

# The Implementation of Transition Program for Autism Children in Junior High School 4 Sidoarjo

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## The Implementation of Transition Program for Autism Children in Junior High School 4 Sidoarjo

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### Abstract

This research had purpose to expose the implementation of transition program for autism children implemented by Junior High School 4 Sidoarjo with the principle of Direktorat PKLK Dikdas (Directorate of Special Education and Special Services). Based on the preliminary study in December 5th, 2015 there was an indication that the transition program to autism students in the school involved into school extra-curricular program. This research used the descriptive method of qualitative approach and the technique of data collection used are observation, interview, and documentation, while the data analysis of descriptive qualitative used the phase of data reduction, data display, and verification /conclusion drawing. This research result indicated that in implementing transition program for autism children, integrating transition program was done by establishing structured extra-curricular and the program of self developing in the form of handicraft and clothing science i.e. twice in a week for 2 hours per week and when the students got leisure time while food science involved in sub-subject matter of vocational implemented once in a week suitable with the plan of learning implementation which was arranged by the teacher. To support the transition program, the school had tried to cooperate with DUDI (Industry and Trade World) i.e. shoes trade but it did not get any response yet from the DUDI. The evaluation of transition program for autism students was orally done by GPK (special education teacher) and the partners. The evaluation established by GPK was uncertain depending on the development of the autism students during the transition program given.

**Keywords:** *Autism Children, Transition Program*

### Introduction

Readiness school tuition in entering the workforce need to prepared so that the graduates of the education can fill the needs of employment opportunities in accordance with the demands of developing. Hence, program the transition to after school for school tuition important since they was school suitable to the character and the level of education. Transition program the not only to students normal but also to school tuition needs special. So are students autism. Students autism difficult in terms of communication and social interaction and play imaginative who have been concerned that they are age 3 years (Priyatna, 2010:2). Based on the study of a precursor on 5 December 2015 at school inclusive who became school representative pilot school inclusive in Sidoarjo, and the subject that in accordance with research referred to, namely junior high schools 4 Sidoarjo. There were indications transition program for autism students at the school entrance extra-curricular school program. The son of free to choose extra-curricular according interest and talent they. And a number of programs entered into school curriculum.

The directorate guidance PKLK basic education (2015:15) said that the purpose of transition program the schools to after school, aimed at to prepare need students particularly

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in SLB or at school regular to independence after school. The target of the program transition according to the directorate PKLK basic education (2015:15):

- a. Need Children particularly in the SDLB and primary schools the implementation of education inclusive .
- b. Need children particularly in the SMPLB and junior high schools the implementation of education inclusive .
- c. Need children particularly in the SMALB/SMKLB and SMA/SMK the implementation of education inclusive

The directorate guidance PKLK basic education (2015:73-74) said that implementation transition program the school state of the another

- a. Self-reliance program: competence that must be controlled by learners in proposing yourself, gradually showed up with the independence of the development and growth (corresponding old).
- b. Program vocational skill competence: pertaining to the job or products and services. Programs conducted gradually and in accordance with the development and growth learners to have competence vocational as virtuals in continuing school level higher or plunge into the community.
- c. Soft program: personal skill that improve the interaction of individuals, performance and career prospects.
- d. Entrepreneurship program: covers activities that needed to create or execute company at the moment all the market is not formed or not yet identified with clear, the function or production of these components not yet fully known.

School education providers inclusive must meet the requirements as the insurer inclusive good education appointed by the government and on its own initiative receiving and giving the education services for learners with special needs disabled athletes (PDBK). And so transition program to be prepared for carefully by the school students to prepare to the world of work or higher levels.

Similar research is based on research conducted by Yaeda (2011 ), that the transition for children with special needs disabled athletes in Japan prepared by the school to bring the students told a better life. Program in transition formed cooperation between the family, school, work and society. Counseling family, counseling school, counseling and counseling community career, counseling progress and counseling rehabilitees collaborated on prepare the entering the workforce.

### **Literature Review**

Transition program for autism students must be strengthened So after school they are ready to continue higher education Or in the world of work. This is in line with UU RI No. 4/1997 Regarding the rights and opportunities people with disabilities chapter 14 that:

“A state and private provide the opportunity and equal treatment to children needs special In his company conforming to a type and the degree of disability, education and ability, Whose numbers adjusted to the number employees and / or qualification company”.

According to a government regulation republic of indonesia no.43 /1998 about efforts to increase social welfare chapter 28 people said “Companies should hired at least 1 (one) people with disabilities Who qualified office and qualification work To companies for every 100 workers in the company.

Government regulations which has been regulated in act of course give a great opportunity for autism students can work. Students autism need to furnished with expertise vocational and expertise life vocational skill and life skill). Vocational education and training made the schools will make autism students become more competitive in the environment and independent.



## Method

### 1. Design Research

Study was conducted by the kind of research qualitative. In a kind of this research used the qualitative descriptive. The researchers choose qualitative this case study by researchers want to obtain information on the implementation of transition program for students autism and evaluation carried out by the schools about the program transitional they apply.

### 2. Data and The Data Research

#### a. Research Sites

Study was conducted in one inclusion the state, SMPN 4 Sidoarjo inclusion pilot as school district and a school Sidoarjo inclusion by accomplishments good.

#### b. Subject of Study

the subject of study relating to implementation of transition program for students autism, consisting of a principal, for inclusion, chairman of inclusion, special education teacher and students autism.

### 3. Data Collection Techniques

Engineering data collection to be used in research is:

- a. Observation in doing observation, researchers conducted observation both inside and outside class classes relating to transition program for autism students. From preliminary data this observation, researchers will get preliminary data on the implementation of transition program. The data include: transition program, and equipment available at school, The business world and industry (DUDI) cooperation with the school, evaluation.
- b. Interview in this questions submitted directly, but directed free. The interview used to get data on the implementation of transition education at school. Speakers in an interview this is headmaster, for inclusion, chairman of inclusion, special education teacher considered knows autism son manners .
- c. Documentation in this research, documentation covering:
  - 1) The transitional do by the school for students autism
  - 2) Note the development of students autism compiled by teachers a companion specifically.
  - 3) Photos activity that is related to the transition education for the autism

## Findings/Analysis

Of the exposure to data research findings, obtained a thoroughly on the implementation of transition program for autism students. More specifically based on focus research on the concept, program, implementation and evaluation transition program, after implemented data analysis that obtained data:

### 1. The Concept Of Transition Program For Students Autism

The concept of transition program for autism students according to informants is give additional subject out academic particularly to improve their interests and talents students with the vocational so that they have sufficient to autism students when pass could be independent. While transition program according to the coordinator inclusion (ADM) is the where of elementary school to the junior high, where oil these moves be more students service.

The results of interviews with special education teacher (GPK) that program concept culinary according to informants is how food processing be food or just half finished from planning to the presentation of. This shows that understanding the concept of culinary special education teacher (GPK) SMPN 4 Sidoarjo there are conformity with the theory that is.

The results of interviews with informants special education teacher (GPK) that program concept of clothing science is the design make clothing of planning to packaging. It was related to the statement Ernawati, dkk (2008) of clothing science but is weak. Program concept of culinary according to Ernawati, dkk in 2008 not only function as processing or the creation of clothes of design until just packaging. But of clothing science closely related to choose, set also improving clothing science order to obtain clothing science more matching and beautiful. What this demonstrates the concept of clothing science according to informants is weak right but still relating to the theory about the concept of clothing science.

Based on interviews, the concept of handicrafts according to special education teacher (GPK) is craft functions which blends of design and beauty by modifying. This has to do with the theory about handicrafts expressed by was, Mike (2012) but still lacking. Because informants did not mention the craft the way.

Further information about the concept of culinary, the clothing science and handicrafts, further research conducted in autism students class 7, 8 and 9. The concept of culinary autism AY according to students, the FT, HY, FD various but no connection with the theory program concept culinary according to Sunarsi (2008). Because the culinary is SMPN 4 Sidoarjo this is included in the art projects sub subjects. So autism students do not know regarding the concept culinary. According to the concept of clothing science AY and FT about the clothing science is the way into the processing. While according to the concept of clothing science FD is using batik. With do not know what the clothing science. What this demonstrates the concept of clothing science according to some students autism relating to the theory but flawed.

The concept of handicrafts according to AY is recycling / craft become a thing, while the concept of hand skills according to HY is sewing, and FD revealed that handicrafts is shake hands. While use the concept handicrafts is a craft made by hands. The concept of handicrafts delivered by the FT was, Mikke (2012) about handicrafts. While others do not understand regarding the concept handicrafts. According to the interviews, this shows that informants know the concept of transition program for students autism well in accordance with transition program guide post school of the directorate PKLK basic education. But regarding the concept culinary, the clothing science and handicrafts. Only a few informants looking well, however there are also did not well understand culinary regarding the concept, the clothing science and handicrafts.

## 2. Transition program for students autism

The directorate coaching PKLK Mohammad (2015:73-74) said that the transition program schools among others included the independence, the program vocational skill, the soft skill, entrepreneurship program. Based on the study observation, interviews and documentation with the school principal (MC), inclusion coordinator (ADM), Chairman of Inclusion (GR) and special education teacher of Seventh grade classes (PPT), special education teacher of eighth grade (KRS) and special education teacher of The ninth grade (IZH) revealed that vocational program for autism students of provisions of clothing science and handicrafts as paint, make batik, drawing, embroider, knitting and sew. In preparing the transition program for students autism in SMPN 4 Sidoarjo this special education teacher (GPK) do initial identification and assessment to know the advantages and disadvantages autism students, later the teacher was preparing the program adapted to interest and talent autism students. It is like a statement direktor PKLK (2015:15) is a transition program and charge after school to be adapted to the development of a career students, obstacles learning and special needs students.

This shows that transition program for students autism done by schools are in accordance with written by guidelines of the directorate PKLK DIKDAS vocational program. But programs done vocational done schools are only the clothing science and



handicrafts. With culinary included in the curriculum as sub subjects the art projects. Culinary lessons called in the art projects management. In learning this, autism students be hours of its own but within regular students. In the program handicrafts cover of clothing science. Ironing fabric of to be made batik, sew patchwork, sew craft of cloth flannel.

Meanwhile on evaluation transitional made the schools to get a response from informants diverse. Like in argue by the principal (MC) the evaluation implemented ideally in a month. Inclusion coordinator (ADM), chairman of inclusion (GR) that is revealed that evaluation transition for students autism held in the first school inclusion it is just a semester once. According to special education teacher (PPT), special education teacher (KRS), special education teacher (IZH) revealed that evaluation transition for students autism done erratic, like a student autism named AY and FD can make its needlepoint for 3 times in 1 month but back to students.

Based on the study observation, interviews and documentation revealed that evaluation transition for students autism exercised by junior high school inclusion is done by special education teacher is uncertain, depending on the autism students. So that they could not targets. While evaluation is schools in half once was evaluation thorough about the program schools that has been done to students autism. Evaluation is schools in half this time with bring parents of autism student. Described the school autism students in half.

### 3. Transition program for autism students

Direktorat PKLK Dikdas (2015:73-74) said that implementation of transition program in school among independence program, vocational skill program, soft skill program, entrepreneurship program.

From the interviews, observation and documentation to headmaster (MC), chairman of inclusion (GR), special education teacher of Seventh grade classes (PPT), special education teacher of eighth grade (KRS), special education teacher of The ninth grade (IZH) Said vocational I skill program for autism students In the form of clothing science and handicrafts as paint, make batik, drawing, embroider, knitting and sew.

In arrangement of transition program for autism students in Junior High School 4 Sidoarjo, special education teacher do early identification after that do assessment for know Excess and weakness autism students. Then teachers arrange a program adapted to interest and talent autism students. This similar with a statement Direkotar PKLK Dikdas (2015 :15) said type and contents transition program post school to be adapted to the development of a career students, Learned and obstacles special needs students.

This condition shows that transition program for autism students who is done by the school is in line with shown by a guide of Direktorat PKLK i.e vocational program. But vocational program as made the schools limited only of clothing science and handicrafts. While Culinary included in the curriculum as sub subjects the art projects. Culinary in art projects called management. In learning, autism students autism not got individual learning but study together with regular student. Into program handicraft exist clothing science program. Like Ironing fabric that will be made batik, sew patchwork, sewed crafts of flannel cloth.

While on evaluation transition program has made the schools get response who came from various informants. i.e headmaster (MC) that Ideally evaluation carried out in a month. Coordinator of inclusion (ADM), chairman of inclusion (GR) That is revealed that evaluation transition program for autism students only one half once. While special education teacher of Seventh grade classes (PPT), special education teacher of eighth grade (KRS) Revealed that evaluation of transition for autism students done erratic, i.e

AY and FD can make product Needlepoint for 3 times in one month but it's get back to students.

From the interviews, observation and documentation is evaluation program for autism students do by special education teacher is uncertain, depends autism student. So, special education teacher can't make target. While evaluation do by school in one semester once is all evaluation about school program who already done for autism student. Evaluation in one half once invited parent from autism student. School show development autism student in one half.

#### 4. Implementation of transition program for autism students

Transition program done to prepare students with special needs in unmainstream school and mainstream school to post school independence. It is no exception by autism students. Transition program for autism students must prepare for independence needs economy post school that began when they are in school benches.

From the interviews, observation and documentation to headmaster (MC), chairman of inclusion (GR), special education teacher (PPT), special education teacher (KRS), special education teacher (IZH) Said the transition program was done inclusion junior high school is handicraft Covering paint, make batik, drawing, embroider, knitting. In the handicrafts covering of the ironing batik fabrics, sew patchwork, sew flannel etc. While culinary entered into sub subjects the art projects. Who conducted together with regular students. Inclusion coordinator (ADM) adding transition program has done the school admission process is autism students, assessment and services such as regular students in the learning process. Then special education teachers determine focus for autism student and give vocational program for them.

In the implementation of the transition Program at the Junior High School 4 Sidoarjo is form program structured extra-curricular and self development program. Transition program in form of clothing science and handicrafts for autism student i.e twice in a week, 1 hours on Wednesday and 1 hours on Thursday for 2 hours per week and when the student got leisure time. While culinary included in sub subjects the art projects carried out in 1 week 1 times with regular students was done according with lesson plans subjects the art projects made by art projects teacher. Based interview, observation and documentation result, This shows that transition program of clothing science and handicrafts for autism students who made the schools are in accordance with written by guidelines of Direktorat PKLK Dikdas i.e the transition program done through the extra-curricular structured with allocation of time 2 hours per week.

One of the important to support the transition program is cooperate with the Business World And Industry (DUDI). This cooperation to support learning through observation, practices, internship, and work distribution. From the interviews, observation and documentation to headmaster (MC), chairman of inclusion (GR), special education teacher of Seventh grade classes (PPT), special education teacher of eighth grade (KRS), special education teacher of The ninth grade (IZH) Said That junior high school inclusive has been trying to cooperate with the Business World And Industry (DUDI). Efforts to cooperation was conducted schools to DUDI including by means of sending proposals to business shoes. Until now has not received a response from parties the shoe business. Initial plan school when conducting cooperation with Business shoes were that students received training from the business.

Inclusion coordinator (ADM) adding That in addition to cooperation with business shoes. Schools also make relation with batik industry. That business give Training for teachers about how the way to make batik. And teacher teach to students. For the best batik result sewn by students. This conduction shows that schools had make effort to make relation with DUDI but there is no a replay. It's means autism student who have.



Certain skills not yet distributed by the school. About that of existing infrastructure Junior High School 4 Sidoarjo that carried out a transition for autism students the results of interviews with informants. It's revealed informants about facilities and infrastructure are varied. Headmaster (MC), chairman of inclusion (GR), special education teacher (PPT), special education teacher (KRS), special education teacher (IZH) Said Facilities and infrastructure that provided of them was the provision of vocational room, therapy room, 1 unit of a sewing machine, five sets of batik, 10 unit computer, 1 unit of instrument for make pin, 2 unit electronics ( avometer and soder ), 1 unit of instrument canvass. special education teacher of The ninth grade ( IZH ) adding there is help to 1 unit of instrument needlepoint.

Coordinator of inclusion (ADM), chairman of inclusion (GR) said Facilities and infrastructure of vocational in Junior High School 4 Sidoarjo Had already been each therapy for autism students. And than, special education teacher said Expressing media , the tools learning and vocational in accordance program made by special education teacher they are adequate in the service for autism students.

The school has a budget of funds special for Children with special need and the school submit a request for assistance to be equipped. From the interviews, observation and documentation, in general Facilities and infrastructure in Inclusion Junior High School 4 Sidoarjo Enough to complete in implementation of transition program for autism students. Transition program structured according with programs that taught by teachers. It's means Facilities and infrastructure in transition program for autism student has supported of transition program for autism students as maximum as possible.

#### 5. Evaluation of transition programs for autism students

Based on observation study, interview and documentation of evaluation of Implementation program for autism students implemented by GPK (special education teacher). Evaluation of clothing science and handicrafts was done orally among GPK (special education teacher) and other GPK (special education teacher). Evaluation of Implementation was done GPK (special education teacher) not same, depends student ability. See students when taught could work or not, GPK (special education teacher) only Set an example once or twice. If students felt able, the program will be continued. Being culinary the sub subjects the art projects, Evaluation was done in Once half.

#### Recommendation

In the implementation of the transition Program at the Junior High School 4 Sidoarjo is form program structured extra-curricular and self development program. Transition program in form of clothing science and handicrafts for autism student i.e twice in a week, 1 hours on Wednesday and 1 hours on Thursday for 2 hours per week and when the student got leisure time. While culinary included in sub subjects the art projects carried out in 1 week 1 times with regular students was done according with lesson plans subjects the art projects. Facilities and infrastructure transition program for autism students in Junior High School 4 Sidoarjo was already adequate programs made by GPK (special education teacher).



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