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Developing Self-Knowledge and Occupation of Student with Physically Handicapped

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Abstract: This research aimed at describing the process of developing self-knowledge and occupation of student with physically handicapped. It started by identifying and doing needs assessment for the future career targets, planning the development progress of career guidance for them, drawing the quality of career guidances. The proceduere development od research adapts the theory by Brophy (2002), It's consist are reaching and collection of information then the planning and development of products. The final product of the module with CIP models was revised as an attempt to develop the potential for future careers of student with physically handicapped.

Keywords: self-knowledge and occupation, module

Recent studies related to counseling for career guidance were developed nowadays. This research enhance the previous research about module development which explain the development and instructional evaluation on the deployment of career maturity for young people with learning difficulties. And this completion is related to the career development of students with physically handicapped.

Career guidance is a process of service and help given by a counselor or a tutor to students and to a group of students at all ages throughout the span of their lives to educate themselves, to knowing the environment in form of world of employment, and to determine the choice of education, training, and selection of career in adjusting to the demands of employment. In turn, this guidance can help to devise a plan to make decisions and manage the careers of individuals (McDaniel in Herr and Cramer, 1984: Organization for Economic Co-operation and Development of the European Commission/OECD, 2004; Munandir, 1996). Students with physical handicapped experience the inability to knowledge themselves, especially towards their attitude, ability, and personality. Meanwhile, the knowledge of individual thinking towards occupation, and the relation between self-knowledge and the desired occupation requires career guidance services that help to improve the knowledge of self and occupation. This study develops module for self-knowledge and occupation for physically handicapped students.

Based on the previous mentioned problems, Special School students' self-knowledge and occupation is still lacking. This can be seen in their view on several things such as interests, ability, personality, values, and attitudes. In addition, the students' knowledge towards occupation is still low, especially in identifying the ideals or the mindset of people towards occupation and the link between self-knowledge to the desired jobs. In connection with these problems, the main task of the counselors and teachers is to help in developing self-knowledge and occupation for student with physically handicapped. Therefore, the problem in the development of research can be stretched to the fact that there is currently no career guidance to help and developments elf-knowledge and occupation-knowledge for students.

Related to the self knowledge and occupation knowledge, Peterson *et al.,* (1991); Peterson *et al.,* (2002); Sampson *et al.* (1999); Sampson *et al.,* (2000); Sharf (2002); Osborn*et al.* (in Zunker, 2002), have a theory known as the theory of *Cognitive Information Processing* (CIP) explained that there are three domains involved in career choices and problem solving, namely: *(1) knowledge domain, (2) decision making skills domain, and (3) executive processing domain.* Theories CIP as stated in the choice of career and solving the problem, then there is one among domains developed in the model of career guidance for self-knowledge and occupation knowledge for students with physically handicapped, which is the domain of knowledge or understanding *(knowledge domains)*. The strength of domain knowledge or understanding *(knowledge domains)* on the theory CIP is that someone in planning career started through the provision of knowledge or understanding. Giving knowledge or understanding in students with physical handicapped from the outset meant that students have prepare well for a career in the future. In order for students since the beginning of preparation to prepare for a career in the future, hence the reason for taking the field of knowledge *(knowledge domain)* that was developed in the model of career guidance for self-

knowledge and occupation knowledge of students with physically handicapped, also based on the characteristics and needs of students with physically handicapped.

Model development career guidance for self-knowledge and occupation knowledge of the work on the *knowledge domains,* consisting of (1) a sense of self *(self knowledge)* include: (a) interest, (b) the ability *(abilitas),* (c) personality, (d) the value and attitude, and (2) understanding of the work *(occupational knowledge)* include: (a) the ideals or the mindset of individuals towards work, (b) the link between self-understanding to the field of work you want to learn (Zunker, 2002: 135-136, in Sartinah, 2012),

Students with physically handicapped in Special School experience the inability to educate themselves, especially towards their attitude, ability, and personality. Meanwhile, the knowledge of individual thinking towards occupation, and the relation between self-knowledge and the desired occupation requires career guidance services that help to improve the self knowledge and occupation. This study develops a guide that is packaged effectively and efficiently in the form of career guidance module for self-knowledge and occupation for physically handicapped students.

Development of career guidance module for self-knowledge and occupation of students with physically handicapped that they can understand themselves including: (1) interest, (2) ability, (3) personality, (4) values and attitudes. For an understanding of occupation which includes: (1) the mindset of people towards work / ideals, (2) the link between self-understanding with the work to be occupied. While the module form of career guidance for self-knowledge and occupation knowledge on students with physical handicapped include: (1) general purpose, (2) a special purpose, (3) step-by-step guidance consisting of: (a) preparation, (b) the implementation of career guidance consisting of: develop individual learning plans, Implement the plans of individual learning, (3) structuring the cognitive, using the individual procedure of: identify, challenge, change and take action, and the last step that is (4) summary and generalization.

Hallahan & Kauffman, 1991; Soemantri 2007 states that physically handicapped means a damaged or disrupted condition caused by body interference or obstacles in the form of bones, muscles or joints in normal functioning. This condition can be caused by illness or accident, or it can also be caused by inborn. While Hallahan & Kauffman, 1991; Tarmansyah 1985, states that physically handicapped are various types of physical disorders, which are associated with motor skills and some accompanying symptoms that lead to person experiencing barriers to attending formal education, as well as the process of adjustment to the environment.

Hallahan & Kauffman, 1991; Soemantri, 2007, revealed the characteristics of a physically handicapped, as follows:

In general, human development can be divided into physical and psychological aspects. The physical aspect is potentially growing and must be growth by the individual. In students with physically handicapped, that potential is not intact, because some imperfect body parts . In efforts to actualize theirself, the disability condition experienced by students with physically handicapped are usually compensated by other parts of the body. For example if there is damage to the right hand, the left hand will be more developed as a compensation for the deprivation endured right hand. In addition, damage to one part of the body even less likely to cause damage to other body parts. For example, damage to one of the hip will result in the tilt of the location of the hip bone. In general physical development of students with physical handicapped can be said to be almost same as normal, except for body parts that were damaged or other body parts that are affected by the damage.

According to Piaget, the greater obstacles experienced by students in assimilating and communicating with the environment, the greater the obstacles experienced by students in cognitive development, thus inhibiting the students to do process of assimilation perfectly. The effects of age when physically handicapped start to happen, did not show significant effect on the ability of individuals. Except when physically handicapped greatly inhibit the all of the normal functions. When physically handicapped occur in older students, then at least the students can learn certain skills and function – a and already progressed to a certain point of development. However, keep in mind that things like this for such a students is a setback. The child ever experiences live like a normal child and it is a difficult thing to adapt itself to the circumstances of the physically handicapped.

In general it can be said that until a certain age limit the physically handicapped condition will affect the person rate of development and types of development. Physically handicapped experienced that at the older age show a smaller effect on the rate of development but cause greater psychological effect.

There were lot of research that aims to determine the level of intelligence of students with physical handicapped. The results have been widely used as topics for interesting discussion. Some of the things that is often disputed is the use of intelligence test tools which is suitable for students with physical handicapped. The test of intelligence for students like Stanford - Binnet, WISC, and CPM is often used. The of weakness of those test is, is that suitable

for students with physical handicapped? and its often lead to attempts to modify the test, or devise a test that appears to be more suitable for students with physical handicapped. The test is for exampl e: Haeusserman Test for light physically handicapped, Illinois Test *(The psycholinguistics ATP),* and the Peabody Picture Vocabulary Test.

Although there have been efforts to modify intelligence tests of students with physically handicapped, but it is difficult of the tests can be used in their entirety for all students with physically handicapped. There is a weakness of physically handicapped students in perception, there are some of them have weakness in speaking and modelling. Therefore, it certainly requires a different test forms. For example there are students with physical handicapped are only matched by an oral test, etc.

Language is the main communication tool for humans, human language can relate to one another, and with the language too one can express thoughts, feelings, and intentions in others. All humans have the potential to speak, the potential to develop into a conversation speaking through a process that goes in line with the readiness and maturity of sensory motor. In students with physically handicapped types of polio, the development of language / speech not so different from normal students.

According to the research conducted by psychologists and experts on science education shows specifically not cause interference on the emotional life of students with physical handicapped. However, many problems arise in connection with the attitude of the normal students who interact with the students with physical handicapped. Furthermore, some studies suggest that the age when it starts to happen also influence the emotional development of students with physically handicapped.

The diversity influence of negative developments pose a risk of increased difficulties in adjustment to students with physical handicapped. This is closely related to the response of society towards students with physical handicapped. Actually positive social conditions show a tendency to neutralize the effect of physically handicapped condition. Therefore, the visibility of physically handicapped condition is an important factor in the adjustment of students with physical handicapped with the environment. That is because it can influence the normal students' attitudes to students with physically handicapped. Physically handicapped condition which did not appear to be more allows the child to adjust rather than to the physically handicapped condition that appear.

In the development of the individual personality as a whole is affected by many things like as:

Degree of disability / difficulty due to handicapped condition, is an important variable in the development, although this can not be separated from the attitude of normal students against students with physical handicapped.

Physically handicapped age when it happened, to a certain extent affect the rate of development of the individual. Physically handicapped experienced at the age of bigger will show a smaller effect on the development of the physical, but it raises a larger effect on psychological development.

Visible or not the condition of disability, show the effect on the development of individual personality, especially regarding our bodies *(body image)*. Physically handicapped child generally shows the attitude of inferiority, anxiety, and aggressive. It so happens because dealing with body image of students with physical handicapped. Physically handicapped condition influence the development of the individual personality is determined by the psychological value on abnormalities body part.

Family and community support to students with physical handicapped have a great influence because of the attitude of families and communities will affect the child's personality development. Likewise, parents or community that shows refusal will result physically handicapped child feel inferior, feel helpless, feel inadequate, guilty, resentful, and so forth.

Public attitudes towards students with physical handicapped showed a very decisive influence on the development of the personality of the individual concerned. It is very closely related to the views of society today are looking at the size of someone's success and his achievements. Limitations that carried physically handicapped who obstruct achievement such as normal students may cause insecurity and anxiety that interfere with the development of the child's personality physically handicapped.

This research aim is to develop a module for counselors and teachers to accompany the implementation of career counseling for self knowledge and occupation knowledge for students with physical handicapped, which includes the following:

1. Describe the process of developing career guidance modules to identify and assess the needs and characteristics of students with physical handicapped, especially in the career, to make a plan, until stage to develop career guidance module for self knowledge and occupation knowledge

2. Knowing the quality by looking at the acceptability of career guidance module for self knowledge and occupation knowledge for students with physical handicapped through test od expediency, accuracy, and efficiency by an expert in the field of career guidance and special education experts.

METHOD

In this development research adapt the model of development research Brophy (2002), namely 1) searching and collecting information obtained from the field and relevant theories, 2) Planning and development of product formats conditioned authentically realized by test validation experts to revise the design of the product. Then the products tested to obtain the data in the form of suggestions, comments, and criticism from experts and potential users that can be used as a basis for improving the development of the resulting product. This parts include of : the design of the trial, the type of data, and the data analysis techniques.

The self-knowledge and occupation knowledge module for student with physically handicapped of Special School is conducted in two stages, the expert feedback from content and design experts, and prospective users. On the career guidance module for self-knowledge and occupation for student with physically handicapped of Special School, the trial design products are based on the feedback by content and design experts, and also potential users.

The trial study on this subject is taken from Special School of Physically Handicapped in East Java. This can be described by the following.

In analyzing the data, the quantitative data is analyzed quantitatively. The quantitative data obtained from test expert and user testing. The criteria used was based on the assessment given by experts and potential users by spreading the questionnaire. Data obtained from the questionnaire assessment experts and potential users are classified into four categories of answers (grades 1,2,3, and 4) and then converted into percentage form. The result of such conversion, as follows (Cronbach, 1990):

0% - 64% = 1, it is less appropriate / very less clear / very less appropriate, revised

65% - 79% = 2, less appropriate / less obvious / not appropriate, revised

80% - 89% = 3, right / clear / appropriate, not revised

90% - 100% = 4, very precise / clear / very appropriate, not revised

Based on expert assessment and field tests of the components of the development so that the components of development that received ratings 1 and 2, had to be revised Because it shows the quality of the component is less viable and needs to be revised.

While the data obtained from interviews, comments, suggestions, criticism from experts and potential users are prepared and categorized based on aspects assessed. The data used as the basis to improve product component of guidance module for self-knowledge and occupation- knowledge of student with physically handicapped.

FINDINGS AND DISCUSSION

Findings

Based on the CIP models in domain knowledge covering self-knowledge and occupation that is developed in a cognitive information processing, Several steps have been Formulated as follows. 1) Initial interview, the primary goal for this step is to identify the problems in finding career problems faced by students with physical handicapped. In this initial step, the counselor and the teachers learn more about the skills of the students. Furthermore, they should focus on the building of trust and good relationship between the counselors, teachers, and the students. The counselors and the teachers share information about career to the students, so that the students can identify their possible career, 2) Assessment, this step focuses on how the students with physically handicapped can learn more about self-knowledge and occupation especially about their ability and disability by reflecting and contemplating their potentials, 3) the problem of defining and analyzing the causes, this step aims to help students with physically handicapped to find some career-related problems and to find the causes for Reviews those problems so that they can decide their own career path, 4) formulating direction, this step aims for giving the students direction to get the expected result based on the career guidance they have as an attempt to cross-collaborate between counselors and teachers, 5) developing plan, in this step, the individual learning plan is developed as an effort in getting the best result of the counseling, the which can be used as the learning source and activity that can help students meeting the requirements determined by the students with physically handicapped, 6) Applying individual learning plan, in this plan, both the counselors and the teachers helps the students by directing and guide them in the learning process of the students. Both of the counselors and teachers of Special School give information and clarification, or Strengthen students' development in preparing and planning their future career, and 7) summarizing and generalizing, in this last step, students have been trained by the teachers and counselor. In this step, students are hoped to be able to draw a conclusion based on their career counseling activity. Next, the students with physically handicapped take advantage from the career guidance that they have done.

Discussion

Results Development of Career Guidance Module for Self Knowledge and Occupation of Students with Physically handicapped in Special School in Theoretical Context

Based on the prototype module of career guidance for self knowledge and occupation of students with physically handicapped, produce counselors and special education teachers guide books, guide books for physically handicapped student, and career guidance materials. Then the shape of guidebooks career guidance from prototype service packages career guidance for self knowledge and occupation knowledge is classified from 1) an understanding of self *(self knowledge),* includes: (a) interest, (b) capability, (c) personality, (d) values and attitudes; 2) understanding of employment *(occupation knowledge)* consisting of: (a) the ideals / mindset of individuals towards work, (b) connects between jobs with the ability of self.

On the other side the decision to choose the *domain knowledge* in the service pack for self knowledge and occupation knowledge adjusted to the developmental age of students with physically handicapped in Special School. The next service pack for self knowledge and occupation knowledge implemented by using group counseling techniques through *focus groups discussions* (FGD) (Johnson & Johnson, 1987) students with physical handicapped of Special School.

Guidance is provided by the *focus group discussion* by physically handicapped students of Special School.in career guidance for self knowledge and occupation based on *a needs assessment* to determine the current work of self-knowledge and guidance activities. That is, the introduction of self and work is important to know the students with physically handicapped in Special School in receiving information, know theirself, understand the wishes of others or express its wishes on others. Considering students with physically handicapped in Special School characteristics (Hallahan & Kauffman, 1986; Soemantri, 2007), general physical development physically handicapped can be said to be almost the same as a normal child except body parts that were damaged body parts that are affected by damage such physical. Physically handicapped conditions also hamper the process of assimilation.

Furthermore Herr & Cramer (1984), suggests the purpose of career guidance in secondary schools are to help students to learn: (1) find a relationship between the achievements, values, educational aspirations and career preferences; (2) analyze the personal competence in the skills necessary for a career preferences and develop a plan to master the skills; (3) take responsibility for planning their careers and it consequences; (4) prepare to meet the terms of entering employment or training majoring in appropriate positions; (5) prepare themselves to meet the requirements to enter post-secondary education by taking courses that forced by types of programs and institutions that entered; (6) develop knowledge and skills relating to life; (7) systematically examine alternative career preferences by linking their academic achievement and co-curricular activities; (8) identifies options on how to achieve the goals of education and occupational desired; (9) describe the type and form of post-secondary education and registering the shape and type of education that is relevant to the career preferences; (10) makes an accurate estimate on private properties and achievements as well as actively present in your resume and during the interview occupation and education; (11) develop a specific plan to achieve career goals, and (12) implement career plans.

This is confirmed by Pearsons (in Zunker, 2002: 11) mentions that the important benefits of career guidance from its conceptual framework to help individuals choose a career. It defines it in two parts formulations as: 1) a sense of self that includes: (a) interest, (b) ability, (c) personality, (d) values and attitudes; (2) understanding of the work consists consist of: (a) ideals / mindset of individuals towards work, (b) connection between jobs with the ability of self.

Accuracy and Feasibility of Development of Career Guidance Module for Self Knowledge and Occupation of Students with Physically handicapped in Special School

The linkage accuracy and feasibility of career guidance module for self knowledge and occupation of students with physically handicapped in Special School has been tested by counseling expert (expert I) which suggests that, 1) the book material of career guidance for students with physical handicapped in Special School, the design cover needs to be set on writing for a more attractive format, 2) use of language is communicative but needs improvement a few sentences in accordance with the structure of the enhanced spelling 3) severala pictures are irrelevant and size less professional.

While special education expert (expert II) suggests that: 1) the relation within each session or chapter must illustrated or by giving interesting images 2) linkages of career guidance services textbooks, there is a mistake word in paragraph which should be physically handicapped.

Linkage to the accuracy and feasibility of the module of career guidance for self knowledge and self occupation shows a step and strategies through how to prepare and adjustment to assimilate, integrate knowledge and skills, experience and appreciation associated with self knowledge and occupation and activities that need to be done in spare time.

CONCLUSION AND SUGGESTION

In general, the goal of this development is to produce a career guidance module for self-knowledge and occupation for physically handicapped students that

has been assessed for its acceptability. The following are the conclusions drawn that show the development of career guidance module for self-knowledge and occupation for students with physically handicapped.

The study is able le to produce the accuracy from the sets of steps and strategies of module for counselors and teachers,

Based on the properness assessment of the models, it is noted that the assessment scores from two experts shows that the prototype of the career guidance module for self-knowl e dge and occupation in students has been able to be used for trial after the revision is conducted.

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