capability and productivity pre-professional academic graduates, both for normal or disablility, so that they are ready to get in their professional careers, face all challenges in work and may also have other issues that add to the difficulty of their transition. In a study in Australia, Cocks et al (2015) examined the impact of apprenticeship and training on quality of life for people with disabilities that associated with employment, employee benefits and satisfaction with work and social connections, the results showed that internship and traineeships can

improve the quality of life for people with disabilities.

There are some advantages for students with disabilities from independence programs through internships, namely students will quickly understand the work being learned, the ability and job skills of students will be seen directly by employment providers (Mastiani & Suwandari, 2017). Jankens (2017) suggested that learning through internship is a key element of the success of students, because they get the best preparation through real authentic practice and experience. More explicitly, Rosenthal (1989) put forward the benefits of experience-based education that emphasizes the benefits of internship for students with disabilities namely allowing students with disabilities to observe, practice and adapt to the demands of the workplace, while promoting appropriate career choices. But in reality not all Special Schools (SLB) are able to carry out of internship, one of the causes is no clearly about scheme for internships for students with disabilities in school. Therefore through the pillot project namely SLBN Subang that has implemented internship for students in their schools with PT Subang Autocomp Indonesia and some of home industries as work partners, this researcher purpose to develop a management model of internship for Special Schools (SLB) as an effort to improve the insight, knowledge and professional skills of students with disabilities.

II. RESEARCH METHOD

The type of this research is Research and Development (R & D) that according to Sukmadinata (2006) is defined as a research aim to producing a new products or perfecting the existing products. Researcher conduct Research and Development (R & D) on the management model of internship for Special Schools (SLB) as an effort to improve the quality of education outputs. The institutions that become pilot project in this research was SLBN Subang with PT Subang Autocomp Indonesia and some of home industries. The principle for established this pilot project is the education institutions and business/ industry have distributed and accommodated people with disabilities for internships and even for work (sinfonews.com, 30/08/2018).

Data collection in this research was obtained from informants, documents and events or specific informations about the object of research by conducting documentation studies, observations and in-depth interviews with involved education practitioners, business/ industry practitioners and parents of student. The procedure for developing an internship management model for Special School (SLB) adapted the circulation of Borg & Gall was simplified into the following steps: Conduct a preliminary study to clarify of the problem, design (premier) model, model development, product (premier) in the form of an internship for Special Schools, model validation to measure the model feasibility through Focus Group Discussion, model revisions based on suggestions and input from the Focus Group Discussion, trial model to two special schools in Subang, namely the SLB Waliwis Putih and SLBN Trituna.

III. RESULTS AND DISCUSSION

The purpose of this research to develop a management model of internship for Special Schools (SLB). The results of this research include planning, actuating and evaluating of internship for students with disabilities as shown below:

3.1 Planning of Internship for Students with Disabilities

In the Director General of Primary and Secondary Education Regulation Number 10/ D/ Kr/ 2017 about curriculum structure, core competencies and basic competencies, and guidelines for implementation of curriculum 2013 for special education explained that the students with disabilities in the secondary school (grade IX) must be internship at least one month. Based on interview with teacher in SLBN Subang that the implementation of the internship was overed to each school according the needs. Furthermore, from the interview and document analysis, it was founded that the planning of internship at the special school was carried out through formation of an internship committee, assessment and synchronization of curriculum, mapping of the business/ industry, coordinating of the internship program, socializating and debrefing of internship

The first, formation of the internship committee. The formation of the internship committee was conducted because special schools (SLB) did not have a special management unit of internship such as a special labor market unit in the Vocational School. On the other hand, the importance of internship committee is to carry out the duties and responsibilities in prepare of the internship. Based on documentation studies, the internship committee structure consists of the responsiblity person, chairman, secretary, treasurer and members. The responsiblity of this committee was explained by the internship secretary of SLBN Subang including: preparation of internship planning document, negotiation with the business/ industry and the government as partners in internship, make Memorandum of Understanding (MoU), and determine the teacher of internship supervisor.

The second, assessment and synchronization of curriculum. Based on interview with SLBN Subang principal that the assessment was carried out on every new school academic year through discussion between teachers by involved parents of student, this is because the type of disabilities and abilities of students are very diverse in each year. Santos & Costa (2015) explained that analysis and need

assessment in the context of disability is useful as a begin to plann a training or education program that adapted to the reality of potentials and obstacles of people with disabilities. Synchronization of curriculum is a follow-up effort that cannot be separated from assessment. Based on interview with SLBN Subang teacher that synchronization of curriculum is carried out through adjustment internship with core competencies and basic competencies in the curriculum of school. This is very important because internship is a training system that carried out jointly by the school and the business/ industry (Syaefudin, 2005).

The third, mapping of the business/ industry. The mapping of the business/ industry at special schools (SLB) is carried out by internship committee before socialization. The mapping of the business/ industry carried out by make a list of the business/ industry that can be a reference for internship for students with disabilities. This is very important so that the business/ industry in internship is accordance with disability student assessment. Furthermore Harjono (2012) explained that the mapping of the business/ industry were intended to obtain data related about the number of the business/ industry that could be invited to cooperate in internship, the capacity of the business/ industry in accepting internship students with disabilities, the competencies in the business/ industry for internship students with disabilities and so on. Based on documentation studies, SLBN Subang as a pillot project has cooperated with business/ industry, as follows:

Table 1 Skills developed of internship students with disabilities

No	Work partners	Skills developed
1	Fetty Salon	Haircare
2	PD Mulya Tani	Arrange building materials
3	Mulya Tani Restaurant	Servant
4	Cuci motor jago soklat	Petugas cuci motor
5	BRI Subang	Cleaning Service
6	PT Subang Autocomp Indonesia	Supply box, fabrication, Insert Plug, supply, accessoris, wireloss dan cleaning service

The fourth, coordination of internship program. Coordination of internship program is carried out by the internship committee to present information about internship program to schools, educational agency, employment agency, social agency and other related agencies. Through coordination, the needs analysis is carried out about who will be supervisor (teacher) of internship, the number of students who can join to internship and supporting of internship both from internal and external schools. As through an interview with SLBN Subang Principal who confirmed that by coordinating, the internship get of supporting from various parties both internal support from teachers in school and external support from parents, local government and business / industry.

The fifth, socialization and debriefing of internship. Based on observation, socialization and debriefing were carried out in schools before students take of internship. As stated by Sukarnati (2011) that one of the activities in the internship planning is to socialize the internship program. The socialization of internship program was mainly present to parents so that they give support to their children's internship (Subang State SLB Development Team, 2018). Whereas for the candidate of internship is given a briefing that aims to improve mental and work ethic of students (Damayanti, 2014). In addition, the socialization and debriefing activities can also involve the business world/ industry as resource persons and alumni to providing information about the reality of the workplace for students with disabilities.

3.2 The Actuating of Internship for Students with Disabilities

Based on observational studies the implementation of internships for students with disabilities was conducted for three months in the business/ industrial. The actuating of nternship of students with disabilities included recruitment, and mentoring and skills training. The first, recruitment of internship students with disabilities. Castellanos & Septeowski (n.d.) stated that recruitment is a form of career services from schools designed to help students with disabilities find employment and/ or internships. One of the important things in the recruitment for internship students with disabilities is analysis and need assessment. This analysis and need assessment is carried out with the aim of placing students in relevance jobs with their abilities. For example, based on interview with PT Subang Autocomp Indonesia, from assessment, internship students with deaf people are placed in production job and internship students with mild mental retardation are placed in supporting job (examples cleaning service and soon).

The second, mentoring and skills training. Based on the internship guideline book, the implementation of internships includes theory, practice, and laboratory workshops in training institutions or Human Resources Development of company (25%), and work practices in companies (75%) (International Labour Organization, 2015). In this research, internship students with disabilities about of laboratory workshops was carried out in the business or industry concerned, one example is PT Subang Autocomp Indonesia that conducts laboratory workshops or is often referred as “bassic training” through Human Resources Development of company. Based on a document analysis that the first PT Subang Autocomp Indonesia carried out three stages of exploration in hiring students with disabilities, namely: Firstly, trials of disability workers by placing

them in supporting jobs. Secondly, the stage of development whre is the number of people with disabilities is added and trials of employment are extended to production job. Thirdly, the improvement stage whre is the number of people with disabilities is up to 1% of the number of employees, and the expansion of the recruitment area (people with disabilities) from around Subang.

The implementation of mentoring and skills training for internship students with disabilities by collaborative Teaching. Collaborative Teaching can affording a climate during internship for openness, frankness and encouragement which is highly valued both by internship students and supervisor teachers (Young , 1995). Based on observations, at the beginning of internship, students with disabilities accompanied by supervisor teachers from school, at the same time internship students with disabilities also accompanied by a tutor from the business/ industry. In addition, in some business/ industrial, internship students with disabilities also accompanied by peer tutors who are also employees with disabilities. Based on an interview with one of the home industries that these peer tutors were given prior training in classroom observation, they observed, recorded and then implemented it to internship participants.

To achieve the demands of the workforce, skill competencies are adjusted to the Indonesian National Work Competency Standards (SKKNI), as well as the results of analyzing and need assessment on internship students with disabilities. SLBN Subang principal said skills training for students with disabilities has certain characteristics namely mentoring and skills training must be accompanied by the real examples and repetitive work training. The results of the internship on people with disabilities as stated by PT Subang Autocomp Indonesia in a Focus Group Discussion that the company does not see any differences between normal employees and employees with disabilities, they have good performance. Even employees with disability have the advantage of being tenacious in working.

3.3 Evaluating of Internship for Students with Disabilities

Evaluating or assessment is an activity carried out to determine the achievement of objectives, suitability of program implementation with planning and impact after implementing of program (Sudjana, 2004). As the experience of Toohey et al (1996) tells about the benefits of valuation in a practicum that by making an evaluating or assessment, the progress that has been achieved and its contribution to professional education can be described. Therefore, the interenship evaluation in this case becomes very important because it is one step to know about abilities and skills that students have mastered from internship.

Based on observation and documentation studies, the evaluation or assessment on internship students with disabilities includes: Firstly, assessment of the process. Assessment of the process is a form of assessment carried out when students attend the internship process. According to the SLBN Subang principal, the assessment of this process is an the first description of the success of the internship, in which the internship disability students would be observed their discipline, work behavior, commitment to job. This assessment is carried out jointly between the supervisor teacher from school and the tutor from the business/ industry, so that when a mistake or problem is founded, a solution will be found together too. The treatment of these problems as told by PT Subang Autocomp Indonesia, namely for internship student with disabilities who make mistakes (technical) in working, we will find out the mistakes or problem, then we analyze it until we can find a solution. but if internship student with disabilities make attitude mistakes like stealing and so on, they will get sanctions. Secondly, competency test. The competency test is an assessment at the time of the internship competency test as an illustration of the mastery of internship students' skills. Based on interviews with teacher supervisor from SLBN Subang that the competency test more dominated by the business/ industry, so that the assessment will be different according to the standards of the business/ industry, in addition used the Indonesian National Work Competency Standards (SKKNI).

The obstacles or difficulties encountered in this internship include: firstly, the problem of social friction between business/ cindustry with NGOs. NGOs think that business/ industry employing people with disabilities because only want of low salary, whereas from the results of interviews with employees with disabilities, they get the appropriate salary. Secondly, difficulties in concepts, this is because there are still at least of schools and or business/ industry that cooperate in distributing students with disabilities to internship. Thirdly, work safety, this is related to the difficulty of the business/ industry to notify people with disabilities about work safety. Fourth, there is no clear regulation about protection of employees with disabilities in the business/ industry from the local government, consequently there is social friction as mentioned.

CONCLUSION AND RECOMMENDATION

The conclusion show that the management of interenships that are organized and synergistic between schools, related agencies, and the business/ industry can improve the insight, knowledge, and professional skills of students with disabilities. Therefore this internship management model can be a solution to improve of quality education output from special school (SLB), especially to ready for work.

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