

PENDIDIKAN KARIR BAGI ANAK TUNAGRAHITA
Bahan kuliah semester 5 kekhususan Tunagrahita

Tujuan perkuliahan: membandingkan antara pendidikan karir dan pendidikan vokasional.

Pokok bahasan: pengertian karir, sifat-sifat karir, pengembangan karir bagi tunagrahita, persiapan kecakapan hidup, dan pertimbangan pembelajaran karir.

Pengertian karir

Career development and vocational education are not synonymous; career development has a broader meaning. According to the Division on Career Development and Transition of the Council for Exceptional Children, career development involves the preparation of the individual for the roles of student, worker, family member, and citizen. A multifaceted approach, which includes teaching, counseling, and community intervention, is used to facilitate career development. Career development and vocational education both accept the idea that schools are supposed to prepare students for participation in the larger society, but they differ in their interpretation of this idea.

Career Education and Life Skills Education Models

| Source | Major components |
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| Life-Centered Career Education (LCCE) (Brolin, 1991) | Three major areas: <ul style="list-style-type: none"> • Daily living • Personal-social • Occupational guidance and preparation |
| School-Based Career Development and Transition Education Model (Clark & Koistoe, 1990) | Four major areas: <ul style="list-style-type: none"> • Values, attitudes, and habits • Human relationships • Occupational information • Acquisition of job and daily living skills |
| Hawai Transition Project (1987) | Four major areas: <ul style="list-style-type: none"> • Vocation/education • Home and family • Recreation/leisure • Community/citizenship |
| Community-Referenced Curriculum (Smith & Schloss, 1988) | Five major areas: <ul style="list-style-type: none"> • Work • Leisure and play • Consumer • Education and rehabilitation • Transportation |
| Community Living Skills Taxonomy (Dever, 1988). | Five major areas: <ul style="list-style-type: none"> • Personal maintenance and development • Homemaking and community life • Vocational • Leisure • Travel |
| Life Problems of Adulthood (Knowles, 1990) | Six major areas: <ul style="list-style-type: none"> • Vocation and career • Home and family living • Enjoyment of leisure • Community living |

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| | <ul style="list-style-type: none"> • Health • Personal development |
| Domains of Adulthood (Cronin & Patton, 1993) | Six major areas: <ul style="list-style-type: none"> • Employment/education • Home and family • Leisure pursuits • Community involvement • Physical/emotional health • Personal responsibility and relationships |
| Post-School Outcomes Model (National Centers on Educational Outcomes, 1993). | Seven major areas <ul style="list-style-type: none"> • Presence and participation • Physical health • Responsibility and Independence • Contribution and citizenship • Academic and functional literacy • Personal and social adjustment • satisfaction |
| Quality of Life Domains (Halpern, 1993). | Three major areas: <ul style="list-style-type: none"> • Physical and material well-being • Performance of adult roles • Personal fulfillment |

Source : From "Transition to Living: The Neglected Components of Transition Programming for Individuals with Learning Disabilities" by P.L. Sitlington, 1996, *Journal of Learning Disabilities*, 29, p.35. Reprinted by permission.

Vocational educators: attempt to prepare students to enter the job market as competent, employable wage earners. To this end, vocational education focuses on the high school student who will soon be seeking full-time employment. Vocational educators perform such functions as assessing students' work potential, helping the workers-to-be explore different work possibilities in their community and arranging a number of trial work experiences through which to identify their preferences.

Career educators, on the other hand, see preparing students for participation in adult life as their mission and emphasize that career development extends from the elementary grades through secondary school level.

Career Development for Student with Mental Retardation.

Research on the community and postschool adjustment of individuals who are mentally retarded strongly supports the need for career development for these students.

The key to the success of competitive employment for individuals who need significant levels of support appears to be appropriate training and ongoing job assistance. Rusch (1983) recommends that training include a survey-train-place-train model. Using this model, the job counselor would "(a) survey potential employers to determine important skills that need to be trained, (b) train students to perform these skills, (c) place trained clients in nonsheltered settings, and (d) provide long-term follow-up training".

Life Skills Preparation

To prepare students for the challenges that will face them they leave school, efforts must be focused on teaching them *life skills* that will facilitate their inclusion as contributing members of their communities and their successful adjustment to adulthood.

Two important elements are crucial to providing life skills content to students:

- (a) Identification of appropriate life skills that are locally referenced and culturally appropriate, and
- (b) Provisions for covering appropriate skills within existing curricular options.